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ANTH 474/874: Applied and Development Anthropology—A Peer Review of Teaching Project Benchmark Portfolio

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Peer-Review of Teaching Project

Benchmark Portfolio

for

ANTH 474/874: Applied and Development Anthropology

Spring Semester 2016
University of Nebraska-Lincoln

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Peer-Review of Teaching Benchmark Portfolio
BENCHMARK PORTFOLIO
Applied and Development Anthropology 474/874
Spring Semester 2016

Abstract

In what follows, I provide an overview of the Benchmark Portfolio developed for the upper level undergraduate/graduate course ANTH 474/874: *Applied and Development Anthropology* taught in the Spring Semester, 2016 through the Department of Anthropology at the University of Nebraska-Lincoln. Topics include the objectives for the portfolio, description of the course including course goals, enrollment and demographic information, teaching methods, rationale, course materials and activities, analysis of student learning, planned changes based on this experience, and an overall assessment of the portfolio process. As an Assistant Professor of Practice in the Department of Educational Psychology and the Department of Anthropology, my participation in the Peer Review of Teaching (PRT) Project was geared toward the complementary goals of improving as an instructor in the classroom, further demonstrating my commitment to the position that underscores teaching as its primary focus, and continuing a research track on teaching applied and development anthropology that had begun prior to my enrollment in this project. I make the case that participation in the PRT Project was an extremely worthwhile and invaluable experience for me as I thought through, made explicit, and enacted specific practice-based links between course design, instructional delivery, and evaluation in ways that brought to light some of the ambiguity and elusive nature of past course designs and provided specific strategies for improving my teaching in the future.

Keywords: Teaching Applied and Development Anthropology, Benchmark Portfolio

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Benchmark Memo #1

Describe the Course and its Goals

Objectives of the Peer Review Course Portfolio

- Restructure the course based on what I learned from the last time I taught it (Spring Semester 2015)
- Explore the design, delivery, and evaluation of this course more systematically and in more detail. I hope to more clearly think through and articulate my goals and objectives and revise my course materials, activities, and evaluations to meet these goals;
- Seek advice from peer coaches and peers to help accomplish these goals and objectives and improve this course;
- I aspire to create a template for teaching this course that could serve as a platform for future instructors here and in other departments of anthropology for effectively teaching this course;
- I also wanted to participate in the Peer Review of Teaching Program and create a benchmark teaching portfolio in that I am an assistant professor of practice, and hope to improve my ability as an instructor. Implicit to some extent with this goal, I hope participation in this process is seen by colleagues and administrators across departments and colleges as reflective of my commitment to my position and the University of Nebraska-Lincoln. I intend for this portfolio to be part of my review and promotion process;
- Serve as a basis for a subsequent publication to an earlier one on teaching this subject matter at a community college:

Babchuk, W. A., & Hitchcock, R. K. (2013). Teaching applied anthropology and international development in US and Canadian community colleges. *Teaching Anthropology: SACC Notes*, 19(1), 15–23. Website publication: (either) saccweb.net or the AAA link www.aaanet.org/sections/sacc.

Background and Description of the Course

Applied and Development Anthropology 474/874 is targeted for anthropology and other social sciences majors and graduate students and is one of the upper level electives students can use to complete their major and degree. Anthropology, viewed as a discipline that intersects the sciences and humanities, has broad appeal as well to students from other disciplines who can apply anthropological knowledge and techniques to a wide range of contexts and problem areas. American anthropology has typically been viewed as a four field approach including physical or biological anthropology, cultural or sociocultural anthropology, archaeology, and linguistics. These four subfields are cross-cut by a fifth subfield, applied and development anthropology, defined as “the application of anthropological data, perspectives, theory, and methods to identify, assess, and solve contemporary social problems” (Kottak, 2015, p. 479). Consistent with this reasoning, anthropology is often viewed as consisting of two dimensions: (a) Academic, consisting of the theory and research, and (b) Applied (and practicing). The course bulletin lists ANTH 212: *Introduction to Cultural Anthropology* as the course’s only pre-requisite, but again this could be modified as that it gives precedence to only one of anthropology’s core sub-disciplines. The course should be structured to apply to anthropologists regardless of sub-disciplinary focus and other upper level undergraduate and graduate students who can establish links from research to practice in their own areas of expertise.

Given these considerations and stated in the course syllabus, *Applied and Development Anthropology 474/874* draws upon holistic, multidisciplinary, and interdisciplinary perspectives to explore a wide range of topics over time and across cultures. We examine the history of applied and development anthropology and how it has been taught in academic contexts, the ethics of applied research and practice, the use and types of research methods that have been successfully employed in applied and development work, and a wide range of other topics including policy analysis, needs assessment, program evaluation, advocacy, and key principles of effective practice used in applied and development projects. Discussion focuses on how all four sub-disciplines of anthropology—together with other disciplines such as agriculture, economics, engineering, political science, medicine, geography, and nutrition—can draw upon the social sciences in order to facilitate effective applied and development programs as to have the maximum positive impacts on people, their socioeconomic systems, and their environments. The ultimate aim of these programs is to improve the well-being of people through training, education, collaboration, and empowerment to better serve the needs of historically marginalized or impoverished individuals and populations.

It is my view that *Applied and Development Anthropology 474/874* is an absolute must for all anthropology students and invaluable to those representing other disciplines interested in working in practice-based fields.

Course Goals or Objectives

For *Applied and Development Anthropology 474/874*, there were eight broad course (student) objectives as follows (see syllabus, [Appendix A](#)). Upon completion of the course, students are expected to be able to:

1. Define the terms “applied, development, and practicing anthropology” and how they are used within the field;
2. Identify key anthropologists and applied and development programs that have framed the history of this tradition;
3. Describe how this topic has historically been taught in anthropology courses and how it can be more effectively redesigned to serve the needs of a broader range of students across disciplines;
4. Articulate important ethical issues impacting historical and contemporary work in applied and development anthropology;
5. Evaluate the potential effectiveness of different research methods and approaches used in applied and development anthropology;
6. Identify key principles of effective practice for the design, implementation, and evaluation of applied and development projects;
7. Critically assess fundamental aspects of policy analysis, needs assessment, program evaluation, and advocacy in applied and development anthropology;
8. Relate course content and activities to your own academic and professional goals and interests.

Prior to the teaching of *Applied and Development Anthropology 474/874* in the Spring Semester of 2016, I constructed a Peer Review of Teaching Course Objective Matrix ([Appendix B](#)) in the Fall Semester of 2015 as a tool to try identify and think through how course objectives were tied to course activities, student assessment techniques, and course/instructor assessment techniques or evidence of course effectiveness. This tool helped me visualize the broader picture of this course to prepare for the upcoming semester and I found it extremely helpful in planning, implementing, and assessing this course. For the purposes of assessment both in the course and in the portfolio, these objectives can be collapsed into three major or overarching objectives and several sub-objectives below:

Overarching Learning Objective 1: Demonstrate a general knowledge of applied and development anthropology. This incorporates the first five of objectives listed above and in the syllabus including:

1. Define the terms “applied, development, and practicing anthropology” and how they are used within the field;
2. Identify key anthropologists and applied and development programs that have framed the history of this tradition;
3. Describe how this topic has historically been taught in anthropology courses and how it can be more effectively redesigned to serve the needs of a broader range of students across disciplines;

4. Articulate important ethical issues impacting historical and contemporary work in applied and development anthropology;
5. Evaluate the potential effectiveness of different research methods and approaches used in applied and development anthropology.

This first main objective concerns foundational issues that students need to grasp in understanding the core aspects of applied and development anthropology including use of terminology, key anthropologists who have framed this tradition, ethics of field research and practice, and research methods key to design and evaluation of applied and development projects. Focus was also placed on the interdisciplinary and holistic nature of applied and development anthropology cross-cutting anthropology's sub-disciplines (biological or physical, cultural or sociocultural, archaeology, and linguistics). This knowledge will ultimately be useful to students as it applies to their other coursework and broader training in the social sciences and also in their transition from student into the workforce. To be able to clearly articulate how research, knowledge, and education translates into applied issues, policy, etc. in a wide range of contexts is key to their development as students and citizens.

Overarching Learning Objective 2: Identify and assess key principles of effective practice, evaluation, and advocacy in applied and development anthropology.

6. Identify key principles of effective practice for the design, implementation, and evaluation of applied and development projects;
7. Critically assess fundamental aspects of policy analysis, needs assessment, program evaluation, and advocacy in applied and development anthropology;

The second primary objective of *Applied and Development Anthropology 474/874* was directed at the students' potential to design, implement, and evaluate applied and development projects and the real-world application of the principles and practices involved in carrying out successful programs. It was hoped that a fundamental knowledge of key aspects of applied and development anthropology combined with exemplars taken from the literature and the instructor's own work in this area would help provide a basis for translating research into practice to better prepare and enable students to ultimately do their own work in applied and development anthropology or related fields. Many of the principles and practices of applied and development anthropology has broad implications across disciplines, practices, and contexts.

Overarching Learning Objective 3: Relate the course goals and activities to your own professional and personal goals and interests.

The third main objective of the course was for students to continually reflect upon how the course related to their own personal and career goals and interests as they build their future toward graduate school and/or the workplace. Students were continually encouraged to provide examples of how this material related to their own lives.

8. Relate course content and activities to your own academic and professional goals and interests.

Achievement-Centered Education (ACE) Student Learning Outcomes

This course is also an ACE #6 class. The ACE statement, objectives, and outcomes are provided below. Not coincidentally, these are consistent with all aspects of design, delivery, and assessment discussed in this document.

The University of Nebraska-Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning outcomes. As an ACE class, Applied and Development Anthropology will facilitate **Learning Outcomes #6** (using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior). This class will:

- Foster student understanding of applied anthropology and development through an integrated and holistic sub-disciplinary and interdisciplinary approach;
- Assist students in identifying key principles and practices of applied and development anthropology over time and across cultures;
- Facilitate student learning to improve their skills in critically appraising applied and development projects, programs, and policies through theories and methods learned in this class;
- Assist students in developing problem-solving skills involved in the design, implementation, and application of anthropological approaches to address contemporary social problems;
- Improve students' knowledge of anthropological methods and ethical considerations involved in the practice of applied and development anthropology;
- Enhance student research and writing skills on applied and development issues.

ACE learning outcomes in this class will be assessed by:

- Exams, attendance and in-class discussions, case study analyses, written assignments, research papers, and presentations.

Context and Enrollment/Demographics

As a 400-800 level course, *Applied and Development Anthropology 474/874* targets upper level undergraduate and graduate students most of whom are anthropology majors or minors although those in a wide range of other fields can benefit from it. The first time I taught this course in the Spring Semester 2015, there were 16 students (13 undergraduates and 3 graduate students) and in the current semester (Spring 2016) there were 10 enrolled (7 undergraduates and 3 graduate students). There were six females and four males. All students were majors in anthropology except one graduate student was working on his Ph.D. in English/American Literature.

Selection of ANTH 474/874 for the PRT Project

There are several reasons I chose *Applied and Development Anthropology* 474/874 to develop a benchmark portfolio. On the practical side, I have a joint appointment as an Assistant Professor of Practice in the Department of Educational Psychology and the Department of Anthropology. In addition to the Peer Review of Teaching Program, I am concurrently involved in the Scholarly Enhancement Program (SEP) in the College of Education and Human Sciences (CEHS) for new faculty. To attend to my joint appointment through these programs, I decided to focus on the Educational Psychology component as a research methodologist with the Scholarly Enhancement Program (i.e., on the research itself), and then allocate my major focus in the Peer Review of Teaching Program toward my appointment with the Department of Anthropology. Therefore, I wanted to select a course I would be teaching for the Department of Anthropology in the Spring Semester of 2016. I was scheduled to teach *Applied and Development Anthropology* 474/874 and *Family, Marriage, and Kinship* 412/812 in the Spring Semester. For *Family, Marriage, and Kinship* 412/812, a course I have taught several times in the past, I filled in for another professor who has a course buyout in the Spring Semester, whereby he will likely resume teaching it in the future. Perhaps more important to the rationale underlying the selection of this course, however, are a couple of key factors extending past the practical aspects described above. First, and foremost, this course is one of the key courses in my appointment in the Department of Anthropology that I am believed to have a strong area of expertise and will be part of my long-term course rotation.

Second, I have only taught this course one time prior in the Spring Semester 2015 and my student teaching evaluations were outstanding, some of the best I have ever received in over 100 courses of college instruction throughout my career. However, I was obviously pleased for these high marks but on a personal level did not feel the course went as well as I had hoped and I was genuinely quite surprised with the evaluations and was fearing much lower scores. As pointed out in our readings for the Peer Review of Teaching Project, this underscores the observation that student evaluations do not tell the whole story of the quality of course design and delivery and I feel other assessments (internal and external) are needed. At the same time, I also want to maintain these scores on the student evaluations.

Third, the course is an ACE #6 and much of this will also be useful in providing the required ACE report following this semester documenting student objectives and learning outcomes.

Fourth, I have conducted and published research (see Babchuk & Hitchcock, 2013 listed above) on teaching applied and development anthropology at the community college level and, to a lesser extent, at the university level, and would like to continue to explore this research track as it is foundational in some respects to my professor of practice position and my research and teaching goals.

Fifth, I am involved in applied and development research within the field of anthropology and am very vested in this topic. Finally, there has been discussion among myself and two of my colleagues (Dr. Raymond Hames, Professor, and Dr. LuAnn Wandsnider, Professor and Chair, Department of Anthropology) in working on an edited text that draws upon the sub-disciplines of anthropology specifically designed to be used in this course at the University of Nebraska and in other similar contexts. As is discussed in other areas in this document, I strive to expand this course to be more inclusive and holistic than has traditionally been the case in the field.

The Course and the Broader Curriculum

How This Course Fits in With Others in the Department and the University

Applied and Development Anthropology 474/874 is an upper level undergraduate and a graduate-level course that is described in the UNL Course Bulletin as:

Efforts by anthropologists and other trained specialists to influence the process of development and socioeconomic change in the modern world.

Additionally, the Course Bulletin lists *Introduction to Cultural Anthropology* 212 as the course's only prerequisite. This description and prerequisite does not fully capture how I conceptualized the course in that it doesn't describe the depth and breadth of applied and development anthropology nor necessarily the focus of contemporary students.

As was discussed above, American anthropology has historically been viewed as a four-field approach encompassing (1) biological or physical, (2) cultural or socio-cultural, (3) archaeology, and (4) linguistics, and two broad dimensions: (a) Academic, consisting of theory and research, and (b) Applied (or practicing). Applied anthropology is often conceptualized as work most often conducted outside of academic settings by those employed in academe, and its closely related branch, practicing anthropology, a term often designating work done by anthropologists or those trained in or using anthropological theory and techniques who also do this work in community settings outside the academy. Applied anthropology has been defined by Kottak (2015) "as the application of anthropological data, perspectives, theory, and methods to identify, assess, and solve contemporary social problems" (p. 479), and by Ember, Ember, & Peregrine (2015) as "The branch of anthropology that concerns itself with applying anthropological knowledge to achieve practical goals" (p. 610). In other words, applied anthropology is essentially the application of theory and research from the four broad sub-disciplines to address contemporary problems and issues.

At one time, academic anthropology dominated the discipline. Over the past thirty or so years, applied anthropology has gained momentum and is likely better represented in the workforce than academic anthropology (see Babchuk and Hitchcock, 2013 for an in-depth discussion of this issue). As academic jobs have become more scarce, and contemporary students have become increasingly interested in hands-on work across these disciplinary areas of interest, applied anthropology has become a core component of anthropology and has attracted increasing attention and the concomitant need for training. It is now an important areas of study in most anthropology departments. However, its traditional focus on cultural or socio-cultural anthropology has become stale given the wide applicability across all four sub-disciplines of applied work. Although most of the texts including the one by Ervin (2005) *Applied Anthropology: Tools and Perspectives for Contemporary Practice* I selected as the primary reader in this class still come from this perspective, assignments, guest speakers, and readings were all geared toward a holistic approach to help capture the richness and utility of contemporary applied and development anthropology and the diverse needs and interests of contemporary students. As this course employed a holistic and interdisciplinary framework, it is equally useful to those interested applied work in other social sciences disciplines and other fields and involves a wide range of researchers and practitioners.

Applied And Development Anthropology 474/874 Pretest

On the first day of class, I was interested in the students' knowledge and backgrounds relating to applied and development anthropology and provided them with an information form and *Applied and Development Anthropology 474/874 Pretest* ([Appendix C](#)). I have provided these questions and entered their responses below.

1. How would you define applied and development anthropology?

- The study of how anthropological concepts can be used in other fields.
- I am not very familiar with this part of anthropology and that is why I took this course but I would say it is incorporating anthropology into our everyday life and sharing it with others.
- The study of how anthropological theory and concepts can be applied to contemporary social, economic, and educational concerns.
- The way in which anthropology is applied to influence, affect, or solve modern dilemmas, issues, and problems.
- Applied anthropology—how you would use what you learned in your studies or teaching.
- Using the study of human interaction and evolution as a means to identify patterns and/or actions of people both domestic and international.
- I believe applied and development anthropology is a decision in which anthropologists use anthropological ways of thinking to reshape today current culture.
- It is how anthropology is used in the process of studying various processes within a certain place/society.
- Applied anthropology would reference applying anthropological theory through some sort of work (ex: NGOs) and development anthropology would be how this work is conducted and developed over time.
- Learning how to take the practices taught to you throughout college to research situations and applying them to help develop an outcome.

2. What are the differences between the terms “applied, development, and practicing anthropology”?

- Not sure, that is why I am taking this course.
- I feel as if “applied” is applying it our lives, “development” is developing a deeper understanding of the subject in others, and practicing is doing hands-on anthro work.
- Practicing anthropology is a term that describes professionals traditionally in the field of Anthropology, “applied” refers to the use of anthropological practices in contemporary fields of social, environmental, economic, and health related areas. “Development” refers to applying anthropological methods to development work, helping strengthen the analysis of a project, the implementation of projects, and assessment of programs being developed.

- Applied—applying anthropological methodology to specific projects. Development—development of the field. Practicing—implementation of anthropological method (includes research, teaching, etc.).
- Practicing—learning by studying what has not been studied before.
- Not sure. Are they the same?
- No response.
- Applied anthropology is how something/someone should be studied. Development anthropology is how studies change based on time/place, etc. Practicing anthropology is how what was studied and learned is implemented within the field.
- Applied: Applying anthropological theory. Development: Development through work. Practicing: the act of using anthropological theory.
- Applied anthropology deals with the set of using techniques, that have been learned, to help during the practicing of an anthropological discipline.

3. List 3-5 anthropologists that have been associated with or have historically influenced applied and development anthropology? (Who are they, what are they known for?)

- Not sure.
- Franz Boas' four-field approach. Ruth Benedict—Cultural Anthropology. Sapir-Linguistics.
- B. Malinowski, which concentrates on economic and spatial movement of groups (e.g., Kula Ring). Julian Steward, with ecological approach to study anthropology. Margaret Mead, redefining how anthropologist work.
- Boas—application of ethnography to “save” cultural histories/identities.
- No response.
- No response.
- Franz Boas, known as the most contributing person to the development of anthropology.
- No response.
- Not quite certain, but hope to find out more in the class. Possibly Hitchcock, Babchuk.
- Louis Leakey.

4. What applied and development programs serve as exemplars for this tradition? (list 3)

- Not sure
- ?
- USAID, United Nations, and other organizations.
- Medical anthropology—understanding how different cultures perceive illness and treatment and applying them to balance western medicine, and other medicinal/cultural variations.
- ?

- ?
- The American Association of Anthropology.
- No response.
- NGOs
- N/A

5. What do you hope that you can get out of this course this semester?

- History of Anthropological Theory.
- I hope to get a better understanding of this area of anthropology and how I can apply it to my studies.
- I hope to broaden my understanding of how to utilize anthropology in the field of agricultural development projects, specifically coffee production in relation to small holder marginalized community producers.
- Increased understanding in the way anthropology can be effectively applied to modern phenomenon/problems.
- To understand what the terms above mean and how I can use them.
- Gain a new perspective (in a new field) to add to my study of 19th Century American Literature and nonhuman animals.
- I hope to gain more knowledge of job opportunities and what it takes to be an applied anthropologist.
- I hope I can answer at least all of these questions 100% correct.
- How to use my degree and apply it to my personal work (hopefully I can use this in graduate school) as well as gain a better understanding.
- I want to gain a better understanding.

Instructors Note: As illustrated by the students' comments above, several have a broad idea of what applied and development anthropology entails but most struggled in identifying anthropologists and/or programs that characterize this tradition. Responses to Question 5 indicate that most students are seeking to expand their knowledge of this branch of anthropology including how it applied to their own academic and career goals.

Benchmark Memo #2

Teaching Methods, Course Materials, and Outside Activities

Instructional Methods

Teaching methods consisted of interactive lectures and discussions, guest speakers, films and videos, small group discussions, individual and small group presentations, and other activities. Most of the class sessions involved some period of time devoted to instructor-led lectures/discussions over assigned and recommended readings, as well as detailed discussions of the case studies that were an integral part of this course. Students were expected from the onset to be active participants in their own learning through their contribution to class discussions, involvement in collaborative small group exercises and presentations, participation in other in-class activities, and by completing assigned readings (*prior to class meetings*) and other requirements according to the schedule outlined in the course syllabus.

For most class sessions, I developed detailed PowerPoint slides over the chapters we discussed in the textbook as well as those used in the case studies (discussed in more detail below). In addition to the case studies, topics covered in this manner included terminology, history of applied and development anthropology, ethics, quantitative and qualitative ethnographic research methods, participatory action research, needs assessment, policy analysis, program evaluation, and a host of other topics. Class time was also spent with *invited guest speakers* who had worked or were currently involved in applied and development anthropology projects. They generally presented for about 30-45 minutes followed by Q and A from the students and the instructor. This component of the class was key to promoting a holistic and interdisciplinary approach that has been discussed previously in this document.

In addition, student-led individual and group presentations were part of several classes and also involved Q and A session (discussed in more detail below). Films and videos were also shown and served as a springboard for in-depth discussion and elaboration of key topics.

Required and Recommended Readings

There was a broad range of materials used in the design and delivery of this course. There was one required text mentioned earlier (Ervin, 2005) and several recommended texts (see syllabus) and numerous articles, book chapters, etc., that were posted on Blackboard. The readings obviously played an important role in lectures, discussions, exams, case study analyses, group work, and individual projects. Ervin's text was selected among several because the author does a good job in my opinion of providing a foundation for many of the course's fundamental components and I organized the schedule around chapters from this text. However, other supplementary readings were posted on Blackboard and discussed in class. For the three case study assignments, numerous informative readings were posted on Blackboard and greatly enhanced class discussion and enriched the quality of the student papers (see [Appendix D](#)).

Other Course Activities

In addition to the lectures and interactive discussions, guest speakers, films, and videos, one key course activity was the Small Group Presentation and Report. For this assignment, students were assigned to small groups and required to pick an international aid agency or NGO and collect information on its: (1) Missions and goal/purpose; (2) Brief history—when was it established? Why? Has it changed or gone through significant transformations since its formation?; (3) How does it raise funds? Who are its supporters/partners?; (4) What kinds of projects/programs does it support? What are its priority areas of focus?; (5) Where are these projects/programs implemented? In which countries/regions?; (6) What are its funding policies and requirements?; (7) What kind of institutions does it support (give resources to); NGOs, GOs, etc.; (8) How many people are impacted/affected by these projects/programs. Students were divided into three groups and provided an extensive list of organizations that involved applied or practicing anthropologists and presented to the class. Each group developed a PowerPoint presentation to lead their discussion. Time was devoted both in class and out of class to work on these projects. In addition, each group member was required to write a four-to-five page reflection paper summarizing their findings and also what they learned from this exercise. Therefore, each group presented to the larger class and each student turned in a report.

Another key course activity were three reflection papers elucidating key topics of this course ([Appendix D](#)). These included (1) Darkness in El Dorado Controversy/Yanomamo (Venezuela); (2) Minority Health Disparities Research (Nebraska); (3) The Central Kalahari Game Reserve (Botswana). The case studies were selected on the basis of several criteria that included relevance to issue being discussed and instructor's own applied and development work in anthropology that were the focus of Case Study 2 and Case Study 3. Students were active participants in these discussions and, as above, were required to turn in a synopsis of this case study and addressing the main issue being explored; the challenges it presents to anthropologists and the communities being studied, what we learned from this case study.

Two exams were also administered in this course. Exam 1 or the Midterm, and Exam 2 or the Final Exam. The Midterm Exam ([Appendix E](#)) was a take-home essay format for which the students had over two weeks to complete. I provided two options for students, Option 1 consisting of a two-question response format (4-5 pages per question for undergraduates and 5-6 pages for graduate students), and Option 2 consisting of a one-question format (8-9 pages for undergraduates and 9-10 pages for graduate students). Students were given the choice of four questions focusing on a broad overview of key areas of applied and development anthropology the history and evolution of this sub-discipline, ethics and the responsible conduct of research, and research methods anthropologists use for practice and evaluation. Exam 2 or the Final Exam ([Appendix F](#)), was an in-class two-hour essay for which the student essentially was required to choose a topic from the course that related to their own interests and write about it.

The most time intensive activity worth 60/200 points or 30% of the final grade was the individual student Research Project and Presentation ([Appendix G](#)). As stated in the assignment directions, undergraduates (474) were required to write a 10-12 page paper while graduate students (874) were required to write a 15+ page paper. In addition, all students were required to present a 15 minute oral presentation of their research to the class. This assignment required

students to focus on a particular area of investigation, research problem, or any topic discussed in class, readings, or the films related to applied and development anthropology. Here, students selected and researched their own topics and shared them with the class.

Outside Course Activities

Students were required to read all assigned and/or recommended readings prior to the class sessions and were informally held accountable for this as we engaged in class discussions. For the Small Group Presentation and Report time was allocated during class for respective group members to meet to discuss their group projects. All groups also met outside of class with their group members and corresponded via email and/or Dropbox with each other. Exam 1 or the Midterm discussed above was a take-home essay requiring student responses incorporating class discussions, lectures, guest lectures, films, and readings (assigned texts, book chapters, and journal articles posted on Blackboard). Student readings and research outside of class were also required to complete the Research Project and Presentation assignment. In addition, an extra credit activity involved a Film Reflection Paper on the film titled *Anthropologists at Work* and required that students watch the film and summarize the major themes of the film and their main takeaways from the film that related to their own interests ([Appendix H](#)).

Rationale for Teaching Methods

As outlined above, a wide range of instructional methods were used in this class including lecture, class discussion, small group discussions, guest speaker presentations, individual and group presentations, films, and videos. The course was designed to accommodate diverse students, interests and learning styles, promote student discussion and involvement, and facilitate students taking ownership in the co-instruction of the course. It was my intent to foster and environment of trust, comfort, and respect for others while engaging in instructor- and student-led class discussions. As an upper level undergraduate/graduate course dominated by anthropology majors, I expected that students would embrace a very active role in literally all aspects of the course. Over time, I have gradually moved from a more lecture-based format to a more student-centered model especially in the design and delivery of upper level courses such as *Applied and Development Anthropology 474/874*.

Illustration of Changes from Previous Years/Sections

This was the second time I taught *Applied and Development Anthropology 474/874* (Spring Semester 2015 was the first). Although the course had been taught for quite some time and I had access to the syllabi of previous instructors, it was essentially a new prep for me as I redesigned the course to encourage a more holistic and interdisciplinary focus and to incorporate case studies in applied and development anthropology including my own work to help guide instruction. Building off my 2015 format and the momentum of this previous course, I concentrated on making the objectives more explicit and tied more closely to the evaluation and assessment techniques that were used. As I was more comfortable with the course the second time around, I was able to also incorporate student discussions more fully over key topics encouraging even more class participation and discussion than in the last course. Overall, I felt I “tightened” the design and “loosened” the approach used in class.

Benchmark Memo #3 Analysis of Student Learning

Analysis of Grades and Grade Trends

For the purposes of this Benchmark Portfolio, I will discuss the students as a whole and also focus on a few of the students as examples as I discuss and reflect on student learning. Of the ten students who enrolled in *Applied and Development Anthropology 474/874*, nine completed the course and one student mysteriously vanished in late March and did not show for a scheduled meeting or respond to emails. Of the remaining nine students, all three graduate students earned A+s in the course, whereas two undergraduates earned A+s, two As, and two B+s. This is the highest relative proportion of A+ I have ever awarded in over thirty years of college teaching. I believe this is because most of the students had taken classes from me before and were familiar with my teaching style, expectations, assessment techniques, etc. More importantly, in my view they were the cream of the crop within anthropology, and were all extremely motivated and serious individuals. There were a total of 200 points possible points in the course:

	Points	Percentage
Attendance and Class Participation	30	15
NGO Small Group Presentation and Report	30	15
Reflection Papers/ Exercises	30	15
Midterm Exam	30	15
Final Exam	20	10
Research Project and Presentation	60	30
Total Points	200	100%

Table 1: Applied and Development Anthropology 474/874 Grade Report (Spring Semester 2016)

Student	ATT	Reflection Paper 1	Reflection Paper 2	Reflection Paper 3	RP Total	Exam 1	Exam 2	Exams	Small Group	Research Project	Film	Total	%	Final GR
1	26	0	8	7	15	29	19	48	30	54	5	178	89.0	B+
2	24	7	9	9	25	26	17	43	30	55	0	177	88.5	B+
3	30	5	10	10	25	27	18	45	30	57	5	192	96.0	A
4	28	7	8	9	24	27	20	47	30	52	5	186	93.0	A
5	28	10	9	9	28	26	18	44	30	59	5	194	97.0	A/A+
6	30	10	10	10	30	25	20	45	30	59	5	199	99.5	A+
7	26	10	10	10	30	29	19	48	30	59	5	198	99.0	A+
8	30	10	10	10	30	29	18	47	30	59	5	201	100.5	A+
9	30	10	10	10	30	29	17	47	30	57	5	198	99.0	A+
TOTAL POINTS	30	10	10	10	30	30	20	50	30	60	5	200/205		
Mean Scores/%	28/93.3%	7.7/77.0%	9.3/93.0%	9.3/93.0%	26.3/87.7%	27.4/91.3%	18.4/92.0%	46.0/92.0%	30/100.0%	56.7/94.6%	4.4/88.0%	191.4/95.7%	95.7%	

Grading Scale

98-100 = A+	88-89 = B+	78-79 = C+	68-69 = D+	59 or fewer = F
93-97 = A	83-87 = B	73-77 = C	63-67 = D	
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

Table 1 reports the individual scores and course means/percentages for *Applied and Development Anthropology 474/874* (Spring Semester, 2016). As shown, the mean attendance out of 30 points was 28 or 93.3%. The Small Group Presentation and Report mean was perfect at 30/30 or 100%. The means on the Reflection Paper #1 was 7.7/10 points (77%), Reflection Paper #2 was 9.3/10 points (93%), and Reflection Paper #3 was 9.3/10 points (93%). The total for the three reflection papers was a mean of 26.3/30 points (87.7%). The mean for Exam 1 was 27.4/30 points (91.3%), Exam 2 was 18.4/20 points (92%), and for total of the two exams was 46/50 points (92%). Mean points for the Research Project and Presentation was 56.7/60 points (94.6%) and for the Film Reflection 4.4/5.0 points (88%). Mean for Total Points was 191.4/200 (95.7%). Mean percentage was therefore 95.7. These data are relatively uneventful but do show improvement throughout the course on the Reflection Papers and, just slightly on the exams.

Student	Total 1 Points/Percentage	Grade 1	Total 2 Points/Percentage	TOTAL Points/Percentage	Final Grade
1	48/82.7	B/B-	130/91.5	178/89	B+
2	45/77.6	C/C+	132/92.9	177/88.5	B+
3	55/94.4	A	137/96.5	192/96	A
4	55/86.2	B/B+	131/92.2	186/93	A
5	57/98.2	A+	137/96.5	194/97	A/A+
6	58/100	A+	141/99.3	199/99.5	A+
7	58/100	A+	140/98.6	198/99	A+
8	62/106.9	A+	139/97.9	201/100.5	A+
9	62/106.9	A+	136/95.8	198/99	A+
TOTALS	58/100% 63/58 EC		142/100%	200/100% 205/200 EC	

Table 2 reports individual grade trends for the nine students. As shown, Student 1 progressed from a B/B- to a B+, Student 2 progressed from a C/C+ to a B+, and Student 4 from a B/B+ to an A. Student 3 and 5-9 maintained a consistently high level throughout the course as their grades remain stellar from beginning to end. No student other than the one who left the course regressed over the semester.

Midterm Course Feedback and Evaluation

Approximately at the midway point of the course I administered an anonymous nine-question evaluation form to assess student attitudes about the course and how it can be improved in the second half of the semester. This exercise was adapted from one developed by one of my colleagues in The Department of Educational Psychology, Dr. Matthew Fritz, and his Peer-Review of Teaching Benchmark Portfolio, Spring Semester, 2015. It consisted of five Likert-Scale type questions and four open-ended questions. Results/findings are discussed below ([Appendix I](#)).

1. For me, the material in the class is being covered:

<i>Responses</i>	1	6	2	
		X (mean)		
	1	2	3	4
	5			
	Too slowly	Just Right		Too Fast

2. I believe that for the other students in my class (not including myself) the material in class is being covered:

<i>Responses</i>		8	1	
		X (mean)		
	1	2	3	4
	5			
	Too slowly	Just Right		Too Fast

3. Compared to other upper level undergraduate and graduate classes I have experienced the work load (e.g., assignments, exams, etc.) in this class is:

<i>Responses</i>		5	4	
		X (mean)		
	1	2	3	4
	5			
	Lighter	Average		Heavier

4. Compared to other upper level undergraduate and graduate classes I have experienced the number of readings assigned are:

<i>Responses</i>	1	5	3	
		X (mean)		
	1	2	3	4
	Fewer		Average	Greater

5. In general, the guest speakers in this course have contributed to my learning of basic concepts of applied and development anthropology:

<i>Responses</i>	1	3	2	3
			X (mean)	
	1	2	3	4
	Not Much		Somewhat	A Great Deal

6. The thing I like least about this course is:

- The most recent speaker from Nelnet. He did a great job of describing his job.
- That my personal life has gotten in the way of my participation.
- Sometimes I do not have enough time each week for the readings to fully read. But the course doesn't have too much reading, simply I am busy with other classes as well.
- The guest speakers.
- The time. It is too long for one class.
- Once a week.
- Not a lot of discussion with classmates.
- The earliest speaker did not provide enough contextual detail—but nothing can really be done about that.
- Needs perhaps more reading—whole books each week; I feel like I'm reading more about anthropological theory than the anthropologists themselves.

7. The thing I like best about this course is:

- The size of the class.
- The material challenges me to think about the subject that I thought I knew in ways that sometimes stump me.
- The instructor, his style of teaching, and the material. All is super interesting and entertaining.
- Being able to look at the PowerPoints and look back on the readings.
- The pace the instructor goes. He is also a very helpful and understanding teacher.

- Subject matter.
- Open forum/discussion style.
- The topic is very useful as an anthropology undergraduate with plans to pursue graduate school where applied knowledge will be necessary. I also like having a variety of topics for our assignments.
- Digging into the actual case studies.

8. If I could change one thing about this class it would be:

- The order of the assignments on the time between the midterm and research project and group project.
- That it would meet two times a week.
- More speakers and interactive projects and discussions.
- Nothing.
- Splitting it into classes. I can't keep my attention when I sit in a two and one half hour long class.
- Time frame.
- Nothing.
- I think the work load is going to get heavier (maybe inconsistently heavy) when we have group papers/presentations, review paper 2, 3, and our research paper to work on.
- A bit more class discussion following lecture.

9. What could I do personally to make this class better for me?

- During lecture you tend to offer an ample amount of great information but sometimes it is hard to keep up with you. Also, instead of meeting one time per week the class could meet two times a week.
- I need to deal with the problems in my personal life to give my full attention to school.
- Make more time for in-depth analysis of all the readings we have.
- I should not procrastinate so much.
- Make sure to keep up on the readings.
- Pretty o.k. with how it is. Perhaps speak up more often.
- Take more notes from readings.
- I like the short (30 minute) speakers—engages topic in a new way.
- Directly apply it to my own interests

Instructor's Note: Overall, the midterm feedback was mostly positive. The course was going at the right pace for most of the students, the readings were on target and possibly slightly heavy, and most liked the guest speakers. The biggest complaint was that the class was too long and met only once per week, something that could be addressed in future semesters. A couple students also called for more interaction and so I put even more emphasis on student involvement for the second part of the course. I also tried to be more explicit about the reading assignments and exactly what we would cover in the each class for the remainder of the semester.

Applied and Development Anthropology 474/874 Posttest

Mirroring the *Applied and Development Anthropology 474/874* Pretest administered on the first day of class (discussed above), I also implemented an *Applied and Development Anthropology 474/874* Posttest. Responses are below.

1. How would you define applied and development anthropology?

- Anthropology which is directly interested in in community research aspects that enhance the well-being of the communities themselves and are often outside traditional confines/relations of a pure academic appointment.
- Applied and development anthropology is going out in a community setting and applying your anthropological skills with many different organizations and businesses.
- The application of anthropological methodologies to influence policy, actions, and discourse between groups of people.
- The focus on the area of anthropological study that utilizes the skillsets of anthropologists and methodology of holistic approaches in academia which emphasizes practicing either by government or non-profit developed sections.
- Using anthropology and applying it in other fields, businesses, and research.
- Both take the knowledge of academic anthropology and put it to good use out in “the world.” Development anthropology often has a social justice component or characteristic.
- I would define applied development anthropology as a field where anthropological knowledge and methods can be used to assess and improve current issues.
- The implementation of anthropological skills in a “real-world” situation. Applied anthropologists used skills to implement change, gather/distribute information, and many other things. Development anthropologists use their skills to help developing countries/organizations.
- Using anthropology outside the academic setting—applying anthropology in the field, policy-making.

2. What are the differences between the terms “applied, development, and practicing anthropology”?

- Applied typically concerns applying concepts to another field that you work as a consultant. Development has more to do with community advocacy. Practicing can blur the lines between occupation working in the field and relationship to agency.
- Applied is when you are applying anthropology to your everyday lives to help improve them. Development is applying research to development studies.
- Practicing—anyone using anthropology (academic or not); Development—using anthropology to create interpersonal programs, developing projects, and applied—employing anthropology to influence policy, discourse, etc.
- Applied anthropology refers to the general use of anthropological study in a manner which affects the private sector, government, policy, etc. Development attempts to (can’t read response).

- Anthropologists use their skills and knowledge and apply them into their research and the communities they involve. There are new and developing fields in anthropology and they practice using it one community and if they are successful apply it to another community.
- They are pretty similar but development anthropology means you are getting paid for your work!
- The differences between the three subjects is how you're employed and what you are doing with your anthropological knowledge.
- Already defined applied and development (just different spheres in which anthropological skills are used). Practicing anthropology is mainly all-encompassing because it is just using skills in real-world settings.
- Applied—applying anthropology in field; Development—developing policy based on anthropology; Practicing—using anthropological methods in the workforce.

3. List 3-5 anthropologists that have been associated with or have historically influenced applied and development anthropology? (Who are they, what are they known for?)

- No response.
- Margaret Mead was a huge advocate for feminism. Ruth Benedict brought light to cross-cultural differences.
- Ervin primarily because of widely accepted text. Chagnon—influence and involvement in one of the more popular controversies within an applied scope. Dreger—discourse in ethics, academics, and anthropology.
- The Central Kalahari Game Reserve, other PAR project discussed (can't read response).
- Chagnon's research with the Yanomamo; The French anthropologist and the ethics in connection with the Yanomamo.
- Paulo Freire—Educational Reform; Napoleon Chagnon—Yanomami Controversy; Levi-Strauss—Linguistic Anthropology.
- No Response.
- Babchuk, Hitchcock, Chagnon; All practicing anthropologists who have used their skills to help bring awareness to groups.
- Napoleon Chagnon and Raymond Hames studies with the Yanomamo; Hitchcock, Babchuk, Sapignoli and the CKGR, Hitchcock, policy.

4. What applied and development programs serve as exemplars for this tradition? (List 3)

- American Anthropological Association.
- Non-government organizations (NGOs), Non-Profits, Education.
- NAPA—National Association of Practicing Anthropologists; SFAA—Society for Applied Anthropology; People in the Central Kalahari—Influence in CKGR land rights.
- Tourist programs; IRB.

- Not sure about this one, the question is unclear.
- International World Bank, Gates Foundation, (can't read response).
- A number of programs/ organizations were discussed in class and almost all had anthropology undertones even if they didn't explicitly say so. Gates, UDHR, business anthropology.
- Blue ventures—Madagascar, Belize, Timor-Leste; Codhes—Colombia (Human Rights; Displacement; IRB—Ethical Research and the social sciences.

5. At the beginning of this course I asked you what you hoped that you can get out of this course this semester. How did or did not this course meet your expectations in terms of what you hoped to get out it?

- I was surprised at the magnitude of debate and ethical dilemmas associated with the field. I was thinking it would be more of a review of career choices than case studies and made me realize the delicacy of studying and working with communities.
- The course helped me understand applied and development anthropology much clearer. Before taking this course I knew very little about this topic. It also showed me different jobs I can look into.
- Yes, I got a better understanding of the overall impact and application of anthropological work.
- Yes and no. I came away learning a good deal more about research methods and IRB than expected, but less about specific qualifications to become an anthropologist. The terms seem more vague. What is the difference between human dimensions, sociology, applied anthropology, etc.?
- How to use anthropology in other fields and the ethics behind it.
- I feel that I have gotten a sufficient amount of information from the course even though I'm not sure how I might "apply" it in the future.
- From this course I was able to place myself in a situation to experience some of the difficulties applied anthropologists face from completing a research project.
- I got out more than I expected. I learned a lot of the new ways in which I would use anthropological skills.
- I learned a lot more than I had expected. I am using my knowledge gained to prepare for my undergraduate thesis next year which has led to CITI certification and I am currently working on an IRB and field questions to hopefully be approved on time.

Instructor's note: I am somewhat disappointed by some of these responses (especially to Question 3 and Question 4) given the quality of student work in this course. However, I think they may have been pretty worn out at the end of the semester and didn't think this through as carefully as I would have liked. My major takeaways are to make sure I drive home some of the "classic" applied programs and the anthropologists that work on them. Also, I wonder if the pretests and posttests should be anonymous especially in regard to Question 5 above. Nevertheless, students still showed marked improvement over the pretest as I had hoped especially in their responses to Question 1.

Overarching Learning Objective # 1: Demonstrate a general knowledge of applied and development anthropology.

As discussed previously, I collapsed the first five course objectives under the broader Overarching Learning Objective #1 as they all relate to general knowledge about the parameters, history, ethics, and research and evaluation approaches to applied and development anthropology as well as key anthropologists and programs within this tradition. In other words, it constitutes foundational knowledge of the subject matter important to understanding the topic.

1. Define the terms “applied, development, and practicing anthropology” and how they are used within the field;
2. Identify key anthropologists and applied and development programs that have framed the history of this tradition;
3. Describe how this topic has historically been taught in anthropology courses and how it can be more effectively redesigned to serve the needs of a broader range of students across disciplines;
4. Articulate important ethical issues impacting historical and contemporary work in applied and development anthropology;
5. Evaluate the potential effectiveness of different research methods and approaches used in applied and development anthropology;

Lectures and class discussions, readings, films and videos, small group projects, individual and group presentations, guest speakers, films and videos, etc. were all designed to contribute to this goal (see [Appendix A](#) and [Appendix B](#)). This overarching learning objective was assessed through several of the course assignments/activities discussed above, and we can start with discussion of Exam 1 or the Midterm ([Appendix E](#)). Exam 1 was a take-home essay format with four general questions, one on a broad overview of applied and development anthropology, a second on a history of applied and development anthropology, a third on the ethics of applied research and evaluation, and the fourth on research methods anthropologists used for practice. As outlined above (Other Course Activities), students were given two options to either answer one of the four questions or two of the four, with length requirements contingent on their choice. Eight of the nine students who completed Exam 1 selected Option 2 (one question) with five of these answering Question 1, and one student each answering Question 2 and Question 3. No student selected the fourth question on research methods. Only one student selected Option 2 and answered Question 1 and Question 3. Grades were very high on this exam ranging from 25 to 29 points out of 30. Class mean was 27.4 or 91.3 percent (see Table 1 above) as all students seemed to do well on this assignment. In retrospect, I think that I may need to rethink this exam, however, to require all students to answer two of the questions, or possibly three, to delve more deeply into responses targeted at the overall content of this aspect of the course.

A second means of assessing Overarching Learning Objective #1 was the three case study reflection papers that elucidated key topics in this course including (1) Darkness in El Dorado Controversy/Yanomamo (Venezuela); (2) Minority Health Disparities Research (Nebraska); (3) The Central Kalahari Game Reserve (Botswana). As was the case with Exam 1, students were expected to draw upon class lectures and discussions, relevant films and videos, and required and recommended readings and write a four-five page reflection paper on each case ([Appendix D](#)).

The case studies were designed to provide “real-world” studies of applied and development work in applied and development anthropology with two of three (Reflection Paper 2 and Reflection Paper 3) drawing from some of my own work in the field. Student averages were 77 percent on Reflection Paper 1, and 93 percent on Reflection Papers 2 and 3 (Table 1). Students 1-4 showed marked improvement over the course on this assignments and I felt the case studies were excellent learning exercises. Of these, Reflection Paper 1 involved a detailed exploration of the ethics of anthropological field research and was an excellent assessment tool contributing to the measurement of how this objective was met. Reflection Paper 2 and 3 were also key to assessing Overarching Learning Objective #2 below.

Other more informal and qualitative means of assessing student learning were the Midterm Course Feedback and Evaluation, *Applied and Development Anthropology* 474/874 Posttest, and the Final Course Feedback and Evaluation discussed elsewhere in this document.

Overarching Learning Objective #2: Identify and assess key principles of effective practice, evaluation, and advocacy in applied and development anthropology.

For Overarching Learning Objective #2, I collapsed course objectives six and seven into this broader category:

6. Identify key principles of effective practice for the design, implementation, and evaluation of applied and development projects;
7. Critically assess fundamental aspects of policy analysis, needs assessment, program evaluation, and advocacy in applied and development anthropology;

As above, lectures and class discussions, readings, films and videos, small group projects, individual and group presentations, guest speakers, films and videos, etc. all contributed to this goal. The Reflection Paper Exercises discussed with Overarching Learning Objective #1 overlap here as well, and were also used for the assessment of student learning for Objective #2. In particular, Reflection Paper 2 and Reflection Paper 3 were especially relevant here as we covered key concepts relating to this broad objective. Again, student averages for these two assignments were 93 percent on each.

Discussion of the principles of effective practice and also fundamental aspects of policy analysis, needs assessment, and advocacy were discussed in these case studies. In addition, the NGO Small Group Presentation and Report (see Other Course Activities above) also applies here as students were divided into groups and given and required to pick an international aid agency or NGO and collect information on its:

1. Missions and goal/purpose
2. Brief history—when was it established? Why? Has it changed or gone through significant transformations since its formation?
3. How does it raise funds? Who are its supporters/partners?
4. What kinds of projects/programs does it support? What are its priority areas of focus?
5. Where are these projects/programs implemented? In which countries/regions?
6. What are its funding policies and requirements?
7. What kind of institutions does it support (give resources to); NGOs, GOs, etc.,
8. How many people are impacted/affected by these projects/programs

Each group was required to present a 30 minute PowerPoint presentation summarizing their report to the class. Points were assigned to each student collectively for the presentations. In addition, each team member was required to write a four-to-five page reflection paper summarizing their findings and about what they learned from this exercise and was evaluated independently. Organizations selected were the Gates Foundation, Blue Ventures, and the Red Cross. Students were eager to assess the role of anthropologists and/or principles of applied and practicing anthropology and seemingly embraced this exercise and all did exceptionally well in both the group presentations and individual reports (Table 1).

Overarching Learning Objective 3: Relate the course goals and activities to your own professional and personal goals and interests.

The final student learning objective was to relate the subject matter and activities of the course to students' own academic and professional goals and interests. Assessment tools utilized here were the Research Project and Presentation ([Appendix G](#)) and Exam 2 or the Final Exam ([Appendix F](#)). For the Research Project and Presentation, students were required to conduct research, write a research paper, and present their project to the class. As stated in the assignment directions, students were asked to choose a topic that was both relevant to the course and consistent with their own goals in academe. Therefore, it was hoped that students could expand upon their own interests as they related to applied and development anthropology. Topics selected were:

- Exploring Holoptic Cultural Strategies What's Next for "Collective Intelligence" Network-Based Worlds and How Anthropologists Fit into All of It
- Participatory Action Research
- Challenges Acquiring Climate Change Adaptation Strategies for Smallholder Coffee Producers
- Relationships between Native American Populations and the Scientific Community: A Look at Repatriation Legislation
- Academic Tourism: Sites with a Cultural Emphasis
- The Space(s) Between: Cultural Removal of Animal Slaughter
- OASIS Student Advisory Board Diversity Search
- The Universal Declaration of Human Rights versus Anthropology
- International Displacement of food Security in Colombia

Scores ranged from 54-60 out of 60 points with a class mean of 56.7/60 or 94.7% on this assignment.

The final exam was also geared to students' own interests and goals and was a two-hour open-book in-class essay exam. As stated in the instructions, students were asked to choose one topic within the parameters of applied and development anthropology and discuss it some detail. They were encouraged to present various aspects and perspectives regarding the topic they chose, why it was important to them (e.g., and why they selected this topic), and its relevance to applied and development work. Students wrote on the following topics:

- Ethnography for Applied and Development Anthropology
- Advocacy Anthropology

- Ethics in Applied Anthropology
- Social Impact Assessment
- Advocacy Anthropology
- Ecological Indian
- Needs Assessments
- Business Anthropology
- Ota Benga

Scores for this exam ranged from 17/20 to 20/20 with a mean of 18.4/20 or 92 percent (Table 1). As such, all students seemed to embrace this approach to Exam 2.

Also, as above, the Midterm Course Feedback and Evaluation and the Final Course Feedback and Evaluation provided insights into how students' felt they had met this learning objective. Responses to the open ended question including Question #9 in particular on the Final Course Feedback and Evaluation (full responses presented in the next section) provided some interesting and informative observations. Responses focused on selection of course materials, importance of research methods, CITI training and IRB, utility of applied and development anthropology, the ethics of applied and development work, how the topic fits into other areas of interest, career opportunities, etc.

End of Course Feedback and Evaluation

At the conclusion of the course I administered an anonymous ten-question follow-up evaluation form to the Midterm Course Feedback exercise conducted earlier in the course ([Appendix K](#)). I was interested in both comparing their responses in these two informal evaluations and also to solicit student feedback for how this course could be improved in the future. Results/findings are presented below.

1. For me, the material in the class was covered:

<i>Midterm Responses</i>	1	6	2	
		X (mean)		
<i>Final Responses</i>	1	6	2	
		X (mean)		
	1	2	3	4
	Too slowly		Just Right	Too Fast

2. I believe that for the other students in my class (not including myself) the material in class was covered:

<i>Midterm Responses</i>		8	1	
		X (mean)		
<i>Final Responses</i>		8	1	
		X (mean)		
	1	2	3	4
	Too slowly		Just Right	Too Fast

3. Compared to other upper level undergraduate and graduate classes I have experienced the work load (e.g., assignments, exams, etc.) in this class was:

<i>Midterm Responses</i>		5	4	
		X (mean)		
<i>Final Responses</i>		4	5	
		X (mean)		
	1	2	3	4
	Lighter		Average	Heavier

4. Compared to other upper level undergraduate and graduate classes I have experienced the number of readings assigned were:

<i>Midterm Responses</i>		1	5	3	
			X (mean)		
<i>Final Responses</i>	1	1	4	3	
			X (mean)		
	<hr/>				
	1	2	3	4	5
	Fewer		Average		Greater

5. In general, the guest speakers in this course have contributed to my learning of basic concepts of applied and development anthropology:

<i>Midterm Responses</i>		1	3	2	3
				X (mean)	
<i>Final Responses</i>		1	2	4	2
				X (mean)	
	<hr/>				
	1	2	3	4	5
	Not Much		Somewhat		A Great Deal

6. Please list/discuss three things or major takeaways you learned in this class.

- The vast number of sub-fields in anthropology.
- Political potential of anthropological work.
- Importance of ethical reflection in the field of anthropology.
- More jobs I can do with my major.
- What applied and development anthropology can offer the world.
- Different kinds of research approaches in applied and development anthropology.
- How applied anthropology can be used in the field through a holistic approach.
- History of the field and how it has evolved.
- Research methods, PAR, IRB, etc.
- The actual efficacy of applied work in real world issues.
- The diversity of possible policy that can influence by applied work.
- The extent of human rights violations within Yanomamo territory and CKGR.
- The importance of IRBs.
- How anthropologists can use participant research and how the communities have control over the strategies that need to be discussed.
- The importance of consent from participants.

- Many readings/authors contributing to a better understanding of the topic.
- Great spectrum of examples of applied anthropology.
- Examples of ethical violations (e.g., the controversy over studies with the Yanomamo) and what to never do as an anthropologist.
- I learned a lot about how to apply the skills I have learned from this and other anthropology classes.
- I also learned a lot about new issues which I had not heard of and how my skills should be used to help.
- I also learned a lot about ethics and how they can be interpreted or misinterpreted to justify an outcome.
- Babchuk is always great about including all sides of issues and ethics.
- Research with communities is a “tricky” thing that needs to be address with respect and caution, especially what happens when it is over.
- From this class I have learned about the duties of applied anthropologists vary depending on work situations.
- I have learned about the conflict obligations some may have compared to other anthropologists.

7. In my opinion, the most important thing I learned in this class was:

- A general overview of the types of work being done in applied and development anthropology.
- A great deal about applied and developing anthropology. I was completely clueless about it before taking this course.
- Research methods, and the importance of tailoring these activities to specifically address community-based development.
- How legitimately applicable anthropological work can be if directed and synthesized correctly. I also learned how much anthropological work can be ignored.
- Learning about IRBs and the steps needed for doing research.
- How to actually apply my studies in the future. This will be crucial for future studies and fieldwork.
- How to use my skills as an anthropologist to impact the world around me. And also how to interpret issues through an anthropological lens to solve problems.
- You can be a business anthropologist at Nelnet?!?
- The most important thing I have learned is that anthropology can be used in a numerous amount of situations but there is the issues that employers are not aware of the benefits of anthropology.

8. In what ways could the course be improved in the future based on my experiences this semester?

- Would have really benefited from reading 2, 3, 4 foundational texts (entire books) and not just articles, chapters, etc.
- Going over assignments and when they are supposed to be due.
- More time spent on research methods in relation to international development. Both successes and failures.
- More case studies—maybe not write-ups every week, but focusing each week on a different region or issues that anthropologists have influenced.
- I would have liked to have listened to more speakers and how they have applied anthropology in their work.
- Perhaps one or two more speakers/guest lecturers who have practiced applied anthropology.
- This was a great course but would have been better if it wasn't just once a week. Also more discussion and information on the case studies would be good.
- I didn't like the switching of multiple PowerPoints on each topic (personally I found it distracting to be bouncing around). More readings and explanations into applied anthropologists not involved in academia.
- I think if the course could be considered ACE10 that would be a great learning experience.

9. How did the material/content of this course relate to my own personal career goals and/or skills I believe I will need in the future?

- At the moment, it helps add to my studies in an interdisciplinary manner. Exactly, how, I am not sure.
- It opened my eyes about the variety of things and jobs I can do with my anthropology major.
- Gave insight into new research methods, and clearly guided me to understand the necessary steps in conducting research and its usefulness.
- Applicable to my overall understanding of the potential for anthropology work—but not entirely directed at my subfield.
- IRBS are very important if you want to do research that is about what I want to do. I have already started on my CITI program. This class was important in what should or shouldn't be done also the ethics behind it as well.
- This class has provided me with a strong platform giving me a broad spectrum of researchers and written material to prepare me for my future studies. And applied anthropology while doing graduate and undergraduate work.
- Directly! I do not plan on continuing in academia. I plan on working in the field. I could use even more information.
- The material when this course made some career interest more clear for my future.

10. Is there anything else I would like to add in terms of my reflections on this course?

- More class discussion would have been nice—and I think, perhaps, more reading could have facilitated more class discussion.
- Nope, all o.k.
- Nope, good course, great teacher.
- No.
- Dr. Babchuk has always been one of the most helpful professors I've had throughout my undergraduate studies. He is very knowledgeable when it comes to comprehensive teaching and I always feel like I gain knowledge of the subject matter rather than spending my time memorizing.
- This was a great course but would have been better if it wasn't just once a week. Also more discussion and information and case studies would have been good.
- I think resources, finding resources on applied anthropology can be difficult. More training for us applied worker in developing sellable marketable skill sets, resumes, etc. Knowledge about what is valuable to prospective employers.

Instructor's Note: As shown, responses to Questions 1-5 remained consistent from the midterm to final course evaluation. Responses to Questions 6-10 were generally very encouraging and themes that emerged from them help inform the next section. Responses to Question #6 (main course takeaways) focused on different approaches to applied and development anthropology, ethics and the responsible conduct of research, informed consent, the potential of applied and development work, and pragmatic aspects relating to how the course pertained to students' educational, skill development, and career goals. Responses to Question #7 (the most important thing I learned from the class) built on these themes that emerged in Question #6 pertaining to research methods, IRB, and how the course could benefit students' career goals. Responses to Question #8 (ways in which the course could be improved) included an emphasis on more case studies, guest speakers, and the recurring theme of moving the course from a once a week offering to twice a week. Responses to Question #9 (how the course relates and contributes to students' personal and career goals) continued the emphasis on learning about research methods, IRBS, CITI training, and how applied and development anthropology was useful on an individual basis. Question #10 (other reflections on the course) provided a couple of nice compliments about the course and the instructor but little else to add to the responses above.

Description of the Planned Changes to the Syllabus, Delivery Method, etc.

After participating in the Peer-Review of Teaching Project (Spring Semester 2016) and poring over all the documents employed for compiling this Benchmark Portfolio for *Applied and Development Anthropology* 474/874, there are several changes that I plan to implement in the Spring Semester of 2017. Of particular import were the Midterm Course Feedback and Evaluation and End of Course Feedback and Evaluation I administered and the themes that emerged from student feedback on these. Ongoing informal student feedback and instructor reflection throughout the semester was also key to rethinking some aspects of this course. First, I would like to mention that the pace of the course, amount of readings, etc., seemed to be spot-on according to the student feedback and my own impressions. However, several students repeatedly lobbied for moving this course from meeting once a week to twice a week. I know of no immediate reason this request can't be accommodated as it is challenging both to students and instructors.

A second theme that emerged throughout the class was the overall favorable response to the guest speakers who were invited in to discuss a broad range of applied and development work that helped accomplish the goal of bringing a "real-world" interdisciplinary perspective to the class. From my own standpoint, sometimes I did not do a good job of regulating the time devoted in class to these speakers and a couple of them probably spent too long in their presentations. Next year, and based on several students' suggestions, I plan to bring in more guest speakers but, as above, may set more stringent time parameters on their presentations and extend the Q & A periods and class discussions segments of their presentations.

Third, although a number of case studies in applied and development anthropology were discussed in this course, and three were used for the reflection paper assignments, another theme that emerged from the students was to provide even more examples for analysis and discussion. These case studies in effect cut across the major learning objectives of this course.

Fourth, a few students called for even more class discussion although from my perspective it was a very engaging class. One thing that I think could be driven home more forcefully next year is explicit ties to the readings, case studies, and class sessions that was the case this semester, as I sometimes felt that was not made entirely clear to the students even though they were clearly listed on the syllabus.

A fifth theme that emerged from an informal qualitative assessment of student feedback and input was how useful that found the information on research methods, field research, and IRB. Although these were core topics for the course, students seemed exceptionally receptive to information and training on how to conduct hands-on fieldwork and this will continue to be underscored the next time around. Similarly the ethics of applied and development work captured the interest of the students and will continue to be emphasized.

Overall, I was fairly pleased with the work load and the teaching format employed, but will continue to strive to bring increasingly more examples of applied and development work next year.

One other important issue that needs attention from my perspective is grading. I think I had an exceptional group of students in this course but perhaps need to build in more detailed grading rubrics and more strict in assessing student work. I was both pleased and troubled that so many students received As and A+s (7 of 9) and may need to rethink how grades are assigned. In addition, I believe I can continue to tighten the relationship between course objectives, student activities, and student assessment. I think I can make these more clear-cut and explicit given what I have learned throughout this project in the Spring of 2017.

Finally, I really liked soliciting student feedback at the beginning (*Applied and Development Anthropology 474/874* Pretest) middle (Midterm Course Feedback and Evaluation) and end of the course (*Applied and Development Anthropology 474/874* Posttest; End of Course Feedback and Evaluation). I have used an informal midterm evaluation form in other courses I have taught but this is the first time I have solicited this much ongoing feedback throughout the semester. I see this as a “win-win” for both students and for myself.

Summary and Overall Assessment of the Portfolio Process

Description of What the Author Learned Through the Portfolio Process

I found my participation in the Peer-Review of Teaching (PRT) Project to be immensely rewarding on a number of levels and can say in earnest that this experience has impacted how I will approach all courses I teach in the future. Although I have a B.S. in Education and am a byproduct of a rigorous teacher training program at the University of Nebraska-Lincoln, and also hold two graduate degrees in education, it has been some time since I critically reflected and assessed my own teaching in such detail and from multiple perspectives. My major takeaways of participation in this program center on the relationship between course goals and objectives, instructional methods, and the analysis of student learning, essentially covered in the three benchmark memos outlined by Bernstein, Burnett, Goodburn, and Savory (2006), and employed in the PRT Project. I give considerable thought to all three of these aspects in the design, delivery, and assessment of all the courses I teach but the PRT Project encouraged me to make the connections between these aspects more explicit and clear-cut. When I first heard of faculty signing up for this program multiple times, I initially thought that it was crazy to do so. As a result of my participation in the PRT Project, I would now like to break down and analyze every course I teach in the manner we have done over this past year. Moreover, participation in the PRT Project called attention to some of things I can improve going forward in all courses I teach. As a professor of practice, and someone who is a career-educator committed to being as good of a teacher as possible, I continually strive to improve and hone the craft of teaching. I take great pride in what abilities I have developed over time in this pursuit, but there is always so much progress and improvement left to be made. I give a heartfelt thanks to the University of Nebraska-Lincoln and to the co-facilitators of this project for implementing such an important program and their great job in making it a particularly worthwhile experience for participants. I look forward to my next go around in a future PRT Project.

References Cited

- Babchuk, W. A., & Hitchcock, R. K. (2013). Teaching applied anthropology and international Development in US and Canadian community colleges. *Teaching Anthropology: SACC Notes*, 19(1), 15–23. Website publication: (either) saccweb.net or the AAA link www.aaanet.org/sections/sacc.
- Bernstein, D., Burnett, A., Goodburn, A., & Savory, P. (2006) *Making teaching and learning visible: Course portfolios and the peer review of teaching*. San Francisco: Jossey-Bass.
- Ember, C. R., Ember, M., & Peregrine, P.N. (2015). *Anthropology* (14th ed.) Upper Saddle River, NJ: Pearson Education Inc.
- Ervin, A.M. (2005). *Applied anthropology: Tools and perspectives for contemporary practice* (2nd Ed.). Boston: Pearson.
- Fritz, M. (MS). Peer-review to teaching benchmark portfolio for EDPS 859: Statistical methods, Spring Semester, 2015.
- Kottak, C. P. (2015). *Anthropology: Appreciating human diversity* (16th ed.). Boston: McGraw-Hill.

Appendix A: Course Syllabus

ANTH 474/874: APPLIED AND DEVELOPMENT ANTHROPOLOGY

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

Instructor: Dr. Wayne A. Babchuk
Offices: 803 Oldfather Hall (OLDH); 225 Teachers College (TEAC)
Phone: **402-472-7942** (OLDH 803); 402-472-2261 (TEAC 225) 402-617-6223 (cell)
E-mail: wbabchuk1@unl.edu (office); wbabchuk@windstream.net (home)
Office Hours: MW 9:30-11:00 a.m. (OLDH 803); TR 3:30-4:30 p.m. (TEAC 225) or by appointment

Course Description and Objectives

Applied anthropology has traditionally been defined as “the application of anthropological data, perspectives, theory, and methods to identify, assess, and solve contemporary social problems” (Kottak 2015, p. 479). Applied anthropology is sometimes referred to as development anthropology due to its focus on the cross-cultural study of development challenges such as poverty, hunger, disease, healthcare, and environmental issues to help people and communities solve the myriad of problems they face in contemporary settings. Viewed from these broad perspectives, *Applied and Development Anthropology 474/874* will draw upon holistic, multidisciplinary, and interdisciplinary perspectives to explore a wide range of topics over time and across cultures. We will examine the history of applied and development anthropology and how it has been taught in academic contexts, the ethics of applied research and practice, the use and types of research methods that have been successfully employed in applied and development work, and a wide range of other topics including policy analysis, needs assessment, program evaluation, advocacy, and key principles of effective practice used in applied and development projects. Discussion will focus on how all four sub-disciplines of anthropology—physical or biological, cultural, archaeology, and linguistics—together with other disciplines such as agriculture, economics, engineering, political science, medicine, geography, and nutrition—can draw upon the social sciences in order to facilitate effective applied and development programs as to have the maximum positive impacts on people, their socioeconomic systems, and their environments. The ultimate aim of these programs is to improve the well-being of people through training, education, collaboration, and empowerment to better serve the needs of historically marginalized or impoverished individuals and populations. Upon completion of the course, students are expected to be able to:

1. Define the terms “applied, development, and practicing anthropology” and how they are used within the field;
2. Identify key anthropologists and applied and development programs that have framed the history of this tradition;
3. Describe how this topic has historically been taught in anthropology courses and how it can be more effectively redesigned to serve the needs of a broader range of students across disciplines;
4. Articulate important ethical issues impacting historical and contemporary work in applied and development anthropology;
5. Evaluate the potential effectiveness of different research methods and approaches used in applied and development anthropology;
6. Identify key principles of effective practice for the design, implementation, and evaluation of applied and development projects;
7. Critically assess fundamental aspects of policy analysis, needs assessment, program evaluation, and advocacy in applied and development anthropology;
8. Relate course content and activities to your own academic and professional goals and interests.

Achievement-Centered Education (ACE) Student Learning Outcomes

The University of Nebraska-Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning outcomes. As an ACE class, Applied and Development Anthropology will facilitate **Learning Outcomes #6** (using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior). This class will:

- Foster student understanding of applied anthropology and development through an integrated and holistic sub-disciplinary and interdisciplinary approach;
- Assist students in identifying key principles and practices of applied and development anthropology over time and across cultures;
- Facilitate student learning to improve their skills in critically appraising applied and development projects, programs, and policies through theories and methods learned in this class;
- Assist students in developing problem-solving skills involved in the design, implementation, and application of anthropological approaches to address contemporary social problems;
- Improve students' knowledge of anthropological methods and ethical considerations involved in the practice of applied and development anthropology;
- Enhance student research and writing skills on applied and development issues.

ACE learning outcomes in this class will be assessed by:

- Exams, attendance and in-class discussions, case study analyses, written assignments, research papers, and presentations.

Required Readings

Ervin, A.M. (2005). *Applied Anthropology: Tools and Perspectives for Contemporary Practice* (2nd Ed.). Boston: Pearson. ISBN: 0-205-41409-5

Recommended Readings

Additional course readings will be posted on the course Blackboard site. As a student enrolled in this course, you are allowed to print these materials off for your own use but are encouraged *not to* distribute these materials to others. The works listed below are several of the key contemporary text in applied and development anthropology. The instructor may post chapters from one or more of these texts on Blackboard as appropriate as the semester unfolds.

McDonald, J.H. (2001). *The Applied Anthropology Reader* (2nd Ed.). Boston: Pearson. ISBN: 978-0205324910.

Nolan, R. (Ed.) (2013). *A Handbook of Practicing Anthropology*. Boston: Wiley-Blackwell. ISBN: 978-0-470-67460.

Podolesfsky, A., Brown, P.J., and Lacy, S.M. (2011). *Applying Anthropology: An Introductory Reader* (10th ed.). New York: McGraw-Hill. ISBN 978-0078117046.

van Willigen, J. (2002). *Applied Anthropology: An Introduction* (3rd Ed.) Santa Barbara, CA: Praeger. ISBN 978-897898331.

Course Policies

Attendance and Instructional Approach

Applied and Development Anthropology 474/874 will be held Mondays from 2:30-5:00 p.m. in Avery Hall (AVH) 109. Students are expected to be active participants in their own learning through their contribution to class discussions, involvement in collaborative small group exercises and presentations, participation in other in-class activities, and by completing assigned readings (*prior to class meetings*) and other requirements according to the schedule outlined in the course syllabus. Many of the PowerPoints covering the assigned readings will be posted on the course Blackboard site. Attendance will be taken every session and your participation in the class is a critical aspect of this course. Please refer to the *Attendance and Class Participation* section of this syllabus.

Applied and Development Anthropology 474/874 presupposes no specific background in applied or development anthropology but students would benefit from general knowledge and training in anthropology, sociology, and the other social and natural sciences (9+ hours of anthropology or equivalent recommended). Regardless of prior knowledge or training, students will be expected to grapple with some fairly complex issues relating to theory, epistemology, research, practice, and policy across a wide range of contexts and settings. Instruction will consist of interactive lectures and discussions, guest speakers, films and videos, small group discussions, individual and small group presentations, and other activities. The instructional approach relies heavily on interactive participation as we proceed through the course and collaboratively discuss theory and application over time and across disciplines and sub-disciplines of anthropology. As this topic is an exceptionally broad one that has historically been approached from many perspectives, students are expected to bring their own interests in anthropological practice and policy to this course and share those with the class to help facilitate our learning and develop further expertise in this area.

Statement of Academic Dishonesty

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct which addresses the issue of academic dishonesty.

Diversity Statement

The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act. Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 402-472-3787 voice or TTY.

Instructor's Note: The experiences, opinions, and knowledge each of us brings to the classroom are unique and deserving of respect from your peers and from the instructor. This course is designed to encourage open discussions regarding often contentious and conflicting viewpoints as well as the underlying assumptions on which they are based. These discussions must at all times remain within (hopefully) obvious parameters of respect for others' backgrounds, views, and beliefs. All faculty, staff and students are responsible for understanding and complying with harassment policies. For more information, visit <http://www.unl.edu/equity>.

Grading and Evaluation

There are a total of 200 possible points in this course as detailed below:

	Points	Percentage
Attendance and Class Participation	30	15
NGO Small Group Presentation and Report	30	15
Reflection Exercises	30	15
Midterm Exam	30	15
Final Exam	20	10
Research Project and Presentation	60	30
Total Points	200	100%

Grading Scale

98-100 = A+	88-89 = B+	78-79 = C+	68-69 = D+	59 or fewer = F
93-97 = A	83-87 = B	73-77 = C	63-67 = D	
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

Attendance and Class Participation: 30 points

Students are required to attend all classes and to actively participate in class discussions and in other individual and small group activities. Participation includes reading all assigned materials according to the schedule outlined in this syllabus and the willingness to share knowledge and ideas about these readings with the class. Students are also expected to be collaborative participants in small group work and to help each other regarding other key aspects of this course. There are sixteen class sessions including the final exam. Students will receive two points for each class session for a total of 30 points. Students are allowed to miss one class without point deduction. Attendance and class participation constitute 30 points or 15 percent of the final grade.

Small Group Presentation and Report: 30 points

Students will be assigned to small groups and required to pick an international aid agency or NGO and collect information on its:

1. Missions and goal/purpose
2. Brief history—when was it established? Why? Has it changed or gone through significant transformations since its formation?
3. How does it raise funds? Who are its supporters/partners?
4. What kinds of projects/programs does it support? What are its priority areas of focus?
5. Where are these projects/programs implemented? In which countries/regions?
6. What are its funding policies and requirements?
7. What kind of institutions does it support (give resources to); NGOs, GOs, etc.,
8. How many people are impacted/affected by these projects/programs

Each of the groups will present a PowerPoint presentation summarizing their report to the class on March 28. Each group will turn in a copy of their PowerPoint presentation slides to be posted on Blackboard for reference by the rest of the class. Points will be assigned to each student collectively for the presentations. Each student will be expected to be an active participant in preparing and presenting this material. In addition, *each team member is required to write a four-to-five page reflection paper summarizing your findings and about what you learned from this exercise and will be evaluated independently* (due March 28). *Please provide an electronic copy and a hard copy of these documents to wbabchuk1@unl.edu.* The Small Group Presentation and Report constitutes 30 points or 15% of the final grade.

Reflection Papers: 30 points

We will be discussing a number of cases throughout this semester elucidating key topics of this course. Three of these will include: (1) Darkness in El Dorado Controversy/Yanomamo (Venezuela); (2) Minority Health Disparities Research (Nebraska); (3) The Central Kalahari Game Reserve (Botswana). Each student is required to write a three-page synopsis of this case study and address: What is the main issue being explored; what challenges does it present to anthropologists and the communities being studied, what have we learned from this case study, etc. *Please provide an electronic copy and a hard copy of these documents to wbabchuk1@unl.edu on February 22 (#1), March 14 (#2), and April 4 (#3).* Reflection Papers/Reports constitute 10 points each for a total of 30 points or 15% of your grade.

Exams: 50 points

There will be two exams in this course. Exam 1 (Midterm) will be a take home exam distributed on **February 29** and due on **March 7** Exam 2 (Final Exam) will be held on **Thursday, May 5 from 3:30-5:30 p.m.** The two exams will employ an essay format based on lectures, class discussions, readings, videos, and student presentations. Exam 1 (Midterm) is worth 30 points and Exam 2 (Final) is worth 20 points for a total of 50/200 points or 30% of the final grade.

Research Project/Papers and Presentation: 60 points

All students are required to write a research paper but requirements differ for undergraduate and graduate students. Undergraduates (474) are required to write a 10-12 page paper while graduate students (874) are required to write a 15+ page paper. In addition, all students are required to present a 15 minute oral presentation of their research to the class on **April 18 and April 25**. All students must submit a written abstract of their research proposal (i.e., a one paragraph summary) for approval by **February 29**. Research projects/papers are due on **April 18**.

The research paper should focus on a particular area of investigation, research problem, or any topic discussed in class, readings, or the films related to applied and development anthropology. The research problem should be stated at the beginning in the **introduction** (e.g., what is your topic, why it is an important to study, what you are hoping to accomplish), followed by the **main body** of the paper where you develop your own point of view and cite references when appropriate (including a review of relevant literature), and a **conclusion**, which discusses implications of the research as it pertains to previous studies and the field, suggestions for future research, etc. All students should include a one-paragraph (single-spaced) **abstract** summarizing their research prior to the introduction. Research papers must use a *minimum* of eight literature sources in addition to the assigned readings and internet citations for undergraduates and twelve or more sources for graduate students included on a separate page titled "References Cited." The research paper must include a cover sheet with course title and number, name, date submitted, and the title of the paper. Please title each section accordingly. The research project should be typed, double-spaced, 12-point Times New Roman or similar font, with one inch margins, and comply with APA Style 5 or 6. This project should include:

- Cover Sheet (course title, number, your name, date submitted, and title of the research)
- Abstract (single-spaced, concise one-paragraph summary of your work)
- Introduction and statement of the problem
- Concise and relevant use of the literature
- A well-constructed argument that includes your own researcher positioning on this topic
- Conclusions and discussion of implications for theoretical development, research and practice
- References cited page(s)

Please choose a topic that is relevant to the course and consistent with your own goals in academe. *Please provide an electronic copy and a hard copy to wbabchuk1@unl.edu.* More detailed instructions will be posted on Blackboard. The research project/presentation constitutes 60 points or 30% of the grade.

Preliminary Course Schedule (Topics = Black)

Green = No Class; Teal: Reflection Papers Due; Red = Midterm/Final Exam; Orange = Small Group Presentations; Purple = Research Abstracts/Research Paper Due; Blue = Individual Student Presentations

Week 1 January 11	Topics: Readings:	Course Introduction and Overview, Introduction to Applied and Development Anthropology Ervin (2005) Ch. 1; Ember, Ember, & Peregrine (2015); Ch. 25; Kottak (2015) Ch. 3
Week 2 January 18		MARTIN LUTHER KING DAY (Student and Staff Holiday—UNL Offices Closed)
Week 3 January 25	Topics: Readings:	Teaching Applied and Development Anthropology, History of Applied and Development Anthropology Babchuk & Hitchcock (2013); Ervin (2005) Ch. 2; Erickson (2011) Ch. 3
Week 4 February 1	Topics: Film:	Ethnographic and Qualitative Research Conference/ Class TBA <i>Anthropologists at Work</i> https://www.youtube.com/watch?v=OyPn80tW5rA Students view film and write reflection paper, discuss it in class February 8
Week 5 February 8	Topics: Readings	Anthropologists at Work Reflection Paper Due Ethics in Applied Research and Practice Ervin (2005) Ch. 3; Goode (2015); Neuman (2011) Ch. 5
Week 6 February 15	Topics: Readings	The Yanomamo: Darkness in El Dorado (Case Study) Chagnon 2013 Ch. 16; Dreger (2011; 2015); Lancaster & Hames (2011)
Week 7 February 22	Topics: Readings	Reflection Paper 1 Due Ethnographic Methods in Applied Anthropology, Interviews and Participant Observation Creswell (2015) Ch. 14; Ervin (2005) Ch. 11
Week 8 February 29	Topics: Readings	EXAM 1 (MIDTERM) DISTRIBUTED Research Project/Paper Abstract Due Research Methods (Qualitative and Quantitative) Cont. Creswell (2012) Ch. 1; Ervin (2005) Chs. 12-14; Neuman (2011) Ch. 1
Week 9 March 7	Topics: Readings	EXAM 1 (MIDTERM) DUE Participatory Research Approaches Research-to-Practice in Minority Health Disparities Research (Case Study) Babchuk & Brand (2013); Brydon-Miller et al. (2011); Ervin (2005) Chs. 14, 15
Week 10 March 14	Topics: Readings	Reflection Paper 2 Due Policy Analysis and Practice Ervin (2005) Ch. 4-5
Week 11 March 21		SPRING BREAK (Student Holiday—UNL Offices Open)
Week 12 March 28	Topics: Readings	SMALL GROUP PRESENTATIONS AND REPORTS DUE Needs Assessment and Program Evaluation Ervin (2005) Chs. 7-8
Week 13 April 4	Topics: Readings	Environmental Anthropology and Policy The Central Kalahari Game Reserve (Case Study) Ervin (2005) Chs. 9-10; Hitchcock & Babchuk (2007); Hitchcock, Sapignoli, & Babchuk (2011)
Week 14 April 11	Topics: Readings	Reflection Paper 3 Due Future Directions in Policy Analysis and Practice, Principles for More Effective Practice The Kalahari Peoples Fund (Case Study) Ervin (2005) Ch. 5, 16
Week 15 April 18		RESEARCH PROJECTS DUE Student Research Project Presentations (15 Minutes Each)
Week 16 April 25		Student Research Project Presentations (15 Minutes Each)
Week 17 May 5		FINAL EXAM (Exam will be held in the same classroom) Thursday: 3:30-5:30 p.m.

IMPORTANT DATES

January 11	Semester Begins
January 18	Martin Luther King Day (Student and Staff Holiday—UNL Offices Closed)
February 1	<i>Anthropologists at Work</i> Film and Film Reflection Paper
February 8	Film Response Reflection Paper Due
February 22	Reflection Paper 1 Due
February 29	Research Project/Paper Abstract Due Exam 1 (Midterm) Distributed
March 7	Exam 1 (Midterm) Due
March 14	Reflection Paper 2 Due
March 21	Spring Vacation (Student Holiday—UNL Offices Open)
March 28	Small Group Presentation and Report Due
April 4	Reflection Paper 3 Due
April 18	Research Project Papers Due Student Presentations
April 25	Student Presentations
May 5	Exam 2 (Final) Thursday 3:30-5:30 p.m. (AVH 109)

The dates listed above are based on the Academic Calendar for UNL, Spring Semester 2016. If and when there are changes made to the above schedule I will announce it in advance in class and notify you by an announcement and email through Blackboard.

Appendix B: Peer Review of Teaching Course Objective Matrix

Peer Review of Teaching Framework: Course Objectives 12-4-15 ANTH 474/874: Applied and Development Anthropology (Wayne Babchuk) WHICH OBJECTIVES ARE KEY TO FOCUS ON? (Internal and External Goals)			
Course Objectives Students will be able to:	Course Activities What are the Points Assigned?	Assessment Techniques (Student) 3 or 4 focused activities	Assessment Techniques (Course/Instructor) Evidence
Define “applied, development, and practicing” anthropology and how these terms are used within the field;	Readings (Textbook, Articles, Book Chapters, and Handouts)	Homework Assignments (Reflection Papers) (Qualitative and Quantitative)	Overall scores (noting improvement) on homework assignments/reflection papers LEVELS/EXAMPLES
Demonstrate a comprehensive knowledge of the core topics covered in this course;	Lecture and Class Discussions (PowerPoints)	Small Group Presentation and Report (Applied Case Studies) (Qualitative and Quantitative)	Small Group Presentation and Reflection Paper (scores and paper used)
Outline the history of applied and development anthropology and how it has been taught in academic contexts;	Case Study Analyses (Small Group Discussions)	Student Reflection Papers (Qualitative)	Case Study Reflection Papers (three case studies)
Recognize key anthropologists and applied programs historically used as exemplars within this tradition;	Videos	Exams (Short Answer and Essay) (Quantitative)	Exam Scores: How well are students achieving their goals?
Articulate important ethical issues impacting applied and development anthropology;	Small Group Projects Explore individual case study in some detail.	Research Project and Presentation (Quantitative and Qualitative)	Assessment of research project/presentation. Should this be instructor and class?
Evaluate the potential of different research methods used in applied and development anthropology;	Individual and Small Group Presentations	Attendance and Class Participation (Quantitative and Qualitative)	Midterm student class evaluation and end-of-term (formative and summative evaluations)
Evaluate or assess strategies for implementing applied and development projects (i.e., real world problem-solving);	Guest Speakers Discussion and Reflection		Self-appraisal techniques (journal or reflection notes?). Reflect on student learning.
Identify key principles of effective practice for the design, implementation, and evaluation of applied and development projects;			Pre and Posttests (maybe around these key objectives)
Describe fundamental aspects of policy analysis, needs assessment, program evaluation and advocacy;			Student interviews (qualitative)
Relate course content and activities to own academic and professional goals (and or to other sub-disciplines and disciplines).			

Peer Review of Teaching Framework: Course Objectives 12–4-15: ANTH 474/874: *Applied and Development Anthropology* (Wayne Babchuk)
WHICH OBJECTIVES ARE KEY TO FOCUS ON? (Internal and External Goals)

Course Objectives Students will be able to:	Course Activities <i>What are the Points Assigned?</i>	Assessment Techniques (Student) 3 or 4 focused activities	Assessment Techniques (Course/Instructor) <i>Evidence</i>
• Define “applied, development, and practicing” anthropology and how these terms are used within the field;	Readings (Textbook, Articles, Book Chapters, and Handouts)	Homework Assignments (Reflection Papers) <i>(Qualitative and Quantitative)</i>	Overall scores (noting improvement) on homework assignments/reflection papers LEVELS/EXAMPLES
• Demonstrate a comprehensive knowledge of the core topics covered in this course;	Lecture and Class Discussions (PowerPoints)	Small Group Presentation and Report (Applied Case Studies) <i>(Qualitative and Quantitative)</i>	Small Group Presentation and Reflection Paper (scores and paper used)
• Outline the history of applied and development anthropology and how it has been taught in academic contexts;	Case Study Analyses (Small Group Discussions)	Student Reflection Papers <i>(Qualitative)</i>	Case Study Reflection Papers (three case studies)
• Recognize key anthropologists and applied programs historically used as exemplars within this tradition;	Videos	Exams (Short Answer and Essay) <i>(Quantitative)</i>	Exam Scores: How well are students achieving their goals?
• Articulate important ethical issues impacting applied and development anthropology;	Small Group Projects Explore individual case study in some detail.	Research Project and Presentation <i>(Quantitative and Qualitative)</i>	Assessment of research project/presentation. Should this be instructor and class?
• Evaluate the potential of different research methods used in applied and development anthropology;	Individual and Small Group Presentations	Attendance and Class Participation <i>(Quantitative and Qualitative)</i>	Midterm student-class evaluation and end-of-term (formative and summative evaluations)
• Evaluate or assess strategies for implementing applied and development projects (i.e., real world problem-solving);	Guest Speakers Discussion and Reflection		Self-appraisal techniques (journal or reflection notes?). Reflect on student learning.
• Identify key principles of effective practice for the design, implementation, and evaluation of applied and development projects;			Pre and Post tests (maybe around these key objectives)
• Describe fundamental aspects of policy analysis, needs assessment, program evaluation and advocacy;			Student interviews (qualitative)
• Relate course content and activities to own academic and professional goals (and or to other			

Appendix C: Applied and Development Anthropology Pre-Test

ANTH 474/874: APPLIED AND DEVELOPMENT ANTHROPOLOGY

January 11, 2016

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

Name _____

Major(s) _____

Minor(s) _____

Year _____

DAY ONE COURSE QUESTIONS (Use back if needed)

- (1) How would you define applied and development anthropology?

- (2) What are the differences between the terms “applied, development, and practicing anthropology”?

- (3) List 3-5 anthropologists that have been associated with or have historically influenced applied and development anthropology? (Who are they, what are they known for?)

- (4) What applied and development programs serve as exemplars for this tradition? (list 3)

- (5) What do you hope that you can get out of this course this semester?

Appendix D: Case Study Reflection Paper Assignments

ANTH 474/874: Applied and Development Anthropology

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

Case Study Reflection Paper Assignment 1

As stated in the syllabus, we will be discussing a number of cases throughout this semester elucidating key topics of this course. Three of these will include: (1) Darkness in El Dorado Controversy/Yanomamo (Venezuela); (2) Minority Health Disparities Research (Nebraska); (3) The Central Kalahari Game Reserve (Botswana). Each student is required to write a four- to five-page synopsis of this case study and address: What is the main issue being explored; what challenges does it present to anthropologists and the communities being studied, what have we learned from this case study, etc. *Please provide an electronic copy and a hard copy of these documents to wbabchuk1@unl.edu on February 29 (#1), March 14 (#2), and April 4 (#3). Reflection Papers/Reports constitute 10 points each for a total of 30 points or 15% of your grade.*

The first of these reflection papers is directed at your analysis of the widely publicized ethics controversy spawned by the publication of Patrick Tierney's (2000) *Darkness in El Dorado* and concerns serious allegations of research improprieties leveled against Yanomamo researchers Napoleon Chagnon and James Neel. The goal of this assignment is for you to identify and discuss the methodological and ethical issues, aspects, and implications of this controversy and provide insight as to what we may have learned from it within the framework of applied and development anthropology. It may be helpful to begin by providing a concise overview summarizing the accusations made against these anthropologists (i.e., Napoleon Chagnon and James Neel) by Patrick Tierney (and see Leslie Sponsel and Terrence Turner below) and how these charges have been addressed by various members of the academic community (e.g., Alice Dreger, Kim Hill, Jane Lancaster, Ray Hames, etc.) and by Chagnon himself (2013). Do you believe Tierney's allegations are legitimate, factual, and on the mark? Why or why not? Regardless of how you answer this question, what short and long-term implications does this controversy hold for applied and development work, research, and scholarship with indigenous groups? What are some of the central themes that are addressed in this controversy? What have we learned from this debate? If you were working with this population, what factors would be of critical importance to you as a field anthropologist?

Please limit your answers to four to five pages, double-spaced, Times or Times Roman 12-point font. Cite references as appropriate and include both a title page with your name, course number, date submitted and titled Reflection Paper Number 1 and a "References Cited" page. Please submit your assignment both as a hard copy and electronically to me at wbabchuk1@unl.edu. This assignment is due on February **29**. I have provided several key references below and also loaded several of them under the "Assignments" tab on Blackboard. We will discuss this controversy in class, and also watch videos on this topic.

Key References

- Alice Domurat Dreger's web site: <http://www.alicedreger.com/home.html>
- Cantor, N. (2000). Statement by the University of Michigan Provost on the book, *Darkness in El Dorado* by Patrick Tierney (November 13).
<http://www.ns.umich.edu/Releases/2000/Nov00/r111300a.html>
- Chagnon, N. (2013). *Noble savages: My life among two dangerous tribes—the Yanomamo and the anthropologists*. New York: Simon & Schuster. Ch. 16.
- Dreger, A. (2011). Comments on Chagnon, the Yanomamo, and the AAA.
<http://machimon.wordpress.com/2011/03/01/alice-dreger-yanomamo-and-more/>
- Dreger, A. (2011). Darkness's descent on the American Anthropological Association: A cautionary tale. *Human Nature* 22(2): 225-246.
<http://www.springerlink.com/content/1648u57278202674/fulltext.pdf>
- Dreger, A. (2015). *Galileo's middle finger: Heretics, activists, and the search for justice in science*. New York: Penguin Press. Chs. 5-6.
- Ferguson, R.B. (2015). History, explanation, and war among the Yanomami: A response to Chagnon's *Noble Savages*. *Anthropological Theory* 5(4): 377-406.
- Fluehr-Lobban, C. (2003). *Darkness in El Dorado: Research ethics then and now*. In C. Fluehr-Lobban *Ethics and the profession of anthropology* (2nd ed.). Walnut Creek, CA: AltaMira Press.
- Gregor, T.A., & Gross, D.R. (2004). Guilt by association: The culture of accusation and the American Anthropological Association's investigation of Darkness in El Dorado. *American Anthropologist* 106(4) 687-698.
- Hill, K. Statement on Patrick Tierney's text, *Darkness in El Dorado*.
<http://www.psych.ucsb.edu/research/cep/eldorado/kimhill.html>
- Lancaster, J.B., & Hames, R. (2011). Statement on the publication of Alice Dreger's investigation, Darkness's descent on the American Anthropological Association: A Cautionary tale. *Human Nature* 22(2): 11. http://www.nku.edu/~humed1/darkness_in_el_dorado/documents/0616.pdf
- Sponsel, L.E. (2011). Alice Dreger descends into darkness: Scholarship or more obfuscation?
http://anthroniche.com/darkness_documents/0617.htm
- Sponsel, L.E., & Turner, T. (2001). Letter to Nancy Cantor, Provost, University of Michigan.
<http://www.soc.hawaii.edu/sponsel/El%20Dorado%20Controversy/Miscellaneous/Michigan.html>
- Tierney, P. (2000). *Darkness in El Dorado: How scientists and journalists devastated the Amazon*. New York: HarperCollins.
- Tierney, P. (2000). The fierce anthropologist. *The New Yorker*, October 9 (pp. 55-61).
- Turner, T. (2001). Ethical issues arising from Patrick Tierney's *Darkness in El Dorado* and the ensuing controversy. http://anthroniche.com/darkness_documents/0475.htm
- Welsch, R.L., & Endicott (2013). *Clashing views in anthropology* (5th ed.). Guilford, CT: McGraw-Hill. Issue #18.

Some Background Information on the Yanomamo

- Bates, D.G. (2005). *Human adaptive strategies*. Boston: Pearson Education. Ch. 4: Horticulture: Feeding the Household.
- Chagnon, N.A. (1988). Life histories, blood revenge, and warfare in a tribal population. *Science*, 239: 985-992.
- Peters-Golden, H. (2012). *Culture sketches: Case studies in anthropology* (6th ed.). New York: McGraw-Hill. Ch. 15.

ANTH 474/874: Applied and Development Anthropology

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

Reflection Paper 1 Grading Form

Name _____ Total Points _____ (10 Points)

Procedural _____ (2 points)

- Paper is submitted both electronically (wbabchuk1@unl.edu) and a hard copy by due date (February 29)
- Cover sheet (course title, number, student's name, date submitted, and title of paper)
- Pages are numbered, double-spaced, one-inch margins, 12 point font (Times New Roman)
- Paper is assigned length (4-5 pages in addition to title and references cited pages)
- References are cited in the body of the paper and a separate page titled "References Cited" is included

Content _____ (8 points)

- Discussion of the main issue being explored (concise summary of the arguments are presented and clearly articulated);
- What challenges does it present to anthropologists and the communities being studied;
- What have we learned from this case study? What are the implications of this controversy for applied and development work and research with indigenous populations?
- The overall critique was well-organized, informative, and reflected students' expanding knowledge of course topics.

ANTH 474/874: Applied and Development Anthropology

Spring Semester 2015
University of Nebraska–Lincoln

Oldfather Hall (OLDH) 827
Monday 2:00-4:30 p.m.

Case Study Reflection Paper Assignment 2 March 16, 2015

Reflection Paper 2 is geared at the use of participatory research approaches recently gaining traction in applied and development contexts throughout anthropology and the social sciences. Drawing upon the resources at your disposal (e.g., Babchuk & Brand, 2013; Brydon-Miller et al. 2011; Ervin, 2005), the goal of Reflection Paper 2 is to discuss the use and potential of participatory approaches for applied and development anthropology. In your answer, please:

- Define participatory research as based on in class discussions and in your readings;
- Describe types of participatory research;
- Discuss how participatory research differs from more traditional forms of research conducted in the social sciences;
- Outline the strengths and challenges in conducting participatory action research;
- Provide examples of participatory action research;
- In light of your discussion of the bulleted items above, was the Babchuk and Brand (2013) Minority Health Disparities study an example of pure participatory research? Why or why not?

Please limit your answers to three to five pages, double-spaced, Times or Times Roman 12-point font. Cite references as appropriate and include both a title page with your name, course number, date submitted and titled Reflection Paper Number 2 and a “References Cited” page. This assignment is due on **March 30** and is worth 10/200 points. *Please provide an electronic copy and a hard copy of these documents to wbabchuk1@unl.edu.*

Key References

- Babchuk, W.A., & Brand, L.L. (2013). Improving research-based practice through qualitative inquiry: A community-based study of minority health care. *Proceedings of the 31st Annual Research-to-Practice Conference in Adult and Higher Education*. Lindenwood University, St. Charles, Missouri. September 20-21.
- Babchuk, W.A., & Brand, L.L. (2013). Improving research-based practice through qualitative inquiry: A community-based study of minority health care. Unpublished project report, Survey, Statistics, and Psychometrics, University of Nebraska-Lincoln. September 30.
- Brydon-Miller, M., Kral, M., Maguire, P., Noffke, S., & Sabhlok, A. (2011). The roots and riffs on participatory action research. . In N.K. Denzin & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 387-400). Thousand Oaks, CA: Sage.
- Ervin, A.M. (2005). *Applied anthropology: Tools and perspectives for contemporary practice* (2nd Ed.). Boston: Pearson

ANTH 474/874: Applied and Development Anthropology

Spring Semester 2015
University of Nebraska–Lincoln

Oldfather Hall (OLDH) 827
Monday 2:00-4:30 p.m.

Reflection Paper 2 Grading Form

Name _____ Total Points _____ (10 Points)

Procedural _____ (2 points)

- Cover sheet (course title, number, student’s name, date submitted, and title of paper)
- Pages are numbered, double-spaced, one-inch margins, 12 point font (Times New Roman)
- Paper is assigned length (4-5 pages in addition to title and references cited pages)
- References are cited in the body of the paper and a separate page titled “References Cited” is included
- The overall critique was well-organized, informative, and reflected students’ expanding knowledge of course topics

Content _____ (8 points)

- Defined participatory research as based on in class discussions and in your readings
- Described types of participatory research
- Discussed how participatory research differs from more traditional forms of research conducted in the social sciences
- Outlined the strengths and challenges in conducting participatory action research
- Provided examples of participatory action research
- In light of the discussion of the bulleted items above, was the Babchuk and Brand (2013) Minority Health Disparities study an example of pure participatory research?

ANTH 474/874: Applied and Development Anthropology

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

Case Study Reflection Paper Assignment 3

April 4, 2016

Reflection Paper 3 focuses on the Central Kalahari Game Reserve (CKGR) in Botswana. Drawing upon the resources at your disposal (Babchuk & Hitchcock, 2014; Hitchcock & Babchuk, 2007; Hitchcock, Frost, & Babchuk, 2015; Hitchcock, Sapignoli, & Babchuk, 2011; Hitchcock, Sapignoli, Frost, & Babchuk, 2016; Sapignoli, 2009; 2014; 2015; and the CKGR November 13 Overview), class discussion and accompanying PowerPoints (April 4), and other materials available to you (e.g., Ervin, 2005), the goal of Reflection Paper 3 is to discuss issues pertaining to the Central Kalahari Game Reserve within the broader context of this course. In your answer, please:

- Provide a brief overview of the history of the Central Kalahari Game Reserve and the issues involved in its formation and use by Kalahari San groups over time;
- Summarize the legislation/court trials that pertain to the CKGR;
- Discuss the role of NGOs and anthropologists over time pertaining to the CKGR.
- Address how this case fits into the broader aspects of Applied and Development Anthropology we have discussed in this course (particularly Ervin, 2005; Chapters 9-10).
- In your opinion, have applied anthropologists, advocates, researchers, etc. been effective in their role surrounding this land rights battle? Why or why not?

Please limit your answers to five pages, double-spaced, Times or Times Roman 12-point font. Cite references as appropriate and include both a title page with your name, course number, date submitted and titled Reflection Paper Number 3 and a “References Cited” page. This assignment is due on **April 11** and is worth 10/200 points. *Please provide an electronic copy and a hard copy of these documents to wbabchuk1@unl.edu.*

Key References

- Babchuk, W.A., & Hitchcock, R.K. (2014). Botswana. In *The indigenous world 2014*, Caecilie Mikkelsen, ed. Pp. 468-474. Copenhagen: International Work Group for Indigenous Affairs.
- Hitchcock, R.K., Biesele, M., & Babchuk, W.A. (2009). Environmental anthropology in the Kalahari: Development, resettlement, and ecological change among the San of Southern Africa. *Vis-à-vis: Explorations in Anthropology* 9(2): 170-188.
- Hitchcock, R.K., Frost, J., & Babchuk, W.A. (2015). Botswana. In *The indigenous world 2015*, Caecilie Mikkelsen, ed. Pp. 446-453. Copenhagen: International Work Group for Indigenous Affairs (IWGIA).
- Hitchcock, R.K., Sapignoli, M., Frost, J., & Babchuk, W.A. (2016). Botswana. In *The Indigenous World 2016*, Caecilie Mikkelsen, ed. Pp. 456-463. Copenhagen: International Work Group for Indigenous Affairs (IWGIA).
- Hitchcock, R.K., Sapignoli, M., & Babchuk, W.A. (2011). What about our rights? Settlements, Subsistence and livelihood security among Central Kalahari San and Bakgalagadi. *International Journal of Human Rights* 15(1): 62-88.

- Hitchcock, R.K. & Babchuk, W.A. (2007). Kalahari San Foraging, Territoriality, and Land Use: Implications for the Future. *Before farming: The archaeology and anthropology of hunter-gatherers* 3: 169-181.
- Sapignoli, M. (2009). Indigeneity and the expert: Negotiating identity in the case of the Central Kalahari Game Reserve. In M. Freeman and D. Napier (Eds.), *Law and anthropology* (pp. 247-268). Oxford and New York: Oxford University Press.
- Sapignoli, M. (2014). Mobility, land use, and leadership in small-scale and middle-range societies. *Reviews in Anthropology* 43: 35-78. <http://dx.doi.org/10.1080/00938157.2014.872463>
- Sapignoli, M. (2015). Dispossession in the age of humanity: Human rights, citizenship, and indigeneity in the Central Kalahari. *Anthropological Forum. A Journal of Social Anthropology and Comparative Sociology* 25(3): 285-305. [DOI: 10.1080/00664677.2015.1021293](https://doi.org/10.1080/00664677.2015.1021293)

Conference Presentation Slides

- Babchuk, W.A., Hitchcock, R.K., Sapignoli, M., (2012). Anthropology, development, human rights, and the Central Kalahari Game Reserve, Botswana. Central States Anthropological Society (CSAS) Conference. University of Toledo, Toledo, Ohio, March 22-24.

Update

- Hitchcock, R.K., & Babchuk, W.A. (MS). Overview of the Central Kalahari Game Reserve as of November, 2014.
- Hitchcock, R.K., Babchuk, W.A. and Sapignoli, M. (MS). Overview of the Central Kalahari Game Reserve as of March, 2016.
- Zips-Mairitsch, Manuela (2013) *Lost Land? (Land) Rights of the San in Botswana and the Legal Concept of Indigeneity in Africa*. Berlin and Zurich: Lit Verlag and Copenhagen: International Work Group for Indigenous Affairs.

ANTH 474/874: Applied and Development Anthropology

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

Reflection Paper 3 Grading Form

Name _____ Total Points _____ (10 Points)

Procedural _____ (2 points)

- Paper is submitted both electronically (wbabchuk1@unl.edu) and a hard copy by due date (April 11)
- Cover sheet (course title, number, student's name, date submitted, and title of paper)
- Pages are numbered, double-spaced, one-inch margins, 12 point font (Times New Roman)
- Paper is assigned length (4-5 pages in addition to references cited page)
- References are cited in the body of the paper and a separate page titled "References Cited" is included
- The overall critique was well-organized, informative, and reflected students' expanding knowledge of course topics

Content _____ (8 points)

- Provide a brief overview of the history of the Central Kalahari Game Reserve (CKGR) and the issues involved in its formation and use by Kalahari San groups over time;
- Summarize the legislation/court trials that pertain to the CKGR;
- Discuss the role of NGOS and anthropologists over time pertaining to the CKGR.
- Address how this case fits into the broader aspects of Applied and Development Anthropology we have discussed in this course (particularly Ervin, 2005; Chapters 9-10).
- In your opinion, have applied anthropologists, advocates, researchers, etc. been effective in their role surrounding this land rights controversy? Why or why not?

Appendix E: EXAM 1 OR MIDTERM
ANTH 474/874: Applied and Development Anthropology

2-29-16

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

MIDTERM EXAM
(Due Monday, March 14)

Option 1:

Please answer **two** of the four questions provided below. Restrict your answers to **four-five pages** for undergraduates and **five-six pages** for graduate students (double-spaced) per question and clearly identify which questions you are answering. Also include a Cover Sheet with course title, course number, student name, date submitted. Include a “References Cited” page which includes all citations listed in the body of the paper. The cover sheet and References Cited page are not included in the page limits listed above. Please:

- Use Times New Roman 12 point or similar font;
- Double-space your responses;
- Number your pages (four-five pages undergraduate, five-six pages graduate each response);
- Follow APA style (6th ed., or see <http://owl.english.purdue.edu/>);
- Submit your assignment both as a **hard copy and electronically** to me at wbabchuk1@unl.edu
- Title your electronic file: Last Name Only Midterm Exam (Last Name Midterm Exam).

Your answers should be drawn from class discussions, lectures, guest lectures, films, and readings (assigned texts, book chapters, and journal articles posted on Blackboard). Relevant works should be cited to support your answers. *Exams will be evaluated based on your demonstrated understanding and ability to conceptualize and integrate this material, organization, and the comprehensive use of the resources available to you.* **The midterm constitutes 30/200 points of the final grade and is due March 14.**

Option 2:

Please answer **one** of the four questions provided below. Restrict your answers to **eight-nine pages** for undergraduates and **ten pages** for graduate students (double-spaced) per question and clearly identify which questions you are answering. Also include a Cover Sheet with course title, course number, student name, date submitted. Include a “References Cited” page which includes all citations listed in the body of the paper. The References Cited page is not included in the page limits listed above. Please:

- Use Times New Roman 12 point or similar font;
- Double-space your responses;
- Number your pages (eight pages undergraduate, ten pages graduate);
- Follow APA style (6th ed., or see <http://owl.english.purdue.edu/>);
- Submit your assignment both as a **hard copy and electronically** to me at wbabchuk1@unl.edu by March 14
- Title your electronic file: Last Name Only Midterm Exam (Last Name Midterm Exam).

Your answers should be drawn from class discussions, lectures, guest lectures, films, and readings (assigned texts, book chapters, and journal articles posted on Blackboard). Relevant works should be cited to support your answers. *Exams will be evaluated based on your demonstrated understanding and ability to conceptualize and integrate this material, organization, and the comprehensive use of the resources available to you. **The midterm constitutes 30/200 points of the final grade and is due March 14.***

1. Drawing upon the resources at your disposal (e.g., Babchuk & Hitchcock 2013; Ember et al. 2015; Ervin 2005; Kottak; 2015, etc.), please provide a broad overview of the sub-field or dimension of anthropology known as *Applied and Developing Anthropology*. Address such factors as terminology and/or definitions, areas of practice, examples of applied projects that are commonly referenced as exemplars in the literature of applied and development work, and its overarching role or place within the larger discipline of anthropology. What does the future hold for applied and development anthropology? Give examples when appropriate.
2. Ervin (2005) begins Chapter 2 (*A Brief History of Applied Anthropology*) by stating: “Authors such as Harris (1968) and Voget (1975) provide rich histories of academic anthropology but the neglect of similar accounts of anthropology’s application is quite striking” (p. 14). Please provide a concise but informative overview of the major eras, themes, and social scientists that have guided applied and development anthropology over the past 150 years. What is the current “state” of applied anthropology in your view and why?
3. A major issue crosscutting all of the social sciences is the ethics and responsible conduct of research. Please identify and discuss key aspects impacting or guiding the ethics of applied research and practice we have discussed in this course. That is, what are the major components or issues that applied or practicing anthropologists must take into account when designing and implementing their work? You may want to consider such factors as legislation (rules and regulations) and professional codes of ethics, historical cases of ethical violations, the collaborative role of researchers, communities, participants, etc. in your answer. What special concerns and dilemmas for applied, development, and practicing anthropologists exist that need to be considered when engaged in this type of work? Please give examples as appropriate.
4. Ervin (2005) outlines primary research methods anthropologists use for practice in Chapters 11-13 of his text (and Chapter 15 on participatory research will be covered in Reflection Paper 2). Please discuss the applied dimensions or techniques of participant observation and key-informant and group interviewing and how these differ in applied and development work compared to traditional research studies. How are these techniques effectively used to achieve practical ends? Please give examples as appropriate.

ANTH 474/874: Applied and Development Anthropology (Spring 2016)

Midterm Exam Evaluation Form (30 Points Total)

OPTION 1

Name _____ Total Points _____ (30 points)

Question _____ (15 points)

Procedural _____ (5 points)

Followed directions (fonts, page length, etc.), use of references, tables, cited appropriate sources, etc. (overall organizational quality).

- Submit your assignment both as a **hard copy and electronically** to wbabchuk1@unl.edu by March 14
- Use Times New Roman 12 point or similar font;
- Double-space your responses;
- Number your pages (four-five pages undergraduate, five-six pages graduate);
- Follow APA style (6th ed., or see <http://owl.english.purdue.edu/>);
- Title your electronic file: Last Name Only Midterm Exam (Last Name Midterm Exam).

Content _____ (10 points)

Well-organized and written, answered the question, cited range of sources, demonstrated knowledge and insight of material, creative, informative, provided persuasive and well-constructed arguments, examples given.

- Your answers should be drawn from class discussions, lectures, guest lectures, films, and readings (assigned texts, book chapters, and journal articles posted on Blackboard). Relevant works should be cited to support your answers. *Exams will be evaluated based on your demonstrated understanding and ability to conceptualize and integrate this material, organization, and the comprehensive use of the resources available to you.*

Question _____ (15 points)

Procedural _____ (5 points)

Followed directions (fonts, page length, etc.), use of references, tables, cited appropriate sources, etc. (overall organizational quality).

- Submit your assignment both as a **hard copy and electronically** to wbabchuk1@unl.edu by March 14
- Use Times New Roman 12 point or similar font;
- Double-space your responses;
- Number your pages (four-five pages undergraduate, five-six pages graduate);
- Follow APA style (6th ed., or see <http://owl.english.purdue.edu/>);
- Title your electronic file: Last Name Only Midterm Exam (Last Name Midterm Exam).

Content _____ (10 points)

Well-organized and written, answered the question, cited range of sources, demonstrated knowledge and insight of material, creative, informative, provided persuasive and well-constructed arguments, examples given.

- Your answers should be drawn from class discussions, lectures, guest lectures, films, and readings (assigned texts, book chapters, and journal articles posted on Blackboard). Relevant works should be cited to support your answers. *Exams will be evaluated based on your demonstrated understanding and ability to conceptualize and integrate this material, organization, and the comprehensive use of the resources available to you.*

ANTH 474/874: Applied and Development Anthropology (Spring 2016)

Midterm Exam Evaluation Form (30 Points Total)

OPTION 2

Name _____ Total Points _____ (30 points)

Question _____ (30 points)

Procedural _____ (10 points)

Followed directions (fonts, page length, etc.), use of references, tables, cited appropriate sources, etc. (overall organizational quality).

- Submit your assignment both as a **hard copy and electronically** to wbabchuk1@unl.edu by March 14
- Use Times New Roman 12 point or similar font;
- Double-space your responses;
- Number your pages (eight-nine pages undergraduate, ten+ pages graduate);
- Follow APA style (6th ed., or see <http://owl.english.purdue.edu/>);
- Title your electronic file: Last Name Only Midterm Exam (Last Name Midterm Exam).

Content _____ (20 points)

Well-organized and written, answered the question, cited range of sources, demonstrated knowledge and insight of material, creative, informative, provided persuasive and well-constructed arguments, examples given.

- Your answers should be drawn from class discussions, lectures, guest lectures, films, and readings (assigned texts, book chapters, and journal articles posted on Blackboard). Relevant works should be cited to support your answers. *Exams will be evaluated based on your demonstrated understanding and ability to conceptualize and integrate this material, organization, and the comprehensive use of the resources available to you.*

Appendix F: Exam 2 or Final Exam
ANTH 474/874: Applied and Development Anthropology
Thursday, May 5, 3:30-5:30 p.m.

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

EXAM TWO OR FINAL EXAM
OPEN BOOK

Please answer the question below:

Over the course of this semester, we have discussed a myriad topics relating to applied and development anthropology. Please select one topic we have discussed—or one that was not covered you are interested in within the parameters of applied and development anthropology—and discuss it some detail. Present various aspects and perspectives regarding the topic you choose, why it is important to you (e.g., and why you selected this topic), and to applied and development work. Please:

- **Do not select** the Small Group Presentation and Report topic you covered in your group;
- **Do not select** one of the three Reflection Paper topics we covered in this course;
- **Do not write** on the same subject that you covered in your Research Project Presentation and Report;
- **Do not rewrite** or synthesize your midterm exam question(s). You can address one of the questions you did not answer but not the question(s) you did.

Your answer should be drawn from lectures, class discussions, small group work, assignments, presentations, and readings (assigned text and articles posted on Blackboard as well as other appropriate citations). You do not need to cite your sources or include a bibliography of any type in your answer.

Exams will be evaluated based on your demonstrated understanding and ability to conceptualize and integrate the material relating to your chosen topic as you deem important.

Please limit your answer to approximately four pages (single-spaced) total.

Please bring a **blue or green book** or anything similarly appropriate to write your exam.

Exam 2 or the Final Exam constitutes 20/200 points or 10% of the final grade.

IN SHORT, PLEASE PICK A TOPIC RELATING TO APPLIED AND DEVELOPMENT ANTHROPOLOGY THAT INTERESTS YOU AND TELL ME ABOUT IT

Appendix G: Research Project and Presentation
ANTH 474/874: Applied and Development Anthropology

Spring Semester 2016
University of Nebraska–Lincoln

Avery Hall (AVH) 109
Monday 2:30-5:00 p.m.

Research Project/Papers and Presentation: 60 points

All students are required to write a research paper but requirements differ for undergraduate and graduate students. Undergraduates (474) are required to write a 10-12 page paper while graduate students (874) are required to write a 15+ page paper. In addition, all students are required to present a 15 minute oral presentation of their research to the class on **April 18 and April 25**. All students must submit a written abstract of their research proposal (i.e., a one paragraph summary) for approval by **March 14**. Research projects/papers are due on **April 18**.

The research paper should focus on a particular area of investigation, research problem, or any topic discussed in class, readings, or the films related to applied and development anthropology. The research problem should be stated at the beginning in the **introduction** (e.g., what is your topic, why it is an important to study, what you are hoping to accomplish), followed by the **main body** of the paper where you develop your own point of view and cite references when appropriate (including a review of relevant literature), and a **conclusion**, which discusses implications of the research as it pertains to previous studies and the field, suggestions for future research, etc. All students should include a one-paragraph (single-spaced) **abstract** summarizing their research prior to the introduction. Research papers must use a *minimum* of eight literature sources in addition to the assigned readings and internet citations for undergraduates and twelve or more sources for graduate students included on a separate page titled “References Cited.” The research paper must include a cover sheet with course title and number, name, date submitted, and the title of the paper. Please title each section accordingly. The research project should be typed, double-spaced, 12-point Times New Roman or similar font, with one inch margins, and comply with APA Style 5 or 6. This project should include:

- Cover Sheet (course title, number, your name, date submitted, and title of the research)
- Abstract (single-spaced, concise one-paragraph summary of your work)
- Introduction and statement of the problem
- Concise and relevant use of the literature
- A well-constructed argument that includes your own researcher positioning on this topic
- Conclusions and discussion of implications for theoretical development, research and practice
- References cited page(s)

Please choose a topic that is relevant to the course and consistent with your own goals in academe. *Please provide an electronic copy and a hard copy to wbabchuk1@unl.edu*. The research project/presentation constitutes 60 points or 30% of the grade.

Spring Semester 2015

The Effect of Culture on HIV/AIDS Epidemiology
NAGPRA and Kennewick Man
The Education of China's Ethnic Minorities
Fair Labor Standards Act and the Fair Labor Association
Co-Management and Co-Production of Knowledge
Tree Planting: A View from the Applied Anthropology Perspective
Ecocide: Ecological Genocide
"Gavage"
The Convention on the Elimination of All Forms of Discrimination against Women CEDAW
and the Role Anthropologists Play in the Protection of Women's Rights
The WTO and Developing Nations
Women in Development
The Nuer
Grameen Bank
Healthcare and Development
Ecocide: The Purposeful Destruction of Environments to Undercut Human Populations
Women in Development

Other Potential Research Paper Topics (Note: this list is not exhaustive)

Dependency Theory, World System Theory
Globalization and its Impacts
The Universal Declaration of Human Rights (UDHR)
The Right to Development
Development and Hunter-Gatherers, Pastoralists, Farmers, Agro pastoralists, and/or Industrial Societies
Civil and Political Rights, Social, Economic, and Cultural Rights; the right to development
Indigenous Peoples and Development (one group)
Women's Rights and CEDAW (Convention on the Elimination of Discrimination against Women)
Women in Development (WID)
Social Impact Analysis, Environmental Impact Analysis
Development as it Affects Children
Western vs. non-Western Conceptions of Development and/or Human Rights
Poverty-Oriented Development
Trade and Development; The World Trade Organization (WTO) and Intellectual Property Rights
Ecocide: the Purposeful Destruction of Environments to Undercut Human Populations
Development and Decentralization
The International Labour Organization and Development
Population, family planning, and development, reproductive rights
Sustainable development and non-sustainable development and human rights
Non-governmental organizations (NGOs) and development (e.g. CARE)
Humanitarian assistance, peace-keeping, peace-making, and post-conflict reconstruction
Corruption and misappropriation of funds and resources in development

Multilateral development banks (MDBs) and their impacts (e.g. the World Bank)
Multinational corporations (transnational corporations) and development
Apartheid and differential development and human rights: South Africa
Development and health: e.g. HIV/AIDS, anti-malaria programs
TRIPS: Trade-Related Intellectual Property Rights; The World Intellectual Property Organization (WIPO)
Intellectual Property Rights (IPR)
The Fair Labor Standards Act (FLSA) and the Fair Labor Association (USA)
Education and Development, Communication Systems, Training Programs
Food Rights, Food Systems, Genetically Modified Organisms (GMOs), The Green Revolution, Biotechnology
Immigration and Emigration, Migrant Labor in the Global Economy
Water and Society: the Debate over Dams, Privatization of Water, Human Rights to Water Resettlement and Development
Terrorism and Counter-Terrorism, Terrorism Prevention, The War on Terrorism and Development
Case Studies of Specific Development Projects and/or Strategies (e.g. Fox Project, Vicos Project)
The UN Millennium Development Goals: A Compact among Nations to End Poverty
Structural Adjustment Programs (SAPs)
Bank Loans for the Poor: the Grameen Bank and Micro-Lending (Revolving Credit)
The Human Development Index (HDI): Measures of Well-being
Tourism and Development
Equity in Development

Appendix I: Midterm Course Feedback Form
ANTH 474/874: APPLIED AND DEVELOPMENT ANTHROPOLOGY
Spring Semester 2016

MIDTERM COURSE FEEBACK FORM

1. For me, the material in the class is being covered:

1	2	3	4	5
Too slowly		Just Right		Too Fast

2. I believe that for the other students in my class (not including myself) the material in class is being covered:

1	2	3	4	5
Too slowly		Just Right		Too Fast

3. Compared to other upper level undergraduate and graduate classes I have experienced the work load (e.g., assignments, exams, etc.) in this class is:

1	2	3	4	5
Lighter		Average		Heavier

4. Compared to other upper level undergraduate and graduate classes I have experienced the number of readings assigned are:

1	2	3	4	5
Fewer		Average		Greater

5. In general, the guest speakers in this course have contributed to my learning of basic concepts of applied and development anthropology:

1	2	3	4	5
Not Much		Somewhat		A Great Deal

6. The thing I like least about this course is:

7. The thing I like best about this course is:

8. If I could change one thing about this class it would be:

9. What could I do personally to make this class better for me?

Appendix K: End of Course Feedback Form
ANTH 474/874: APPLIED AND DEVELOPMENT ANTHROPOLOGY
Spring Semester April 18, 2016

END OF COURSE FEEDBACK FORM

1. For me, the material in the class was covered:

1 2 3 4 5

Too slowly Just Right Too Fast

2. I believe that for the other students in my class (not including myself) the material in class was covered:

1 2 3 4 5

Too slowly Just Right Too Fast

3. Compared to other upper level undergraduate and graduate classes I have experienced the work load (e.g., assignments, exams, etc.) in this class was:

1 2 3 4 5

Lighter Average Heavier

4. Compared to other upper level undergraduate and graduate classes I have experienced the number of readings assigned were:

1 2 3 4 5

Fewer Average Greater

5. In general, the guest speakers in this course have contributed to my learning of basic concepts of applied and development anthropology:

1 2 3 4 5

Not Much Somewhat A Great Deal

