

COIL Partnering Orientation

Stage 1: Profiling

Task: *Who* are you, *Where* are you based and *Why* are you here?

1. Complete the Profile block below with the information requested (6 questions + photo/picture/image). Most social networking sites, e.g. Facebook or LinkedIn, ask users to upload a photograph of themselves so that they can be recognized by other users. Nonetheless, sometimes users choose to upload images that represent something about themselves. As part of this profile, we would also ask you to add an image that represents something about you that you might want to communicate to a potential partner. Please do NOT use a headshot. You may upload more than one picture.

N.B. You can add photos and images by clicking on 'Insert' on the menu bar above and then clicking on the first tab 'Image'.

2. Expand the Profile by adding 6-8 profile items with additional information you think would be important for a potential partner to know about you as a professional, as a person, and about your institutional setting.

Image(s)

Profile	Your Responses
Full Name	Lynda Carroll
Email address	CarrollLA1@sunybroome.edu or LyndaACarroll@gmail.com
Language(s)	English, some Spanish, some Turkish, a little Italian
Institution where you are based	SUNY Broome Community College - Binghamton, New York
What makes your institution an especially interesting or suitable partner for online international collaborations?	In terms of our students, we have a very wide variety of students - from international students, to cosmopolitan and well traveled students from New York City, to some students who have never been outside of upstate New York. There is a good mix of student backgrounds to begin with, which makes it easy to include international collaboration into the diversity of this class and school environment.

Why are you interested in teaching and/or supporting others teaching a COIL course?

As an anthropologist, by default I teach using an international and cross-cultural perspective. I think that hearing information about heritage and culture from another vantage point would only make this a stronger class.

I would like to give students - as well as any COIL colleagues - an opportunity to discuss issues about how different people see and understand heritage and the past from an alternative perspective.

Photos





My Discipline

I am a professional archaeologist, and I teach archaeology and biological anthropology, with a special emphasis on Cultural Heritage and Cultural Resource Management. I focus especially on the archaeology of the Ottoman Empire, the politics of archaeology, and the politics of the past. I have done

	archaeology in Turkey, Jordan, Italy and the USA. I focus on the post-medieval / historical periods - or the archaeology of the recent past.
Fields I'd like to work with	Some of the possible scholars that I would like to collaborate with could come from the following background: History, architectural history, art, political science, heritage studies, cultural studies, museum studies, anthropology, urban planners, geographers, travel and tourism professionals, hospitality professionals. I could also work with biologists, environmental studies faculty, geologists, or public health professionals, since I have some interest in evolutionary studies and bioarchaeology. I could also work with civil engineers, architects, developers, or other disciplines who need to assess historic landscapes or mitigate archaeological sites.
Courses I would be working with	I teach an introduction to archaeology course in the Spring 2015 term. We focus heavily on the politics of archaeology, especially in the last part of the course. I am also trying to start a service learning course which would focus on "heritage" in the local community. I would also be interested in working with courses that focus on contemporary issues, Middle Eastern studies, the use of technology for studying the past, etc.
Previous course projects	In the past, I have had my students do several types of class projects. The first asked small groups to look at local landmarks, old buildings, archaeological sites, or other spaces that represented some aspect of "heritage." Their project was to assess the state of that cultural resource, decide what could be done to either preserve, develop, or otherwise transform that space in a way that would be useful for the community today.

	Students were “competing” for a \$1 million grant for their project. Students would then write a plan, a budget, and present that to the class. The best, and most economically viable would “win.” Another class focused on one local place - a 19th century alms house - that had been torn down recently. Their project was to find a way to present information about the building, its historic importance and context, and then present that information to the public using social media sites, websites, wiki pages, etc. The goal was to preserve history of a structure that was already destroyed and make it relevant to people today. I have had students conduct ethnographies of social spaces such as coffeehouses, grocery stores, and sporting events. In a biological anthropology class, students were asked to brainstorm and come up with a grant proposal on how to deal with a public health issue in our community (such as AIDs, Malnutrition, etc) They chose malnutrition.
What I could offer a partner	I have a background in anthropology and archaeology. I also am interested in issues such as social/ethnic boundaries, modernity/westernization, and nationalism. I have a special interest in consumption studies/consumerism. I would be interested in working with someone who might be interested in how cultures, the past, or sites are commodified and turned into touristic spaces. Or I would be interested in the changes in how people use commodities over time and space. (For example, I have studied the role of coffee and tobacco in social/political action over the past few hundred years.)

	I have 20 years of experience as a cultural resource management professional, where I worked with clients who needed archaeological work done before development. I could therefore bring insight into US legislation on how historic sites are managed, or the relationship between developers and the environmental impact assessment process. For those in the sciences, I could offer a social science/humanities component to their course, or talk about the politics of science. Since I teach laboratory science courses, I can more easily address issues that cross-cut the sciences.
For more information on my work	Blog http://bccanthropology.wordpress.com Personal page and CV http://bccanthropology.wordpress.com/faculty/lynda-carroll/