

Facing the Future of the Field: Northern Arizona University's Graduate Program in Applied Anthropology

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Abstract:

Applied anthropology's focus on the practical applications of anthropological knowledge challenges anthropologists to observe and interact with the diversity of modern human existence. Accordingly, the discipline's education and training curricula should reflect the changing focus and scope of anthropological inquiry. This paper highlights an applied anthropology program that acknowledges and actively encourages the dynamics and diversity of applied anthropology. Seven graduates of the applied anthropology internship-track M.A. program at Northern Arizona University detail their experiences – from the investigation of corporate alliances to the preservation of cultural heritage – illustrating the benefits of integrating academic with practical education in anthropology.

Introduction

The focus of anthropology today, as presented in the mission statement of the American Anthropological Association (AAA), includes “the dissemination of anthropological knowledge and its use to solve human problems” (AAA 2003). This is the domain of applied anthropologists and the academic institutions and professional organizations dedicated to applied anthropology’s focus on using anthropological knowledge to address human problems.

This focus on the practice and application of anthropological knowledge challenges applied anthropologists to observe and interact with the diversity of modern human existence. Accordingly, the discipline's education and training curricula should reflect the changing focus and scope of anthropological inquiry. The study of the history, theory, and methods of anthropology continues to be important in understanding and furthering the perspectives of the discipline, but flexibility and adaptation to current conditions in the expanding and changing “fields” of anthropology is crucial (Ervin 2000).

Northern Arizona University's (NAU) applied anthropology internship-track MA program recognizes that adaptation and flexibility are best learned in the field. Consequently, it combines academic coursework in the classroom with internship experience in a chosen field of interest. The strength and vitality of this approach (and, by extension, the field of anthropology) is illustrated by the diversity of projects to which one cohort of graduate students successfully applied their knowledge and skills. Others in the field have written on the issues related to choosing or developing applied

programs (Kushner 1994; Trotter 1988; Ervin 1992; van Willigen 1987, 1991; Hyland and Kirkpatrick 1989); we wish to provide a detailed example of one such program and its graduates. What follows is a description of the curriculum of NAU's applied anthropology internship-track M.A. program and examples of various applications of anthropology to modern human concerns.

The Curriculum, Year One

The first year of the cultural applied anthropology internship-track graduate program at Northern Arizona University includes 4 required courses: applied anthropology, qualitative research methods, quantitative research methods, and a pre-internship seminar. The applied anthropology course offers an overview of the conceptual and methodological considerations important in moving anthropology from research to practice, fleshing out the possibilities and limitations of applied anthropology. Concurrently, the qualitative ethnographic research methods course provides instruction on research design, the ethical review process, qualitative instrument development, key informant and focus group interviewing techniques, and qualitative data management and analysis. The course progressively equips students to develop and carry out a “mini-ethnography” which is the final project for the class. Quantitative research methods contribute to students' analysis skills by focusing on Statistical Packages for the Social Sciences (SPSS) training and use of multivariate statistics as part of data management and interpretation. The pre-internship seminar focuses on locating and securing summer internship positions that will allow students to apply anthropology in their chosen topic area and future career arenas (Grant et al. 1999). Additionally,

the pre-internship course includes a grant-writing workshop to familiarize students with the grant-writing and review processes. Two elective courses round out the first year of coursework for cultural applied anthropology graduate students and may include development, culture change, medical anthropology, ethnobotany, or linguistics.

The applied anthropology internship-track in archaeology includes applied anthropology and the pre-internship seminar but requires archaeological methods and inference for quantitative research methods in lieu of qualitative research methods. Archaeological methods and inference provide students with experience in supervisory archaeological field methods and data analysis through exploratory statistical techniques. The archaeology track also includes a course in cultural resource management in which students study the history of archaeological legislation in the United States and federal agency mandates. In addition to these core courses the archaeology track allows students to choose 2 elective courses with an emphasis on southwestern archaeology, materials analysis, paleoethnobotany, quaternary archaeology, or historic preservation. Both applied cultural anthropology and archaeology tracks at Northern Arizona University also develop and refine students' ability to present professional papers as well.

This first year of classroom coursework prepares students to apply anthropology to a wide range of settings in diverse locations. By late April of their first year, applied internship-track students must secure an internship position and negotiate a detailed internship plan with their sponsor agency. The plan must then be presented in written and oral form to the department faculty. The internship plan must include background information on the sponsor organization, an explanation of the intern's responsibilities, expected outcomes of the internship, and the relevance of the experience to the student's personal and professional goals. Equipped with this plan, applied anthropology students work for a minimum of 8 weeks in their chosen internship. They keep detailed field journals and maintain contact with their respective committee chairs throughout the summer.

The resulting experiences affect both the students and their sponsor organizations and influence the practice and exposure of applied anthropology in the process. In this paper we present 7 examples of the range and scope of graduate internships carried out during the summer of 2001.

Student Internship Experiences

University of the Virgin Islands, Social Science Division, St. Thomas, U.S.V.I. – Emily Brelsford

My practical experiences with applied anthropology began prior to graduate school during internship experiences with 2 large multinational corporations. The use of anthropological methods and concepts outside of academia intrigued me but I did not feel comfortable in a corporate business environment. At NAU I found a graduate program that provided academic and hands-on training in the practice of anthropology while allowing me to change the focus of my interests and experience to health and health care.

To explore medical anthropology and its applications for public health I sought an internship that would provide insight and experience in both the research and applied sides of medical anthropology. Through my advisor's network in the field I secured an internship with the Social Sciences department of the University of the Virgin Islands in St. Thomas, which was participating in several applied research projects in the islands. I worked on 2 projects during my internship: the Socialization and Risk Perception Project (SRPP), and the Rapid Assessment Response and Evaluation project (RARE).

The SRPP was a study funded by the National Institute on Drug Abuse (NIDA) to collect information through 26 focus groups on adolescents' and parents' perceptions of the risks (drugs, alcohol, tobacco, sex, violence, etc.) that Virgin Island teenagers ages 13-16 face. The ultimate objective of the project was to provide recommendations that might guide health-related education, prevention, and intervention programs for adolescents and their parents. The RARE project was part of a national, multisite study of local, community-specific HIV risks. Ethnographic research teams interviewed vulnerable populations, community leaders, and health-service providers to ascertain which local populations were most at risk for contracting HIV, what conditions placed Virgin Islanders at risk, where HIV-risk behaviors commonly occurred, and what prevention/treatment services were currently available in the islands. The synthesis of this information resulted in a final report with recommendations for island-specific HIV education, prevention, and intervention programs.

My primary responsibility on the SRPP was to develop a qualitative code set for the focus group data so that we could perform analysis in AnSWR, a word-based data management and coding program. In the

process I co-conducted a few focus group interviews, scanned the resulting interview transcripts for salient themes, and then created a data management and analysis framework to assist in the final evaluation of data. Concurrently, I contracted onto the RARE project and performed preliminary analyses of interview and focus group data for the project's midterm report. I then collaborated with my preceptor and another investigator on the project to develop recommendations and presentation materials for the report.

Throughout my experience I drew on various concepts from the ethnographic methods and elective medical anthropology courses I had taken during the previous year. My working knowledge of AnSWR came as a direct result of the ethnographic methods curriculum, as was my comfort and skill in conducting focus groups. Broader concepts of political economy and health disparity gained in the medical anthropology course helped me frame the socio-behavioral data from both projects. My participation on these 2 projects together illustrated some of the possibilities (and problems) of interdisciplinary collaboration that hover in the gray area between university-based research and public health application of findings. The experience raised new questions for me about the nature of applied anthropology and the challenges of converting research to practice which I was then able to examine more closely during my second year of coursework. As with any new experience I was prepared for some aspects of my internship and caught off-guard by others, but I learned to negotiate my way through new and novel situations and turned my internship into a successful professional experience.

Hopi Cultural Preservation Office, National Parks Service, Kykotsmovi/Flagstaff, AZ – Lyle Balenquah

As an American Indian of Hopi descent my interest and involvement in the field of anthropology is often viewed as a rare occurrence. However, there are many reasons why Hopi people find an interest in this field and pursue it through academic endeavors. As part of a living culture Hopi people continue to progress within the modern world, yet we always remember our roots. Our oral histories describe in detail the many epic journeys that Hopi clans undertook in the prehistoric and historic times searching for that place that was destined to be their “Promised Land.” That place is the Hopi Mesas of today. These oral histories describe in detail the complex history of the present day Hopi people. Upon the landscape the “footprints” of Hopi ancestors can be found and, in essence, our

history. These “footprints,” which archeologists identify as architectural ruins, textiles, pottery sherds, and botanical and lithic materials, provide material proof that can be used to verify Hopi clan migrations. Following my interests in issues affecting the Hopi Tribe I pursued an academic path into the field of anthropology, more specifically into the fields of ethnography and archaeology.

These decisions ultimately led me to apply for a joint-internship with the Hopi Cultural Preservation Office (HCPO) and the National Park Service (NPS), Flagstaff Area, my then and current employer. As the official branch of the Hopi Tribal Government solely devoted to cultural and historic preservation HCPO afforded me the opportunity to experience many issues affecting cultural preservation on the Hopi reservation as well as serve as a liaison between these 2 different, but interacting, organizations.

My job with the NPS is in the Vanishing Treasures Initiative, a program designed specifically to address preservation issues affecting historic and prehistoric structures built of natural materials. These include early Spanish missions, historic army forts, and prehistoric ruin structures. My main responsibility in this joint-internship was to facilitate and carry out consultation efforts between the NPS and the HCPO concerning the ruins preservation process at Wupatki National Monument. Prior to this internship various members of the NPS ruins preservation program, including myself, had helped to write comprehensive *Ruins Preservation and Implementation Guidelines* specific to Wupatki National Monument. These guidelines outline how the ruins preservation activities will be carried out, including who will do the work, what materials will be used, and the philosophy driving the ruins preservation process.

A draft version of these guidelines was then presented to the HCPO for their review and comment. Once this process was completed both written and verbal comments concerning the ruins preservation process were collected from HCPO staff and incorporated into a working draft of the same guidelines. These consultation efforts allowed Hopi people to voice their opinions about how ruin structures located in Wupatki National Monument should be interpreted, protected, and preserved. These comments will help improve our protection and preservation of these cultural resources.

Before I entered this particular internship I was unsure of my abilities to complete and professionally carry out the duties expected of me. It seemed an

almost overwhelming task for me in the beginning. However, I found comfort in the fact that during the previous semester of graduate coursework similar stresses had been placed on my abilities. In each of those cases I managed not only to survive but to succeed. Although good grades are the usual measure of academic growth, the ability to succeed in stressful and restricting situations is also a positive sign. It is hard to pinpoint a single aspect of my graduate training that allowed me to succeed; success came more from a combination of diligence, objectivity, careful analysis, and patience. These qualities were learned through countless hours spent in examining numerous published works and the analysis of my own thoughts and writings. Of course, my academic studies could not prepare me for everything, but the verbal, written, and critical-thinking skills developed during my first year of graduate work provided me with a solid foundation which enabled me to pursue issues affecting American Indian communities.

Pathfinder International, Boston, MA – Diane Bushley

Before starting the M.A. program in anthropology at NAU I had worked for more than 3 years in reproductive health and maternal and child health-service delivery both domestically and internationally. I was motivated to return to school by a desire to improve maternal and child health in less-developed countries through anthropology. I sought an internship at an international reproductive health organization. After searching on the internet and following leads from my advisor and other acquaintances I secured an internship at Pathfinder International, an international reproductive health agency located in Watertown, Massachusetts. I was hired to coordinate activities for the Postabortion Care (PAC) Consortium, an organization for which Pathfinder served as the volunteer chair. I also worked more exclusively for Pathfinder later in the summer.

Postabortion care is a public health concept that was developed in response to the devastating and sometimes life-threatening effects of unsafe (often illegal) abortions in many countries around the world. The PAC Consortium, which was founded by Pathfinder and 4 other reproductive health agencies in 1993, was instrumental in bringing the impact of unsafe abortions on maternal health to the attention of the United States Agency for International Development (USAID) and other donors. In addition, the Consortium developed the concept of comprehensive PAC services; member agencies have implemented PAC programs with the goal of saving the lives of women

experiencing postabortion complications and providing ongoing reproductive health services to these women.

I began my internship by working on various projects directly associated with the PAC Consortium. These included several projects designed to facilitate communication among Consortium members and to increase the visibility of the Consortium in the international reproductive health community. I set up a listserve and developed content for a new PAC Consortium website. I also spearheaded the beginning stages of 2 additional projects: 1) garnering support for a PAC Consortium newsletter; and 2) soliciting volunteers for and organizing the first meeting of a PAC Consortium steering committee.

After the first 5 weeks of my internship, Pathfinder received a request from USAID to give a presentation on Pathfinder's PAC programs implemented between 1993 and 2001. Since I had been working on PAC Consortium activities for more than a month and had a good understanding of the PAC concept, I was asked to take charge of preparing the hour-long presentation. I reviewed Pathfinder programmatic materials and quarterly and annual reports for information regarding PAC programs, met with Pathfinder headquarters employees and discussed their participation in and perspectives on PAC work, conducted telephone interviews with representatives in Pathfinder country offices regarding current PAC work, designed an hour-long PowerPoint presentation, and traveled to Washington, D.C., to participate in the final presentation at USAID.

The internship allowed me to apply the knowledge and skills I gained in the first year of the NAU program. NAU's elective course in medical anthropology helped me understand the ways in which PAC programs were adapted to the social, cultural, and political-economic structures of different countries. I also used the participant-observation and interviewing skills that I had gained in the ethnographic research methods course. Rather than conducting ethnographic research in a more traditional "field," my ethnographic work was on Pathfinder as a globally dispersed organization, particularly on understanding local adaptations of the Pathfinder philosophy. Finally, the emphasis placed on professional presentations in the NAU program proved invaluable to me in this internship as I developed the PAC presentation for USAID. Working at Pathfinder was an important step in the development of my career as an applied anthropologist in the field of international reproductive health. I was able to familiarize myself with international reproductive health work and key people and organizations in the field as I explored ways

in which I could incorporate anthropological methods and perspectives into my work.

Population Reference Bureau, Washington, D.C. – Brendon Clark

I began my search for an internship with the objective of complementing my previous community development work experience in Bolivia with a Washington, D.C., experience. Although my time in Bolivia and the coursework in anthropology had increased my skepticism about the international development endeavor, I remained optimistic that increasing my capacity to employ anthropological methods at a variety of organizational levels was the optimal recourse to answer the critique. As Washington, D.C., is the home of many Non-Governmental Organization (NGO) headquarters and offices, the World Bank, and the U.S. government, it was a logical location for me to further increase my understanding of the complexity of international development.

With one year of theoretical and practical coursework behind me, I found my opportunity at the Population Reference Bureau (PRB) in Washington, D.C. At PRB I gained invaluable experience working in an office setting with multidisciplinary teams on projects intended for an audience of policy-makers, journalists, professors, and the general public. PRB is an NGO that defines itself as “providing timely and objective population information” through print publications, workshops, and websites. I was challenged to draw upon my experience and anthropological training in this international development venue far removed from the “field” of local populations. The analytical vision I gained from anthropological training allowed me to contribute greatly to the content of PRB materials and projects.

Under PRB’s Population, Health, and Environment program the majority of my time was dedicated to working on a population, health, and environment dynamics wall chart for worldwide distribution and a training module (or guide) for World Bank environmental project managers designed to help them identify the link between population, health and the environment. For both of these projects I participated in various meetings, conducted research, and wrote about my findings.

In addition I was on information service duty one day a week. I researched and answered phone and email questions from policy-makers, journalists, professors, students, and other citizens regarding a

variety of population issues. For PRB’s international programs I reviewed 5 PowerPoint presentations prepared from Demographic Health Survey data regarding health in India. I cross-checked the data and speaker notes for accuracy, fluidity, and cultural appropriateness. During the 3 months I spent in Washington I increased my understanding of NGO and policy level activity. I attended various brown-bag lunches, presentations, and policy briefings about international development and environmental issues. I was struck by the adaptability of my anthropological skill set to contribute to a variety of work activities.

I left PRB with a firm belief that despite institutions’ ambitious goals of conveying objective material, individuals within project teams negotiate and form the actual results and how they are presented to their audiences. As an active team member I was able to take part in such negotiations. Therefore, my anthropological training equipped me to both question the validity of secondary data sources and to find the most appropriate sources under the constraints of each project. Additionally, such acute attention to detail throughout my work, combined with my training in writing and presentations, allowed me to articulate my position within the various project negotiations. Throughout my internship I was encouraged by near-immediate written and verbal feedback for my “insightful” contributions to the PRB agenda – compliments that directly touched upon my anthropological training. I was often struck by how the demographers, environmental policy analysts, and public health policy analysts with whom I worked shared many of my concerns and vocabulary about cultural sensitivity and representation, yet I was able to highlight many culturally insensitive and misrepresentational oversights in our work material.

Back in northern Arizona I completed my classwork in anthropology of development, anthropological theory, and culture change, among others. I concluded the graduate program at NAU with an internship paper that focuses on the utility of anthropologically trained practitioners using their training in non-ethnographic capacities as I had at PRB.

Anasazi Heritage Center, Dolores, CO – Marissa Dominguez-Karchut

Originally, I was intrigued by the applied anthropology track at NAU because I thought it might be the perfect way to combine my interest in archaeology and museums. At the time NAU was the only graduate anthropology program in the southwest offering a degree that incorporated on-the-job

experience. I was proud to be chosen for the program, and when it came time to select an internship I applied at several museums in the Four Corners area. After much thought I accepted an internship at the Anasazi Heritage Center because of the variety of resources located at this facility. The Anasazi Heritage Center is a federal repository for more than 3 million artifacts, maintains 2 archaeological sites, and is the headquarters for the Canyons of the Ancients National Monument. In addition the museum hosts educational programs and offers hands-on learning exhibits which serve approximately 30,000 people annually.

During the internship my job was to design an exhibit for the Canyons of the Ancients National Monument. The goals of the internship were to create an exhibit that gave visitors an idea of what kinds of resources are located in the Monument and to explain why the area was designated for special protection. To achieve these goals I integrated displays of modern and historic photographs with artifacts and text panels to tell the history of the area. Throughout the summer my job entailed many different tasks. I worked on budgets, consulted with graphics companies, and spoke with members of American Indian tribes to develop a final product that was sensitive to their beliefs.

Looking back, the program coursework helped me incorporate multiple perspectives into an internship which was an opportunity to learn the skills I needed to pursue a career in museum work. I feel the classes required by the program gave me the theoretical and methodological background I needed to understand the benefits of applied work in archaeology. Specifically, learning about the discipline's changes over time helped me understand why archaeologists now find it necessary to increase public involvement in their work. It was also useful to learn how other disciplines are using anthropology to gain new insights into their studies. In addition, the department's focus on teaching students to prepare for professional presentations helped me develop public speaking skills that I will continue to use throughout my career. As a graduate of the program I feel that the internship-track provides students with practical experience and cutting-edge knowledge that gives them the advantage when competing for jobs in the "real world."

Center for Sustainable Environments, Flagstaff, AZ
—Amanda Johnson

Since beginning my education in anthropology I have been interested in the relationships among different cultures and their interactions with and

influences on their environments. Specifically, I am interested in the field of ethnobotany, the study of people's interaction with, use, and knowledge of plants. My goal in studying ethnobotany is to use ethnography and applied anthropological methods in the service of indigenous and environmental rights and the protection of biodiversity.

When choosing my internship for the program, I looked for a project that would enable me to incorporate cultural and biological aspects of field research and further explore the connections between people and plants. After researching possible opportunities I chose to work with the Center for Sustainable Environments, an organization at Northern Arizona University launched in May 2000 to address environmental problems through an integration of science, technology, and cultural values.

The most intensive aspect of my internship was a Hopi springs and wetlands monitoring project. I worked on a team with several Hopi students and other CSE staff to develop a wetlands and springs vegetation monitoring program which included an assessment of culturally significant plants. The project included establishing baseline data on wetlands vegetation consistent with the Hopi Cultural Preservation Office's (HCPO) Integrated Resource Management Plan to provide the HCPO and Hopi Natural Resources Office with a basis for determining whether groundwater drawdowns or restoration efforts have had positive or negative effects on vegetation composition, traditional plant resource availability, or exotic species.

The project also involved assisting in the preparation of a wetlands environmental education curriculum and the compilation of a wetlands plant guide for the Hopi including common and Hopi names of plants, digital images, and cultural significance of the plants. This internship provided me with a good preparation toward my long-term goal of working in the field of ethnobotany. During the course of this internship I was able to improve my ethnobotanical research skills, gain experience within a research agency in an interdisciplinary and multicultural work setting, increase my network of possible job contacts for after graduation, and develop knowledge of how to use my skills in the service of indigenous rights.

Reflecting back on my internship experience I feel that my coursework in the NAU applied anthropology program helped prepare me for the internship experience in several different ways. The strong emphasis on research, writing, and presentations demanded by the program helped me develop skills that

were of primary importance during the internship. The applied anthropology class helped me build confidence in my presentation skills and educated me about applied methods and ways in which anthropology can benefit the communities in which it works. The ethnographic research methods class provided me with interview techniques and methods that helped me in collecting ethnographic information. In addition the southwest pueblo ethnography class introduced me to the history and culture of the Hopi people, which was of utmost importance while working in Hopi communities.

General Motors Corporation, Warren, MI – Tracy Meerwarth

I saw many occasions where I believed anthropology could help increase organizational effectiveness during my previous work in management. I was confident that the faculty and coursework at NAU would afford me the best opportunity to help integrate my business background and my passion for applied anthropology. My interest in the field of applied business anthropology led to a summer internship at General Motors Corporation (GM). Specifically, my internship took place at the General Motors Research and Development Center (GM R&D) in Warren, Michigan.

Many companies are shifting their gaze from operating independently to working collaboratively with other organizations and institutions to maximize business gain and minimize risk. GM has responded by establishing R&D partnerships with various universities and private sector firms. Our summer research was sponsored by the executive director of GM R&D and was aimed at exploring these relationships within this new collaborative work environment. Our team, consisting of Elizabeth Briody, Datta Kulkarni, and I, conducted qualitative research on 2 GM R&D Center private sector partnerships. Objectives for the research included: 1) identifying the relationships between GM and the partnering organizations; 2) explaining how these partnerships are structured and function making the cultural insights explicit; 3) discussing partnership effectiveness based on the respondents' perceptions; and 4) presenting findings with recommendations to partnership participants and senior managers.

Data analysis focused on the history and evolution of the partnership and the participants' expectations for the future. Travelling domestically and internationally to conduct site visits and briefing meetings, we carried out 34 interviews with GM R&D Center managers, technical experts, and their

counterparts in the partnering firms. We found that partnership participants conceptualize how partnerships should be structured and managed by eliciting rules which we called "partnership rules" because they specified what partnership action or conduct should be. The translation, coding, and categorization of these rules led to many insights into the perceived strengths and weaknesses of these partnerships. During the final week of my internship I gave 2 presentations – one to GM senior management and the other to GM R&D's Enterprise Systems Lab.

Throughout the internship I was able to apply the skills I had learned in the qualitative methods course such as key informant interviewing, focus group management, and coding techniques. The class helped improve my people skills, important for research team problem-solving, data analysis, and presentation. The exposure I had to multidisciplinary team projects and presentations in our applied anthropology class prepared me to enter a work community consisting of different individuals with diverse talents and backgrounds. I entered my internship with an understanding of the nuances of team-based research and the challenges of collaboration. In addition the presentation experience I received in the quantitative methods and pre-internship core classes helped me to translate anthropological findings to broader business communities. In particular I feel the applied program prepares students to become resourceful in their independent search for employment opportunities while encouraging communication with professionals.

The Curriculum, Year Two

At the beginning of the fall semester, after the Applied Anthropology students complete their 8-12 week internship, they present the successes and challenges of their internships to the Anthropology Department faculty and students. The postinternship students are then invited to present at the Ghost Ranch retreat, usually held in October and sponsored by the High Plains Society for Applied Anthropology. In addition to the presentations in the fall the students return to finish one more year of classes. Both cultural anthropology and archaeology students complete a course in anthropological theory, typically in the fall semester of their second year. This course examines the history and development of anthropological theory and gives students a larger framework within which to place their internship experiences. Cultural anthropology students also take a class on American culture which examines and debates the perceptual "blind spots" students might encounter as enculturated Americans. Both cultural and

archaeology students also fulfill 12 hours of thematic courses in the emphasis of their choice during their second year.

The culmination of the second year of study is the postinternship seminar that meets during the spring semester. This seminar provides a structured environment for students to develop and refine their internship papers – thesis-length analyses examining issues from their internships in the context of larger questions and issues of anthropology. This process requires synthesis of knowledge gained through coursework and working experience. Professors and peers push students to critically examine the nature and adaptability of applied anthropology concepts. Students must then defend their internship papers in front of their internship committees.

After all of this students graduate. Most begin looking for jobs. A large percentage of NAU applied anthropology graduates acquire jobs in the same agencies in which they completed their internships. Other students consult the networks provided by program faculty and alumni to gain employment in other organizations where their internships are valuable experiences for continued applied work. All 7 graduates of the class of 2002 described above are employed in fields where they apply anthropological methods, analyses, or perspectives on a daily basis; 4 work full-time for their internship organizations.

Conclusion

The accounts presented here demonstrate how the applied anthropology internship-track graduate program at Northern Arizona University with its combination of classroom and practical experiences, enables students to apply anthropological methods and achieve professional visibility. During their coursework students undergo an iterative process of adapting, shaping, refining, and testing the “toolkit” of anthropological theory, method, and analysis. Internship experiences then help students understand the limits and opportunities of anthropology in a variety of settings including public health organizations, national parks, museums, businesses, and NGOs.

Additionally, the internship enables students to construct a network of important professional contacts. Students begin developing a list of contacts while searching for an internship and expand their network while collaborating on and presenting reports, analyses and field guides. These contacts become valuable resources for recommendations and leads as students

continue their job search, and individual networks are augmented by the collective contacts of their peers, professors, and alumni.

Equipped with this education, experience, and resource bases graduates of the Northern Arizona University applied anthropology internship-track M.A. program are prepared to participate in and contribute to the dynamic field of applied anthropology. The individual accounts above share our insights on the learning and professional opportunities provided by integrated academic and practical curriculum, and we hope that they may enhance discussion on the best way of preparing students to face the future of the field.

Notes

1. Emily Brelsford is a Senior Research Analyst in the Behavioral and Social Sciences division of Family Health International. She can be contacted at: ebrelsford@fhi.org.
2. Lyle Balenquah is an Archeologist/Ruins Preservation Specialist for the Flagstaff Area National Monuments, Sunset Crater Volcano/Walnut Canyon/Wupatki. He can be contacted at: Lyle_Balenquah@nps.gov.
3. Diane Bushley is a Program Officer at Pathfinder International's Washington, D.C. Office. She can be contacted at: DBushley@rhcatalyst.org.
4. Brendon Clark is a Research Assistant/Tutor of User Centered Design for the Mads Clausen Institute at the University of Southern Denmark. He can be contacted at: brendon29@yahoo.com.
5. Marissa Dominguez-Karchut is a Museum Specialist for the Visitor Services and Volunteer Coordinator at the Anasazi Heritage Center in Canyons of the Ancients National Monument. She can be contacted at: Marissa_Dominguez@co.blm.gov.
6. Amanda Johnson is an Archaeologist/Curatorial Assistant for the Flagstaff Area National Monuments, Sunset Crater Volcano/Walnut Canyon/Wupatki.
7. Tracy Meerwarth is working as a Contract Researcher for the Research and Development arm of General Motors Corp. She can be contacted at: tlm@consbrgs.com.

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