

# Antonio T. Freeman

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## Education

Ph.D., University of Wisconsin–Milwaukee, December, 2005

Major: Anthropology

Dissertation Title: The Political Economy of Ambivalence in the Dominican Republic:  
Race, ethnicity, and the formation of national identity.

M.A., The Wichita State University, August, 1993

Major: Anthropology

B.S., University of Wisconsin–La Crosse, May, 1990

Major: Secondary Education (Broadfield Social Studies)

## Teaching and University Experience

**Graduate Program Admissions and Recruitment Coordinator** Admissions Office; University of Wisconsin–Stout; (November, 2022–present)

*In consultation with the Director of Admissions and the Director of the Graduate School, I assist with coordinating and creating strategic and direct activities to increase and support graduate recruitment, admissions, and retention efforts in support of the 21 graduate degree and 20 graduate certificate programs at UW–Stout. I develop and implement a range of programs (virtual spotlight sessions, on-site graduate program fairs, etc.) which promote both the Graduate School as well as individual graduate programs; I assist with the development and deployment of digital and print marketing materials; and I schedule attendance, and represent UW–Stout, at appropriate off-site graduate recruitment fairs and events. My responsibilities include responding to individual applicant inquiries about identifying and applying to UW–Stout graduate programs; monitoring the status of current graduate program applications and conducting outreach to current applicants to support their application completion; and work with various offices on campus (International Education, Marketing Communications, and Stout Online) to facilitate and support graduate admissions and recruitment efforts.*

**Program Coordinator** Ronald E. McNair Postbaccalaureate Achievement Program;

University of Wisconsin–River Falls; (January, 2018–January, 2023)

*In consultation with the McNair Program Director, I provided day-to-day management of the McNair program, the U.S. Department of Education-funded TRIO program tasked with recruiting undergraduate Scholars who are either first-generation university students from low income backgrounds or members of a racial or ethnic group traditionally underrepresented among advanced degree recipients. My responsibilities included assisting with recruiting and interviewing eligible scholars; developing the content and delivering the three McNair Program Seminars (scheduling, syllabus preparation, lecture presentation, and grading and evaluation of student work); coordinating program services for McNair Scholars; informing scholars of university resources; advising students on course options and extracurricular activities; serving as an advocate and liaison for Scholars with various university departments and outside organizations; and traveling with Scholars to local, regional, and national conferences. In addition, I facilitated institutional research for the McNair grant and assisted the director in annual grant reporting and the five-year grant renewal application.*

## Teaching and University Experience (cont.)

**Research Coordinator** Ronald E. McNair Postbaccalaureate Achievement Program;  
University of Wisconsin–Eau Claire; (October, 2009–April, 2017)

*Under the supervision of the McNair Program Director, I assisted with the administration and delivery of the UW–Eau Claire Ronald E. McNair Postbaccalaureate Achievement Program. In that capacity, I assisted with the recruitment of each year’s new Scholar cohort (approximately 10–12 students); worked collaboratively with the McNair Scholars as they refined their two-year McNair Program Faculty-Student collaborative research project; identified an appropriate graduate program; developed and refined their application portfolio materials; and applied to, and secured funding for, their graduate program. In addition, I assisted with the delivery of the four McNair Program Seminars (scheduling, syllabus preparation, lecture presentation, and grading and evaluation of student work).*

**Instructor** Honors Program; University of Wisconsin–River Falls; (Spring 2019–Fall, 2022)

Courses taught:

HON 190: Honors Seminar

HON 497: Honors Capstone Seminar

*Under the supervision of the UW–River Falls Honors Program Director, I developed and maintained the relevant syllabus; communicated course goals and objectives to the students; developed and delivered course content during weekly seminars; provided content-specific clarification and feedback to the members of the course; evaluated and graded students’ discussions and assignments; and facilitated the web-based education suite (Canvas) to enhance the delivery of either the introductory Honors Seminar or the senior Honors Capstone Seminar to approximately 15–20 undergraduate Honors Program students each semester.*

**On-Line Facilitator** University of Mary; Bismarck, ND; (Fall, 2011–present) Courses

moderated:

Criminology 410: Criminology

Criminology 317: Terrorism and Homeland Security

Anthropology 171: Introduction to Cultural Anthropology

Sociology 302: Modern Social Problems

*Under the supervision of the Area Director, I develop and maintain the relevant syllabus; communicate course goals and objectives to the students; provide content-specific clarification and feedback to the members of the course; evaluate and grade students’ discussions and assignments; and facilitate the web-based education suite (currently Canvas) to enhance the delivery of an on-line course (in either standard 15-week or accelerated 5-week format) to approximately 15–20 undergraduates each semester.*

## **Teaching and University Experience (cont.)**

**Visiting Assistant Professor** Department of Sociology, Anthropology, and Social Work; Texas Tech University; Lubbock, TX; (Spring, 2008–Spring, 2009) Courses taught:

Anthropology 1301: Understanding Multicultural America

Anthropology 2302: Cultural Anthropology

Anthropology 3304: Global Forces and Local Peoples

Anthropology 3323: Religion and Culture

Anthropology 3300: Anthropology and Contemporary Life

*As part of the Department Faculty, I developed relevant syllabi; communicated course goals and objectives to the students; delivered course content in both standard large-lecture and small-group seminar formats as appropriate; provided content-specific clarification and feedback to the members of the course; evaluated and graded students' discussions and assignments; and maintained relevant records for approximately 300 undergraduate students each semester.*

**Associate Lecturer** Department of Anthropology; University of Wisconsin–Milwaukee; (Fall, 2001–Summer, 2005) Courses

taught:

Anthropology 102: Introduction to Culture and Society

Anthropology 104: Lifeways in Different Cultures: A survey of world societies

Anthropology 318: Peoples and Cultures of the Caribbean

*As part of the department's ad hoc teaching staff, I developed relevant syllabi; communicated course goals and objectives to the students; delivered course content in university course lecture/discussion format; provided content-specific clarification and feedback to the members of the course; evaluated and graded students' discussions and assignments; and maintained relevant records for approximately 30 undergraduate students each semester.*

**Graduate Teaching Assistant** Department of Anthropology; University of Wisconsin–Milwaukee; (Fall, 1996–Spring, 1997; Fall, 1999–Spring, 2000)

*Under the supervision of an assigned departmental faculty member, I led scheduled weekly discussion sections as part of the overall course delivery for a single introductory anthropology course each semester. I provided content-specific clarification and feedback to the members of the discussion section; evaluated and graded students' discussions and assignments; and maintained relevant records, as assigned, for approximately 25 students each semester.*

**Supplemental Instruction Coordinator** Wichita State University; Wichita, KS; (Fall, 1991–Spring, 1993)

*Under the supervision of the Director of the Academic Support Center, I managed all aspects of the Wichita State University Supplemental Instruction program. As Coordinator, I was responsible for identifying the five courses per semester that would include a Supplemental Instruction component (through reviewing past offerings, collecting and evaluating course performance data, and working with faculty members); hiring and training of the Supplemental Instruction Student Leaders; introducing the program and the Student Leader to the selected courses at the start of the semester; monitoring the performance of the Supplemental Instruction sessions throughout the semester; compiling the end-of-semester performance data measuring the effectiveness of the Supplemental Instruction program; and preparing various materials presenting the program and its effectiveness to the campus community.*

## **Fieldwork and Research**

### **Dissertation Participant-Observer Fieldwork (Summer, 1998–Summer, 1999) Ethnic Identity Formation and Maintenance; The Dominican Republic.**

*Dissertation Abstract: The Dominican Republic and Haiti are inextricably bound in a 'Political Economy of Ambivalence'. Dominican economic enterprises, most notably sugar plantations, are dependent on Haitian laborers to fill roles considered 'beneath' Dominicans. However, Dominican notions of cultural superiority mean that the very presence of Haitians in the Dominican Republic is seen as an ongoing threat to Dominican sovereignty and cultural purity. This paradox is evident in both government policies and popular attitudes surrounding labor utilization and economic competition in the Dominican Republic. My research examines the roots of the binary opposition between an essentialized Dominican-ness and the perceived Haitian 'other' by exploring the particular social and cultural notions which the Spanish settlers brought to the island. The forces which led to the creation of the Haitian nation are examined, along with the particular relationship of Haiti to the Dominican Republic, in order to understand the tension which dominates the relationship between the two countries of Hispaniola. In particular, Generalissimo Rafael Leonidas Trujillo Molina, the dictator who ruled the Dominican Republic for three decades in the middle of the 20th Century, and the role he played in the creation of a unified Dominican political state and the articulation of a cohesive sense of Dominican identity are explored as a framework for understanding the current state of Dominican-Haitian affairs.*

### **Participant-Observer Fieldwork (Fall, 1996)**

#### **Religious Participation and Community Building; Milwaukee, Wisconsin.**

*This project was a follow-up to the earlier research based in this community and explored, over approximately 12 weeks, the processes by which a sense of community was created and reinforced among members of a small religious group primarily aimed at outreach to a population associated with a local college. In particular, this research focused on the ways in which individuals chose to move (or drifted) through a series of concentric levels of involvement with the official and quasi-official structures of the religious group and the associated interpersonal relationships that were typical of the various degrees of engagement with the group and its community.*

### **Participant-Observer Fieldwork (Spring 1995)**

#### **Religious Participation and Social Network Formation, Milwaukee, Wisconsin.**

*This project explored, over approximately 10 weeks, the formal structures and informal mechanisms by which a small religious group aimed at campus outreach to a local college organized itself and developed and maintained a consistent level of participation and involvement within the group. In particular, I examined the bureaucratic structures and mechanisms of informal authority in maintaining continuity and transmitting group norms and values. My research also included an understanding of the ways in which the most active members and the 'inner circle' of decision makers informally identified individuals who might be interested in, and suitable for, becoming the next cohort of integral group leaders.*

## **Research Assistantships and Grants**

**Graduate School Dissertation Fellowship** (Fall, 2000–Spring, 2001)  
University of Wisconsin–Milwaukee

**Dissertation Research Grant** (Fall, 1998–Spring, 1999)  
University of Wisconsin/University of Wisconsin–Milwaukee Center for  
International Studies, University of Wisconsin–Milwaukee

**Research Assistantship** (Fall, 1995–Spring, 1996)  
University of Wisconsin–Milwaukee/Marquette University Center for  
International Studies, University of Wisconsin–Milwaukee

## **Papers and Presentations**

**The Order of Trujillo.** Menomonie Public Library, Menomonie Reads Program;  
Menomonie, WI; (February 2012)

**The Political Economy of Ambivalence: Dominican-Haitian interdependence and animosity.** Central States Anthropological Society, annual meetings; Bloomington, IN; (April 2000)

## **Memberships and Service**

**NAGAP, The Association for Graduate Enrollment Management** (November, 2022–present); University of Wisconsin–Stout, Menomonie, WI

**MAGS: Midwestern Association of Graduate Schools** (November, 2022–present);  
University of Wisconsin–Stout, Menomonie, WI

**McNair Association of Professionals** (January, 2021–January 2023); University of Wisconsin–River Falls, River Falls, WI

**Affiliated Faculty** (Spring, 2009); Community and Urban Studies Program; Texas Tech University; Lubbock, TX

**Student Editor** (Spring, 1992–Spring, 1993); Lambda Alpha Journal; Wichita State University; Wichita, KS

**Member** (Fall 1991–Spring 1993); Lambda Alpha National Honors Society In Anthropology; Alpha of Kansas Chapter; Wichita State University; Wichita, KS