
course, they were either very familiar or familiar with the subject of anthropology. Written unquantified evaluations indicated that the students enjoyed the course in addition to learning something.

About half the students identified themselves as being somewhat knowledgeable about cultural issues before they were exposed to the course; however, after the course had been completed, over three-quarters of the students reported that they were extremely or very knowledgeable about such matters. Likewise, similar results were obtained for the pre- and post-test question on racial issues. One in five students admitted to being a little or not at all familiar with racial issues in the pretest; however, this dropped to a negligible 1 % for the post-test.

The outcome of the survey on gender issues shows that almost 1 in 3 students professed to be extremely or very knowledgeable about this topic before class-

room instruction, with more than a doubling of students with such degrees of knowledge after.

An international perspective was familiar to over half of the students as reported in the pretest, with this figure jumping to nearly the entire sample of students, who reported to be either extremely, very, or somewhat familiar with such a perspective.

Conclusions

Overall, the pretest survey reveals that most students come into the classroom with a somewhat limited knowledge of anthropology and the contemporary issues which cultural anthropologists face. These issues are portrayed as crucial to students' lives. In generalizing the post-test survey, we can state with confidence that anthropology has had an impact on the students at KSC and has heightened their awareness of cultural issues, racial issues, gender issues, and international perspec-

tives. What is left for the students is to carry these thoughts with them as they leave the classroom and apply their newly-found knowledge in all aspects of their lives.

Acknowledgments

We would like to acknowledge the contribution of Dr. Michael Reiner (Associate Professor of Psychology, KSC) who designed the pre- and post-course surveys and his students Tia McKnight and Clayton Small, who aided in compiling the data.

We would also like to thank Dr. Wayne Van Horne (Assistant Professor of Anthropology, KSC), who administered the surveys to two sections of Anth 105, and who is co-author of the textbook used for the course. Ultimately, we are grateful to the 180 students of Anthropology 105 who willingly cooperated with our research efforts.

The Internet and the Professor: A Mini-Guide

Dawn Rodrigues and Robert Barrier, English Department

WHAT SHOULD YOU KNOW ABOUT THE INTERNET?

At Kennesaw State College, most faculty have the Internet accessible from their desktop computer. We've been focusing on exploring ways of using e-mail and gopher capabilities in the Writing Center, so we've done more than the average amount of exploring. We thought we'd share some of what we've learned.

But first, let us review some Internet Basics.

INTERNET BASICS

1. Is e-mail the same as the Internet? If you have an e-mail address, then you're on the Internet. KSC is part of Peachnet, a linked set of Georgia Internet sites. Your e-mail address identifies your school location.

2. How do I join a listserv? Listserv groups—

often called mailing lists or "lists" —are ways that groups interested in the same topic can carry on a discussion through e-mail. If you subscribe to a "list," you can easily send messages to the entire group and reply by writing to the list address rather than writing to each person individually. To subscribe to a list:

1. Send an e-mail message to the listserv address: listserv@[address]; e.g. listserv@uga.cc.uga.edu
2. In the first line of the message, type the following: subscribe [name of list] [your name] e.g. subscribe K-16link Dawn Rodrigues

There are hundreds of lists in the academic disciplines. The best way to learn quickly about listservs in your discipline is to look at Resources by Subject on the KSC Gopher, find maillists, discussion groups, or e-lists, and read the short purpose statement and subscription information of interesting sounding lists. To access one of the best resources on the Internet, follow this procedure:

1. From the KSC Gopher Root Menu (first screen), key down to "General Information Services."

2. Click on this item, and go to "Resources by Subject."

3. From there, go to "List of Subject Trees."

4. Finally, go to "Information by Subject Area (RiceInfo.Rice.Univ)." Click on this item, and then go to your discipline. Enter. Here you will find screen after screen of resources, with listservs discussed under maillists, e-lists, or discussion group headings.

3. How can I start a listserv discussion group? To start your own list, here's what you do: Send a message to Michael Miller (mmiller@uga.cc.uga.edu).

Ask him to set up a listserv for your group or class. Here's the information he'll need: List Owner (e-mail id and name, i.e. your name): List Name (max 8 characters): List Description (max 44 characters): Is list to be PUBLIC (anyone can subscribe or post): or PRIVATE (only owner can subscribe people; only subscribers can post.)

4. What's a gopher? How do we use gopher at KSC? Computer scientists at the University of Minnesota created "gopher," menu-based software that allow users at one site to create hierarchical sets of campus information (called Campus-Wide Information Systems—CWIS); gopher also allows an institution to have menu selections that link to information at other sites. By following links, you can explore information that has been collected by scholars or students at different sites around the country and around the world.

At Kennesaw State College, the Campus-Wide-Information-System has been named "Owlscoop." To access Owlscoop, click on Gopher, then click on Campus Wide Information System—KSC's Owlscoop.

As faculty and students discover the ease with which they can create gopher areas, they have begun to post academic information and course materials on their gophers. The University of Michigan has even created a simple bulletin board for faculty and students that works directly from the gopher: **facultywrites** includes messages posted by faculty; **studentwrites** includes messages posted by students.

5. What's the World Wide Web? Can we access it from KSC? The World-Wide Web (WWW) is a linked set of Internet documents, many with hypertext inner links—places within documents that lead to separate documents. You view the documents using a "browser," software that controls how the documents look on your screen. Graphical browsers such as Mosaic and Netscape allow you full access to audio, video, and text. At KSC, however, we do not yet have a graphical browser. We do have access to **lynx**, a text browser, through PigsEye, the computer used for student accounts. Faculty can get accounts on PigsEye in addition to

their regular account on the SUN computer.

Some examples of WWW sites are these: <http://owl/trc.purdue.edu/> (Purdue's Online Writing Lab) <http://www.bmgt.umd.edu/Business/AcademicDepts/IS/Learning/learn.html> (Descriptions of Electronic Learning Environments) <http://www.lib.virginia.edu/etext/ETC.html> (British fiction, such as files of Rossetti's poetry and paintings and Keats' poetry.) <http://http2.sils.umich.edu/> (The University of Michigan's School of Information and Library Science home page, which includes lists of lists, including ones in humanities, K-12 education, natural science, and social sciences. The entries have addresses and synopses of various listservs in specific areas.)

When you log into your PigsEye account, you will see the unix prompt **%**. To access lynx, type **lynx**. Then type in the **URL** (the universal resource locator): e.g. [//www.missouri.edu/~cccc95](http://www.missouri.edu/~cccc95)

Minuet, the e-mail package that many faculty now have on their office computers, will soon release a graphical browser for the World-Wide-Web.

6. How Can I Jump to a Specific Gopher or Web Site? The graphics-based gopher menu that appears on most faculty computers does not allow you to go directly to a specific gopher site. You have to click your way to the site by moving through random menus or by going to all the gopher servers in the world, to gopher servers in the United States, etc. When you find the gopher site you are looking for, you can place a "Bookmark" there.

Bookmarks are ways of storing gopher addresses that you want to return to later. To set a bookmark, first find the site you are looking for. Then click on **Keep Bookmark** and type in a name for the gopher site you want to remember. To go immediately to a site you have "bookmarked," click on **Bookmark**.

If you locate a file with information that you want to save, click on the file menu; select "save as"; then type in the location where you would like to save the file (e.g., If you have a directory named "save," then you might want to name the file something like "bib" on your hard drive. To do that, you would type: `c:/save/bib`).

The information that you save can be used in many ways for instructional purposes. Here are a few examples:

- You can create exercises on disk based on the text of the information you have retrieved.
- You can ask students to analyze a passage from recent legislation if the text of the bill is available on a gopher server.

If you want to jump directly to a specific gopher, you can telnet to your Sun account (or access it by dialing in from home via modem). With Minuet, you access telnet by clicking on Window, then selecting **telnet**. (Telnet is a program that lets you connect with computers at other sites.)

When prompted, add the name of the computer

you want to log into. (In this case, enter **KSCSunA1**). First, log in. Then, at the menu, select **gopher**. You will see the text-based KSC gopher screen. To go directly to the site of your choice, you type "o". When prompted, type in the address of the computer you want to reach.

For example, you would type in the following to telnet to the Carl library system in Colorado:telnet database.Carl.org

If you find information that you want, you can Mail it to yourself and then print it later. To mail yourself information from a gopher menu, type:

<m>. When prompted, type your address or the address of a colleague (at KSC or anywhere on the Internet).

HOW CAN THE INTERNET HELP YOUR TEACHING?

If your students get e-mail accounts, you can begin to adapt your teaching to the information age. One caution—students do not have access to the same e-mail program that faculty have. If you plan to use e-mail in your classes, be sure to get an e-mail account on the same computer that your students use (PigsEye). Then you'll see exactly what they see on the screen and you'll be able to plan ways of integrating e-mail into your course. Here are some possibilities:

- Ask students to post responses to discussion topics to the entire class. (They will need to each create an "alias" — a group name such as CLASS that you use when you want to send to everyone you've listed as belonging to a specific group.)

- Have students subscribe to a few listserv discussion groups in your field and take part in the national conversation of topics related to your course. In our English 309 class, students are signed up to NCTE-Talk, English Teachers, and K-16link. As students work on their research papers, they send questions to

one or more of these lists, asking teachers and students at other locations to help them.

- Collaborate with professors at other colleges or universities or with K-12 teachers. You can have "foreign exchange students" in your class without any expense involved. Divide your classes into groups, with students in your physical class paired with students at your colleagues' locations.

- Teach your students how to use the Internet as an extension of the KSC library. Help them learn how to use search tools such as Veronica and Archie. When students are actively involved in searching for information, they write more clearly as they present the results of that search.

Veronica offers a keyword search of most gopher server menus in the entire gopher web. Archie allows you to search FTP (file transfer) sites (and other

selected sites). Unlike Archie, the search results can connect you directly to the data source. You have your own menu after you do a Veronica search. The results are an automatically generated gopher menu, customized according the user's keyword specifications.

Dawn Rodrigues and Bob Barrier will run two T'n T workshops on E-Mail and the Internet in Spring. You'll get notices in April.

1. Joining a Listserv. You'll subscribe to selected sites in Education and Arts, Humanities, Sciences, or Social Sciences.

2. Exploring Gopherspace and the Web. You'll learn how to access gopher sites lynx servers through Minuet or another e-mail program.

REACHING THROUGH TEACHING

Contributions from KSC faculty are solicited. Please submit articles to CETL on a 5.25" or 3.5" disk in WordPerfect. Preferred length of articles is 900 words. Deadline for the next issue is May 1.

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