

**San José State University**  
**Department of Anthropology**  
**ANTH 231(2) Applications Core, Fall 2012 (50425)**

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<b>Office Hours:</b>	Mondays 10:30-12:00; Tuesdays 11-1; Wednesdays 12:00-13:30; and by arrangement
<b>Class Days/Time:</b>	Tuesdays 6-8:45
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	Graduate Standing or instructor consent.

### **Course Description**

Anth 231 Application Core. Methods for the analysis sociocultural systems, ethnographic evaluation, and program/design development. Emphasis on professionalism, project management, budgeting, ethics, and contracts (3 units).

This course is the first of the two-course Applications Core sequence in the graduate program in applied-practicing anthropology; the sequence is fundamentally about building basic skills in applying anthropology to “real world” problems. Students are first introduced to the history of applied-practicing anthropology, a tool kit of models for application, and the nature of ethical issues in applied work. We then develop skills in formulating social systems and the complex environments in which they exist. Next, the course explores evaluation research in anthropology, with a special focus on needs assessment and social impact assessment. In both cases the anthropologist leaves the realm of description and understanding, and makes judgments or assessments against some standards.

The course also facilitates the development of professional communication skills, and formulating problems that can be constructively addressed by anthropologists

## Course Goals and Student Learning Objectives

Students who successfully complete this course will:

1. understand the history of applied-practicing anthropology and its relationship to specific organizations, public policies, and a larger social context;
2. know major models of applied-practicing anthropology;
3. be able to analyze the structure, functions, and processes of social systems using basic anthropological and social scientific concepts (e.g. social structure, roles, reciprocity, values, etc.);
4. be able to learn about the larger environments which affect social systems through literature searches, use of secondary data sources, and Internet resources;
5. understand basic principles and forms of evaluation;
6. be able to conceptualize and conduct basic needs assessments and social impact assessments;
7. be able to appropriately use forms of basic professional communication, such as memos, reports, executive summaries, etc.; and
8. be knowledgeable about ethical principles in anthropology and how to protect the rights of various stakeholders in their projects, as well as to recognize threats to ethical social research.

## Departmental Goals

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas.

### Knowledge

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history

5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

#### Skills

6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

#### Professional Values

10. Knowledge of political and ethical implications of social research

### **Required Texts/Readings**

1. Davidson, E. Jane (2005). *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation*. Thousand Oaks, CA: Sage.
2. Goldman, Lawrence R. (2000). *Social Impact Assessment: An Applied Anthropology Manual*. Oxford, UK: Berg.
3. Harrison, Michael (2004). *Diagnosing Organizations*, 3E. Thousand Oaks, CA: Sage.
4. Moeran, Brian (2005) *The Business of Ethnography: Strategic Exchanges, People and Organizations*. New York: Berg.
5. Shore, Cris, Wright, Susan, and Però, Davide (2011). *Policy Worlds: Anthropology and Analysis of Contemporary Power*. New York: Berghahn.
6. Whiteford, Linda M. & Trotter, Robert T. (2008). *Ethics for Anthropological Research and Practice*. Long Grove, IL: Waveland.

Other readings are as follows:

Human Organization journal articles (all available online through King Library)

Alessa, L. & Kliskey, A. (2012). The role of agent types in detecting and responding to environmental change. 71(1): 1-10.

Austin, D. (2004). Partnerships, not projects! Improving the environment through collaborative research and action. 63(4): pp. 419-430.

- Baba, M. (1999). Dangerous Liaisons: Trust, distrust, and information technology in American work organizations. 58(3): 331-346.
- Brighton, S. A. (2011). Applied archaeology and community collaboration: Uncovering the past and empowering the present. 70(4): 344-354.
- Burke, B. & Piekielek, J. (2011). Cooperatives, politics, and development in rural Paraguay. 70(4): 355-365.
- Casagrande, D. G., Hope, D., Farley-Metzger, E., Cook, W., Yabiku, S., & Redman, C, (2007). Problem and opportunity: Integrating anthropology, ecology, and policy through adaptive experimentation in the urban U.S. Southwest. 66(2): pp. 125-139.
- Foster, T., Olsen, L., Dale, V., & Cohen, A. (2010). Studying the past for the future: Managing modern biodiversity from historic and prehistoric data. 69(2): 149-157.
- Friedenberg, J. (2011). Researching global spaces ethnographically: Queries on methods for the study of virtual population. 70(30): 265-278.
- Garcia-Quijano C. G., Carlo, T. A., & Arce-Nazario, J. (2011). Human ecology of a species introduction: Interactions between humans and introduced green iguanas in a Puerto Rican urban estuary. 70(2): 164-178.
- Hackenberg, R. & B. Hackenberg (2004). Notes toward a new future: Applied anthropology in Century XXI. 63(4): 385-399.
- Hadley, C. & Wutich, A. (2009). Experience-based measures of food and water security: Biocultural approaches to grounded measure of insecurity. (68(4): 451-460.
- Jian, L. (2009). Socioeconomic barriers to biogas development in rural southwest China. (68(4): 415-430.
- Jordan, B. (2009). Blurring boundaries: The “real” and the “virtual” in hybrid spaces. (68(2): 181-193.
- Kingston, D. M. and Marino, E. (2010). Twice removed: King Islanders’ experience of “community” through two relocations. 69(2): 119-128.
- Lane, M., Ross, H., and Dale, A. (1997). Social impact research: Integrating the technical, political and planning paradigms. 56(3): 302-310.
- Moore, R. J., Gathman, E. C. H., & Ducheneaut (2009). From 3D space to Third Space: The social life of small virtual spaces. (68(2): 230-240.
- Natcher, D. & C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability. 61(4): 350-363.
- Palinkas, L., Downs, M., Peterson, J., and Russell, J. (1999). Social, cultural and psychological impacts of the Exxon Valdez oil spill. 52(1): 1-13.
- Pinho, P. F., Orlove, B., & Lubell, M. (2012). Overcoming barriers to collective action in community-based fisheries management in the Amazon. 71(1): 99-109.
- Pollini, J. (2011). The difficult reconciliation of conservation and development objectives: The case of the Malagasy Environmental Action Plan. 70(1): 74-87.

Ratner, B. (2004). Reasserting community: The social challenge of wastewater management in Panajachel, Guatemala. 63(1): 47-56.

Rohloff, P., Diaz, A. K., & Dasgupta, S. (2011). "Beyond development": a critical appraisal of the emergence of small health care nongovernmental organizations in rural Guatemala. 70(4): 427-437.

Rolston, J. S. (2010). Risky business: Neoliberalism and workplace safety in Wyoming coal mines. 69(4). 331-342.

Sankar, A., & Luborsky, M. (2003). Developing a community-based definition of needs for persons living with chronic HIV. 62(2): 153-165.

Schensul, J. J. (2010). Engaged universities, community based research organizations and Third Sector Science in a global system. (69(4): 307-320.

Taylor, P. L. & Cheng, A. S. (2012). Environmental governance as embedded process: Managing change in two community-based forestry organizations. 71(1): 110-122.

Tilt, B. (2006). Perceptions of risk from industrial pollution in China: A comparison of occupational groups. 65(2): 115-127.

Treitler, I & Midgett, D. (2007). It's about water: Anthropological perspectives on water and policy. 66(2): 140-149.

West, C. T. & Vasquez-Leon, M. (2008). Misreading the Arizona landscape: Reframing analyses of environmental degradation in Southwestern Arizona. 67(4): 373-383.

Other readings (available electronically from instructor):

Bardach, E. (2005). "The eightfold path"

Mathie, A., & Cunningham, G. (2003). Who is driving development? Reflections on the transformative potential of asset-based community development. Coady International Institute Occasional Paper Series #5. Antigonish, Nova Scotia: Coady International Institute.

Mathie, A. & Puntenney, D. (2009). From clients to citizens: Deepening the practice of asset-based and citizen-led development. Antigonish, Nova Scotia: Coady International Institute.

Peters, B., Gonsamo, M., Molla, S., & Mathie, A. (2009). Applying an asset-based community development (ABCD) approach in Ethiopia. Antigonish, Nova Scotia: Coady International Institute.

## **Classroom Protocol**

Each class addresses a single, albeit often complex topic. Readings are assigned as per the class calendar below and you are responsible for completing them before class meets. You simply cannot contribute in a meaningful way without having read the material and either mastered it or be able to identify the questions that *would* help you master it. The goal for each class meeting is to synthesize the implications for the readings for the application and practice of anthropology in real world settings. Think of it as providing a high level introduction to some facet of application that you may then wish to explore in more depth as your own interests coalesce.

We will begin class sessions by summarizing or otherwise working through the individual readings, so you should be prepared to do so. The time devoted to these activities will vary wildly due to differences in the number of readings and their difficulty. I will be making sure that, in our zeal to

discuss “big” (i.e. “academic”) issues, we don’t overlook points that are less exciting but that can be extremely helpful in the world of practice and application. The initial discussion will probably take about 60+ minutes, with varying patterns of lecture and discussion. Then we will discuss the larger issues raised by the readings considered individually and collectively. “Issues” here can be cross-cutting or underlying themes; questions or concerns; extensions or applications; epiphanies or insights; and strengths and weaknesses. Some critique is fine, but endless critique that results in a sort of paralysis of action is to be avoided. Eventually, you *do* something in applied anthropology and the goal of the course is to cultivate skills in getting on with it. You will be well-prepared to contribute issues since you will be developing them each week after you complete the readings. In this free-wheeling discussion phase each of you will be asked to pose one or more issues for discussion and I will write them on the board. After some condensing/arranging, we will discuss as many ideas as possible and then summarize our discussions before we depart. Other sessions will break with this template if there are opportunities to explore the material and issues in different ways, such as working through challenges posed by actual projects.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgem/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgem/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Assignments and Grading Policy

1. Discussion Synthesis (15%). Each of you will be asked to take notes on the issues discussion twice during the semester and to then prepare a synthesis (not a summary, much less an utterance by utterance regurgitation) of what was said that is useful to your colleagues. You will distribute it via email to me and your classmates the following week, and make sure I get a paper copy.
2. Weekly Participation (15%). This is a graduate class and it only works if everyone comes prepared and participates. Passive presence is nice, but it shifts the burden to other students so contributing your ideas is expected. Don’t think about pleading introversion or shyness—I’m afflicted with both myself but manage to overcome them in professional settings (like a class). However, don’t obsess either. The semester is long and there will be many opportunities to participate. Always remember that (1) you cannot participate without attending and (2) thoughtful contributions are more valuable than seizing airtime.
3. Readings Syntheses (20%). Students will prepare a concise summary of each week’s readings: summarize each reading (article or chapter; individual chapters, if the reading is a book) in 2-3 sentences. The test of a good summary is whether you could tell—say about a year later—what the material that you summarized was about and whether it would be worth rereading it for some purpose. Then propose at least five issues for the entire collection of readings that will serve to focus the evening’s discussion. “Issues” may include questions, points of critique, implications, connections, good or interesting ideas, etc. You are especially encouraged to (1) think of how one article or chapter connects to another and (2) how the readings from different weeks connect. You may collaborate on preparing reading notes, but only individual submissions will be graded and there is a risk that cutting and pasting will be interpreted as cheating. Make sure your issues reflect the workings of your own mind. *These must be turned in the week the readings are due* unless you have made other arrangement with me. If you have trouble with this format, please let me know so we can address it quickly. The week *number* of the readings that your paper addresses is your

paper title; the individual readings should also be provided as full citation references before the body of the paper.

4. Application Scenarios (30%). Students will prepare three application papers based on scenarios provided by the instructor and following a template provided in class. The scenarios will be based on the topics we discuss throughout the semester and you will have at least a week to work on each assignment. Class input on length will be solicited, but the goal is to prepare concise, detailed, and “actionable” papers.
5. Final Exam (20%). Based on all readings and discussions, students will update their personal portfolio of applied-practicing anthropology methods and techniques that constitute the basis for their practitioner toolkit. This toolkit will be extended in ANTH 232.

Course grades will be assigned as follows: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; and below 60% = F. Plus and minus grades may be assigned at the instructor’s discretion.

## **University Policies**

### **Academic integrity**

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Recording**

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes

only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

### **Credit Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Course Number / Title, Semester, Course Schedule

*List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.*

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/28	<p>Introductions and Course Overview</p> <p>Where does this course fit into the graduate program and how will we be communicating in class during the semester?</p> <p>DISCUSSION GUIDE, WEEKLY READINGS GUIDE, AND FINAL EXAM DISTRIBUTED</p>
2	9/4	<p>History (and Future?) of Applied-Practicing Anthropology</p> <p>How has applied-practicing anthropology developed within the discipline of anthropology and in the context of changing relationships of humans to their complex environments?</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Hackenberg, R. &amp; B. Hackenberg (2004). Notes toward a new future: Applied anthropology in Century XXI.</li> <li>2. Friedenber, J. (2011). Researching global spaces ethnographically: Queries on methods for the study of virtual population.</li> <li>3. Brighton, S. A. (2011). Applied archaeology and community collaboration: Uncovering the past and empowering the present.</li> <li>4. Schensul, J. J. (2010). Engaged universities, community based research organizations and Third Sector Science in a global system.</li> </ol>
3	9/11	<p>Ethics, Writ Small and Large</p> <p>What are the large and small ethical issues that applied-practicing anthropologists encounter and how do they affect how anthropological skills and knowledge are used?</p> <p>Readings:</p> <p>Whiteford, Linda M. &amp; Trotter, Robert T. (2008). <i>Ethics for Anthropological Research and Practice</i>. Long Grove, IL: Waveland.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/18	<p data-bbox="570 327 1078 359">Social Systems: Organizations as Systems</p> <p data-bbox="570 407 1338 464">How can we analyze organizations (company, non-profit, agency, department, etc.) as social systems?</p> <p data-bbox="667 512 786 543">Readings:</p> <p data-bbox="667 590 1451 646">Harrison, M. (2004). <u>Diagnosing organizations</u> (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. (Read Chapters 1-4)</p> <p data-bbox="667 695 1386 751">Then read any two three of the following articles from <u>Human Organization</u>:</p> <ol data-bbox="667 800 1409 1073" style="list-style-type: none"> <li data-bbox="667 800 1409 863">1. Baba, M. (1999). Dangerous Liaisons: Trust, distrust, and information technology in American work organizations.</li> <li data-bbox="667 911 1409 974">2. Burke, B. &amp; Piekielek, J. (2011). Cooperatives, politics, and development in rural Paraguay.</li> <li data-bbox="667 1022 1409 1073">3. Austin, D. (2004). Partnerships, not projects! Improving the environment through collaborative research and action</li> </ol> <p data-bbox="667 1121 1029 1152">SCENARIO #1 DISTRIBUTED</p>
5	9/25	<p data-bbox="570 1209 922 1241">Social Systems: Communities</p> <p data-bbox="667 1289 1425 1346">How can we analyze communities (company, non-profit, agency, department, etc.) as social systems?</p> <p data-bbox="667 1394 1442 1425">Read any three of the following articles from <u>Human Organization</u>.</p> <ol data-bbox="667 1474 1430 1940" style="list-style-type: none"> <li data-bbox="667 1474 1430 1562">1. Natcher, D. &amp; C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability.</li> <li data-bbox="667 1610 1430 1698">2. Pinho, P. F., Orlove, B., &amp; Lubell, M. (2012). Overcoming barriers to collective action in community-based fisheries management in the Amazon.</li> <li data-bbox="667 1747 1430 1835">3. Ratner, B. (2004). Reasserting community: The social challenge of wastewater management in Panajachel, Guatemala.</li> <li data-bbox="667 1883 1430 1940">4. Kingston, D. M. and Marino, E. (2010). Twice removed: King Islanders' experience of "community" through two relocations.</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>5. Jordan, G. (2009). Blurring boundaries.</p> <p>6. Moore, R. (2009). From 3D space to Third Place.</p>
6	10/2	<p>Social Systems: Distributed Perspectives</p> <p>How can we capture social complexity beyond organizations and communities?</p> <p>Reading: Moeran, B. (2005). <u>The business of ethnography</u></p>
7	10/9	<p>Environments</p> <p>What are the “natural” constraints that actually or potentially affect a specific social system, such as an organization or community, and how do people understand them?</p> <p>Readings:</p> <p>Harrison, M. (2004). <u>Diagnosing organizations</u> (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. (Chapters 5 &amp; 6)</p> <p>Then read any two of the following:</p> <ol style="list-style-type: none"> <li>1. Tilt, B. (2006). Perceptions of risk from industrial pollution in China: A comparison of occupational groups.</li> <li>2. Jian, L. (2009). Socioeconomic barriers to biogas development in rural southwest China</li> <li>3. Hadley, C. &amp; Wutich, A. (2009). Experience-based measures of food and water security.</li> <li>4. Foster, T. (2010). Studying the past for the future.</li> <li>5. Alessa, L. &amp; Kliskey, A. (2012). The role of agent types in detecting and responding to environmental change.</li> <li>6. Taylor, P. L. &amp; Cheng, A. S. (2012). Environmental governance as embedded process: Managing change in two community-based forestry organizations.</li> <li>7. Garcia-Quijano C. G., Carlo, T. A., &amp; Arce-Nazario, J. (2011). Human ecology of a species introduction: Interactions between humans and introduced green iguanas in a Puerto Rican urban estuary.</li> </ol> <p>SCENARIO #1 DUE</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/16	<p>And non-“natural” Environments</p> <p>How do we understand the broader social environment?</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Casagrande, D. G., Hope, D., Farley-Metzger, E., Cook, W., Yabiku, S., &amp; Redman, C, (2007). Problem and opportunity: Integrating anthropology, ecology, and policy through adaptive experimentation in the urban U.S. Southwest.</li> <li>2. West, C. T. &amp; Vasquez-Leon, M. (2008). Misreading the Arizona landscape: Reframing analyses of environmental degradation in Southwestern Arizona.</li> <li>3. Treitler, I &amp; Midgett, D. (2007). It’s about water: Anthropological perspectives on water and policy.</li> <li>4. Pollini, J. (2011). The difficult reconciliation of conservation and development objectives: The case of the Malagasy Environmental Action Plan.</li> </ol> <p>SCENARIO #2 DISTRIBUTED</p>
9	10/23	<p>Setting the Scene: Policy Anthropology</p> <p>What is policy and how does anthropology play out <i>in</i> it and <i>of</i> it? Why does the distinction matter? (And it does)</p> <p>Readings:</p> <p>Shore, Wright, and Però: <i>Policy Worlds</i>. Each student reads Chapter 1 and at least two chapters from section 1 and another two from section 2; we’ll discuss your chapter preferences the previous week.</p>
10	10/30	<p>Playing the Parts: Policy Processes</p> <p>What is “the” process of public policy setting and what are the implications for applied-practicing anthropologists?</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Shore, Wright, and Però: <i>Policy Worlds</i>. Each student reads at least two chapters from section 3; again, we’ll discuss your chapter preferences the previous week.</li> <li>2. Bardach: “The Eightfold Path”</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
11	11/6	<p>Needs Assessment and Evaluation</p> <p>How do applied-practicing anthropologists conduct needs assessments and what are the conditions under which doing so is appropriate? How is it related to evaluation?</p> <p>SCENARIO #2 DUE</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Davidson, E. Jane 2005). <i>Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation</i>. Thousand Oaks, CA: Sage. (Chs. 1-4 only)</li> <li>2. Sankar, A., &amp; Luborsky, M. (2003). Developing a community-based definition of needs for persons living with chronic HIV.</li> <li>3. Rolston, J. S. (2010). Risky business: Neoliberalism and workplace safety in Wyoming coal mines.</li> </ol>
12	11/13	<p>Evaluation and Asset-Based Community Development</p> <p>What is the field of evaluation research and the fundamental goals and types of evaluation projects?</p> <p>Readings:</p> <p>Davidson, E. Jane 2005). <i>Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation</i>. Thousand Oaks, CA: Sage. (Chs. 5-11 only)</p> <p>SCENARIO #3 DISTRIBUTED</p>
13	11/20	<p>Needs-Based and Asset-Based Community Development</p> <p>How do needs-based approaches compare and contrast with asset based approaches? Can they be integrated?</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Rohloff, P., Diaz, A. K., &amp; Dasgupta, S. (2011). "Beyond development": a critical appraisal of the emergence of small health care nongovernmental organizations in rural Guatemala.</li> <li>2. Peters, B. et al. (2009). Applying an asset-based community development (ABCD) approach in Ethiopia.</li> <li>3. Mathie, A. &amp; Puntenney, D. (2009). From clients to citizens.</li> <li>4. Mathie, A. &amp; Cunningham, G (2003). Who is driving development?</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
14	11/27	<p>Social Impact Assessment</p> <p>How do applied-practicing anthropologists conduct social impact assessments and what are the conditions under which doing so is appropriate?</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Goldman, L. R. (2000). Social impact assessment: An applied anthropology manual. Oxford, UK: Berg. Chapters 1-4.</li> <li>2. Lane, M., Ross, H., and Dale, A. (1997). Social impact research: Integrating the technical, political and planning paradigms.</li> <li>3. Palinkas, L., Downs, M., Peterson, J., and Russell, J. (1993). Social, cultural and psychological impacts of the Exxon Valdez oil spill.</li> </ol>
15	12/4	<p>Social Impact Assessment</p> <p>Readings:</p> <p>Goldman, L. R. (2000). Social impact assessment: An applied anthropology manual. Oxford, UK: Berg. Chapters 5-10.</p> <p>SCENARIO #3 DUE</p>
Final Exam	12/18 18:00-19:30	Organizing the Toolkit