

**San José State University**  
**Department of Anthropology**  
**ANTH 231(1) Applications Core, Fall 2009, (42666)**

<b>Instructor:</b>	Dr. Chuck Darrah. My office is in the Department of Anthropology office suite (Clark Hall 469C) and office hours are Mondays and Wednesdays 10:30-12:00, Mondays 17:00-18:00, and Tuesdays 10:00-13:00, and by arrangement. You can reach me by email at <a href="mailto:darrahc@email.sjsu.edu">darrahc@email.sjsu.edu</a> or at <a href="mailto:darrah.c@sbcglobal.net">darrah.c@sbcglobal.net</a> , or 408 924-5314.
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<b>Office Hours:</b>	Mondays and Wednesdays 10:30-12:00, Mondays 17:00-18:00, Tuesdays 10:00-13:00. Note that I have requested 9/18, 9/22, 10/2, 10/19, 11/6, and 11/13 as furlough days. I will not be available those days.
<b>Class Days/Time:</b>	Mondays 6-8:45
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	Prerequisite: Anth 105 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 metaphorical 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. Colebatch, H. K. 1998). *Policy*. Minneapolis: University of Minnesota.
2. Davidson, E. Jane 2005). *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation*. Thousand Oaks, CA: Sage.
3. Ervin, Alexander (2005). *Applied Anthropology: Tools and Perspectives for Contemporary Practice*, 2E. Boston: Allyn and Bacon/Pearson Educational.
4. Goldman, Lawrence R. (2000). *Social Impact Assessment: An Applied Anthropology Manual*. Oxford, UK: Berg.
5. Harrison, Michael (2004). *Diagnosing Organizations*, 3E. Thousand Oaks, CA: Sage.
6. Moeran, Brian (2005) *The Business of Ethnography: Strategic Exchanges, People and Organizations*. New York: Berg.
7. 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 at King Library)

Alvarez, R. (2006). The transnational state and empire: U.S. certification in the Mexican mango and Persian lime industries. 65(1): pp. 35-45.

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.

Bhattacharyya, J. (1995). Solidarity and agency: Rethinking community development. 54(1): 60-69.

Bury, J. (2008). Transnational corporations and livelihood transformations in the Peruvian Andes: An actor-oriented political ecology. 67(3): 307-321.

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.

Darrah, C. (1995). Workplace training, workplace learning: A case study. 54(1): pp. 31-41.

Fisher, W. (1994). Megadevelopment, environmentalism, and resistance: The institutional context of Kayapo indigenous politics in Central Brazil. 53(3): 220-232.

Frank, G. et al. (2008). The Tule River Tribal History Project: Evaluating a California tribal government's collaboration with anthropology and occupational therapy to preserve indigenous history and promote tribal goals. 67(4): 439-442.

Hackenberg, R., & B. Hackenberg, B. (1999). You CAN do something!: Forming policy from applied projects, then and now. 58(1): pp. 1-15.

Hackenberg, R. & B. Hackenberg (2004). Notes toward a new future: Applied anthropology in Century XXI. 63(4): pp. 385-399.

Hampshire, K, E. Hills, & N. Iqbal (2005). Power relations in participatory research and community development: A case study from Northern England. 64(4): pp. 340-349.

Honneland, G. (1999). Co-management and communities in the Barents Sea fisheries. 58(4): pp. 397-404.

Jian, L. (2008). Economic costs of serious illness in rural Southwest China: Household coping strategies and health policy implications. 67(2): 151-163.

Lane, M., Ross, H., and Dale, A. (1997). Social impact research: Integrating the technical, political and planning paradigms. 56(3): pp. 302-310.

Lyon, S. (2008). We want to be equal to them: Fair-trade coffee certification and gender equity within organizations. 67(3): 258-268.

Messerschmidt, D. (2008). Evaluating appreciative inquiry as an organizational transformation tool: An assessment from Nepal. 67(4): 454-468.

Miller, Cynthia (1998). The social impacts of televised media among the Yucatec Maya. 57(3): pp. 307-314.

Moran-Taylor, M. (2008). Guatemala's Ladino and Maya migra landscapes: The tangible and intangible outcomes of migration. 67(2): 111-124.

Natcher, D. & C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability. 61(4): pp. 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): pp. 1-13.

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

Sanjek, R. (2004). Going public: Responsibilities and strategies in the aftermath of ethnography. 63(4): pp. 444-456.

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

Sobo, E. et al. (2008). Enhancing organizational change and improvement prospects: Lessons from an HIV testing intervention for veterans. 67(4): 443-453.

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

Wedel, J. R., Shore, C., Feldman, G., & Lathrop, S. (2005). Toward an anthropology of policy. The ANNALS of the American Academy of Political and Social Science. [<http://ann.sagepub.com/cgi/content/abstract/600/1/30>]

Readings only available in hardcopy:

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

Bradshaw, J. (1972). The concept of social need. *New Society*, 30, 640-643 (photocopy only)

## Classroom Protocol

Each class will address 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 each session with presentations by a team of two or more students who will summarize each reading (including individual book chapters and even sections within them, if appropriate). They will raise questions or issues or concerns about the individual readings and solicit the same from the rest of the class. The instructor's role will be to keep the focus on the individual readings and to make sure that we delve into them in depth. We will take a ten minute break after about 60-90 minutes and then reconvene to discuss the larger issues raised by the readings considered collectively. "Issues" here can be cross-cutting or underlying themes; questions or concerns; extensions or applications; and strengths and weaknesses. The key is that we focus on the readings collectively and not on the merits or demerits of individual readings; we will have already done that. Finally, we will spend ten minutes summarizing the lessons learned, including directions for further exploration.

## **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-dbggen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbggen/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 Recorder (15%). Each student will be part of a team comprised of fellow students that will summarize and lead a discussion about a week's assigned readings. Each student must perform this service three times during the semester; a sign-up sheet will be provided. A modicum of coordination with your team mates will be necessary and appreciated by the class.
2. Weekly Participation (15%). Students will be graded on their participation during sessions when they are not presenters: Passive presence does not help wit. Several things to think about: (1) you cannot participate without attending and (2) thoughtful contributions are more valuable than just airtime, much less BS.

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. 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. As always, you may collaborate on preparing reading notes, but only individual submissions will be graded. *These must be turned in the week the readings are due* since it is patently unfair to pen profound "issues" following the class discussion! 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 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.

## 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	8/24	<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 style="text-align: center;">FINAL EXAM DISTRIBUTED</p>
2	8/31	<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. Ervin, A. (2005). <u>Applied anthropology: Tools and perspectives for contemporary practice</u> (2<sup>nd</sup> ed.). Boston: Allyn and Bacon/Pearson Educational. (Chapters 1, 2, &amp; 11-15)</li> <li>2. Hackenberg, R. &amp; B. Hackenberg (2004). Notes toward a new future: Applied anthropology in Century XXI.</li> </ol>
3	9/7	LABOR DAY
4	9/10	<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>
5	9/21	<p>Social Systems: Organizations as Systems</p> <p style="text-align: center;">How can we analyze organizations (company, non-profit, agency,</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>department, etc.) as social systems?</p> <p>Readings:</p> <p>Harrison, M. (2004). <u>Diagnosing organizations</u> (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. (Read Chapters 1-4)</p> <p>Then read any two three of the following articles from <u>Human Organization</u>:</p> <ol style="list-style-type: none"> <li>1. Baba, M. (1999). Dangerous Liaisons: Trust, distrust, and information technology in American work organizations.</li> <li>2. Darrah, C. (1995). Workplace training, workplace learning: A case study.</li> <li>3. Lyon, S. (2008). We want to be equal to them: Fair-trade coffee certification and gender equity within organizations.</li> </ol> <p>SCENARIO #1 DISTRIBUTED</p>
6	9/28	<p>Social Systems: Communities</p> <p>How can we analyze communities (company, non-profit, agency, department, etc.) as social systems?</p> <p>Read any three of the following articles from <u>Human Organization</u>.</p> <ol style="list-style-type: none"> <li>1. Bhattacharyya, J. (1995). Solidarity and agency: Rethinking community development.</li> <li>2. Hampshire, K, E. Hills, &amp; N. Iqbal (2005). Power relations in participatory research and community development: A case study from Northern England.</li> <li>3. Honneland, G. (1999). Co-management and communities in the Barents Sea fisheries.</li> <li>4. Natcher, D. &amp; C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability.</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>5. Ratner, B. (2004). Reasserting community: The social challenge of wastewater management in Panajachel, Guatemala.</p>
7	10/5	<p>Social Systems: Distributed Perspectives</p> <p>How can we capture social complexity beyond organizations and communities?</p> <p>Reading:</p> <p>Moeran, B. (2005). <u>The business of ethnography</u></p> <p>SCENARIO #1 DUE</p>
8	10/12	<p>Week 7 Environment</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. Bury, J. (2008). Transnational corporations and livelihood transformations in the Peruvian Andes: An actor-oriented political ecology.</li> <li>2. Tilt, B. (2006). Perceptions of risk from industrial pollution in China: A comparison of occupational groups.</li> <li>3. Fisher, W. (1994). Megadevelopment, environmentalism, and resistance: The institutional context of Kayapo indigenous politics in Central Brazil.</li> <li>4. Treitler, I &amp; Midgett, D. (2007). It's about water: Anthropological perspectives on water and policy.</li> </ol>
9	10/19	<p>FURLOUGH DAY/NO CLASS. GET AHEAD ON THE EXTENSIVE READINGS IN THIS CLASS.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/26	<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. Alvarez, R. (2006): The transnational state and empire: U.S. certification in the Mexican mango and Persian lime industries.</li> <li>2. 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>3. Moran-Taylor, M. (2008). Guatemala’s Ladino and Maya migra landscapes: The tangible and intangible outcomes of migration.</li> <li>4. West, C. T. &amp; Vasquez-Leon, M. (2008). Misreading the Arizona landscape: Reframing analyses of environmental degradation in Southwestern Arizona.</li> </ol> <p>SCENARIO #2 DISTRIBUTED</p>
11	11/2	<p>Policy and Policy Research</p> <p>What is policy and how does it form a context within which social science research is used and applied?</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Bardach, E. (2005). “The eightfold path” (photocopy only)</li> <li>2. Colebatch, H. K. (1998). <u>Policy</u>. Minneapolis: University of Minnesota.</li> </ol>
12	11/9	<p>Anthropology and Policy</p> <p>How are applied-practicing anthropologists involved in policy related activities?</p> <p>Readings, in suggested order:</p> <ol style="list-style-type: none"> <li>1. Wedel, J. R., Shore, C., Feldman, G., &amp; Lathrop, S. (2005). Toward an anthropology of policy (2005 The ANNALS of the American Academy of Political and Social Science [http://ann.sagepub.com/cgi/content/abstract/600/1/30])</li> <li>2. Jian, L. (2008). Economic costs of serious illness in rural Southwest China: Household coping strategies and health</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>policy implications.</p> <p>3. Hackenberg, R., &amp; B. Hackenberg, B. (1999). You CAN do something!: Forming policy from applied projects, then and now.</p> <p>Austin, D. (2004). Partnerships, not projects! Improving the environment through collaborative research and action</p>
13	11/16	<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?</p> <p>SCENARIO #2 DUE</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Bradshaw, J. (1972). The concept of social need. <u>New Society</u>, 30, 640-643 (photocopy only)</li> <li>2. 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>3. Ervin, A. (2005). <i>Applied anthropology: Tools and perspectives for contemporary practice</i> (2<sup>nd</sup> ed.). Boston: Allyn and Bacon/Pearson Educational. (skim Chapter 6 only)</li> <li>4. Sankar, A., &amp; Luborsky, M. (2003). Developing a community-based definition of needs for persons living with chronic HIV.</li> </ol>
14	11/23	<p>Evaluation: Basic Concepts</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>Then read one of the following:</p> <ol style="list-style-type: none"> <li>1. Frank, G. et al. (2008). The Tule River Tribal History Project: Evaluating a California tribal government's collaboration with anthropology and occupational theory to preserve indigenous history and promote tribal goals.</li> <li>2. Sobo, E. et al. (2008). Enhancing organizational change and improvement prospects: Lessons from an HIV testing intervention for veterans.</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>3. Messerschmidt, D. (2008). Evaluating appreciative inquiry as an organizational transformation tool: An assessment from Nepal.</p> <p>SCENARIO #3 DISTRIBUTED</p>
15	11/30	<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> <p>Goldman, L. R. (2000). Social impact assessment: An applied anthropology manual. Oxford, UK: Berg. Read first several chapters and skim rest.</p>
16	12/7	<p>Social Impact Assessment</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. Lane, M., Ross, H., and Dale, A. (1997). Social impact research: Integrating the technical, political and planning paradigms.</li> <li>2. Miller, Cynthia (1998). The social impacts of televised media among the Yucatec Maya.</li> <li>3. Palinkas, L., Downs, M., Peterson, J., and Russell, J. (1999). Social, cultural and psychological impacts of the Exxon Valdez oil spill.</li> </ol> <p>SCENARIO #3 DUE</p>
Final Exam	12/14 18:00-19:30	Organizing the Toolkit