# San José State University
# Social Sciences, Anthropology
# ANTH 231, Applications Core A, Fall, 2017

**Course and Contact Information**

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| **Instructor:** | Dr. Ana Pitchon |
| **Office Location:** | Clark Hall 404N |
| **Telephone:** | 408-924-5730 |
| **Email:** | Ana.pitchon@sjsu.edu |
| **Office Hours:** | T/TH 1:30-3:00 and by appointment |
| **Class Days/Time:** | TH 6:00-8:45 |
| **Classroom:** | Washington Square Hall 004 |

**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.

**GE Learning Outcomes (GELO)**

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**

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

Upon successful completion of this course, students will be able to:

Learning outcome 4. * Knowledge of the history of anthropological thought and its place in modern intellectual history, satisfied by assigned course readings and discussion.

Learning outcome 6. * Ability to access various forms of anthropological data and literature, satisfied through research assignments.

Learning outcome 7. * Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues, satisfied by course readings and research assignments.

Learning outcome 9. * Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences, satisfied through class presentations of assigned readings and research assignments.

**Course Learning Outcomes (CLO)**

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 (Required)

**Textbooks – Can be purchased at the University bookstore or online**

| Briody, Trotter and Meerwarth | Transforming Culture | Palgrave Macmillan  9781137408198 |
|---|---|---|
| Whiteford and Trotter | Ethics for Anthropological Research and Practice | Waveland 9781577665359 |
| Hacker | Community-Based Participatory Research | Sage 9781452205816 |
| Gardner and Brindis | Advocacy and Policy Change Evaluation | Stanford Business 9780804792561 |

### Other Readings (Required)

All articles specified are from the journal Human Organization unless otherwise noted next to the reference. (all available online through King Library)

Adams et al. (2013) Diversifying Incomes and Losing Landscape Complexity in Quilombola Shifting Cultivation Communities of the Atlantic Rainforest (Brazil) *Human Ecology*

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.

Bai, D. (1992) Canadian Immigration Policy and the Voluntary Sector: The Case of the Edmonton Immigrant Services Association (51)1:23-34

Bennett, J. (1996). Applied and Action Anthropology: Ideological and Conceptual Aspects. *Current Anthropology.* (37)1 Supplement: Special Issue: Anthropology in Public: S23-S53

Benyshek, D. (2005). Type 2 Diabetes and Fetal Origins: The Promise of Prevention Programs Focusing on Prenatal Health in High Prevalence Native American Communities. 64(2):192-200.

Brighton, S. A. (2011). Applied archaeology and community collaboration: Uncovering the past and empowering the present. 70(4): 344-354.

Bryant, C et al. (2001). A Social Marketing Approach to Increasing Enrollment in a Public Health Program: A Case Study of the Texas WIC Program (6)3: 234-246

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., Durington, 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.

Dean, E. Birds of One Tree: Participatory Forestry and Land Claims in Tanzania. (70)3:300-309

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.

Gomberg-Munoz and Nussbaum-Barberena (2011).Is Immigration Policy Labor Policy?: Immigration Enforcement, Undocumented Workers, and the State (70)4: 366-375

Graffam, G. (2010) Design Anthropology Meets Marketing. *Anthropologica* (52)1:155-164

Green, E. (1992) Evaluating the Response of Swazi Traditional Leaders to Development Workshops (51)4: 379-388

Hemment, J. (2007) Public Anthropology and the Paradoxes of Participation: Participatory Action Research and Critical Ethnography in Provincial Russia (66)3:301-314

Henry et al. (2007) Ethnography in Evaluation: Uncovering Hidden Costs and Benefits in Child Mental Health (66)3: 315-326

Heyman, J. (2004). The anthropology of power-wielding bureaucracies. 63(4): 487-500.

Lamphere, L. (2004) The Convergence of Applied, Practicing, and Public Anthropology in the 21st Century (63) 4:431-443

Marshall, Y. (2002) What Is Community Archaeology? *World Archaeology* (34)2:211-219

McCarty, T.L. (1987) The Rough Rock Demonstration School: A Case History with Implications for Educational Evaluation (46)2:103-112

Natcher, D. & C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability. 61(4): 350-363.

Pelto, G. (2008). Taking Care of Children: Applying Anthropology in Maternal and Child Nutrition and Health. (67)3: 237-243

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-sharingamong police agencies. 73(1): 13-24.

Rolston, J. S. (2010). Risky business: Neoliberalism and workplace safety inWyoming 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.

Schuller, M. (2010). FROM ACTIVIST TO APPLIED ANTHROPOLOGIST TO ANTHROPOLOGIST? ON THE POLITICS OF COLLABORATION. *Practicing* Anthropology (32)1: 43-47

Sanjek, R. (2004) Going Public: Responsibilities and Strategies in the Aftermath of Ethnography (63)4:444-456

Singh, S. (2009) Governing Anti-conservation Sentiments: Forest Politics in Laos. *Human Ecology* (37)6: 749-760

Smith-Honini, S. (1997) Primary Health Care and its Unfulfilled Promise of Community Participation: Lessons from a Salvadoran War Zone (56)3: 364-374

Speed, S. (2006) At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research. *American* Anthropologist (108)1: 66-76

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

Wasson, C. (2000) Ethnography in the Field of Design (59)4: 377-388

**Course Requirements and Assignments**

1. Readings Analyses (14 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. This will be attached and turned in with the reading analyses. Each week's reading analysis will consist of a summary of each reading (approximately a paragraph – *do not regurgitate the abstract!!*). Additionally, you will add to the list with a contemporary *applied* issue of your choosing, and discuss, in one paragraph, how this is representative of the theme. This may be related to your own thesis or project, and I recommend that you do this as regularly as possible. You will take the theme of each week and find an application for it through sources such as news sites, NGOs, government institutions, private companies, etc. and attach a copy of the source of your information. This will be presented to the class each week to foster conversation about the topic and its application to solving real-world problems. These will be turned in but will not be commented on. They will serve as the foundation for an active seminar discussion. *Everyone must be prepared to share their application and other questions, comments, ideas, etc. Failure to do so will result in a loss of points for this assignment.*

2. Class leadership (10 points) – Each student will be tasked with introducing and summarizing the topic for one week. This introduction should be in a PowerPoint presentation format, with an introduction, synthesis of readings and relevance to applied anthropology. Additional insight is up to the presenter. The presentation should last approximately 20 minutes, after which discussion will be open to the class.

3. Venn Diagram (20 points). This will be discussed in class and details provided two weeks prior to the due date.

4. Final Exam 20 points. This will be discussed throughout the semester and details provided three weeks before it is due.

## Grading Information

### Grading Policy

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

### Determination of Grades

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 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**

**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 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, 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 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 at http://www.sjsu.edu/provost/services/academic_calendars/.  The Late Drop 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 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, 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 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 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 at 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 (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 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 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 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 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 at http://www.sjsu.edu/counseling.

# Course Number / Title, Semester, Course Schedule

**Course Schedule**

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|------------------------------------------|
| 1 | 8/24 | Introductions and Course Overview<br><br>Where does this course fit into the graduate program and your research/professional goals? |
| 2 | 8/31 | How has applied-practicing anthropology developed within the discipline of anthropology and in the context of changing relationships of humans to their complex environments?<br><br>Readings:<br>1. Austin, D. (2004). Partnerships, not projects! Improving the environment through collaborative research and action<br><br>2. Brighton, S. A. (2011). Applied archaeology and community collaboration: Uncovering the past and empowering the present.<br><br>3. Collins, S., Durington, M., Daniels, G., Demyan, N., Rico, D., Beckles, J., & Heasley, C. (2013). Tagging culture: Building a public anthropology through social media.<br><br>4. Schensul, J. J. (2010). Engaged universities, community based research organizations and Third Sector Science in a global system. |
| 3 | 9/7 | **Guest Speaker Ida Wilson**<br><br>Anthropology and Policy<br><br>1. Casagrande, D. G. et al. (2007). Problem and opportunity: Integrating anthropology, ecology, and policy through adaptive experimentation in the urban U.S. Southwest.<br><br>2. Treitler, I & Midgett, D. (2007). It's about water: Anthropological perspectives on water and policy.<br><br>3. Gomberg-Munoz and Nussbaum-Barberena (2011). Is Immigration Policy Labor Policy?: Immigration Enforcement, Undocumented Workers, and the State<br><br>4. Gardner and Brindis  - Chapter 1 |
| 4 | 9/14 | Ethics and IRB and Policy<br><br>1. Whiteford, Linda M. & Trotter, Robert T. (2008). *Ethics for Anthropological Research and Practice*. Long Grove, IL:Waveland. |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|-------------------------------------------|
|  |  | 2. Hacker Chapter 6 <br><br> http://www.anthropology.uci.edu/files/docs/IRB-Anthro.htm <br><br> IRB Guidelines on Canvas |
| 5 | 9/21 | Defining Communities <br><br> 1. Natcher, D. & C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability. <br><br> 2. Hacker Chapter 2 <br><br> 3. Ratner, B. (2004). Reasserting community: The social challenge of waste water management in Panajachel, Guatemala. <br><br> 4. 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. |
| 6 | 9/28 | Collaborative Research <br><br> 1. Dean, E. Birds of One Tree: Participatory Forestry and Land Claims in Tanzania. (70)3:300-309 <br><br> 2. Smith-Honini, S. (1997) Primary Health Care and its Unfulfilled Promise of Community Participation: Lessons from a Salvadoran War Zone (56)3: 364-374 <br><br> 3. Hacker Chapter 1 and 5 |
| 7 | 10/5 | Action Anthropology <br><br> 1. Pollini, J. (2011). The difficult reconciliation of conservation and development objectives: The case of the Malagasy Environmental Action Plan. <br><br> 2. Gardner and Brindis  - Chapter 2 <br><br> 3. Bennett, J. (1996). Applied and Action Anthropology: Ideological and Conceptual Aspects. *Current Anthropology* <br><br> http://openanthcoop.ning.com/#sthash.nY3cuMxo.dpbs |
| 8 | 10/12 | **GUEST SPEAKER – KATE SNIDER EVALUATION** <br><br> 1. Sankar, A., & Luborsky, M. (2003). Developing a community-based definition of needs for persons living with chronic HIV. <br><br> 2. Rolston, J. S. (2010). Risky business: Neoliberalism and workplace safety in |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------|------------------------------------------|
|      |      | Wyoming coal mines. <br><br> 3. Henry et al. (2007) Ethnography in Evaluation: Uncovering Hidden Costs and Benefits in Child Mental Health <br><br> 4. Bryant, C. et al. (2001). A Social Marketing Approach to Increasing Enrollment in a Public Health Program: A Case Study of the Texas WIC Program |
| 9    | 10/19 | Evaluating Actions <br><br> 1. Bai, D. (1992) Canadian Immigration Policy and the Voluntary Sector: The Case of the Edmonton Immigrant Services Association <br><br> 2. Green, E. (1992) Evaluating the Response of Swazi Traditional Leaders to Development Workshops <br><br> 3. McCarty, T.L. (1987) The Rough Rock Demonstration School: A Case History with Implications for Educational Evaluation <br><br> 4. Gardner and Brindis Part 2 <br><br> **Venn Diagram Due** |
| 10   | 10/26 | **GUEST SPEAKER – KRISTY KELLER ORG ANALYSIS** <br><br> 1. Baba, M. (1999). Dangerous Liaisons: Trust, distrust, and information technology in American work organizations. <br><br> 2. Heyman, J. (2004). The anthropology of power-wielding bureaucracies <br><br> 3. Roberts, J., Roberts, A., & Brewer, D. (2014). Network contacts and activity domains: Information-sharing among police agencies. |
| 11   | 11/2 | Changing Culture <br><br> Briody et al. *Transforming Culture* |
| 12   | 11/9 | Intervention Development <br><br> 1. Adams et al. (2013) Diversifying Incomes and Losing Landscape Complexity in Quilombola Shifting Cultivation Communities of the Atlantic Rainforest (Brazil) *Human Ecology* <br><br> 2. Benyshek, D. (2005). Type 2 Diabetes and Fetal Origins: The Promise of Prevention Programs Focusing on Prenatal Health in High Prevalence Native <br><br> 3. Singh, S. (2009) Governing Anti-conservation Sentiments: Forest Politics in Laos. *Human Ecology* (37)6: 749-760 |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---|---|---|
| | | 4. Pelto, G. (2008). Taking Care of Children: Applying Anthropology in Maternal and Child Nutrition and Health. (67)3: 237-243 |
| 13 | 11/16 | **GUEST SPEAKER - MICHAEL YOUNGBLOOD –** Design Anthropology<br>http://theyoungbloodgroup.com/<br>Author - Cultivating Community: Interest, Identity, and Ambiguity in an Indian Social Mobilization (2016).<br><br>1. Graffam, G. (2010) Design Anthropology Meets Marketing. *Anthropologica* (52)1:155-164<br><br>2. Wasson, C. (2000) Ethnography in the Field of Design<br><br>3. Youngblood - TBA |
| 14 | 11/23 | **No Class - Thanksgiving** |
| 15 | 11/30 | Advocacy and Activism<br><br>1. Schuller, M. (2010). FROM ACTIVIST TO APPLIED ANTHROPOLOGIST TO ANTHROPOLOGIST? ON THE POLITICS OF COLLABORATION. *Practicing* Anthropology<br><br>2. Speed, S. (2006) At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research. *American Anthropologist*<br><br>3. Marshall, Y. (2002) What Is Community Archaeology? *World Archaeology* (34)2:211-219<br><br>4. Gardner and Brindis Part 3 |
| 16 | 12/7 | Sharing Research with Multiple Publics<br><br>1. Hacker Chapter 5<br><br>2. Hemment, J. (2007) Public Anthropology and the Paradoxes of Participation: Participatory Action Research and Critical Ethnography in Provincial Russia<br><br>3. Sanjek, R. (2004) Going Public: Responsibilities and Strategies in the Aftermath of Ethnography<br><br>4. Lamphere, L. (2004) The Convergence of Applied, Practicing, and Public Anthropology in the 21st Century (63) 4: 431-443 |
| Final Exam | 12/14 | Submit online via Canvas before 6:30 PM. |