

ANG 6701: CONTEMPORARY APPLIED ANTHROPOLOGY

FALL 2014 | THURS 1:00-4:00 | SOC 30 | USF

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Office Hours: Mon/Wed 12:30-1:30
and by appointment



COURSE DESCRIPTION AND OBJECTIVES

Never a purely academic or theoretical discipline, anthropology has been “applied” in various forms throughout its history. Nevertheless, the field of applied anthropology took root in the second half of the twentieth century. This course—in which everyone is both learner and teacher—explores some of applied anthropology’s most significant antecedents, origins, debates, and applications.

The first half of the course considers the politics of anthropological research, tracing its evolution from colonial beginnings, through upheaval and critique in the 1960s and 1970s, to various “post-colonial” and applied responses to these criticisms. This genealogy of anthropology’s “critical turn” offers theoretical frameworks through which to consider the meanings, strengths, contradictions, and ethics of anthropological praxis and the development of the many faces of applied and engaged anthropology.

The second half of the course asks students to apply these frameworks as we review recent work in applied anthropology, focusing on issues such as poverty, neoliberalism, criminal justice, race, immigration, labor, language and communication, health care, genocide, human rights, cultural heritage, and military engagement. While problems and solutions are primarily studied using lenses from cultural anthropology, the course also incorporates perspectives of applied linguistics, critical medical anthropology, biological anthropology, and public and community archaeology.

Ultimately, the course seeks to locate today’s applied anthropology within a larger disciplinary tradition that is both critical and engaged, and to explore possibilities for a new terrain beyond the “practice” v. “theory” divide. It is hoped that what students learn here will shape their views of and engagement in the practice of anthropology into the future.

COURSE STRUCTURE

This course is a seminar and is structured around student-led discussion. Let's work together to create a safe and participatory classroom environment in which we exchange ideas and also listen to and respect different perspectives. For this format to work we'll all have to make a commitment to come to class prepared—with questions, reactions, and ideas to contribute.

COURSE REQUIREMENTS AND GRADING

Below is the point system I will use for evaluating students' performance:

1. Participation	15
2. Facilitating Class Discussion (15 points x 2)	30
3. Reading Responses (10 points x 2)	20
4. Paper 1	15
5. Paper 2 Proposal	05
6. Paper 2	15
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TOTAL POINTS	100

1. Participation

15 points

To do well in this class you must come to class regularly and participate fully. I expect you to be active in discussion, to help shape the course with your own interests, and to be proactive learners. You should bring assigned readings to class, be prepared to discuss key points from the texts as well as your own evaluation of each, and respond to other students' comments in discussion. I will not take formal attendance, but participation will be monitored at each meeting. Regular, engaged and informed participation will figure into my assessment of your performance in the course.

2. Facilitating Class Discussion

30 points

Most weekly topics will be discussed with the aid of student facilitators. Each student will sign up to co-facilitate two topics (weeks) over the course of the semester, worth 15 points each. Each topic will be co-facilitated by a team of 2-3 students, and you will receive a collective grade. Your responsibilities include coordinating with others to plan how to best facilitate class discussion on the topic; sharing your group's facilitation plan with the instructor by submitting them via the appropriate assignments folder in Canvas by noon on the Wednesday prior to class; and facilitating class discussion of that week's topic/readings. Note: facilitation ≠ presentation! I expect you to be creative. We will discuss this further in class.

3. Reading Responses

20 points

Reading is integral to this course. Every student will be expected to read the assigned material and be prepared to use it as a basis for contributing to the class discussion each week. On weeks you have signed up to facilitate, you will be required to submit a reading response to the instructor via the appropriate assignments folder in Canvas by noon on Wednesday. Reading responses submitted after noon but before the start of class will receive a point deduction for tardiness. They will not be accepted after the class in which you lead discussion.

These assignments are designed to help you get more out of the readings and prepare for facilitating class discussion. At 3-5 double-spaced pages each, your reading responses should summarize as concisely as possible the major topic(s), research problem, and arguments presented in the assigned readings and present your own critical evaluation of the readings, supporting it with specific and founded arguments. You are also encouraged to note any questions you have about the readings.

Reading responses can earn a maximum of 10 points. In order to receive the full score, you must demonstrate that a) you have read all the assigned readings; and b) you are thinking about them individually (what you get out of each reading) and collectively (how the readings speak to one another and to that week's theme).

4. Paper 1

15 points

Students will write an 8-10 page double-spaced paper synthesizing and critically analyzing one or more themes of the class from weeks 1 to 7. To write this paper you will be asked to draw exclusively from the course readings. More detailed instructions will be discussed in class. The paper must be submitted via the appropriate assignments folder in Canvas by 11:59pm on Sunday, October 12. Late papers will be penalized a letter grade (1.5 points) for each day or portion thereof that passes beyond this deadline.

5. Paper 2 Proposal

5 points

Students are expected to submit a 1-2 page proposal for the instructor's review and approval detailing the scope and focus of paper 2. The proposal must include a preliminary bibliography. It may also include an outline if you would like more detailed feedback on your ideas. The proposal must be submitted via the appropriate assignments folder in Canvas by 11:59pm on Sunday, November 2. Late proposals will be penalized a letter grade (.5 points) for each day or portion thereof that passes beyond this deadline.

6. Paper 2

15 points

Students will have the option of writing an 8-10 page double-spaced paper critically analyzing one or more themes of the class from weeks 8 to 15 and considering their implications for today's applied anthropology *or* writing a "pathfinder" about an applied anthropological area of interest. Students will be expected to bring in additional readings beyond those assigned in the course related to the topic(s) they choose. More detailed instructions regarding the aims and format of this assignment will be discussed in class. The paper must be submitted via the appropriate assignments folder in Canvas by 11:59pm on Saturday, December 6. Late papers will be penalized a letter grade (1.5 points) for each day or portion thereof that passes beyond this deadline.

Letter Grade Assignment

Final letter grades will be assigned according to the following scale, and decimals of .50 or greater will be rounded up.

> 98	A+	88-89	B+	78-79	C+	68-69	D+	<60	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-		

COURSE MATERIALS

All readings are available on Canvas. You are expected to download them, make notes as you read, and bring the relevant readings to class each week.

All films shown in the course will be available on reserve at the USF library.

POLICIES

This syllabus is a preliminary outline for the course and is subject to revision. The current version can always be found on Canvas.

Communication

Please make sure you have a current email address registered with the university. Course announcements, syllabus, readings, and films will be posted on Canvas, accessible through www.my.usf.edu. Students are responsible for monitoring Canvas for updates. I may also communicate with students individually via Canvas, so if your email address isn't current, you won't get the messages. If you need to contact me outside of class, you may visit me during office hours or send me an email. I check email daily, and will do my best to respond to all email messages within 24 hours. In the event of an emergency, you should contact the Dean for Students.

Formatting of Written Work

All written work should be typed double-spaced in 12 point Times New Roman font with one-inch margins. All pages should be numbered and have the student's and assignment's names in the upper right corner.

References and Citations

You must use the American Anthropological Association style for bibliographies/ references/ works cited (see www.aaanet.org/publications/style_guide.pdf), and all references must be complete.

University Writing Center

The University Writing Center is a free resource for USF undergraduates and graduate students. A trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at lib.usf.edu/writing, stop by LIB-125, or call 813.974.8293.

Academic Integrity

I take academic integrity seriously and will not tolerate any form of academic dishonesty. All written work is expected to be your own and all sources of data or information must be appropriately cited and recognized. If you are unsure how to do this, please see me in office hours or ask in class. If you are uncertain as to what constitutes academic dishonesty, please consult the Graduate Catalogue for further details. The instructor's determination that a violation of the university's academic integrity policies has occurred on any of the assignments will result in a failing grade in the course.

Turnitin.com

The University of South Florida has an account with an automated service that allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to Turnitin.com, or 3) ask students to submit their assignments to Turnitin.com through Canvas.

Disability Access

Any student with a disability is encouraged to meet with the instructor privately during the first week of class to discuss accommodations. Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services, a requirement for receiving accommodations. Please see the Students with Disabilities Services website for more information: sds.usf.edu.

COURSE SCHEDULE

PART I. THE POLITICS OF ANTHROPOLOGICAL RESEARCH

WEEK 1: INTRODUCTIONS AND LEGACIES

August 28

Film: Secrets of the Tribe

WEEK 2: DECOLONIZATION AND POSTCOLONIAL CRITIQUE

September 4

Deloria Jr., Vine. 1969. "Anthropologists and Other Friends." Pp. 78-100 in *Custer Died for Your Sins: An Indian Manifesto*. Toronto: The Macmillan Company.

Symposium on Inter-Ethnic Conflict in South America. 1973 (1971). "The Declaration of Barbados: For the Liberation of the Indians." *Current Anthropology* 14:267-270.

Asad, Talal. 1973. "Introduction." Pp. 9-19 in *Anthropology and the Colonial Encounter*. London: Ithaca Press.

Willis, William S. Jr. 1972. "Skeletons in the Anthropological Closet." Pp. 121-153 in *Reinventing Anthropology*, edited by Dell Hymes. New York: Random House.

Nader, Laura. 1972. "Up the Anthropologist -- Perspectives Gained from Studying Up." Pp. 284-309 in *Reinventing Anthropology*, edited by Dell Hymes. New York: Pantheon Books.

WEEK 3: CRITIQUE OF ETHNOGRAPHIC AUTHORITY / POLITICS OF REPRESENTATION

September 11

Clifford, James. 1986. "On Ethnographic Authority." Pp. 21-54 in *Writing Culture: The poetics and politics of ethnography*, edited by James Clifford and George E. Marcus. Berkeley: University of California Press.

Clifford, James. 1986. "Introduction: Partial Truths." Pp. 1-26 in *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus. Berkeley: University of California.

Rosaldo, Renato. 1989. "Introduction: Grief and a Headhunter's Rage." in *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon Press.

Thompson, Krista A. 1998. "Exhibiting 'Others' in the West."
www.english.emory.edu/Bahri/Exhibition.html, accessed 12/27/2012.

Briet, Sylvie. 2002. "Trials and Tribulations of the Hottentot Venus."
www.hottentotvenus.com/index2.htm, accessed 9/4/2013. (**Browse website. To access article, click on the middle image, then the bottom red dot, then scroll down to "Read Full Article"**)

Gómez-Peña, Guillermo. 1996. "Performance as Reversed Anthropology: The Guatinaui World Tour (1992-1993)." Pp. 96-100 in *The New World Border: Prophecies, Poems, and Loqueras for the End of the Century*. San Francisco: City Lights.

WEEK 4: FEMINIST AND RACE CRITIQUES OF POSITIONALITY AND PRIVILEGE

September 18

- Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14:575-599.
- Harding, Sandra. 1993. "Rethinking Standpoint Epistemology: 'What Is Strong Objectivity?'" Pp. 49-82 in *Feminist Epistemologies*, edited by Linda Alcoff and Elizabeth Potter. New York: Routledge.
- Anzaldúa, Gloria. 1999. "Movimientos de rebeldía y las culturas que traicionan." Pp. 37-45 in *Borderlands/La Frontera*. San Francisco: Aunt Lute Books.
- Smith, Barbara. 1998. "Racism and Women's Studies." Pp. 95-101 in *The Truth that Never Hurts: Writings on Race, Gender, and Freedom*. New Brunswick: Rutgers University Press.
- Crenshaw, Kimberlé. 1995 (1991). "Mapping the Margins: Intersectionality, Identity, Politics, and Violence Against Women of Color." Pp. 357-83 in *Critical Race Theory: The Key Writings that Formed the Movement*, edited by et al. Kimberle Crenshaw. New York: The New Press.
- Behar, Ruth. 1995. "Introduction: Out of Exile." Pp. 1-32 in *Women Writing Culture*, edited by Ruth Behar and Deborah A. Gordon. Berkeley: University of California Press.
- Enslin, Elizabeth. 1994. "Beyond Writing: Feminist Practice and the Limitations of Ethnography." *Cultural Anthropology* 9:537-568.

WEEK 5: TRADITIONS IN APPLIED RESEARCH, PART I

September 25

This week's readings are likely to change slightly.

- Bastide, Roger. 1973. "Chapter 1: History of Applied Social Anthropology; and Chapter 12: Applied Anthropology as a Theoretical Science of Practice." Pp. 10-26, 170-192 in *Applied Anthropology*. London: Croom Helm.
- Tax, Sol. 1952. "Action Anthropology." *America Indígena* 12:103-109.
- Blanchard, David. 1979. "Beyond Empathy: The Emergence of an Action Anthropology in the Life and Career of Sol Tax." Pp. 419-443 in *Currents in Anthropology: Essays in Honor of Sol Tax*, edited by R. Hinshaw. New York: Mouton.
- Foley, Douglas E. 1999. "The Fox Project: A Reappraisal." *Current Anthropology* 40:171-191.
- Freire, Paulo. 1982 (1972). "Creating Alternative Research Methods: Learning to Do It by Doing It." Pp. 29-37 in *Creating Knowledge: A Monopoly? Participating Research in Development*, edited by et. al. Budd Hall. New Dehli: Society for Participatory Research in Asia.
- Nabudere, Dani Wadada. 2008. "Research, Activism, and Knowledge Production." Pp. 62-87 in *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*, edited by Charles R. Hale. Berkeley and Los Angeles: University of California Press.
- Benmayor, Rina. 1991. "Testimony, Action Research, and Empowerment: Puerto Rican Women and Popular Education." Pp. 159-174 in *Women's Words*, edited by D. Patai and S. Berger Gluck. New York: Routledge.

WEEK 6: TRADITIONS IN APPLIED RESEARCH, PART II

October 2

- Wedel, Janine R., et al. 2005. "Toward an Anthropology of Public Policy." *Annals of the American Academy of Political and Social Science* 600:30-51.

- Borofsky, Rob. 2010. "Public Anthropology (A Personal Perspective)." www.publicanthropology.org/Defining/publicanth-07Oct10.htm, accessed December 28, 2010.
- Scheper-Hughes, Nancy. 2009. "Making Anthropology Public." *Anthropology Today* 25(4):1-3.
- Lende, Daniel H. 2013. "Anthropology: Growth and Relevance, Not Popularity." *Neuroanthropology PLOS*, September 12 <http://blogs.plos.org/neuroanthropology/2013/09/12/anthropology-growth-and-relevance-not-popularity/>, accessed September 16, 2013.
- Farmer, Paul. 2011. "Fighting Words." Pp. 182-90 in *Anthropology Off the Shelf: Anthropologists on Writing*, edited by Alisse Waterston and Maria D. Vesperi. Malden, MA: Wiley-Blackwell.
- Plattner, Stuart, and Daniel Gross. 2002. "Anthropology as Social Work: Collaborative Models of Anthropological Research." *Anthropology News* 43:4.
- Rylko-Bauer, Barbara, et al. 2006. "Reclaiming Applied Anthropology: Its Past, Present, and Future." *American Anthropologist* 108:178-190.

WEEK 7: ENGAGING CONTRADICTIONS: LOCATING ACTIVIST SCHOLARSHIP

October 9

Paper 1 due via Canvas by 11:59pm on Sunday, October 12

- Scheper-Hughes, Nancy. 1995. "The Primacy of the Ethical: Propositions for a Militant Anthropology." *Current Anthropology* 36:409-420.
- Gordon, Edmund T. 1991. "Anthropology and Liberation." Pp. 149-167 in *Decolonizing Anthropology*, edited by Faye V. Harrison. Washington, D.C.: American Anthropological Association.
- Hale, Charles R. 2008. "Introduction." Pp. 1-28 in *Engaging Contradictions: Theory, Politics and Methods of Activist Scholarship*, edited by Charles R. Hale. Berkeley: University of California Press.
- Pulido, Laura. 2008. "FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist." Pp. 341-365 in *Engaging Contradictions Theory, Politics, and Methods of Activist Scholarship*, edited by Charles R. Hale. Berkeley: University of California Press.
- Speed, Shannon. 2008. "Preface: Activist Research in the Chiapas Conflict." Pp. 1-15 in *Rights in Rebellion: Indigenous Struggle and Human Rights in Chiapas*. Palo Alto: Stanford University Press.
- James, Joy, and Edmund T. Gordon. 2008. "Afterword: Activist Scholars or Radical Subjects?" in *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*, edited by Charles R. Hale. Berkeley: University of California Press.

PART II. RECENT WORK IN APPLIED ANTHROPOLOGY

WEEK 8: CRITICAL MEDICAL ANTHROPOLOGY

October 16

- Scheper-Hughes, Nancy. 1990. "Three Propositions for a Critically Applied Medical Anthropology." *Social Science Medicine* 30:189-197.
- Singer, Merrill. 1995. "Beyond the Ivory Tower: Critical Praxis in Medical Anthropology." *Medical Anthropology Quarterly* 9:80-106.
- Hemmings, Colin P. 2005. "Rethinking Medical Anthropology: How Anthropology is Failing Medicine." *Anthropology and Medicine* 12:91-103.
- Farmer, Paul, et al. 2006. "Structural Violence and Clinical Medicine." *PLoS Medicine* 3:1686-1691.

- Janes, Craig. 2004. "Going Global in Century XXI: Medical Anthropology and the New Primary Health Care." *Human Organization* 63:457-471.
- Braun, Lundy. 2002. "Race, Ethnicity, and Health: Can Genetics Explain Disparities?" *Perspectives in Biology and Medicine* 45:159-174.

WEEK 9: NO CLASS — 5th CONFERENCE ON IMMIGRATION TO THE US SOUTH

October 23 www.latam.ufl.edu/2014-immigration-conference

Work on Proposal for Paper 2, due next week

WEEK 10: LANGUAGE AND POWER: APPLIED LINGUISTIC ANTHROPOLOGY TODAY

October 30

Proposal for Paper 2 due via Canvas by 11:59pm on Sunday, November 2

This week's readings are likely to change slightly.

Film: The Linguists

- Lippi-Green, Rosina. 1994. "Standard Language Ideology, and Discriminatory Pretext in the Courts." *Language in Society* 23:163-198.
- Haviland, John B. 2003. "Ideologies of Language: Some Reflections on Language and U.S. Law." *American Anthropologist* 105:764-774.
- Monzó, Lilia D., and Robert Rueda. 2009. "Passing for English Fluent: Latino Immigrant Children Masking Language Proficiency." *Anthropology & Education Quarterly* 40(1):20-40.
- Oakland School Board. 1997. "Ebonics Resolution (with Views of Linguists and Anthropologists on the Ebonics Issue)." Located at <http://www.jaedworks.com/shoebox/oakland-ebonics.html>, <http://www.stanford.edu/~rickford/ebonics/LingAnthro1.html>, and <http://www.stanford.edu/~rickford/ebonics/LingAnthro2.html>, last accessed 1/7/2011.
- Briggs, Charles L., and Clara Mantini-Briggs. 2003. "Introduction and Chapter 1." Pp. 1-47 in *Stories in the Time of Cholera: Racial Profiling during a Medical Nightmare*. Berkeley: University of California Press.

WEEK 11: GENOCIDE AND HUMAN RIGHTS

November 6

Guest: Jose Baraybar | Film: Worse than War

- Sanford, Victoria. 2009. "What Is an Anthropology of Genocide? Reflections on Field Research with Maya Survivors in Guatemala." Pp. 29-53 in *Genocide: Truth, Memory, and Representation*, edited by Alexander Hinton and Kevin O'Neill. Durham: Duke University Press.
- Kirschner, Robert H., and Karl E. Hannibal. 1994. "The Application of the Forensic Sciences to Human Rights Investigations." *Medicine and Law* 13(5-6):451-60.
- Kimmerle, Erin, and Jose Baraybar. 2008. "Chapter 1: An Epidemiological Approach to Forensic Investigations of Violations to International Humanitarian and Human Rights Law." Pp. 1-19 in *Skeletal Trauma: Identification of Injuries Resulting from Human Rights Abuse and Armed Conflict*. Boca Raton: CRC Press.
- Klonowski, Eva-Elvira. 2007. "Chapter 12: Exhumations in Bosnia and Herzegovina: Caves as Mass Graves, From Recovery to Identification." Pp. 183-202 in *Forensic Anthropology: Case Studies from Europe*, edited by M.B Brickley and R Ferllini. Springfield: Charles C. Thomas.

- Stuesse, Angela, with Beatriz Manz, Elizabeth Oglesby, Krisjon Olson, Victoria Sanford, Clyde Collins Snow, and Heather Walsh-Haney. 2013. "Sí hubo genocidio: Anthropologists and the Genocide Trial of Guatemala's Rios Montt." *American Anthropologist* 115(4):658-63.
- Baraybar, José Pablo, Jesús Peña, and Percy Rojas. In Press. "How Transitional is Justice? Peru's Post Conflict Revisited." in *"Transitional Justice" and Legacies of State Violence in Latin America*, edited by N. Schneider and M. Esparza.

WEEK 12: PUBLIC / COMMUNITY ARCHAEOLOGY AND CULTURAL HERITAGE

November 13

- King, Thomas. 1983. "Professional Responsibility in Public Archaeology." *Annual Review of Anthropology* 12:143-164.
- Marshall, Yvonne. 2002. "What is Community Archaeology?" *World Archaeology* 34:211-219.
- Faulkner, Neil. 2000. "Archaeology from Below." *Public Archaeology* 1:21-33.
- Little, Barbara. 2007. "Chapter 15: The Survival of the English Colony at Jamestown"; "Chapter 25: Public Memory and Public Places"; and "Chapter 30: Transformative Learning and Archaeology." Pp. 80-85, 138-143, and 164-170 in *Historical Archaeology: Why the Past Matters*. Walnut Creek: Left Coast Press, Inc.
- Begay, Richard. 1997. "The Role of Archaeology on Indian Lands." Pp. 161-164 in *Native Americans and Archaeologists: Stepping Stones to Common Ground*, edited by Nina Swidler, et al. Walnut Creek: Altamira Press.
- Kerber, John. 2008. "Summer Workshops in Indigenous Archaeology: Voluntary Collaboration between Colgate University and the Oneida Indian Nation of New York." in *Collaborating at the Trowel's Edge: Teaching and Learning in Indigenous Archaeology*, edited by Stephen Silliman. Tucson: The University of Arizona Press.

WEEK 13: ANTHROPOLOGISTS IN THE MILITARY

November 20

- Price, David H. 2008. "Chapter 1: American Anthropology and the War to End All Wars"; and "Chapter 2: Professional Associations and the Scope of American Anthropology's Wartime Applications." Pp. 1-17, 18-52 in *Anthropological Intelligence: The Deployment and Neglect of American Anthropology in the Second World War*. Durham: Duke University Press.
- McFate, Montgomery. 2005. "Anthropology and Counterinsurgency: The Strange Story of their Curious Relationship." *Military Review* March-April 2005:24-38.
- Rohde, David. 2007. "Army Enlists Anthropology in War Zones " in *The New York Times* October 5. Located at http://www.nytimes.com/2007/10/05/world/asia/05afghan.html?_r=2&oref=slogin, last accessed 1/7/2011.
- Shweder, Richard A. 2007. "A True Culture War." in *The New York Times*. October 27: Op-Ed. Located at: <http://www.nytimes.com/2007/10/27/opinion/27shweder.html>, last accessed 1/7/2011.
- Vine, David. 2007. "Enabling the Kill Chain." *The Chronicle of Higher Education* 54:9-11.
- Andreatta, Susan L., Bill Roberts, American Anthropological Association, and Vance Branton. 2007. "Human Terrain/Department of Defense - Anthropologists and the Military"; "Anthropology and the Military"; "American Anthropological Association Executive Board Statement on the Human Terrain System (HTS) Project"; and "HTS: A Student Opinion." *Newsletter Society for Applied Anthropology* 18:1-7.
- Vanden Brook, Tom

2013 Army Plows ahead with Troubled War-Zone Program. USA Today Located at <http://www.usatoday.com/story/news/world/2013/02/17/human-terrain-system-iraq-afghanistan/1923789/>, last accessed 4/23/2013 (February 21).

Omidian, Patricia A. 2009. "Living and Working in a War Zone: An Applied Anthropologist in Afghanistan." *Practicing Anthropology* 31:4-11.

Gaskew, Tony. 2009. "Are You with the FBI? Fieldwork Challenges in a Post-9/11 Muslim American Community." *Practicing Anthropology* 31:12-17.

WEEK 14: NO CLASS — THANKSGIVING

November 27

<http://tinyurl.com/turkeydayhumor>

WEEK 15: NO CLASS — AMERICAN ANTHROPOLOGICAL ASSOCIATION MEETING

December 4

www.aaanet.org/meetings/index.cfm

Paper 2 due via Canvas by 11:59pm on Saturday, December 6

ENJOY THE BREAK!