

FALL 2007: ANT 381: Applied Anthropology: Meeting Human Needs
MWF: 10:50 – 12 noon: Spence 101

Professor: Dr. Kim Jones	
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Office Hours: Monday 3-5, Tuesday 12-2, Wednesday 8:30- 10:30, and by appointment ☺	

COURSE DESIGN:

This course is designed to help student to apply anthropological approaches in addressing contemporary local, national, and global social problems. This learning experience focuses on student leadership in both the community and in the classroom. Students are called upon to take a scholarly, anthropologically informed approach to civic engagement both indirectly (by informing public policy) and directly (through participatory action).

Students will develop a legislative proposal related to anthropological principle of perspective. Proposals will be submitted to the Debating for Democracy Project and/or sent to state or national congressmen. The course also includes three projects based on three core issues of the course: The Beaumont Community Center: Anthropology and Social Services, The Newcomers School: Anthropology and Immigrant Education, and Service-Learning in Brazil: Anthropology and International Education. In these projects, teams of students design, research, carry out, and assess one of three applied anthropology projects.

We will also examine the methods of applied anthropology, the relationship between applied research and theory, and ethical issues in the practice of anthropology. Students will read and analyze actual cases of anthropologists working in applied settings in order to gain a realistic feel for the varied settings of applied practice.

WHAT'S THE POINT?

Applied anthropology is the most rapidly growing field within anthropology. Applied anthropologists are employed to solve practical problems. Applied anthropology often provides a specific benefit to a client or a subject. As such it stands in some relief to basic anthropology, whose goal is the more general: developing scientific theories explaining human behavior. The work of applied anthropologists is diverse and there are many different roles that they may take, depending on the nature of the applied activity.

The majority of students who are now getting degrees in anthropology work outside academic settings, so it is important to be introduced to roles anthropologists play outside the academy, how they employ anthropology in their jobs, how they find jobs, what skills they need, and how they confront the ethical issues that arise in their work.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

- Use anthropological knowledge in developing written arguments to political leaders.
- Work in ethical, anthropologically informed ways with public and volunteer service providers.
- Use anthropological knowledge to enhance programming in new immigrant education.
- Develop a culturally sensitive plan for international service.

REQUIRED READINGS:

- All required readings will be posted as PDF files on the course Blackboard site or provided in class.

CLASS FORMAT:

This is an upper level course in anthropology focused how perspectives in anthropology can be applied to addressing real world needs. As such, the class has three fundamental components:

- Selecting appropriate readings on methods, theory, and case studies that relate to course projects;
- Common readings followed by informed and analytical class discussion;
- Course projects on applying anthropology in real world settings, including related readings, reflections, and reports.

Students will need to engage fully with all three parts of the class to be successful.

CLASS REQUIREMENTS AND EVALUATION:

Your overall grade is based on the following break-down:

Learning Demonstrated By:	Percentage of overall grade	Total number of points available	Point Break-down
Engaged Participation	30%	150	Up to 5 points per class*, based on attendance, preparedness, engagement in the course goals and projects.
Legislative Proposal	10%	50	Each set of project leaders should develop one 1200 word proposal
Assessment of Work on Projects	60%	300	Annotated Bibliographies 60 Project Proposals 60 3 sets of Field Notes 90 Report/ Presentation/ Exam 90
Totals	100%	500	

GRADING SCALE:

A = 93-100%

A- = 90-92%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C+ = 77-79%

C = 73-76%

C- = 70-72%

D+ = 67-69%

D = 63-66%

D- = 60-62%

F= 0-59%

These requirements and the evaluation criteria are explained in more detail later in this syllabus, we will talk about them in class, and you will be provided with grading rubrics for major assignments. If you have any questions about requirements or grading, please contact me.

***Attendance Policy:**

Whenever you are going to be absent, you should notify the professor as soon as possible. Assignments that are supposed to be submitted in class should not be sent electronically. Rather, the student should set up a time to meet with the professor to submit the paper and, if necessary, discuss missed class time or missed in-class assessments. If you have more than 3 absences over the course of the semester (for any reason, including excused absences for illness or professional activities), 5 points will be subtracted from your engaged participation grade for each additional absence.

CLASS SCHEDULE (note: additional readings will be added)

DATE:	Topic:	Focus/ Assignments Due/ Readings
W 2/6	Beginnings...	Syllabus
Topic I: Applied Anthropology and Our Projects		
F 2/8	How can applied anthropology be useful in activism and service work?	Anthropology and Political Activism: Writing Legislative Proposals
M 2/11		Anthropology and Community Services: Project I Introduction: Guest: Pastor Phil Hardy Reading: Ervin. "Orientation to an Anthropology of Policy and Practice", pp. 1-13.
W 2/13		Anthropology and Immigrant Education: Project II Introduction: Guest: Lauren Tilly Reading: Ervin. "A Brief History of Applied Anthropology", pp. 14-29.
F 2/15		Anthropology and Service Abroad: Project III Introduction: Reading: Ervin. "Ethics in Applied Research and Practice", pp. 30-43.
M 2/18	Project Leaders Meetings	Each set of project leaders needs to discuss how anthropological knowledge can inform public policies. Reading: Ervin. "Policy Analysis and Practice", pp. 44-58.
W 2/20	Starting Projects: Choosing related common readings for the class to discuss in terms of their applicability to the successful completion of the project	Each Project I leader proposes readings for Beaumont Community Center Project as an annotated bibliography. This should include 6-8 articles or book chapters that are cited in AAA Style, summarized in 200-250 words each, explaining the importance of the reading as background to the Beaumont Community Center Project.
F 2/22		Each Project II leader proposes readings for Newcomers School Project as an annotated bibliography. This should include 6-8 articles or book chapters that are cited in AAA Style, summarized in 200-250 words, explaining the importance of the reading as background to the Newcomers School Project.
M 2/25		Project III leaders propose readings for the Service-Learning in Brazil Project as an annotated bibliography. This should include 6-8 articles or book chapters that are cited in AAA Style, summarized in 200-250 words, explaining the importance of the reading as background to the S-L in Brazil Project.
W 2/27		Team leaders work on legislative proposals using anthropological arguments to inform or discuss political platforms and public policies.
F 2/29	From activism to participatory action	Legislative Proposals Due: Team leaders should bring in copies for entire class
M 3/3	Project I: Beaumont Community Center	Reading: AAA Code on Ethics aaanet.org
W 3/5		
F 3/7		
M 3/10		
W 3/12		Proposal for Beaumont Project Due

F 3/14	Project II: Newcomers School	
M 3/17		
M 3/17*		
W 3/19		Day at the legislature?
F 3/21		Proposal for Newcomers School Project Due
Spring Break Saturday 3/22- Sunday 3/30		
M 3/31	Project III: Brazil Service-Learning	Welcoming Amaro and discussing Montes Claros project
W 4/2		
F 4/4		
M 4/7		
W 4/9		Proposal for Service-Learning in Brazil Due
F 4/11	Carrying out Projects and Reflecting on Experiences	
M 4/14		Project Field Notes I Due
W 4/16		
F 4/18		
M 4/21		Project Field Notes II Due
W 4/23		
F 4/25		
M 4/28		Project Field Notes III Due
W 4/30		
F 5/2		
M 5/5	Project I Presentation	
W 5/7	Project II Presentation	
F 5/9	Project III Presentation	
M 5/12	Project Reports Due	
Th 5/15	Final Exam 11:30-2:30	

DESCRIPTION OF EVALUATION CRITERIA:

Engaged participation (40%)

Engagement with class materials and activities (readings, assignments, and in-class activities) is essential to this course. You will succeed in the course *only* if you *consistently* and *thoughtfully* participate in all three. Additionally, the seminar will be more interesting and challenging if all of us are active and constructive participants.

Engagement in the course means that you:

1. Attend and participate in all class sessions including exams, making presentations, and class discussions;
2. Read assigned work *before* coming to class;
3. Complete out-of-class assignments by their due dates.

Assuming you complete the three basic requirements of engagement, to excel you need to:

- Remain consistently engaged through the semester;
- Sustain your participation through each class session;
- Make your comments and writing thoughtful and evidence-based;
- Be constructive and collegial, even when you disagree with someone;
- Take a critical but open approach to different or new ideas;

- Focus (and help your peers to focus) on the big themes of cultural anthropology and of the course.

Disclaimers/ Advice:

THIS SYLLABUS IS YOUR MANUAL FOR THE COURSE.

I recommend incorporating the major due dates into your agendas, posting the schedule of readings and assignments somewhere handy, and always refer to the syllabus when preparing assignments.

It may become necessary for some adjustments to be made to the syllabus based on your interests and the pace of the class. If this happens, you will be informed in class and on the course Blackboard website.

DISABILITIES POLICY

Elon provides accommodations to students who have documentation of a disability and work through Disabilities Services to arrange accommodations. Contact Priscilla Lipe in Duke 108. Once you've established eligibility, please see me during my office hours so that we can talk about the accommodations you will be using.

Students are generally discouraged from using laptops, cell phones, recorders or other electronic devices during class. If you have a disability for which such electronic resources are helpful, please bring that need to my attention.

ACADEMIC/SOCIAL HONOR CODE AND PLEDGE

The pursuit of knowledge in an academic community brings students and faculty together in an association of shared rights and responsibilities. Central to this association is the atmosphere of mutual trust and high ideals of honesty and integrity. Elon policies regarding plagiarizing, cheating, lying and treating others with respect is outlined in the academic and social honor codes. You will be held up to all of these standards in this course.

KEEP IN TOUCH.

The quickest way to reach me is normally by e-mail. I check e-mail regularly throughout the day **during the week**. I strongly encourage you to come see me in my office or during college coffee to discuss any questions you have about the class or course assignments, or to chat about independent studies, internship opportunities, scholarships, sociology, anthropology, study abroad, gender and women's studies, Brazil, or anything else I might be able to help you with. If you are having difficulty (in general or with a particular assignment), get in touch with me as soon as possible.

A GOOD STUDY PLAN IS HALF THE BATTLE.

I recommend that you find a study buddy in the class. Reading material in small chunks, rather than going for the marathon the night before, significantly increases short and long term retention. The things you get down in your readings journal will be drops of gold when it comes time to prepare for exams. It will save you a lot of time in the long run to invest in reading thoroughly and taking good notes the first time around.

GET HELP WHEN YOU NEED IT.

There are lots of resources for you to utilize here at Elon. Make the most of them. I especially recommend using the Writing Center and the Tutoring Center. Sometimes things become more difficult than they need to be because emotional issues get in the way of the learning process. Don't be afraid make contact with counseling center if you feel emotional issues are preventing you from getting the most out of your college experience.

DEBATING FOR DEMOCRACY 2007-2008 LEGISLATIVE HEARING REQUEST FOR LEGISLATIVE PROPOSALS

Background: Debating for Democracy (D4D) is a Project Pericles initiative in which Periclean students research, advocate, and defend their opinions on significant current issues of public policy. D4D brings together Pericleans from across the country to discuss their thoughtful and challenging agreements and disagreements. The current D4D program “Democracy at Risk” began in September 2007 and will conclude in December 2008 following the election. The goal of the National Office of Project Pericles and the faculty and administrators who are working with the students at the participating campuses is to inspire and encourage all D4D participants to become successful and resourceful advocates in their community.

On April 3 and 4, 2008, student leaders from each of our participating member Periclean colleges and universities will attend the 2008 D4D National Event in New York City. The event will consist of workshops, keynote addresses, and panel discussions that will introduce the students to experts on the D4D topics.

In 1885, future President Woodrow Wilson said, “Once begin the dance of legislation, and you must struggle through its mazes as best you can to its breathless end – if any end there be”. One of the activities during the National Event will be a series of “legislative hearings” that will allow students the opportunity to participate in the “dance of legislation”. Legislative hearings provide a forum where citizens can testify before lawmakers on pending legislative proposals. The etiquette and protocols involved in testifying before a committee of lawmakers is challenging, and providing informative testimony is a critical step in the legislative process.

The legislative hearings at the National Event will allow student leaders a forum to present their solutions to some of today’s most pressing public policy issues. Following the hearing, we anticipate that many students will meet with their elected officials to discuss their legislative proposal.

Overview: Project Pericles is requesting original legislative proposals from groups of students at Periclean colleges that will be presented at the legislative hearing. Students from each participating D4D campus will be encouraged to research and write an original legislative proposal.

On April 3, 2008, participants will gather for a series of six “legislative hearings”. During each hearing, the main student responsible for the proposal will present it to a “legislative committee” consisting of former elected officials. The student will have five minutes to present the proposal.

The legislators will then have 15 minutes to ask questions about the proposal before voting on whether or not to support it. The vote will be based on whether or not the student made a compelling case that his or her legislation should be enacted into law. The hearing will take place in front of an audience of students, faculty, Periclean Board members, and other interested individuals.

Eligibility: In order to be eligible to participate in the legislative hearing, a student must be a) a full-time undergraduate at one of the 22 Periclean campuses; b) active in one or more of the following types of activities: campus clubs or organizations that focus on political and public policy, off-campus community service, non-profit and government internships, and political campaigns for political candidates; and c) an active member of their D4D chapter by February 29, 2008.

Proposal Due Date: Students must submit their proposals to their Project Pericles Program Director by Friday, February 29, 2008. Each college or university may submit a package of up to 5 student proposals. Proposals must be emailed as Word or Adobe attachments to projectpericles@gmail.com. The title line of the email should read 2008 Student Legislative Proposals. **All proposals must be received by 3 pm EST on March 4, 2008.** Students from Elon planning to submit a proposal should meet with Prof. Aaron Peeks (Elon's D4D coordinator) as soon as possible.

Award:

1) Every college or university that submits at least one legislative proposal and meets other criteria will be able to bring 2-3 students to the event.

Important Dates:

February 29, 2008 – Elon Proposals need to be sent to Dr. Peeks and Dr. Tom Arcaro by this day.

March 4, 2008—Proposals will be due by 3 pm to Project Pericles.

March 14, 2008—By this date, a panel of experts will review the proposals and select **six** for the legislative hearing. All participating campuses will be notified.

April 3, 2008—Participants will gather for the six “legislative hearings” at the D4D National Event in New York City.

Legislative Proposal Criteria: Throughout the three semesters of D4D, participating students will educate themselves and their community on policy issues related to one of the following three topics:

A) *Democracy at Risk: Race, Income, and Access in the United States*

B) *Democracy at Risk: Energy and the Environment*

C) *Democracy at Risk: Privacy and Free Speech in the Internet Age*

Any group of undergraduates at a participating campus may submit a legislative proposal. Each participating group of students will work with faculty, administrators, community leaders, elected officials, and others to research and write a proposal related to one of the three D4D topics. A legislative proposal is defined as a proposal for a) a new law or b) an amendment to an existing law or c) the repeal of an existing law. The proposal must focus on a public policy issue that has significance to the federal government or to the state government where the group's college is located. There is an example of a legislative proposal at the end of this document.

The group's legislative proposal should consist of three sections: Problem, Solution and Resources. The group should utilize insights gained from research—historical, judicial, sociological, economic, (focus on anthropological knowledge and principles), etc.—in their proposal.

The proposal may not exceed 1200 words.

The **Problem** section must identify one public policy problem to be corrected and analyze the causes of the problem and the reason it needs to be addressed.

The **Solutions** section must recommend a solution to the problem. The solution section should be objective and contain logical judgment and analysis. To strengthen their proposal, the groups should discuss other alternative solutions that they considered. Although groups only need to recommend one solution, they should carefully consider every possible solution objectively.

The **Resources** section must list the human (faculty, elected officials, community leaders, etc.) and scholarly resources (articles, books, websites) the students utilized in identifying the problem and solution. Each proposal should list the names of all of the students who worked on the proposal. The student who played the leading role in preparing the proposal must be identified. The proposal should be addressed to the appropriate elected official.

*****EXAMPLE*****

Universal Voter Registration

Ensuring Full and Accurate Voter Rolls Through 100% Voter Registration

Source: FairVote State Legislative Action Proposal <http://www.fairvote.org/>

Date: November 28, 2008

To: Governor Woodrow Wilson

From: Yosemite Sam, Daisy Duck, and Sylvester the Cat, Loony Tunes University

Subject: Ensuring Full and Accurate Voter Rolls Through 100% Voter Registration

Problem: Both voter turnout and voter registration percentages are unsatisfactorily low in the United States. As of 2004, only 72% of the population was registered to vote, according to experts' best estimates based on U.S. Census surveys. While there have been several efforts to raise this number, none encompass the entire population. As a result, voter rolls are spotty and error-ridden, with voters appearing multiple times on rolls in different counties and states and far too many not at all. This situation with our incomplete and inaccurate voter rolls both enhances the chances of election administration problems occurring (such as long lines and improperly processed voter registration forms provided shortly before the election) and for the possibility of fraud to emerge. It also means that unregistered adults do not receive voter guides or other information that would have helped them prepare to vote and know where to vote.

Solution: The international norm, universal voter registration would be the most direct means to establish full and accurate voter rolls, simultaneously creating new access to voting for nearly a third of eligible voters while also enabling election officials to run more efficient, effective elections. State governments have the power to implement compulsory voter registration laws to achieve universal voter registration in a manner similar to state laws that require all car-owners to have auto insurance and all residents to obtain health insurance policies. To survive a first amendment challenge, legislation requiring voter registration should incorporate an opt-out provision for those who object to registration for political, religious, or other reasons. Nevertheless, compelling voter registration in a constitutional and otherwise legal fashion could be accomplished by requiring all residents to take some form of action on voter registration — they would either have to register to vote or explicitly decline. In return, the state ideally would make opportunities for secure voter registration very easy and accessible. Under FairVote's proposal, citizens would be required to assume the responsibility to register and would thereafter be responsible for providing proof of registration — twinned with policies making access to secure registration easy. Registered voters would be responsible for keeping their registration updated, although state policies could allow the state to assume that burden.

Sources: In preparing our proposal, we met with Professor Elmer Fudd from the History Department, and Mr. Wile Coyote, the Executive Director of the Warner County Office of Voter's Rights. We used the book "The Voting Rights Movement in Road Runner County" by Dr. Porky Pig for our data on voting rights.

COMMUNITY PARTNERSHIP INITIATIVE GRANT PROPOSAL
10/26/07

Objective

Grace UCC Church and the Applied Anthropology Class propose to work together during the Spring 2008 semester to understand and serve the needs of residents in the Beaumont Apartment Complex, a low-income housing community in Northeast Burlington, in a culturally-sensitive and sustainable way.

Description of Community Partner

Grace United Church of Christ is a New Church Start in Alamance County. The church which was founded in January of 2006 has received full standing in the Eastern North Carolina Association of the Southern Conference of the United Church of Christ. With close to sixty members the church has steadily grown since its inception. Currently its services are held in the cafeteria of what was formerly known as the Barringer Center on the property of Elon Homes. Pastor Phil Hardy is the congregation's leader.

Purpose

In its founding documents and statement of mission, Grace UCC declares its intention to be committed to social justice issues including those related to socio-economics. In keeping with that commitment, Grace has sought out a relationship with the management and residents of Beaumont Apartments. This complex of approximately 70 apartments is government subsidized housing located in NE Burlington. NE Burlington has the lowest SES in all of Burlington, including low rates of literacy and education and high rates of unemployment and crime.

Grace Church intends to have a long-term commitment to this community. However, there are currently restraints in the infrastructure and cultural barriers that limit the development and implementation of programs. In particular the community center needs to be updated and stocked with materials for community programs. In addition, the church would welcome help in assuring that projects are developed in culturally relevant and sustainable ways. The church hopes to reform the community center in collaboration with students of applied anthropology and community members and develop programs that would allow the church, service agencies and volunteers to support the community in investing in its future. Anticipated outcomes are the improvement of the complex's community center, the creation of educational space, after-school programs (tutoring, sports), adult education (GED prep, literacy), and improved connections with social service agencies.

Students in Dr. Jones' Applied Anthropology: Meeting Human Needs (ANT381) course would work with church members to reach out to Beaumont residents, grow to better understand their cultural context, help link them with social services, help reform the community center, and design programs that best meet their perceived needs. In this way, students would enhance their understanding of how anthropology can contribute to human development, applying anthropological concepts such as cultural relativism and holism to understanding social issues and problems and serving community needs.

Student Outcomes

The primary learning goal of this course is for students to learn how to implement anthropological principles in serving human needs. Learning to work cross-culturally with communities in need is central to this learning goal. The expected learning outcomes would be for students to come to appreciate the complexity of human development, gain a deeper

understanding of how to work with community members and service organizations, discover ways to collaboratively define and address community needs, and learn how to work in culturally sensitive ways with people of diverse backgrounds.

Community Outcomes

The church community is committed to reaching out to the Beaumont community; however, there are cultural differences between church members and Beaumont community members that could complicate this relationship. Therefore, it is our hope that by adapting culturally sensitive approaches in collaboration with Elon faculty and students that a strong and sustainable partnership will be fostered. Beaumont community members have numerous educational and health needs that could be served by community agencies and church members, but a relationship of trust and collaboration needs to be developed in order to effectively develop meaningful programs to address these needs. In addition, while there is an apartment in the complex set aside as a community center, the lack of materials and programs has limited the use of this space. By developing a vital and well-used space, the community will have a place to work together with partners in addressing their needs and concerns.

Assessment

The assessment of the effectiveness of this project in meeting student outcomes will be evaluated through reflective writing and class discussion. Success will be measured by the extent to which students express a deeper understanding of the complexity of social issues and problems and the importance of working with communities and service agencies in culturally sensitive and inclusive ways. Evaluating the extent to which the community center comes to better serve the perceived needs of the community will assess projected community outcomes. During town meetings, community goals will be established, and success will ultimately be measured by the extent to which we are able to meet these goals. Towards the end of the semester, community members will be asked to evaluate the extent to which they see the project as supporting them in meeting these goals by improving community life and providing needed programming.

Sustainability

Once the community center is up and running, church volunteers will continue to serve the programs developed such as literacy programs for adults and after-school tutoring for children. In addition, Grace Church will officially register as an Elon community partner and continue to welcome Elon students to collaborate in initiatives and programs in the community.

Budget

- **\$300: Refreshments for town meetings and events.** We will have 3-4 town meetings with community members to discuss project goals and identify community needs. During these meetings we would like to offer a casual meal or light refreshment to enhance the social environment and encourage participation.
- **\$400: Paint and supplies for reformation of community center.** The entire center will receive a new coat of paint. Students, church members, and community members will design murals and other decorations to assure that the center has a welcoming environment.
- **\$300: Educational supplies.** A blackboard, books, and other needed supplies for educational programming will also be purchased.
- **TOTAL: \$1500**

Timeline

- **February 2008:** Bi-weekly town meetings at the community center to develop rapport and trust and collaborate on project goals. Speakers coming to class to help students understand the community demographics.
- **March 2008:** Bi-weekly town meetings at the community center to discuss the development of educational programming in the community center. Beginning of reformation of community center.

- **April 2008:** Complete reformation of community center. Develop curriculum for center programming and pilot educational programs.
- **Early May:** Assessment of project outcomes with community members, church members, and students. Closing ceremonies.

Newcomers School Project: A Multi-cultural History of Food Educational Project

Newcomers School in Guilford County opened in September 2008. New immigrant children can go there for one year prior to entering the mainstream school system. Most teachers at the school are trained in ESL and they have a diverse faculty, many of whom are bilingual.

Purpose: This project would provide a scholarly way for students to integrate their own family traditions and cultural history into understanding the history and cultures of food.

Learning Goals for Newcomers Students:

- Get parents involved in school project
- Learn more about the cultures of classmates
- Learn about the histories of food items from a global and historical perspective.

Learning Goals for ANT381 students:

- Learn about how the academic challenges faced by new immigrant children are being addressed by special education programs like Newcomers School
- Use an anthropological perspective to reveal the historical and cultural elements in food
- Learn to provide supplemental programming in elementary education.

Timeline:

Early March 2008: Newcomers School students will be asked to get recipes for dishes that important to their family or something they eat often. They will get a recipe for the food and a story of why this dish is important to their family or something they eat a lot.

Mid March 2008: Elon students will begin to look up historical and cultural origins of food products from recipes.

April 2008: Newcomers School Students and Elon Students will prepare presentations on family recipes and the historical and cultural origins of food products

S-L in Brazil Course Project:

Around 10 students from Elon will have the opportunity to work on a Service-Learning project in Brazil in July 2008. Our final project will be work with a community member to design the S-L project.

Goals for the S-L Project: Elon student will contribute to social development in constructive and culturally sensitive ways by working in collaborative partnerships with local NGOs and service organizations. This project has community partners at the public hospital, an NGO that teaches at risk youth to recycle industrial waste into private and public works of art, and an HIV+/AIDS organization that serves needy clients and their families.

Learning Goals: Students will work on an international development project, learning how applied anthropologists manage multi-national projects. Students will learn from

professor's area of specialization and have the opportunity to work with an international community partner, Amaro Marques, an MA in Social Development who works in the Public Hospital.