

**San José State University  
Department of Anthropology  
ANTH 231 Applications Core (42634)**

**Fall 2016 Course Syllabus**

<b>Instructor:</b>	Dr. Ana Pitchon
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<b>Office Hours:</b>	Monday 12:00-1:30/Tuesday 3:00-4:30, and by appointment
<b>Class Days/Time:</b>	Monday 6:00-8:45
<b>Classroom:</b>	Washington Square Hall 004
<b>Prerequisites:</b>	Graduate standing or instructor consent

### **Course Description**

This course covers methods for the analysis of sociocultural systems, ethnographic evaluation, and program/design development. Emphasis on professionalism, project management, budgeting, ethics, and contracts.

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 will be introduced to the history of applied-practicing anthropology, followed by an exploration of various frameworks for application. There is an emphasis on skills development for the practice of anthropology in various environmental contexts, with a particular focus on needs assessment and social impact assessment, as well as professionalism in the field and project development.

### **Learning Outcomes and Course Goals**

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas. Departmental objectives that this course explicitly addresses are asterisked.

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**

1. \* Ability to access various forms of anthropological data and literature.
2. \* Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
3. \* 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.
4. \* Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

## **Professional Values**

1. \* Knowledge of political and ethical implications of social research

## **Course Objectives**

The student who satisfactorily completes this course should:

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.;
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.

## Required Texts/Readings

### Textbooks:

1. Bardach, Eugene (2012). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Los Angeles: Sage.
2. Davidson, E. Jane (2005). *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation*. Thousand Oaks, CA: Sage.
3. Goldman, Lawrence R. (2000). *Social Impact Assessment: An Applied Anthropology Manual*. Oxford, UK: Berg.
4. Harrison, Michael (2004). *Diagnosing Organizations*, 3E. Thousand Oaks, CA: Sage.
5. Moeran, Brian (2005) *The Business of Ethnography: Strategic Exchanges, People and Organizations*. New York: Berg.
6. Whiteford, Linda M. & Trotter, Robert T. (2008). *Ethics for Anthropological Research and Practice*. Long Grove, IL: Waveland.

### Other Readings

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

- 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.
- Blount, B. and Pitchon, A. (2007). An Anthropological Research Protocol for Marine Protected Areas: Creating a Niche in a Multidisciplinary Cultural Hierarchy. 66:(2)
- Brighton, S. A. (2011). Applied archaeology and community collaboration: Uncovering the past and empowering the present. 70(4): 344-354.
- 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.
- Collins, S., Durlington, M., Daniels, G., Demyan, N., Rico, D., Beckles, J., & Heasley, C. (2013). Tagging culture: Building a public anthropology through social media. 72(4): 358- 368.

- Fast, D. Shoveller, Small, W., & Kerr, T. (2013). Did somebody say community? Young people's critiques of conventional community narratives in the context of a local drug scene. *72(2)*: 98-110.
- 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.
- Hadley, C. & Wutich, A. (2009). Experience-based measures of food and water security: Biocultural approaches to grounded measure of insecurity. *(68(4))*: 451-460.
- 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.
- Heyman, J. (2004). The anthropology of power-wielding bureaucracies. *63(4)*: 487-500.
- Jian, L. (2009). Socioeconomic barriers to biogas development in rural southwest China. *(68(4))*: 415-430.
- 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.
- Little, P. (2013). Vapor intrusion: The political ecology of an emerging environmental health concern. *72(2)*: 121-131.
- Messerschmidt, D. (2008). Evaluating appreciative inquiry as an organizational transformation tool: An assessment from Nepal. *67(4)*: 454-468.
- 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.
- 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.
- Roberts, J., Roberts, A., & Brewer, D. (2014). Network contacts and activity domains: Information-sharing among police agencies. *73(1)*: 13-24.
- Rolston, J. S. (2010). Risky business: Neoliberalism and workplace safety in Wyoming coalmines. *69(4)*. 331-342.

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

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.

Westman, C. (2013). Social impact assessment: and the anthropology of the future in Canada's tar sands. 72(2):111-120.

### **Course Requirements and Assignments - 285 Total Points**

1. Weekly Participation (14 participation weeks x 5 points = 70 points). This is a graduate class and it only works if everyone comes prepared and participates. I expect you to be an active member of this class, and to think critically at all times. Part of your grade depends on participation, so please make sure you do! In order to quantify this, you will bring to class each week a minimum of five questions, comments, ideas, etc. to share with the class, at least one of which must be presented orally. These will be integrated into your weekly reading syntheses. These will not be graded, but will rather be a reflection of your participation.
2. Readings Syntheses (14 x 10 points = 140 points). 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. 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. **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.**
3. Application Scenarios (25 points each x 2 = 50 points). Students will prepare three application papers based on scenarios provided by the instructor. 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. The goal is to prepare concise, detailed, and "actionable" papers.
4. Final Exam "toolkit" (25 points). Based on all readings and discussions, students will create a 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.

All assignments should be type written 12 point, Times or Times New Roman font with one-inch margins on all sides. I will not accept emailed submissions unless specified. Use the Chicago Manual of Style, especially when citing references.

### Grading Policy

A: 95-100	A: Reserved for exceptional scholarship and understanding that reaches beyond minimum course requirements.
A-: 90-94	B: Excellent above average work that exceeds minimum course requirements.
B+: 86-89	C: Satisfactory completion of course requirements.
B: 82-85	D: Fails to address course requirements satisfactorily.
B-: 78-81	
C+: 74-77	
C: 70-73	
C-: 67-69	
D: 60-66	
F:0-59	

**In the calculation of the final grade of borderline cases, improvement and dynamic class participation will be decisive factors. I consider all students equally capable of successfully completing the requirements for this class with an above average grade, which does not mean you will receive a B for mediocre work.**

Come to class prepared. Read the assignments carefully and take notes in class. Write down any questions you might have about the readings and raise them in class. Do not hesitate to participate actively in class and engage other students or the instructor in class discussions. Pose questions, make comments and *think critically!*

All assignments are due on the specified due dates. Late assignments will only be considered in the event of compelling evidence as to why you have missed class and were unable to submit the assignment.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance will not be used as a criterion for grading.

### Classroom Protocol:

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 due to differences in the number of readings and their difficulty. We will then 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. 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.

### **Laptop computers and other technology:**

Laptop computers are for note taking only. In the event that you are found using your laptop computer for anything other than note taking, you will be asked to leave the class. The use of electronic devices such as cell phones and tablets will not be tolerated. Video recording is strictly prohibited.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- 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.
- 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.

- 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.

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring,



enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## ANTH 231 Applications Core Fall 2016 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/29	<p>Introductions and Course Overview</p> <p>Where does this course fit into the graduate program and your research/professional goals?</p>
2	9/5 NO CLASS	Labor Day
3	9/12	<p>Two Dichotomies: (1) Applied and Practicing Anthropology and (2) Theses and Projects</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. Austin, D. (2004). Partnerships, not projects! Improving the environment through collaborative research and action</li> <li>2. Brighton, S. A. (2011). Applied archaeology and community collaboration: Uncovering the past and empowering the present.</li> <li>3. Collins, S., Durington, M., Daniels, G., Demyan, N., Rico, D., Beckles, J., &amp; Heasley, C. (2013). Tagging culture: Building a public anthropology through social media.</li> <li>4. Schensul, J. J. (2010). Engaged universities, community based research organizations and Third Sector Science in a global system.</li> </ol>
4	9/19	<p>Ethics</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	9/26	<p>Social Systems: Organizations</p> <p>How can we analyze organizations (company, non-profit, agency, department,</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>etc.) as social systems?</p> <p>Readings: Harrison, M. (2004). Diagnosing organizations (3rd ed.). (Read Chapters 1-4)</p> <p>Then read any two of the following articles from Human Organization:</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. Heyman, J. (2004). The anthropology of power-wielding bureaucracies</li> <li>3. Roberts, J., Roberts, A., &amp; Brewer, D. (2014). Network contacts and activity domains: Information-sharing among police agencies.</li> </ol> <p>SCENARIO#1 DISTRIBUTED</p>
6	10/3	<p>Social Systems: Communities How can we analyze communities (company, non-profit, agency, department, etc.) as social systems?</p> <p>Read any three of the following articles from Human Organization.</p> <ol style="list-style-type: none"> <li>1. Natcher, D. &amp; C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability.</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. Ratner, B. (2004). Reasserting community: The social challenge of waste water management in Panajachel, Guatemala.</li> <li>4. Fast, D. Shoveller, Small, W., &amp; Kerr, T. (2013). Did somebody say community? Young people's critiques of conventional community narratives in the context of a local drug scene.</li> </ol>
7	10/10	<p>Social Systems: Distributed Perspectives How can we capture social complexity beyond organizations and communities?</p> <p>Reading: Moeran, B. (2005). The business of ethnography</p>
8	10/17	<p>Environments</p> <p>What are the "natural" constraints that actually or potentially affect a specific</p>

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		<p>social system, such as an organization or community, and how do people understand them?</p> <p>Readings:  Harrison, M. (2004). Diagnosing organizations (3rd ed.). (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. Blount, B. and Pitchon, A. (2007). An Anthropological Research Protocol for Marine Protected Areas: Creating a Niche in a Multidisciplinary Cultural Hierarchy. 66:(2)</li> <li>3. Hadley, C. &amp;Wutich, A. (2009). Experience-based measures of food and water security.</li> <li>4. Little, P. (2013). Vapor intrusion: The political ecology of an emerging environmental health concern. 72(2): 121-131.</li> </ol> <p>SCENARIO #1 DUE</p>
9	10/24	<p>Constructed 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>

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/31	<p>Public Policy What is the policy setting process and where can anthropologists fit into it?</p> <p>Readings: Bardach Part 1</p>
11	11/7	<p>Public Policy What is the process of public policy setting and what are the implications for applied-practicing anthropologists?</p> <p>Readings: Bardach Parts 2, 3 and Appendices A-D</p>
12	11/14	<p>Needs Assessment and Evaluation 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)</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>
13	11/21	<p>Evaluation What is the field of evaluation research and the fundamental goals and types of evaluation projects?</p> <p>Readings: Davidson, E. Jane 2005). <i>Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation</i>. Thousand Oaks, CA: Sage. (Chs. 5-11)</p> <p>SCENARIO#3 DISTRIBUTED</p>
14	11/28	<p>Asset-Based Community Development and Social Impact Assessment How do needs-based approaches compare and contrast with asset based approaches? Can they be integrated?</p> <p>Readings: Read Messerschmidt and then skim/read one of the three articles that</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>follow.</p> <ol style="list-style-type: none"> <li>1. Messerschmidt, D. (2008). Evaluating appreciative inquiry as an organizational transformation tool: An assessment from Nepal.</li> <li>2. Peters, B. et al. (2009). Applying an asset-based community development (ABCD) approach in Ethiopia.</li> <li>3. Mathie, A. &amp; Puntteney, D. (2009). From clients to citizens.</li> <li>4. Mathie, A. &amp; Cunningham, G (2003). Who is driving development?</li> </ol>
15	12/5	<p>Social Impact Assessment How do applied-practicing anthropologists conduct social impact assessments and what are the conditions under which doing so is appropriate?</p> <p>Reading: Goldman, L. R. (2000). Social impact assessment: An applied anthropology manual. Oxford, UK: Berg. Chapters 1-4.</p>
16	12/12	<p>Social Impact Assessment 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 5-10. Each student should read any two of the chapters, as per your interests.</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> <li>4. Westman, C. (2013). Social impact assessment: and the anthropology of the future in Canada's tar sands.</li> </ol>
Final Exam	12/19	<p>5:15-7:30 FINAL EXAM DUE: TOOLKIT SCENARIO #3</p>

**\*Weekly activities and assignments are subject to change at the instructor's discretion. Students will be notified via CANVAS at least two days in advance\***