This seminar course will focus on the ways we can use our anthropological training to present the subject we are most passionate about to a variety of different audiences using a variety of different tools. Students will move beyond traditional notes-and-PowerPoint presentations and will think creatively about what constitutes presentation of data or information in anthropology. We will read articles on the benefits of adopting new methods of presentation, and we will discuss the drawbacks inherent in a world where information is being published and newsified rapidly. Unlike traditional seminar courses, this one will also involve a great deal of required web-surfing and interacting with social and online media: watching video clips, reading blog posts, listening to podcasts, curating a course wiki, and taking steps towards becoming one of the public faces of anthropology.

By the end of the semester, students will be able to:
- Speak knowledgeably about traditional and social media use in anthropology.
- Discuss problems with premature presentation in anthropology.
- Explore new techniques and technology applicable to anthropological research and practice.
- Produce innovative, high-quality presentations.
- Understand how to make anthropology more visible to the public and how to become one of the public faces of anthropology.

We will read several peer-reviewed articles and book chapters and will consume a wealth of online content in a variety of media formats. For a full reading list, please see the course wiki:

http://PresentingAnthropology.wikispaces.com
Anthropology, Digital Humanities, and Web 2.0
With the growth of the internet over the past two decades, academic research, academic teaching, and presentation of information are increasingly moving online. This has recently led to a trend in digital humanities around the world. While anthropology is technically a social science rather than humanistic discipline, many segments of the field are leading the way in innovative digital presentation, most notably archaeology. And yet, in spite of these efforts, the public at large is mostly clueless about anything other than Indiana Jones-style anthropology. Over the next two weeks, we will read several articles on digital humanities and Web 2.0, discuss the possibilities and problems with moving anthropology into the field of MOOCs, and explore why it is imperative to embrace online culture rather than shunning it.

- Week 1 (Jan 7)
  - Topic: Intro to the course, instructor, and students.
  - Assignment 1: Update wiki About You page.
  - Assignment 2: Sign up to be a discussion leader.

- Week 2 (Jan 14)
  - Topic: Anthropology, Digital Humanities, and Web 2.0

Social Media Challenge
Many academics are wary of social media, viewing it as simply a way of sharing pictures of your latest brunch or bragging about your Plants vs. Zombies score. Yet with million of people who are potentially your audience available at the end of Facebook, Twitter, and G+, it is important to understand the ways that academics and the public are using social media to connect with one another and to share interesting information. Over the next two weeks, we will discuss the charge laid down by archaeologist Jeremy Sabloff, namely that there are no public anthropologists in the way there are go-to experts in economics, astronomy, and biology, and integrate within that discussion ways to respond to a public often ignorant of anthropology. Social media is, at its core, about becoming involved in a conversation rather than being a one-way producer of information, and its largely online format means that even the most introverted among us can find a place to be public and active anthropologists.

- Week 3 (Jan 28)
  - Topic: What does the social media landscape for anthropology look like?
  - Assignment: Do some web-surfing to familiarize yourself with the anthropological social media landscape.

- Week 4 (Feb 4)
  - Topic: What are the benefits and drawbacks to opening up conversations about anthropology to the public?
  - Assignment 1: Create your academic-social persona at Academia.edu.
  - Assignment 2: Project 1—Social Media Challenge.

Print Challenge
Over the next two weeks, we will discuss both the ways that anthropologists present their message in printed media and the way that anthropology is presented by journalists and bloggers “in print.” While many scholars are moving beyond traditional research posters and static Pow-erPoints and getting involved with the more interactive media we will be looking at in coming weeks, there is still a need to be able to reach an audience through print. We will take a look at what goes into a printed poster and what makes a bad news story, while generating ideas for best getting anthropological information out through printed media.

- Week 5 (Feb 11)
  - Topic: How is anthropology presented in print?
  - Assignment 1: Do some web-surfing to identify ways that anthropologists are using printed material to explain their research and opinions.
  - Assignment 2: Find an example of a good poster and an example of a bad poster. Be prepared to explain your reasoning.

- Week 6 (Feb 18)
  - Topic: Designing printed material for an anthropological audience.
  - Assignment: Project 2—Print Challenge.

Audio Challenge
Anthropologists have not specifically embraced audio media through the years. We have a picture of ethnographers tape-recording (and now digitally recording) their interlocutors, but past presentations of these data were often made in print rather than attempting to incorporate the glorious variation in intonation, cadence, and meaning of language around the world. Jane Goodall stands as an exception; her pant-hooting at nearly every public appearance always gets a surprising reaction from her audience. A small number of anthropological podcasts exist, as well as parody songs (generally in the educational realm), but little is being done on a discipline-wide basis to integrate audio media into anthropological research, presentation, and outreach. In these weeks, we will explore the ways that audio is used in anthropology and create audio-based projects for various audiences, in an attempt to garner interest from earbud-wearers attached to their ever-present iPods and phones.

- Week 7 (Feb 25)
  - Topic: How is anthropology presented on radio/podcasts/etc.?
  - Assignment: Find a good example of audio media covering an anthropological topic. YouTube and iTunes are good places to start.

- Week 8 (Mar 4)
  - Topic: Designing audio media for an anthropological audience.
  - Assignment: Project 3—Audio Challenge.
We anthropologists are, quite honestly, not the most fashion-forward academics, tending to prefer jeans or flowy, tribal-print dresses to other disciplines’ sharp professionalism. And we don’t tend to seek out opportunities to be on camera, to perform for an audience, preferring to sit back and take an etic approach to watching other humans enact culture. There has always been interest in anthropology from the mainstream television media, though, in the form of documentaries (and “documentaries”) about past and present societies. It is therefore a good idea to feel comfortable both talking to a television camera and creating videos about your research and interlocutors. In these two weeks, we will take a look at (mostly short) anthropological videos and discuss how those videos differ depending on the audience and the video-creator’s goals. We will also discuss the role of video in reporting anthropological finds and research—the phenomena of “research by documentary” and “publication by journalism”—which can be problematic for the academic anthropologist.

- **Week 9 (Mar 18)**
  - **Topic:** How is anthropology presented on video and in other visual media?
  - **Assignment:** Find a good/bad example of video covering an anthropological topic. YouTube is a good place to start.

- **Week 10 (Mar 25)**
  - **Topic:** Designing video media for an anthropological audience.
  - **Assignment:** Project 4—Video Challenge.

**Kids Challenge**

When did you first learn what anthropology was? Unlike other social sciences, namely psychology and sociology, anthropology is almost never taught at the high school level, and only rarely seen in the lower grades’ social studies classes. This lack of anthropology in K-12 education is problematic from many standpoints: first, it means that children do not get educated on the diversity of humans until college, and then only if they choose to take anthropology; second, it means that there are fewer anthropology majors (and consequently anthropologists) than other majors; and third, it means that there are no opportunities for anthropologists to teach in the K-12 sector, limiting our job options after graduate school. Over the next two weeks, we will discuss the benefits to bringing anthropology into the K-12 classrooms and will generate ideas for presenting anthropology at different grade levels.

- **Week 11 (Apr 1)**
  - **Topic:** How is anthropology presented to grade school kids?
  - **Assignment:** Find at least one kids’ book on anthropology and bring to class to discuss.

- **Week 12 (Apr 8)**
  - **Topic:** Designing something to teach kids about anthropology.
  - **Assignment:** Project 5—Kids Challenge.

**Portfolio Presentations**

It’s Pensacola Anthropology Fashion Week! Collect your three best presentations from the semester (or create new ones), update and revise them, and present your portfolio to a host of judges to win a yet-to-be-determined top prize!

- **Week 15 (Date TBD)**

“**I didn’t learn until I was in college about all the other cultures, and I should have learned that in the first grade. A first grader should understand that his or her culture isn’t a rational invention; that there are lots of alternatives to our own society. Cultural relativity is defensible and attractive. It’s also a source of hope. It means we don’t have to continue this way if we don’t like it.**”

- Kurt Vonnegut (1973), Playboy interview