

Faculty Professional Development
Project Report Form

Jessica Einhorn Spring 2012 (6 units)

1. **The purpose of the project** was to begin a PhD program that will allow me to stay current in the field and update course content for our students. I completed all objectives as stated in my application. Upon returning to our college, I will give a presentation on the experience to colleagues through CIETL.

2. Outline your activities during the project.

The opportunities for me to grow as an instructor and increase my breath of knowledge within the last two months have been numerous. Not only was I able to begin the coursework component of the PhD, I was also able to attend many lectures, presentations, events, workshops, museums, and seminars.

For April, May, and early June of 2012:

Presentations:

-Presented my research overview to the Dutch Ambassador and cultural affairs officer along side five other researchers with interest in Aboriginal Art (see photograph)
-On discussion panel (as visiting professor from our college) on whether documentary film can portray reality, for Independent Documentary Films from Yunnan Film Festival: Seeing China, Australian Centre on China and the World, Yunfest, National Film and Sound Archive. <http://archanth.anu.edu.au/visualanthropology/events/seeing-china-documentary-films-yunfest-yunnan-multi-culture-visual-festival>

Events:

-3 day event opening for *Undisclosed: 2nd national indigenous art triennial*, National Gallery of Australia. I attended the curator talk, artists' talks, and fiber art workshop demonstrations. <http://nga.gov.au/Exhibition/unDisclosed/>
- Art opening Antarctica, Drill Gallery. Presented the responses of seven artists: Sidney Nolan; Chris Drury (UK); Bea Maddock; Anne Noble (NZ); Jan Senbergs; Philip Hughes (UK) and Jörg Schmeisser, to their experiences in visiting Antarctica since 1960. <http://www.anu.edu.au/mac/content/dhg/exhibitions/>
-Art opening, Ngukurr Arts Aboriginal Corporation in Canberra <http://citynews.com.au/2012/arts-entertainment/art-arts-entertainment/schools-showcases-aboriginal-art/>
-'Anthropocene Humanities' International Consortium of Humanities Centres and Institutes conference on the Humanities and Climate Change, the Australian National University Research School of the Humanities and the Arts exploring the effect of the agency of human beings on the Earth's ecosystems and our complex and challenging future. <http://rsha.anu.edu.au/events/chci-2012-annual-conference-anthropocene-humanities>

Lectures attended:

-Wednesday and Friday weekly Anthropology lectures featuring the research of visiting fellows. Topics of discussion have included space usage in Alice Springs, Marriage payments and socialibility in Timor, The Language of Kinship, and Art and Anthropology.

-Tuesday evening lecture series in Interdisciplinary Studies (lectures by fellows such as Peter Gratton, continental philosopher, and Maryam Rashidi, visual anthropologist)

-Visual Anthropology special guest lectures series (included Judith and David MacDougall, Bob Connolly, Kim McKenzie) <http://dhh.anu.edu.au/news-and-events>

-Climate Change, climate justice, and the anthropos of the anthropocene. Dipesh Chakrabarty's lecture on science and the climate at the Old Parliament House, <http://climatechangeclimatejustice.eventbrite.com/>

Museums and Galleries visited:

The Australian Museum

National Film and Sound Archive

National Archives of Australia

Museum of Contemporary Art

Objects Museum

National Portrait Gallery

National Gallery of Australia

National Museum of Australia

Australian National Botanical Gardens

ANU School of Art Gallery

Australian War Memorial

Chapman Gallery

Nomad Art Gallery

Seminars:

Thinking with a Video Camera (enrolled and passed)

Research Design and Ethics (enrolled, almost complete)

Ethnographic Film Masters Course (sat in)

Anthropology Wednesday seminars (sat in)

Workshops attended:

Work-shopping Research Questions

How to Write a Research Proposal

The First Steps of Publications

Ethics Training ARIES

ANU film group (attending weekly film screenings/discussions). Films I have seen include *The Salt of Life*, *Extremely Loud and Incredibly Close*, *Harakiri*, *Of Gods and Men*, *Arrietty*, *Salmon Fishing in the Yemen*

Serving on Advisory Committee:

Selling Yarns. Meets every other week. <http://www.sellingyarns.com/2013/>

Research Assistant Position:

OCCAMS- Online Cultural Collections Analysis and Management System

Testing database.

<http://dhh.anu.edu.au/occams>

3. The major point of value

from this project is becoming more knowledgeable in my field, being exposed to things I would not be otherwise, networking for future opportunities for our students, and making connections globally under the name of our college (such as meeting the Dutch Ambassador, he now knows about our college). Also, as a student once again, I can have compassion for my own students. Upon return to our college, I will also be able to share my experiences with other faculty and administrators.

4. Student Benefit

The Australian National University (ANU) is ranked fourth in the world for arts and the humanities in the Times Higher Education World University Rankings for 2011-2012. ANU is amongst the leading arts and humanities institutions globally, including Stanford, Harvard University, and Princeton. <http://hrc.anu.edu.au/news/anu-ranked-fourth-world-arts-and-humanities> Students will have the opportunity to be taught by a PhD from one of the top ranked universities in the field combining economics, arts, cultural ecology and anthropology. In lecture I will be able to call upon experiences I have had at the international level to bring new insights in Anthropology to our students. I will be able to draw on guest talks to make the course more interesting. I have been able to network with future speakers and opportunities for our students. I also have become a better writer, as I am writing and reading more than I have had time for while teaching full time. Everything I have been doing here is relevant to my teaching assignments and updating course content so that it is current.

5. Usefulness of experience as related to future teaching assignments and other faculty in the department and division:

I've spent all my time the last months on campus and within the capital city of Canberra, with one trip to Sydney to see the art museums. I have met leading experts in the field for office hours and at events and seminars, such as economic anthropologist John Altman and Visual Anthropologists Howard Morphy and David MacDougall, who have all taken interest in my project. I will be able to update the content of the courses I teach to show that I understand current developments in the field, talking freely of these changes, as well as interdisciplinary connections with Anthropology. Everything I have attended is related to my future teaching assignments, with the most emphasis on Cultural Anthropology and Ethnographic Film courses. I have already emailed numerous faculty articles, films, and ideas that have come out of my seminar classes that I felt would be of interest to them. For example, I emailed Paul Roscelli an article on the history of economic anthropology that was recently published and contacted David Meckler about *Mrs. Carey's Concert*, a film involving coming to age and music by ethnographic

filmmaker Bob Connolly after seeing his films and hearing his lecture at the National Film and Sound Archives. The benefit here is that it has promoted conversations with other faculty that I would not have had about our disciplines otherwise. The information also gives them sources they may not have known about.

6. How I Will Share the Benefits

I plan to present at conferences and publish some of the articles I've written since I've been here, increasing our reputation as an institution. I am networking at events and with other PhD students and fellows. This can bring guest speakers to our campus in the future. I also continue to talk to faculty about my research.

7. Documentation

Lan Tran, Graduate Student officer for the Research School of Humanities and the Arts in the College of Arts and Social Sciences will send a letter stating my progress in the program directly to Joan Rosario to give to the committee as documentation. This has already been requested and should get to the committee by email by the second week of June. If it does not arrive please contact me so I can follow up. My supervisors are also available upon request. Other documentation is available on the web within the links for question number 2 (for example, I'm on the advisory committee for Selling Yarns. If you click on the link and scroll to the bottom of the web page you will see that my name is listed).

8. Tangible Product

Portion of my final essay submitted for *Thinking with a Video Camera* seminar:

“What I was hoping to learn in this course was how to use a video camera to inform my future research on contemporary aboriginal fiber arts in the Western Desert, and ethics around using visual methods to record data. I was also hoping to become more familiar with handling a camera, as I struggle with technology in general. Although I learned these things throughout the course, I also learned new ways of presenting material to my own students...

I gained many ideas of practical activities I can have students do outside the classroom to inform their understanding of ethnographic film. This includes the assignments we explored in the afternoons, as well as film clips online that I can assign for them to watch to inform our course discussions. I wasn't expecting this course to inform my teaching methods for introduction to archaeology, but it did. I plan on adapting the planned sequence shot practicum into an assignment using either video or still cameras to record an object in multiple ways. I think this will help students understand the idea of context, become more familiar with the object's attributes (which are important during the cataloging process and to understand why the term is used to define a particular object), and see the difficulty of recording the object's description only in words. Many of the articles assigned for our daily readings I plan to incorporate into reading assignments for my own students taking ethnographic film and even intro to cultural anthropology. Being on the student end, the discussions and assignments were interesting, exciting, and challenging and will incorporate them into my own teaching. These indirect teaching tips included the importance of hands-on learning and critical thinking to better understand the application of a medium.



**Cañada College
Professional Development
Long Term Project Report**

Name: Jessica Einhorn

Division: Humanities and Social Scier

Project Name: Australian National University

Project Location: Canberra Australia

Semester/Year: Spring 2012

Provide 3-5 page report addressing the following questions and submit document to your Division Dean **no later than 30 days after completion of the project. *Attach this sheet as a cover page to your report.***

- 1 A. Purpose of your project - as stated in your objectives in your application.
- 1 B. Did you complete these objectives as stated or did you modify the objectives during the project?
If so, in what way were they changed?
2. Outline your activities during the project.
3. Provide the major points of interest and value created from this project.
4. How will students benefit from this project?
5. How useful was will this project be to you as related to your future teaching assignments and how useful will this project be to other faculty in your department and division?
6. In what ways will you be sharing the benefits of your participation in the project?
7. Enclose documentation (certificates, transcripts, etc.), if available.
8. Enclose a copy of any tangible product, if applicable.