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

Professor: Dr. Kim Jones	
Office: Sociology and Anthropology House, Room 105	
Phone: 278-6403	E-mail: kjones14@elon.edu
Office Hours: Monday 3-5, Tuesday 12-2, Wednesday 8:30- 10:30, and by appointment ☺	

COURSE DESIGN:

> This course is designed to help students apply anthropological approaches when addressing contemporary local, national, and global social and cross-cultural 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 or 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. Each student will be a leader of one of the three projects and contribute to the projects led by other groups of students in the class. Work on the project you lead will be analyzed from an anthropological perspective and synthesized in field notes, student-led discussions of readings relevant to the project and a final project report and presentation.

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 through anthropologically informed civic engagement projects. 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.

COURSE PROJECTS

- **PROJECT I: Community Partnership Initiative Program, Beaumont Public Housing Complex, Grace Church, and ANT381**

    o **Literature/ Theoretical Basis:** Race and Access, Socio-economic Inequalities and Community-Based Movements
    o **Project Activities:**
        ▪ Town meetings: organizing, choosing topics, helping with set-up, food , and take down
        ▪ Renovation of Center: making decisions regarding use of grant money
        ▪ Program development activities
        ▪ Meeting with community and church project leaders

- **PROJECT II: Family, food, and cultural anthropology with Newcomers School**

    o **Literature/ Theoretical Basis:** Immigrant Education Studies, Anthropology of Food
    o **Project Activities:**
        ▪ Meeting with teacher(s) and principal of school
        ▪ 3 meetings with children (introduce project, work with them on presentations/posters/other, presentations/ awards)
        ▪ Immigration Panel Cultural Event Wednesday, February 20, 7:30 Whitley
        ▪ Try to develop opportunity for students (high schoolers) to visit Elon (field trip?)

- **PROJECT III: Participating in the Development of Service-Learning Project of Summer Term Course to Brazil**

    o **Literature/ Theoretical Basis:** Study Abroad and Anthropology of Tourism
    o **Project Activities:**
        ▪ Meet with International Service-Learning scholars to discuss assessments of learning and ethics in cross-cultural partnerships
        ▪ Fundraising: Recycled 2 Liter bottles into flowers project?
        ▪ Table at Moseley: fundraising/ promoting the course
        ▪ Attend George Gmelch talk 12:25 Thursday, April 24

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	20%	100	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	70%	350	Annotated Bibliographies 20 Project Proposals 120 3 sets of Field Notes 90 Presentation 30 Final Exam 40 Engagement/Commitment 50
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: Selecting, Investigating, and Writing Legislative Proposals
M 2/11		Anthropology and Community Services: Project I Introduction: Guest: Pastor Phil Hardy
W 2/13		Anthropology and Immigrant Education: Project II Introduction: Guest: Lauren Tilly
F 2/15		Anthropology and Service Abroad: Project III Introduction: Speaker: Ellen Davies **Reading: Ervin I. "Orientation to an Anthropology of Policy and Practice", pp. 1-13.**

M 2/18	Legislative Proposals	**Reading: Ervin II. "A Brief History of Applied Anthropology", pp. 14-29** Legislative Proposal Groups and Project Leaders Meetings
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	Students present first drafts of legislative proposals and get feedback, suggestions for revision from class
F 2/22		Feedback on Proposals (cont.) Plan first town meeting at Beaumont
M 2/25		Discussion: Applying Ervin Readings to Illuminating Our Projects as Works in the Field **Reading: Ervin III. "Ethics in Applied Research and Practice", pp. 30-43.**
W 2/27		Each team proposes readings for their project as an annotated bibliography. This should include 6-8 articles or book chapters that are cited in AAA Style, each summarized in 200-250 words, explaining the importance of the reading as background to the project. Each team should make 10 hard copies of the annotated bibliography, bring it to class, and be prepared to lead the class discussion on which readings would be most appropriate as common readings to help inform our projects.
F 2/29	From activism to participatory action	Class discussion on common readings/ annotated bibliographies **Legislative Proposals Due**
M 3/3	Project I: Beaumont Community Center	Dr. Kim distributes preliminary plans for Project Beaumont to the class **Pastor Phil comes to discuss Project Beaumont**
W 3/5		Discussion of Course Assessment Discussion of Project Beaumont Plans **Project Beaumont Reading I Due**
F 3/7		**Granville Simmons Visit:** from the Burlington Plice Department Weed and Seed Program to discuss Beaumont Project and similar community initiatives
M 3/10		**Reading: AAA Code on Ethics & Ervin Chapter 3** Ethics of Practice and Our Projects IRBs and Researching Best Practices
W 3/12		**Each team brings in copies of first drafts of IRBs for the project they are leading.** Use template from PERCS website and just change the parts to make it apply to the interactions you will have with human subjects in the course of you study. Highlight the sections you change in blue ink and place in the digital dropbox so we can review them in class. **Project Beaumont Reading II Due** **Proposal for Beaumont Project Due**
F 3/14	Project II: Newcomers School	**Newcomers Preparatory Meeting:** Student-led meeting planning the activities at Newcomers School (Dr. Kim will be away.) You should work together to prepare a plan that includes instructions to the teacher on how to prepare the students for the 4 Friday meetings and potential Elon campus visit.

M 3/17		Project Newcomers School team leaders propose plans for the project to the class for discussion. Reflection on Beaumont activities to date, focusing on formulating a plan for the rest of the semester.
W 3/19		Project work: Newcomers School work on preparing for classes, Beaumont work on activities schedule, Brazil work on preparing for Amaro's arrival
F 3/21		Individual Meetings with the Professor
center	**Spring Break Saturday 3/22- Sunday 3/30**	
M 3/31	Project III: Brazil Service-Learning	Welcoming Amaro and discussing Montes Claros project **Project Newcomers School Readings Due** In-class readings discussion
W 4/2		Anthropology Position candidate, Dr. Rissa Trachman, will be leading the class.
F 4/4		NO CLASS **Proposal for Newcomers School Project Due**
M 4/7		Project planning **Bring in idea to practice IPM field notes: Write out Step I: Description of Event, Issue, or anthropologically interesting experience in the field**
W 4/9		Rawlin Russell, UCC political advocacy specialist, to come to discuss UCC approach to social justice
F 4/11	Carrying out Projects, Reflecting on Experiences, and discussing case studies of applied work	Peer review of first drafts of first set of field notes. In-class reading and discussion: Malnutrition in Malawi
M 4/14		**Project Field Notes I Due** **Read Case Study I (available in Course Documents)**
W 4/16		**Read Case Study II**
F 4/18		Newcomers School Project **Read Case Study III**
M 4/21		**Project Field Notes II Due** **Read Case Study IV**
W 4/23		**Read Case Study V**
F 4/25		Newcomers School Project **Read Case Study VI**
M 4/28		**Project Field Notes III Due** **Read Case Study VII**
W 4/30		Reflection on Wrapping Up Projects **Read Case Study VIII**
F 5/2		Newcomers School Visit to Elon? **Proposal for Independent Project Due**
M 5/5	**Presentations on Proposed Project**	Sara Pasquinelli, Jason Crawford, Kristen Klug
W 5/7	**Presentations on Proposed Project**	Rodney Hunt, Silvia Lee, Hunter Griendling
F 5/9	**Presentations on Proposed Project**	Ellen Davies, Julia Roberts, Caitlin Karlin
M 5/12	center	**Brunch at Dr. Kim's House**

Th 5/15	**Final Exam:** Bring copies of your three proposals, field notes, and a list of the dates and times of events and activities you attended or otherwise contributed to. You can bring a laptop to write the exam and you can bring these documents electronically. I encourage you to read over these documents prior to the exam considering what you proposed and what you accomplished in the three projects, however, you cannot begin writing responses beforehand or cut and paste from existing documents (unless you are quoting from your own notes, in which case you have to cite them). You can bring copies of articles/ readings. **11:30-2:30**

DESCRIPTION OF EVALUATION CRITERIA:

Engaged participation (20%)

Engagement with class materials and activities (readings, assignments, in-class activities, and community-based activities and events) is essential to this course. You will succeed in the course *only* if you *consistently* and *thoughtfully* participate. 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 and planning meetings;
2. Read assigned work *before* coming to class;
3. Attend all community-based events for the project you are leading and support the two other projects being led by classmates;
4. Demonstrate cultural relativism and cross cultural sensitivity to all community partners.

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 civic engagement and applied anthropology.

Legislative Proposals (10%)

The Debating for Democracy standards for the proposal are posted later in this document. If there is a topic near and dear to you that may not fit in well with the D4D topics, I'm willing to work with you to find another opportunity to submit your proposal to political leaders. You can work on a topic with 1 or more classmates, but each of you should write your own 800-1000 word first draft of the proposal. After getting initial feedback on the first draft you can work with others on your topic to develop one proposal per topic to officially submit on February 29th to the D4D project or local political leaders. You will be evaluated based on demonstrating that you research the topic, relevant laws, and the proposal guidelines put forth by D4D as demonstrated by on-line and in-class discussion, and by the quality of your written arguments, application of anthropological knowledge, and research on the topic.

Projects (70%)

Each student takes a leadership role in one of three projects. The team leaders of the project present an annotated bibliography of related readings based on the relevant literature (see project descriptions above). Project leaders organize and lead events related to their project, and attend events that help them to become better informed. They assign roles on the project to other members of the class and contribute to managing and assessing work on their project.

Each student has to write a proposal for each project, outlining the overall goals of the project, the role they have committed to play on the project, and their personal expectations.

Each student has to write 3 sets of descriptive, analytic, and reflective field notes, write a final project report, and prepare a final presentation assessing the project and describing its outcomes from an anthropological perspective.

Project Proposals:
Your proposal for each of the three projects should include the following information.

Title of Project

Purpose: What is the purpose of and need for the project? Include both details regarding the specific site and wider anthropological issues. The annotated bibliographies of the relevant literature and assigned class readings should be cited in this section.

Design: Describe the nature of your project and how it will be implemented. What role are you serving in the project? What project activities will you participate in outside of class time (including archival research, reading, writing, events, meetings)? Approximately how many community members do you anticipate will benefit from this project?

Partnership: What roles have university and community partners played in the design of this project? What roles will they play in implementing the project?

Anticipated Outcomes: What do you think you and other students will learn from participating in this project? What are the costs and benefits to community partners? What specific community outcomes do you expect as a result of this project?

Assessment: How will you assess the effectiveness of this project in meeting the projected student, community partner, and community outcomes?

Sustainability: How will this project and its benefits be sustainable beyond the scope of the project itself? Is there potential for the project to lead to continued partnerships with these sites?

Applied Anthropology Field Notes
For the purposes of writing descriptive, analytic, and reflective field notes based on experiences during our service learning projects in the local, regional, and international communities, I am borrowing a model from the field of Human Services/ Social Work. Applied anthropologists often find it useful to borrow relevant models from disciplines with rich experience in practice. Below there are the questions you need to consider in each of the 6 parts of each set of field notes. I have also included a paper by Dr. Kiser (Professor of Human Services and Director of the Service Learning Scholars Program) where she describes each of the five steps.

You need to submit 3 sets of field notes based on your experiences working on the three service-learning projects. All three notes can focus on the project in which you are taking a leadership role, but this is not necessary (if you had an interesting experience participating in one of the other two projects, you can base you field notes on it).

Field notes can be submitted anytime in the semester, however, there are deadlines for me to receive your first, second and third set of notes:

- **April 14**: At least one set of notes must be submitted by this date.
- **April 21**: At least two sets of notes must be submitted by this date.
- **April 28**: At least three sets of notes must be submitted by this date.

The Integrative Processing Model

Step 1 ~ Gathering Objective Data from the Concrete Experience
Describe the experience, focusing on such issues as-

- What did I observe in this experience?
- What were the key events and features of this experience"
- What did I observe about the physical surroundings?
- What did I observe about my behavior and actions and those of others?

Step 2 ~ Reflecting
React on a more personal level to the experience, focusing on such issues as,

- How does this situation touch upon my own values?
- How does it relate to my personal history?
- What emotions and thoughts does this experience trigger in me?
- What assumptions am I making about this situation?
- What assumptions am I making about the people involved in this experience, including myself?
- What does this experience point out to me about my own attitudes, biases, or preferences?
- How do I evaluate my own effectiveness in this experience?
- What behaviors (both verbal and non-verbal) enhanced or diminished my effectiveness?

Step 3 ~ Identifying Relevant Knowledge
Examine academic knowledge which might be applicable to the experience, focusing on such questions:

- What course work or reading have I done which is relevant to this experience?
- What principles, concepts, theories, skills, or information have I teamed which relate to this experience?
- How does this experience relate to what I have learned elsewhere?
- How is the experience consistent with my academic knowledge?
- How does the experience contradict or challenge my academic knowledge?

• How does my academic knowledge help me to organize, understand, make sense of,
or develop hypotheses about this experience?

Step 4 ~ Examining and Reconciling Dissonance

Examine more closely points of discomfort, disagreement, or inconsistency in the experience. As you reflect on points of dissonance in your experience, also explore ways in which this dissonance might be reconciled. At times, however, you will find that dissonance cannot be resolved. Learning to live within ambiguity, conflicting tensions, and paradox is sometimes required. Focus on such issues as-

• What, if anything, do I feel uncomfortable about in this situation?
• What conflicting information I do have?
• How does this experience contradict my previous assumptions or learning.
• What conflicting thoughts and feelings do I have about this experience?
• What disagreement is there between what I think I "should" think or feel and what I do think
or feel?
• What conflict is there between competing "shoulds" in the situation?
• What disagreement is there between my personal views and assumptions about the situation and the ideas put forth by the "experts" in the field"?
• What conflict is there between what I "know" and what I "do"?
• Between what I "should" do and what I "want" to do?
• Between what I "should" do and what I "must" do?

Step 5 ~ Articulating Learning

Remembering that learning is tentative and needs testing in subsequent experiences, respond to such questions as:

• What are the major lessons I learned from this experience?
• What did I learn about myself about others? about the world around me?
• What knowledge, wisdom, or insights did I gain?
• What skills did I acquire?

Step 6 ~ Developing a Plan

Consider the question, "Where do I go from here both in my work and in my learning?". This line of thought calls upon you to respond to such questions as.

• Based upon what I have learned, how Might I modify my own approach, methods, or
behavior as I encounter similar experiences in the future?
• What alternative directions might I take as I proceed in my work?
• What are the likely consequences of each alternative?
• What alternative(s) seem to me to be most favorable?
• How should I proceed in my learning?
• What gaps do I recognize in my knowledge and/or skills related to this experience"
• Consequently, how will I fill these gaps?

The Integrative Processing Model
Pamela M. Kiser, MSW, ACSW, LCSW
Professor, Human Services

Elon University
Elon, NC

The Integrative Processing Model offers a tool to enhance student learning in experiential education. This model is a step-by-step method of learning from experience which guides students to think through their experiences carefully and systematically. The Integrative Processing Model is a six-step, cyclic process. Each step of the model is described briefly below.

Step 1: Gathering Objective Data from the Concrete Experience
In experiential education, learning begins with a specific, discrete experience. This experience may be one in which the student is an active participant or an observer. The experience yields information which, in subsequent steps of the model, becomes the focus for reflection and application of knowledge. While in the experience, as well as after the fact, students glean information about the situation and events as well as about the behaviors and actions of the various participants. The student's ability to be an objective observer of experience is developed through this step of the learning process as the student identifies the salient points from the experience itself

Step 2: Reflecting
In Step 2, Reflecting, students assess their own personal reactions to the experience. In doing so, students ask such questions as, "How does this situation touch upon my own values? How does it relate to my personal history? What emotions and thoughts does this experience trigger in me? What assumptions am I making about the people involved in this situation? about myself? about the situation itself? How do I evaluate my own effectiveness in this experience? What behaviors (verbal and non-verbal) enhanced or diminished my effectiveness?"

Step 3: Identifying Relevant Knowledge
The information recorded in Step I may constitute only a set of meaningless, disjointed facts if examined outside the context of relevant theory and knowledge. Students in Step 2 identify theoretical, conceptual, and/or factual information which can shed light on these facts. While previous classroom learning probably forms the foundation for this process, students might also need to engage in more extensive reading and research to expand their knowledge and to develop greater understanding of their experience.

Against the backdrop of relevant knowledge, certain information identified in Step I rises to the foreground of attention while other information becomes relatively less significant. Some facts may begin to cluster together, bearing some relationship to one another, forming a more cohesive picture, pattern, or theme. The application of knowledge (whether theoretical, conceptual, or factual) provides an organizing focus, a lens through which the student views and makes sense of experience. To use another analogy, knowledge provides a road map of sorts which helps the student identify his/her current location and develop ideas about what route to take next. In this step, students begin to learn the real value and power of knowledge as it can inform and direct their work as well as lend them a growing sense of confidence and competence.

Step 4: Examining Dissonance
Having examined the experience itself, relevant knowledge, and personal reactions, students are now in position to explore points of dissonance in the situation. Dissonance may be defined as a lack of harmony, consistency, or agreement. Dissonance can exist on a number of levels. Intellectual dissonance might be present as competing theories offer divergent points of view (Step 2) or as conflicting data arise out the concrete experience (Step 1). Students also might experience dissonance between the espoused theories of the profession

and their own personal views. As the student examines dissonance, questions such as the following are raised:

- What, if anything, do I feel uncomfortable about in this situation?
- What disagreement is there between what I "should" do and what I "want" to do?
- What mismatch is there between what I "should" do and what I "must" do?
- What conflict is there between competing "shoulds" in the situation?
- What disagreement is there between my personal views of the situation and views offered by the theories and knowledge of the profession?
- What conflict is there between what I "know" and what I "do"?

As various points of dissonance are examined and pondered, important questions may be:

- Can this point of dissonance be reconciled? If so, how? If not, why not?
- If this dissonance cannot be reconciled, how can I manage to work effectively within it?

Step 5: Articulating Learning
Students often report with excitement that they are learning "so much" from their field experience but when asked specifically what they have learned, they all too often fall silent. This scenario perhaps reflects the fact that, although they might indeed have learned a great deal, they have not thought carefully enough about this learning to be able to put it into words. Step 5, Articulating Learning, requires students to put their learning into words. Using words to explain and describe their learning pushes students to conceptualize that learning. What had perhaps been a dim awareness becomes clarified into a coherent statement through the written word. Having constructed this statement, students more clearly "possess" the knowledge, having greater command over it as a tangible, concrete, lasting entity which can be retrieved and used as needed.

The guiding question in this step of the model is straightforward, "What are the major lessons which I can take from the experience?" The lessons learned may have to do with skills developed, knowledge gained, insights developed into self or others, or deeper understanding acquired of an ethical principle. Whatever the lessons, students should be encouraged to approach this step of the process with the appreciation that all knowledge is tentative. The articulated lessons are not fixed and immutable; rather, students take these lessons and test them in subsequent experience.

Step 6: Developing a Plan
The final step, Developing a Plan, is a two-pronged step of the process in that it calls upon students to think through 1) how to proceed in their work and 2) how to proceed in their own learning. Students are now ready to make an informed choice as to how to proceed in their work. As students implement their plans the learning cycle re-enters Step 1, and the process is repeated.

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Disclaimers/ Advice:

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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. W used the book "The Voting Rights Movement in Road Runner County" by Dr. Porky Pig for our data on voting rights.

COMMUNITY PARTNERSHIP INITITATIVE 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**: $1000

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.