

Faculty Development Plan

Department of Anthropology

Scholarship

As a lateral hire from another institution, I come to BYU with an established research record and ongoing program of scholarship. I have been conducting ethnographic research in Morocco since 2003, so one of my strengths is long-term research relationships with research interlocutors and established relationships with local Moroccan collaborators. I am currently involved in five research projects. The first two I had started while working at Rutgers University, while projects 3-5 began after arriving at BYU.

- 1) An ethnographic project on Moroccan phytocommunicability and the social sensorium
- 2) An ethnographic project on the moral economy of Sefrou crocheted buttons
- 3) A collaborative study of medical knowledge, care, and mobile phone use in rural Morocco
- 4) Collaborating with the Sefrou Museum of Multiculturalism to develop an open-air intangible cultural heritage preservation exhibit of artisans
- 5) Scentography methods project: developing research techniques and tools for integrating scents into ethnography

The data collection for the first project is completed and I am working to complete the book manuscript. I have portions of 3 chapters written, and I hope to complete the full manuscript by September 2025. A peer-reviewed article I wrote from this project was published September 2024 in the flagship journal of my discipline, *American Anthropologist*, so I feel confident about my ability to publish in top-tier journals.

Since my arrival to BYU, a large part of my scholarly efforts has been focused on developing collaborative projects with colleagues that incorporate student mentoring throughout. Under the new department rank and status document, mentoring is infused with scholarship, teaching and citizenship. As mentioned, I feel confident in conducting research on my own in Morocco but have not worked collaboratively with scholars or students in my institutional home. Thus, the area where I have chosen to focus my scholarship development in is collaborative student mentored research. These are the projects I am currently developing with colleagues with mentored student research components:

- 2) *The Moral Economy of the Button: Women's Labor as a Window into Religion, Family, and Nation*. I conducted ethnographic research with Moroccan student ethnographers in 2022-23 collecting data on button-making in Sefrou Morocco. Building from that work, my department colleague Jacob Hickman, myself, the director of the Sefrou Arts and Media Association Jessica Stephens, BYU anthropology undergraduate field school students, and Morocco cultural studies master's students worked to learn visual ethnography techniques and collect video and audio footage documenting the role of button-making as a window into Moroccan moral, social, political and economic worlds. We had 26 students creating relationships and filming 38 artisans, materials suppliers, brokers, and consumers connected to the Sefrou 3D lace buttons for three weeks in May-June 2024. I received an Emmeline B. Wells grant from the university, as well as a Hinckley grant from the college (FHSS) to do this project. In Fall 2024, Jacob is working with both BYU and Moroccan students who join the class via zoom to learn narrative film and audio editing, and I am producing and co-directing the film project. This was a whole new research approach for me: I've not used film as a research output previously, though I have used audio and visual technologies in previous data collection. I will also publish a written article on the moral economies of the Sefrou button with student co-authors—also a new research output for me.

- 3) Preston Manwaring from Electrical and Computer Engineering approached me in Fall 2023 looking for someone with international ethnographic experience to collaborate on a medical device design project. We brainstormed for several months with Craig Nuttall in the College of Nursing to write an IDR grant, but Craig received a new appointment and had to pull out of the project. Still wanting to apply for an interdisciplinary origination grant, Preston created a new group with myself, Ben Schooley and Steven Allen from Engineering, and Jared Nielsen in Psychology. We wrote an IDR entitled “Quantification of Mechanical Stimulation Therapy and Community Support for Opiate Use Disorder,” seeking a non-pharmacological treatment for opiate withdrawal involving vibrating brain stimulus via chair, focusing on pregnant and nursing mothers as the target population with ethnographic inputs to facilitate effective and collaborative participation. Though we did not receive the funding, Preston and I are still interested in working together to bring ethnographic insights into medical device design. We have circled back around to doing a project in Morocco. I have felt inspired to put my research energies into one of the Relief Society’s global initiatives, which is improving maternal and newborn care. I will be directing an ethnographic field school in Morocco during Winter 2025 semester, and am developing a small ethnographic group pilot project to better understand mobile phone use in relation to medical knowledge and care in rural spaces. This will give us initial data to determine what rural maternal-fetal medical needs there are, and it will help us get local input on the kinds of medical devices that could and would be possible given local social practices and ideologies.
- 4) Sefrou’s Museum of Multiculturalism: A BYU student mentored project in cultural-linguistic anthropology, museum studies, & historic site development. Cynthia Finlayson, Allison Lee, Paul Stavast and I have developed a plan to assist the city of Sefrou to create an open-air interpretive exhibit/walk for the old-walled city. We received both a Kennedy Center Research grant and department Shallit funds for a data collection trip, which we planned for September 2024. Two students in the Spring-Summer 2024 Morocco field school collected community perspectives on what should be included in the interpretive walk. This pilot data helped me realize we needed more time to develop the exhibit with better local inputs. Given everyone’s research obligations, I am pushing this project into 2026.
- 5) This fifth project is also collaborative, but longer term and I’m not bringing students on board until I have a better idea of the feasibility. Most ethnographic work prioritizes visual and audio observational data and hard durable material artifacts such as artisan crafts or architecture. Even taste has been easier to incorporate into ethnographic data, but smell has proven much more difficult to methodologically systematize. Building from my plant-human sociality project, I have a longer-term aim of developing scentography devices that can capture and reproduce smell as an ethnographic artifact. I have been working with Jason Sorenson and Jaron Hansen in Chemistry to create a portable scent camera/capture device. Samples from this will then be analyzed with GCMS to recreate smelling capsules I can use in multimodal research outputs.

I am also collaborating on an editing project with a recent PhD student, Fulya Pinar (recently hired as new faculty at Middlebury College) to solicit new and updated contributions for a fourth edition of *Everyday Life in the Muslim Middle East*. This collection provides insights on lives of ordinary men, women, and children in the region, and is grounded in long-term research by more than 30 different scholars. Previous editions have been used in university level courses, by policy and security experts, and anyone interested in how social and political structures contribute to the lived experiences of these peoples. Indiana University Press has approved the new edition, and we are currently in the contribution phase, with drafts due in 2025 and an anticipated publication date of September 2026. In addition to editing the book, I will be contributing a research chapter.

My scholarship development goals:

- Create a five-year research time management plan for the research and publication projects

- Finish the phytocommunicability book manuscript by September 2025. Time management will be key to this goal. Fall 2024 I have a new course prep, winter 2025 field school prep, and student mentoring on field school projects from summer 2024 that will not allow me much writing time. I will have time starting in January, once the students have settled into their field school projects. Since I will be directing the field school and teaching 2 classes, that will also free up time from May to August of 2025 to focus on revising the 3 chapters already written, writing the fourth chapter, the introduction and conclusion.
- Co-publish the ethnographic film (via a successful film festival run and possible distribution with an academic documentary film distributor) with Jacob Hickman, Jess Stephens, and students, as well as co-authoring a written article with students.
- Continue collaborative research projects with colleagues in other colleges and departments

Teaching

I came to higher education because of my passion for learning, and the opportunity to expand ways of knowing that lead to becoming continues to motivate me. Each constellation of students brings a new dynamic to every course, and I find that I am inspired in unique ways by the students I teach. I have been adapting courses taught at Rutgers for BYU students and have enjoyed incorporating gospel epistemologies and methodologies in my instruction, and assisting students in designing, conducting, analyzing, and writing up their own research projects through directing the Morocco ethnographic field school (Spring-Summer 2024, Winter 2025).

My first semester course (ANTHR 490R, multispecies sociality) was fieldtrip focused, and we had a great experience thinking through doing. I am teaching this course again, and now that I have a better feel for the possible fieldtrips here in Utah, I think I can organize the course to flow better.

In Winter 2024, I taught the ethnographic research design and methods course in preparation for the spring-summer Morocco field school. Teaching research design and ethnographic methods is one of my strengths. I have also directed a unique ethnographic field school in Morocco several times, in which U.S. based students partner with Moroccan public university students for 3 months. They collaboratively decide on a research topic/question, determine the methods they should use to collect and analyze data, conduct the ethnographic research project, and present initial findings in an oral presentation. I love the powerful generativity of international collaborative research: students and colleagues on all sides learn so much. The one area I feel I need to improve on in this regard is providing written student feedback in a more timely manner. Field school is intense, and I have found it more time-effective to meet with students face-to-face weekly in small groups and provide brainstorming space and verbal feedback. Some students have asked for more timely written feedback. I need to find more focused ways to do so.

In Fall 2024 I taught a new prep, Foundations of Social Theory (ANTHR 201). While I have taught theory throughout my career and in every class, I've never taught a course focused solely on social and anthropological theory. As I pondered and prayed about this class, I felt inspired to focus on helping students identify and provide a rationale for the social work of social theory, rather than learning specific social theories. I wanted them to know how to evaluate social theory as acting in the world, and to have more tools to decide how and what work they want theory to do in their own research and lives. To that end, I introduced a transformational learning outcome I call expansive epistemology: to build a more diverse repertoire of ways to know. I identified 5 epistemological modes, and designed course assessments to assist students in expanding their epistemology about social theory, including a group project of identifying the social work of

social theory in the Book of Mormon. I have written a report on how effective this course design has worked to accomplish my goal, which will be submitted with this development plan.

I directed a required ethnographic field school and mentored undergraduate students as they conducted their own research and contribute to mine. In addition, I am serving on 5 MA committees for graduate students in both archaeology and cultural anthropology.

Goals:

- Emphasize, train, and model humility as a fundamental research modality for students and colleagues in my classrooms and field schools
- Continue to assess the ANTHR 201 course redesign and the effectiveness of the expansive epistemologies learning outcome assessments.
- Improve my grading turn-around (ever my weakness) by switching from written feedback details to office hour discussions and focusing on 1-2 key points to improve.

Citizenship

As most women in academics, I have a strong track-record of disciplinary and department service. Since my arrival at BYU, I have served on the college curriculum committee and will again this year (2024-25). The fall semester 2023 was a steep learning curve for me on this committee. Working with colleagues in the department as well as the Associate Dean of the College, I submitted and had approved program changes in cultural anthropology and archaeology; as well as 2 new courses and number and/or title changes for 8 current courses.

Under the leadership of Greg Thompson, and with the assistance of Paul Stavast, I served on a department search committee for two cultural anthropology hires in 2023-24. We hosted four candidates, and I made my ethnographic research design course available for the four teaching demonstrations in Winter 2024.

In addition, I worked with Greg Thompson and an undergrad RA (Kyle LeBaron) to assess and improve our required field school experience. Kyle interviewed five field school directors, and he surveyed previous field school students on the skills and attributes they learned during field school that have benefited their lives in some way. We received 94 responses to the survey, and Kyle was able to in-depth interview 3 faculty and 31 alumni to see if there were differences with students who had just completed field school and those who did so 5, 10, 15, and 20 years ago. We are transcribed the interviews and completed an initial analysis of the data, which we shared with department colleges in Fall 2024. Since Kyle has graduated, I am having my current RA, Alexa Hoffman continue to refine the analysis into a final report we can share with the college and university to demonstrate the mentoring depth of the department through field schools.

I worked with the Office of the International Vice President to create a memorandum of understanding with Sidi Mohammed Ben Abdellah University in Fez Morocco in March 2024, that facilitates both the field school and an exchange of faculty lectures. This agreement allows for student and faculty exchanges, as well as collaborative research projects. In this way, the expertise of our faculty and students benefits Moroccan students and their faculty and student expertise benefit ours.

Jacob Hickman and I shared footage from the Sefrou button film project with the Kennedy Center so they can edit a short clip about peacemaking through study abroad experiences. We hope to share this with BYU communications to circulate as well.

I also voluntarily serve on dissertation committees for Rutgers doctoral students, meeting virtually with those still conducting fieldwork, writing up, and for dissertation defenses.

Dissertation committee member: Dawn Wells defended March 7, 2023

Dissertation committee member: Lissa Crane defended Nov 27, 2023

Dissertation committee member: Karelle Hall defended October 29, 2024

Dissertation committee member: Alysse Moldawer defended September 17, 2024

Dissertation committee member: Burcu Pehlivan

Dissertation committee member: Reecha Das

Lastly, I serve as faculty for the Middle East Studies/Arabic major (MESA). When the Jordan Arabic Intensive study abroad students were unable to go to Palestine/Israel because of the Gaza conflict in Fall 2023, I assisted Quinn Mecham, Josh Gubler, and Spencer Scoville to arrange experiences and lectures in Morocco. In August 2024, the Arabic intensive study abroad program had to relocate from Jordan to Morocco because of regional conflicts, and I have assisted Kevin Blankinship in this process. I also spoke twice in the MESA introductory course about doing fieldwork in Morocco. BYU is an institutional member of the American Institute for Maghrib Studies (AIMS), and I have been asked by MESA to serve a three-year term as an AIMS institutional board member.

Goal

- As an Associate Professor, my goal is to protect and mentor junior hires to ensure we all receive CFS and rank advancements. Key to that is making sure I volunteer for heavier service and citizenship assignments, while also balancing my family life, scholarship and teaching. Thus, my goal for citizenship is to assist my departmental colleagues in identifying what aspects of service are necessary and how we might shift our practices where appropriate and needed. I have already been facilitating changes based on the newly hired cultural anthropology faculty and plan to continue in this vein.
- As a scholar of the Middle East, a key element of my citizenship is to continue to provide nuance, context, history, and compassion for peoples of the region and the issues they face to students, colleagues, and broader communities.

Individual and University Goal Alignment

The individual goals I have set stem from my life-long commitment to the concepts included in BYU's aims and mission. While at Rutgers, I consistently taught humility and expansive epistemologies (while I didn't call them by these terms) as research modalities/ontologies. As a BYU faculty member, I can draw out the broader implications of these character-building capacities as I mentor students as well as collaborate with colleagues at BYU and beyond. A key element of expansive epistemologies for me has been the ability to actively discuss my own practices of drawing upon the spirit in my teaching, research, and service and mentoring. During the field school this summer, one of the students asked me how I decided the student homestays and Moroccan project partners, and I was able to frankly say that I prayed about each placement and received revelation that I acted upon. This is not just character building, but I hope also spiritually strengthening and intellectually enlarging. When students see that intellect breadth and depth can be achieved through mobilizing the Spirit in their endeavors, it has endless possibilities for their futures.

Resources

The mentoring and collaborative goals I have set do require resources. I have already applied and received university and college grants (Emmeline B. Wells grant, FHSS Hinkley grant, FHSS MEG), as well as a Kennedy Center Faculty Research Grant and Department Shallit Grant. Though not awarded, I was also co-PI on an IDR grant, as mentioned above. Almost all of these research grant funds have been expended on student-mentored research projects. In addition, I have funds for an RA from the department and was able to recruit additional RAs for my projects. I anticipate applying for USAID funds for the Morocco medical device project after conducting the pilot group field project winter semester. The scintigraphy project will require significant funds which I hope to acquire through NSF funding and the assistance of BYU's resource planning process.

Scholarship Project
Proposal
Anthropology

As mentioned in my scholarship development plan, I am currently involved in five research projects.

- 1) An ethnographic project on Moroccan phytocommunicability and the social sensorium
- 2) An ethnographic project on the moral economy of Sefrou crocheted buttons
- 3) A collaborative study of medical knowledge, care, and mobile phone use in rural Morocco
- 4) Collaborating with the Sefrou Museum of Multiculturalism to develop an open-air intangible cultural heritage preservation exhibit of artisans
- 5) Scentography methods: developing research techniques and tools for integrating scents into ethnography

The first project data collection is completed and I've written 3 of 4 chapters of the ethnographic manuscript. I need to complete the data analysis for chapter 4 and write it up, as well as revise the previous chapters and add an introduction and conclusion.

The data collection for project 2 is completed, and we are moving to the post-production phase of the ethnographic film during fall semester. My role is co-editor of the ethnographic film, and I will be working with colleague Jacob Hickman and BYU/University Sidi Mohamed Ben Abdellah (USMBA) students to complete the translations for the narration during Fall 2024 semester. I will also be working with students to complete the analysis and written article portion of this project. We plan to preview portions of the film during a presentation at the BYU Global Women's Studies Colloquium in December 2024. In 2025, the film will be entered into the Society for Visual Anthropology Film and Media Festival, as well as other ethnographic film festivals. The primary audience for this film are Moroccans, both in Sefrou and the larger public. To that end, we plan to show the film in an arts theater (currently being renovated) and make it available free and online as part of the Sefrou Museum of Multiculturalism's digital archive in 2026.

Scholarly Goals for Fall 2024

- Have an initial cut of moral economies of the button ethnographic film by May 2025
- Have a polished draft of the moral economies of the button article ready to submit to The Journal of North African Studies by June 2025

Strategies to Complete Scholarly Goals:

- Set Thursday mornings from 9-11am for writing
 - Article outline draft completed with student co-authors in December 2024
 - Ask colleagues in Morocco and the US to review the article by April 2025
 - Revise and submit to journal by June 2025
- Set 3 weeks to edit and translate/subtitle film in April 2025
 - Previewed segments of edited film to BYU Global Women's Studies Colloquium December 2024
 - Work with Jacob and students to complete sequences for translation by April 1st
 - Work with Moroccan students on subtitling to complete by May 1 2025
 - Work with Jacob and film student on final editing of the film through summer 2025

Citizenship Project Proposal

Anthropology

Building Community through Improving Field Schools

Our department's greatest strength is the year-long mentored research sequence that requires students to design, conduct, analyze and write a thesis on a research project of their choice. The core of this requirement is the field school experience. Though students and faculty form intense bonds through the hardship of field schools, there are ways we can improve this experience for students and create a better model of undergraduate ethnographic/archaeological fieldwork for the discipline.

In March-April 2024 I worked with a department colleague, Greg Thompson and an undergraduate RA Kyle LeBaron to create and administer a survey to previous anthropology majors about the long-term impacts of the required field schools on alumni development. The purpose of this survey is to improve our department's required field school experience. The RA interviewed five field school directors and sent a survey to 934 anthropology alumni on the skills and attributes they learned during field school that have benefited their lives in some way. We received 94 responses to the survey, and Kyle was able to conduct in-depth interviews with 3 faculty and 31 of those respondents to see if there were differences with students who had just completed field school and those who did so 5, 10, 15, and 20 years ago. We have transcribed the interviews and completed initial analysis of the data, which we shared with the department. We continue to refine the data to write a final report which we will share with the college and university to demonstrate the mentoring depth of the department through field schools.

My citizenship project proposal goal is to complete the survey analysis with the assistance of an RA by April 2025. I want to make field school more accessible for more students because of the powerful opportunities for community building it creates both for the students and the communities they work among.

Strategies to complete this goal:

- Prepared an initial findings report to department colleagues on November 7th, 2024
- We discussed how to refine the data analysis and are working on that
- We will propose changes to field school policies in light of the survey feedback in a faculty meeting
- In fall 2024, we will have a meeting with anthropology majors during our seminar series time slot to discuss the report with field school potentiates; solicit feedback on how we might make the field school more inclusive and accessible
- We will include proposed changes in a report we share with the FHSS dean and university

Teaching Project
Proposal
Anthropology

My teaching project is designing, implementing, and assessing expansive epistemology as a transformative learning outcome (TLO) for the foundations of social theory course I taught in Fall 2024. I have included the syllabus with learning outcomes and assessments tied to the TLO. I have written an evaluation report on how to refine expansive epistemology as a TLO.

Anthropology 201

Foundations of Social Theory

Fall 2024 ✨ MWF 12-1pm ✨ JKB 2111

✨ ✨ Hours MW10:30-11:30 AM or by appointment

Course Description

In *Foundations of Social Theory*, we **explore the seminal questions of “the social” as treated by some of the most influential and enduring scholars of society and social life in the Euro-American tradition.** We will spend significant time dedicated to works that have provided the broadest basis for social theory and the social sciences generally. In addition, we follow the emergence of sociology and anthropology as the primary and most capacious disciplinary approaches to studies of social life through the first half of the 20th century. But more importantly, we will be **identifying the social work that people do in mobilizing these social theories/theorists in explaining social phenomena currently.**

We will be exploring the following questions: What is “social theory” and what is being theorized anyway? What is value for individuals and societies, and how can this be determined? Are we all individuals, sovereign in character and action? If not, how much of who we are and what we do (in our friendships and families, in voluntary and coerced associations with other humans, as part of different communities and state-level societies) is socially structured and determined? In what ways do our social arrangements aid or harm our well-being as individuals and groups? Does society (thought broadly) “just happen,” or can it be improved, in addition to observed and described? Are attempts to improve society a good idea, or does the social maintain and correct itself, better off without our intentional interventions? What types and levels of social organization might be optimal for influencing individual and broader social experience?

This course will not only provide you with the necessary background to contemplate and address these fundamental questions but will also **increase your competence and sophistication as professionally trained anthropologists**, preparing them for subsequent developments in social and cultural anthropological theory from the second half of the 20th century to the present (anthropology 202). Students **will become skilled at recognizing, presenting, critiquing, defending, and reconsidering apposite arguments, and will improve their abilities to write anthropological and social science work.**

Course Learning Outcomes

This course will lead to **four learning outcomes**:

- 1) familiarity with the foundational theorists of social science;
- 2) personal skills in evaluating the relevance and /or applicability of their theories;
- 3) recognition of the reliance on foundational social theory in our world today, and;
- 4) increased aptitude for critical thinking and expression.

In this iteration of the course, **students should seek to expand their capacities**

- 1) to activate an **expansive epistemology** in analyzing social theory
- 2) to identify the **social work** of other's mobilizations of social theory
- 3) to **justify how you may draw upon social theory** in your own research/explanations of social phenomena

Transformative Learning Outcome: to build an expansive epistemology, a more diverse repertoire of ways to know.

How this course is designed to help you improve or develop your epistemological toolkit:

- 1) **Knowing through reading** (cognitive learning): we will be introducing ideas for how you can develop the ability to cover the large amounts of dense reading with higher conceptual retention
- 2) **Knowing through discussion** (social learning): we will be creating opportunities for the generative power of sociality in connecting social theory concepts to lived social experience (online and in person)
- 3) **Knowing through participant observation** (embodied learning): we want you to observe and bring to class examples of how social theory gets mobilized in your everyday encounters and interactions where people around you seek to explain or change social relationships, social institutions, social patterns, social outcomes.
- 4) **Knowing through practice** (application learning): we will be comparing social theory explanations Mormon and other writers employ to make sense of social phenomena in the Book of Mormon with the social theory concepts we will be learning in class.
- 5) **Knowing through the Spirit** (heart and mind collaborations): we want you to involve the Holy Ghost in improving your ability to unpack assumptions embedded in other's mobilization of social theory to do social work

Course Assessments

Attendance: 20 points (1/2 pt for each class)

We will be covering a lot of material outside of class, and without the class instruction and discussion, you may not know how to focus your learning. In addition, there is great potential for powerful learning when groups

think through material together—the **generativity of social learning** only happens if you are there, prepared, engaged and open. **Plan to attend every class**, and arrange to get notes from classmates if you have to miss for a significant reason. **If you need to miss class for illness or emergency, please contact the TAs and instructor.** We can set up zoom participation but only if we know you need to join us remotely.

Surveys: 10 points

To help us and you develop awareness of your learning progress, we ask you complete brief surveys and free listing assessments periodically. You will receive all the points for completing each survey on time.

Unit Concept lists: 50 pts (5 pts each unit)

You will be provided with **lists of key terms** that you will find mentioned (explicitly or implicitly), discussed, defined, explained, nuanced, or complicated in the unit readings and in our classroom lecture and discussion. You **need to make explicit notes, citations, connections**, etc., while you are reading and taking notes during class throughout each unit. (In many cases, terms will be repeated across two or more units.) **Review your term lists with notes and citations with your TA**, who will assess your work (in simple terms of satisfactory/unsatisfactory). These term lists, with your citations and notes will serve as your material for the essay assignments.

Comparative Social Theory essays: 30 points

We will have you evaluate 2 ChatGPT generated essays comparing concepts from significant social theories using your unit concept lists.

Social Theory in Action assessments: 20 points (10 points for each assignment)

It is important for you to learn to identify how people mobilize social theory to do social and political work and the rationale provided for this evaluative framework choice. You will complete two assignments to help you with this skill, one in unit III and another in unit IX. Attend to the ways social theory gets used to make sense of everyday social phenomena. This can be conversations you overhear, social media posts, news articles, academic articles, etc. Write a brief description of the context, participants, and social work this social theory did and for whom. You can receive extra credit for emailing additional everyday social theory summaries to the TAs (2 additional).

Social theory in the Book of Mormon project: 20 pts (15 pts group work, 5 pts presenting)

We want you to learn to identify explanatory frameworks Book of Mormon writers used to explain social phenomena in the Book of Mormon. Working in groups, and building from your *Come Follow Me* readings, begin keeping notes on explanations Book of Mormon authors provide in commentary about social phenomena. In October you will have two Fridays to discuss in your groups how social theory in the Book of Mormon relates to the social theory we are reading in class. In November your group will prepare an oral presentation on your findings.

Culminating Essay: 20 points

For your final, we will have you write a two page essay introducing at least four aspects of social theories you encountered in this course and justify/provide a rationale as to how you might draw upon these as an explanatory framework in your own research projects or a potential research project (which means you need to talk with classmates, professors, TAs, other anthropology students about what kinds of research projects can be/have been done).

Ideally students come to the university to improve their minds, gain skills, and build character. A key element of that is being respectful and contributing to each other's learning opportunities. Seek the guiding influence of the Holy Ghost as you prepare and come to class. Ask for that influence for others. Another aspect of your character is built through your efforts to abide by BYU Honor Code, as you committed to do when you applied for admission to the university. Students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Plagiarism: In preparing assignments a student often needs or is required to employ outside sources of information or opinion. All such sources should be listed in the bibliography. Citations and footnote references are required for all specific facts that are not common knowledge and about which there is not general agreement. New discoveries or debatable opinions must be credited to the source, with specific references to edition and page even when the student restates the matter in his or her own words. Word-for-word inclusion of any part of someone else's written or oral sentence, even if only a phrase or sentence, requires citation in quotation marks and use of the appropriate conventions for attribution. Please follow the American Anthropological Association style guide in the bibliography and in-text referencing. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, and page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Students who have questions about accurate and proper citation methods are expected to consult BYU's policies on plagiarism.

If you submit assignments late, you will have points taken off your grade. If you find you need additional assistance with any aspect of the class due to life happening (which happens all the time, but RARELY the day assignments are due)—please communicate with Becky or the TAs at least 2 days before an assignment is due. We can develop a plan to help you complete the assignments and the course—but only if you let us know your need.

Course readings will all be on Canvas or U.S. copyright compliant versions of the books online. Check the Canvas reading pages for more details.

NFS Course Development Report for ANTHR 201/304 Foundations of Social Theory

I attended the *Teaching the Whole Person Workshop* in August 2024 and used the opportunity to develop a new course I taught in the Fall semester 2024, ANTHR 201 *Foundations of Social Theory*. This is the first of a two-course social theory requirement for all anthropology majors, and my first time teaching it at BYU. As mentioned in my initial faculty development plan, my course development project was to design, implement, and assess *expansive epistemology* as a transformative learning outcome (TLO) for this course.

Most of the time social theory is taught as a survey course in which students memorize themes and aspects of key social theories from European social theorists. This is seen as a means to introduce them to explanatory concepts and frameworks they might draw upon in their own required research projects and senior thesis writings later in the program. It is a very important aspect of the analytical thinking and writing process, but students find it extremely frustrating to navigate. Reading primary sources, sometimes in translation, from 16th-early 20th C European theorists is difficult. The readings are long and students need a lot of context building to situate the arguments and theories they engage. In addition, the social theory canon has long been focused on European Enlightenment elite male writers, creating the impoverished idea that social theory began with Europe and driven by capitalism and its social repercussions/implications (Hobbes, Smith, Darwin, Marx, Weber, Durkheim, Mauss).

At one of my first New Faculty Series lectures, I was introduced to the idea of a transformative learning outcome to focus students' learning, in addition to more traditional learning outcomes. This concept resonated with me, and I've been working a transformative learning outcome (TLO) into every course I teach: what do I want students to become because of this class. As I pondered how I wanted students to change through this course, I realized several things. This course is very cognitive/reading learning heavy, and while necessary for the program, that is actually the least effective way to *learn and change* as a person. In addition, I realized that I wanted them to recognize the work that social theories do/can do in their everyday lives and analytical projects.

To that end, I developed a TLO I call *expansive epistemology*, a repertoire of different ways of knowing that they need to develop as a person. For this course, I focused on 5 different epistemological tools, and designed activities and assessments tied to each one. The teaching assistants helped me refine the activities and assignments that they thought would be most helpful in developing an expansive epistemology toolkit.

- 1) **Knowing through reading** (cognitive learning): we introduced ideas for how to develop the ability to cover the large amounts of dense reading with higher conceptual retention
 - a. **Activity:** For the first two weeks of class, the TAs took five minutes at the beginning of the class to introduce a new reading technique.
 - b. **Assessment:**

- i. The course was divided into 10 modules and each one had a Unit Concept List, a list of key terms they needed to define from the readings, and provide a quote illustrating it, along with citation. They then had to draw a concept map illustrating how the concept list ideas were related. They could resubmit as many times as they needed throughout the semester to make sure they had the concepts correctly identified. Instead of having them memorize ideas for a test that they would then forget, these concept lists are supposed to be reference pages for them to use in future writing and analysis projects.
 - ii. At the end of the semester, students used their unit concept lists to critique ChatGPT generated responses to 2 essay prompts. The purpose of this assessment was to have them identify the limitations of online summaries of social theory. After receiving feedback from students, we realized that having them critique 1 ChatGPT essay response would probably be sufficient. Or maybe have them do one of these earlier in the semester and 1 later rather than 2 at the end of the semester.
- 2) **Knowing through discussion** (social learning): we created opportunities for the generative power of sociality in connecting social theory concepts to lived social experience (online and in person)
 - a. **Activities:** students had to do the readings before class and we used class time to introduce the context (historicism) and learn from each other through discussion of key concepts. We often did pair-share, or small group analysis of social theory in a scholarly article in class. In addition, the TAs held zoom review sessions for students to cover the concept lists before they were due.
 - b. **Assessment:** Attendance. Social learning cannot happen if students are not present. We did allow for zoom attendance in the case of illness or other exigency.
- 3) **Knowing through participant observation** (embodied learning): we wanted them to observe and bring to class examples of how social theory was mobilized in everyday encounters and interactions where people around them sought to explain or change social relationships, social institutions, social patterns, social outcomes.
 - a. **Activity:** Every other class I or one of the TAs would share an example of an aspect of social theory mobilized to do some explanatory/evaluative work in a news article, encounter we had with someone, scholarly article, discussion we overheard, or devotional/forum quote.
 - b. **Assessment:** Students were required to submit two examples of everyday social theory they encountered during the semester. They could submit more for extra credit.
- 4) **Knowing through practice** (application learning): we compared social theory explanations Mormon and other writers employed to make sense of social phenomena in the Book of Mormon with the social theory concepts we were learning in class.
 - a. **Activity:** Once a week I shared a scriptural example of social theory mobilized to explain a social phenomenon. This was important to help students see that social theories predate European Enlightenment—it is everywhere and throughout time.

- b. **Assessment:** We divided students into 5 groups based on their interest in political, economic, linguistic, built environment and difference socialities. We then gave them two full class periods to collaboratively identify social theory explanations in the Book of Mormon tied to their group's sociality theme. They presented their findings to the whole class and submitted a brief report at the end of the semester. We sought to make the Book of Mormon a keystone of our expansive epistemology toolkit.
- 5) **Knowing through the Spirit** (heart and mind collaborations): we wanted them to involve the Holy Ghost in improving their ability to unpack assumptions embedded in other's mobilization of social theory to do social work
- a. **Activity:** I prayed each class to find a scripture or spiritual example that this group of students needed to connect what they were learning to their lives. I sought to provide a model of disciple-scholarship. I encouraged them throughout the class to let the Spirit teach them what was important for them to learn from the social theories we were encountering, as well as the ways people drew upon social theory to shape perspectives and behavior. There was no assessment for this tool.

The cumulative assessment was for students to talk with faculty or students further in the program and identify a research project that they might possibly do for their senior thesis. They then had to identify three aspects of social theories we had studied in the course that they might use as an explanatory theoretical framework for their data analysis. I encouraged them to mobilize the skills of their expansive epistemology toolkit for this assignment.

As suggested in the TWP workshop, the TAs and I created 3 learning questionnaires that students had to complete (it was worth course points, but they received them all for completing them). The purpose of the questionnaires was to set a baseline self-assessment of their strengths with each of the expansive epistemology skills we wanted them to develop via each assessment. I discussed their responses in class to clarify what we were trying to do, and seek feedback as to ideas for improving the connection between the expansive epistemology skill and the assessment we had designed to develop it. It was through this process that we learned the concept maps were not helpful, they wanted more opportunities to analyze everyday social theory mobilizations, and the social theory in the Book of Mormon project was transformative for them.

The student evaluations at the end of the semester rated this course section between 86-100 for spiritually strengthening and character building, which is higher than the department range of 71-74. We received 100 in both intellectually enlarging and lifelong learning, while the department ranges for these two were 78-81 and 71-74 respectively. While these are very positive numbers, especially for this course, I am far more interested in these kinds of comments: "I enjoyed how Dr. Schulties connected what we were learning to the gospel and to see how it affects the perspectives we can have on the world." "Dr. Schulties is one of the best social theory professors I have ever had. I took several social theory classes at other universities, and while they were great, they didn't teach me how to identify social theory and the work it

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does like she did.” There were of course students who critiqued the course, but that is to my benefit.

Changes to the next iteration of this course based on student feedback:

- 1) Include more everyday social theory assignments—students suggested one every other week.
- 2) Discuss their everyday social theory encounters in class
- 3) Revise the ChatGPT essay critique assignment to align it better with the expansive epistemology toolkit
- 4) Introduce more opportunities to analyze social theory mobilizations as in-class activities.
- 5) Include a faculty panel guest lecture to discuss how they mobilize aspects of these social theories in their analysis
- 6) Find better in-class activities illustrating different ways to draw the Spirit into their expansive epistemology toolkit.
- 7) Include a knowing through positionality skill to our expansive epistemology. While I introduced lesser known women and black social theorists and non-Europeans to the readings this time, I think it is important to help them realize that socially positioned perspectives are key to their analysis and explanatory mobilizations of social phenomena.
- 8) Invite an anthropologist outside of the university to workshop social theory decision-making with the students.

Citizenship Goals report

I prepared and attended two MA prospectus defenses in Fall 2024, and worked two two other MA students to outline their course of study and initial literature reviews for their projects. I also participated as an external committee member in two successful dissertation defenses for students from Rutgers University. I continue to serve on the FHSS college curriculum committee even as I direct the Morocco field school.

As listed in my Faculty Development Plan, these are my citizenship goals for the next few years.

- As an Associate Professor, my goal is to protect and mentor junior hires to ensure we all receive CFS and rank advancements. Key to that is making sure I volunteer for heavier service and citizenship assignments, while also balancing my family life, scholarship and teaching. Thus, my goal for citizenship is to assist my departmental colleagues in identifying what aspects of service are necessary and how we might shift our practices where appropriate and needed. I have already been facilitating changes based on the newly hired cultural anthropology faculty and plan to continue in this vein.
- As a scholar of the Middle East, a key element of my citizenship is to continue to provide nuance, context, history, and compassion for peoples of the region and the issues they face to students, colleagues, and broader communities.

Clearly the second goal has become increasingly challenging in the polarizing context of the Palestine-Israel wars and government positions vis-à-vis the region. My goal remains the same—to promote a peacemaker approach to these positions rather than a polarizing political one. I do so in my classes, and with colleagues.

The first goal continues as I mentor our new faculty on how to navigate the transition to BYU. I'm not sure how to report deliverables on this, other than I encouraged and succeeded in getting a longer maternity leave for a new faculty member so that she can have some time to get some publications finished as she adjusts to life with baby.

Schulthies Scholarship Development Goals Report

These were my faculty development goals for the year:

- Create a five-year research time management plan for the research and publication projects
- Finish the phytocommunicability book manuscript by September 2025. Time management will be key to this goal. Fall 2024 I have a new course prep, winter 2025 field school prep, and student mentoring on field school projects from summer 2024 that will not allow me much writing time. I will have time starting in January, once the students have settled into their field school projects. Since I will be directing the field school and teaching 2 classes, that will also free up time from May to August of 2025 to focus on revising the 3 chapters already written, writing the fourth chapter, the introduction and conclusion.
- Co-publish the ethnographic film (via a successful film festival run and possible distribution with an academic documentary film distributor) with Jacob Hickman, Jess Stephens, and students, as well as co-authoring a written article with students.
- Continue collaborative research projects with colleagues in other colleges and departments

I have organized a chapter outline for the book, and have drafts of 3 chapters, one of which needs a great deal of work. I also have an outline for the button project article, and am working with 3 students to complete log sequence reels of the footage so we can then decide the narrative arc we want for the segments. I received a department grant to hire 2 Moroccan students and 1 BYU RA to work on the subtitling for the film in April after the Morocco field school ends, and to hire a BYU film student to polish edit the film May-August.

Student ethnographic research teams are currently collecting data for the collaborative eHealth project, and an RA is inputting the data into MaxQDA for analysis. We hope to have enough data for a decision about the eHealth app by the end of March. My engineering colleague will then start work into a prototype design.

Here is my five-year research time-management plan, which includes timelines for all collaborative projects.

Year	Project	Time Schedule	Time Allocation
2024	Book manuscript	Tuesday and Thursday mornings from 9-10am	20 hours creating the book outline, organizing themes
	Button film	Tuesdays from 12-1 pm	Worked with students on sequence selections; wrote grant to finance student translators/subtitlers, and film editing assistance.
	Button article	Fridays from 9-10am, Tuesdays from 2-3pm.	25 hours working with RA to organize student fieldnotes and initial data analysis
	Collaborative ehealth project	Tuesdays from 2-3pm	Wrote (and received) mentoring grant, met with colleagues to refine project
2025	Book manuscript	Wednesday and Thursday 8-10am	Complete all chapters and submit manuscript for review by September 2025
	Button film	April 9-31, weekdays from 10:30am-12:30pm	Working with Moroccan and BYU RA, complete all translations and subtitling for the film
	Button film	January-March 7-8pm Tuesdays	Meet with RA on zoom to go over the film sequences needed for the translation work in April
	Button film	May-August	Meet weekly with film editing team (time TBD) to polish color, sound editing

	Button article	April 9-31 weekdays from 1-3pm	Using the RA collated data, write a draft of the article with student collaborators
	Button article, Button film	October-November Tuesdays 9-11am	Revise and submit article for review; final film cut and submission to film circuit
	Collaborative eHealth Project	February 6-March 26 Wednesdays 9-10pm	Online zoom with RA to go over their analysis of the research team fieldnotes.
	Collaborative eHealth Project	February 24-28	Work with BYU nursing and USMBA engineering colleagues to discuss next steps on project given initial fieldwork.
	Semiotic Review invited Article Manuscript	May	Finish commissioned article for Semiotic Review Special Issue
2026	Book Manuscript revisions	TBD based on external reviewer comments	Revise manuscript based on peer reviewer comments
	Collaborative eHealth project	January-April Tuesday afternoons 1-3pm	Work with RA to begin draft of article on fieldwork; meet with colleagues to determine prototype app fieldwork testing
	Collaborative eHealth project	May-July	Work with a team of student ethnographers to test the prototype interface in Morocco; share findings with design team for prototype revisions
	Collaborative eHealth project	September-October	Meet once a month with design team to discuss revisions
2027	Collaborative eHealth project	May-July	Work with a team of student ethnographers to test revised interface in Morocco
	Collaborative eHealth project	August	Begin writing up project article, submit to journal for review by October
	Cultural Preservation Project	June	Working with field school students, organize a walking tour of artisans for the Sefrou Medina
	Cultural Preservation Project	September-December 9-11am	Write up article on the cultural reservation project
2028	Cultural Preservation Project	February	Submit article for review
	Scentography Project	January-April	Process materials collected in 2027 for analysis
	Scentography Project	May-July 9-11am	Begin write-up of analysis for publication. Submit for review in August.

Course Development Grant

Anthropology Department
Winter 2025

As part of my self-assessment of the Anthropology 201 Foundations of Social Theory course, I realized that students needed to see more examples of how scholars incorporate social theory into their research design, analysis and writing. I had them read two contemporary articles during the semester and we discussed ways the authors pulled aspects of social theory to provide an explanatory framework or counter for their own research argument. However, I think having a Q&A with live scholars on the ways they have drawn on social theory would add a key element to their expansive epistemology repertoire for evaluating social theory. I am already planning to have a panel of my anthropology colleagues sit for a Q&A on social theory in their work during class time, but I want to bring in an outside scholar as well.

To this end, I propose in this grant to bring in a mid-career anthropologist to visit campus and share how they incorporate social theory in their work. I would like to be able to invite all majors to attend as they are able, which would be scheduling a large room than our classroom space. I will request funds for the airfare and lodging from my department. I request honorarium and per diem from this grant.

Requested amount for guest lecturer: \$500

Honorarium: \$300

Per Diem: \$200