

Applied Anthropology Internships: How to Create the Ideal Experience

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Abstract:

During the summer of 1998 thirteen applied anthropology graduate students took to the field to test the skills that they had learned in the first year of their Masters degree program at Northern Arizona University. The internships covered a variety of anthropology niches, including venues which had no previous experience with anthropologists. Here these interns recount their personal stories and compile a list of suggestions for designing applied anthropology internships. This article is intended to guide students through the process: finding the ideal internship, developing the internship plan, completing the internship in a professional manner and returning with valuable new skills and experiences.

Introduction

Northern Arizona University's (NAU) Applied Anthropology Masters Program is action-oriented, emphasizing research, intervention, management, and advocacy in service. As a requirement, students complete an internship between the first and second years of the program which serves as the basis for the students' Masters Internship Thesis. Students must create their internship opportunities with the guidance of the faculty, and coordinate the internship with their host organization. The internship search and coordination happens much like a job search, giving students the opportunity to practice for the real thing.

During the summer of 1998, thirteen students from both the archaeological and sociocultural sub-disciplines completed eight to twelve week internships with various organizations whose purposes were relevant to the students' career interests. An in-depth examination of the process of locating, coordinating, planning, and completing the internship requirements serves as a guideline for students about to embark on the internship process. Each intern has provided a description of their experience through personal accounts of problems encountered, skills acquired, and lessons learned from the field. Our principal goal has been to collaboratively, and reflexively, present the internship as a significant learning process in the development of practicing anthropologists.

Implications for the field of Applied Anthropology

The internships described below demonstrate the expansion of opportunities in the field and serve as an

example for new graduate students searching for a niche in applied anthropology. Several interns found host organizations that knew little about anthropology or what an anthropologist could offer their organization.

Getting Started

NAU's applied anthropology curriculum acts as a guide in the internship search. We recognize the uniqueness of the NAU program and feel that a reflexive examination of it will help other students benefit from its well-planned goals. Through a semester-long "Pre-Internship Seminar," we explore the possibilities for applied anthropology internships; learn and practice professional skills such as professional speaking, CV preparation, and grant writing, and create our internships.

Even without the benefits of a seminar to guide new students, there are basic guidelines to follow in finding the perfect internship. The first step is an intense brainstorming session designed to flush out exactly what type of organization and what kinds of activities will compose the internship. The brainstorming should include a detailed list of your expectations including: new skills, location, compensation, training, etc.

The second step is to contact organizations whose missions match your interests. The initial contacts are an information gathering process. They should aim to determine what the organization needs (that you could do) and the extent of their experience with interns. Now you can gauge how to present yourself and your skills

in a way that will meet the needs of the organization and well as your own needs. Don't feel pressured to commit to an organization or a preceptor during the initial contact phase. Leave your doors open until you have learned enough about all your prospective organizations that you can design the internship that best fits your needs. Once you have narrowed your options, start talking details. Let them know what you want to do, how much of guidance you need, and whether or not you need a paid position, housing, or transportation. Your range of host organizations will increase if you don't need to be paid. If you start the process early, chances are good that you can find funding from other organizations, such as your school's scholarship office, your local community, and a wide range of governmental organizations. If you must be paid, look to your host organization and beyond, and start early. Funding requests usually take a few months to be approved.

Once you have at least two organizations willing to host your internship, you must come up with an internship plan. In essence, this is a detailed outline of what you will accomplish and exactly how you plan to do it. We say at least two organizations because internship plans can, and will, fall apart at the last minute, even if they seem to be nailed down. It is a good idea to write up the internship plan in a formal document to be signed by your preceptor, you, your chair, and your advisor. This serves as an informal contract between you and your host, so each of the parties involved know what to expect from the other. Our internship plans included the following:

- ☐ Brief summary of internship plan
- ☐ Background information on the host organization
- ☐ Statement of intended internship activities
- ☐ Statement of learning objectives

With the internship plan drafted and signed, the final step is to take to the field. In the next section we have provided the real-life experience of thirteen internships over the summer of 1998. We present information here that we discovered only after we assumed our field duties as interns and which we hope will provide insight for students planning internships of their own.

Accounts from the Field:

Indigenous Permaculture: Sustainable Solutions for Land Restoration and Cultural Re-Connection.

Indigenous Permaculture is a form of sustainable agriculture meant to incorporate land restoration with traditional agricultural practices. My preceptor, Justin Willie, teaches Indigenous Permaculture as a Native Science, a combination of traditional Native American and western scientific knowledge. It was my goal to help him and other grassroots Native activists in their effort to spread Indigenous Permaculture across Native America. My internship was split between Black Mesa, Arizona, and Denver, Colorado. On Black Mesa I worked for members of the Black Mesa Permaculture Project and other Native Americans involved with Indigenous Permaculture who taught a nine-day workshop to over 18 Anglo and Native participants. My duties included logistical support for the workshop, sheepherding, and helping both Hopi and Navajo farmers plant and weed their fields. In Denver I assisted my preceptor to form a nonprofit corporation called the Indigenous Permaculture Center. My duties included writing grants and IRS forms, helping form annual budgets and business plans, and networking with other organizations. I was also able to help young urban Native Americans plant gardens and learn pPermaculture through my preceptor's association with the Denver Indian Center.

I experienced firsthand the challenges of grassroots organizing and learned to utilize the concept of cultural, personal, and environmental boundaries. Defining and maintaining personal boundaries helped to create healthy relationships between the activists. Indigenous Permaculture, as a technology, crossed cultural boundaries of different Native Tribes as an accepted model of sustainable agriculture. Finally, I learned that Indigenous Permaculture works to eliminate the boundaries between humans and nature in order to create ecologically sound, sustainable communities for future generations.

Andy Bessler,
Black Mesa, Arizona, and Denver, Colorado

The Process of Repatriation and Rock Art Recording In Lieu of Destruction Through Vandalism.

I spent twelve weeks' internship with the White Mountain Apache Tribe in Fort Apache, Arizona. The Tribe is working toward repatriation of sacred objects. The goals of my internship were to complete a formal letter to repatriate sacred headdresses and to record rock art. My main focus was researching the Gaan dancer headdresses used during girls' puberty

ceremony. I prepared a repatriation claim letter for submission to one or more museums that held these headdresses in their collections which will serve as a model for similar claims. Since a fire destroyed the old museum, and due to the subsequent move to a new museum the remains of all repatriation records were disorganized. I organized all the files by museum and state and went through all the files to be certain they were complete. If they were incomplete, I sent out letters to museums requesting information such as inventory lists, photographs, and complete details of Apache objects in the collections. I also set up an inventory system listing each museum and the objects in their collections. I took on the additional task of recording approximately 155 petroglyph panels. The recording consisted of completing a form that described, among other things, the style, cut, configuration, and the condition of the glyphs as well as drawing and photographing them. I used Global Positioning System (GPS) equipment that produced a map showing the locations of the glyphs. I presented a slide show to the museum where I worked when the recordings were complete.

I found this internship through an announcement in the Anthropology Department. I was challenged by learning to work with, through, and around government bureaucracy. I would advise anyone thinking about taking on additional work not initially specified in the internship to know ahead of time what is involved. The rock art project took me far longer than I anticipated. Also, it is important to have good communication with your preceptor. My preceptor told me that he didn't have much time to spend with me. I had to be very independent. As far as the working environment: know your limitations or preferences. I worked in an area surrounded by mountains and after a few weeks felt extremely claustrophobic.

I had an interesting and rewarding internship because of what I learned, what I accomplished, the people I met through my preceptor, and, especially, the people with whom I worked. Everyone made me feel welcome and accepted. The positive attitude, drive, caring, and commitment displayed by my preceptor toward getting our job accomplished will always remain with me.

Suzanne DeRosa, Fort Apache, Arizona

Database Management and Archaeology on the San Carlos Apache Indian Reservation.

I conducted my internship with the Forest Resources Program, under the San Carlos Apache Tribe in San Carlos, Arizona. The San Carlos Apache Indian Reservation is located in Southeastern Arizona, approximately 110 miles from Phoenix and 130 miles from Tucson. The tribe's Forest Resources Program is one of four programs under tribal government that deals with natural resources. This program works with approximately 220,000 acres of pine forest, and partly manages 700,000 acres of woodland in the 1.8 million acre reservation

The Forest Resources Program significantly interacts with the tribal community by providing support to tribal elders active in preserving traditional plant knowledge. Most importantly, the program financially supports our efforts to continue the preservation of cultural and archaeological information.

My internship project involved several activities in database management and archaeology. First, I reviewed the existing maps of archaeological sites on Arc View, a GIS (Geographic Information System) database and noted potential problems with the database. Second, I digitized new archaeological sites surveyed from the Forestry Program's Timber Sale areas. Third, I used the Paradox database program to enter data on previously surveyed archaeological sites. Fourth, I took random samples and analyzed ceramics from the pine forest and woodland environments. In addition to my work on the database I attended a GIS class and NAGPRA (Native American Graves Protection and Repatriation Act) meetings, met with Tonto National Forest representatives regarding cultural and archaeological issues, and wrote archaeological clearance reports. I also mapped and surveyed archaeological sites destroyed by wildland fires.

My internship provided me with valuable experiences in applied archaeology. I increased my working knowledge of the GIS software, security codes, and backup systems. I updated archaeological forms to improve efficiency with data entry. Finally, I improved my knowledge of the ceramic distributions within the pine forest and woodland environments on the San Carlos Apache Indian Reservation.

Vernelda Grant, San Carlos, Arizona

Assessing and Implementing Public Archaeology Programs.

My internship involved a pilot project sponsored by the Instituto Nacional de Cultura (I.N.C.), a government organization designed to ensure the protection and conservation of the cultural resources of Peru. Our goals were to assist in educating highland communities regarding the preservation and protection of archaeological resources, update I.N.C. site records, and collect information concerning festivals and traditions native to the local *caserios*. The long-term goal of this project was to combine this ethnographic and archaeological data and establish centers of information in each district. One such center is currently underway in El Rosal, a small community outside of Julcan. Using local building materials, the community members are constructing a storehouse for an extremely well-preserved mummy that a local farmer found buried under some boulders behind his home. Other cultural information will be kept in the center, such as the records regarding the transformation of the Catholic Festival of the Cross to the Festival of the Mummy. The project also accomplished short-term goals such as discouraging the common practice of using cut stones from archaeological sites to construct wall sand corrals. Another goal of my internship was to examine public education programs throughout the Departamento de la Libertad and assess potential future directions. After being processed, this information will be compared with other successful public education programs.

Anne Hagele, Peru

River Preservation: Between Mainstream Environmentalism and Traditional Knowledge In Northern New Mexico.

I spent my internship conducting oral history interviews for the Taos-based environmental organization Amigos Bravos: Friends of the Wild Rivers. The Oral History Project was initiated by Amigos Bravos in 1997 with the help of NAU intern, Lorenzo Sotelo. The purpose of the project is to document traditional and cultural wisdom and history of Hispanic, Anglo, and Native American elders in the Río Arriba region of the Río Grande watershed. A second and increasingly important aspect of the project is to bridge the political, cultural, and sometimes militant gap between traditional northern New Mexico communities and the mainstream environmentalist community. Since there is a history of conflict between the two, part of my job was to act as a spokesperson for Amigos Bravos to promote

understanding between environmentalists and traditional communities.

To fulfill the first goal of the Oral History Project I spent ten weeks conducting fifteen interviews and working on a video documentary. Since I was inexperienced with technological projects, learning to use a video camera and equipment was a challenge for me. However, I had the privilege of working with a professional videographer on the project who taught me the basics of lighting, taping and documentary making. These were important lessons for me as an aspiring visual ethnographer.

Fulfilling the second goal of the project was substantially more complex. Although I was generally well received in all the communities I worked in, not all people were happy to know that someone representing an environmental organization was literally knocking on the doors of their community. On the positive side, most people were willing to talk to me when they realized that I was an anthropology student and that I did not identify myself as an “environmentalist.” I found that my ethnographic skills, as well as my basic social skills and being a fluent Spanish speaker all contributed to a successful internship.

Eirian Humphreys, Taos, New Mexico

Policy Activism on the Global and Local Scene.

Planning to pursue a career in a large-scale development organization, I began searching the Internet for development organizations and agencies and contacting professionals at multiple levels within the organizations in the hope of arranging my ideal internship. The Internet search proved less than fruitful, as I spent nearly five months trying to initiate correspondence with organizations I located on the web. Numerous emails, phone calls, letters, and faxes to various organizations resulted in few responses. Those who did respond were less than interested in an anthropology intern. Finally, I went to my advisor, who suggested that I contact one of his colleagues, Dr. Theodore Downing. Dr. Downing has made a career as a consultant for development agencies around the world. Within 20 minutes of my first conversation with Dr. Downing, I was setting up an internship with a list of possible projects that fit very closely with my internship goals. My advise to first time internship seekers: don't rely solely on Internet searches; instead go to your institutional base: the faculty. Faculty

networks can be extensive and help create lines of communication with potential preceptors.

I completed my summer internship in Tucson, Arizona, at Downing and Associates, an organization that provides anthropological consulting to development agencies and other interested parties. The principle aims of my internship were; 1) to develop a web page to facilitate and to post comments about the Overseas Private Investment Corporation (OPIC) Environmental Handbook released for public commentary, and; 2) to pilot test a resettlement policy database. In helping to create the web page (<http://www.policykiosk.com>), I provided links to the policy documents, background on OPIC, and sources of Congressional oversight. My research on the OPIC policy culminated in my own set of comments that we posted on the web page along with the other participants.

A problem that I had to negotiate soon after getting to Tucson was that the scope of the resettlement database far exceeded the time frame allotted for my internship. In need of additional deliverables, I sought potential alternatives. Quite unexpectedly, a fierce debate involving the construction of a charter school as well as the larger charter movement in general erupted in the very neighborhood in which I was doing my internship. Seeing this opportunity easily within my reach, I decided to participate in the debate as a policy analyst employing anthropological methods. What had originally appeared to me as an impediment translated into a far more rewarding and valuable experience than I could have received through working at a desk with database software. Working with the neighborhood association afforded me a hands-on chance not only to observe how local public policy is made, but also to participate directly in the strategies and planning employed in defining, formulating, implementing, and evaluating policy. What began as an obstacle developed into a seminal part of my internship, education, and newly formed career goals.

Travis Levy, Tucson, Arizona

Educational Network and Research In Northwest Mexico.

On the North American continent two countries share a vast region characterized by high sierras, deserts, plateaus, subtropical canyons, and coastal plains. This region lies predominantly in four states

(Arizona, New Mexico, Sonora and Chihuahua) divided by the international frontier. As a whole, the region does not have a consistent name; we know the United States section as the southwest and the section south of the frontier as northwest México. In the past, the sedentary people of this region made pottery, lived in pithouses, constructed above ground structures, and developed agriculture strategies adapted to their particular environments. Historic and contemporary inhabitants had to develop particular strategies to occupy the wide variety of environments. Although scholars have carried out anthropological research, they only partially know the whole region, its cultural diversity and history. The reason for this inconsistency is that research in northwest Mexico has been scattered through time and space.

Since northwest Mexico has many unexplored opportunities for anthropology and other disciplines, a group of scholars and institutions, supported by the Smithsonian Institution, created the Mexico North Research Network. The participants in this organization are interested in promoting research and educational programs to undertake activities focused on the development of high academic-quality projects.

My internship program focused on these goals and visions. My internship directly involved me in the first annual meeting held to define the objectives and membership of the Network and to determine the kind of projects and design strategies for implementing these projects. During my internship, I recovered data on the conditions and possible limitations to promoting the international cooperation for historic and anthropological research and education programs focused in this region.

Arturo Márquez-Alameda

The De-Malling of America: An Opportunity for Rebuilding Community: Southwest Mall.

A large suburban shopping center has operated as the hub of commercial and community activity for a population since the 1960s. Significant demographic shifts, rising crime rates, encroaching urban blight, and a retail environment in the process of developing new avenues of distribution have caused the ownership of the mall to reevaluate the components of their development. Traditional methods of assessment would usually be conducted by real estate and financial analysts. During my internship, I constructed a self-

contained needs assessment of the greater mall community using ethnographic futures research methods to elicit how the mall might better serve the community from the perspective of those who depend on the mall for their commercial/community activities. I conducted 100 one-on-one interviews and eight focus groups involving local residents and members of the organizations, institutions, and businesses who are impacted by the mall's physical presence. Both retail and non-retail use options were sought. Requests for specific retail tenants emerged, but the overwhelming response expressed was "Do something for (or about) the kids." This response led to an investigation into what youth oriented service providers and activity generators could be explored as possible future tenants for the mall. I processed qualitative and quantitative data and presented the findings to the mall's management to be used in developing new strategies for the reconstitution of the commercial/community center.

Experienced anthropologists recommend that the investigator transcribes his/her own interviews in order to gain the best possible understanding of the data. While I am theoretically in agreement with this postulate and developed my study with this in mind, in retrospect, I would have benefited by contracting a skilled transcriber. Two weeks of start-up planning and twelve weeks of interviewing limited the time otherwise available for transcribing, forcing the process into the semester following my internship. Perhaps I could have sought grant money for the costs of an outside transcriber.

That being my only regret, I thoroughly enjoyed the process of learning about the needs and hopes of the community around Southwest Mall. The amount of data obtained and the resulting insights will provide more than adequate material for my internship paper. No less than 18 informants have asked for a copy of my final paper, including the City of Phoenix's Director of Economic Development.

Marilee Miller, Phoenix, Arizona

Navigating Capitol Hill: Experiencing the World of a National Advocacy Organization: The National Council on the Aging (NCOA) <http://www.ncoa.org>

Due to my desire to learn as much about the field of aging as possible, I focused my internship search on large national-level organizations. I investigated many

organizations focused on aging, several of which are on the Internet. Through my Internet searches, I found an advertised internship opportunity with the National Council on the Aging (NCOA).

NCOA is a national, non-profit organization representing and advocating for community-based senior citizen service providers such as senior centers, adult day care centers, religious organizations, and older worker programs. When I started my internship, I knew that anthropology would be a foreign concept to most individuals in this field. I also quickly found out that I would be expected to perform the same duties as any other intern - duties that were not traditionally anthropological in nature. Instead of conducting ethnographic interviews, I went to every event, meeting, hearing, and discussion about public policy issues in aging that I could. I practiced my anthropological skills at every event by observing, recording, and asking questions. Through these experiences, I learned a great deal about the legislative process, Capital Hill culture, and how to navigate within it. Consequently, I was able to interact with many different professionals within the field, as well as look for instances that could benefit from anthropological skills and knowledge.

I worked on two projects during my time at NCOA. One project involved creating educational materials for NCOA's constituents about the upcoming changes in Medicare. In order to gather information for these materials, I represented NCOA at meetings, discussions, press conferences, and briefings about Medicare sponsored by the Health Care Financing Administration, the Bipartisan Committee on the Future of Medicare, the Senate Special Committee on Aging and private advocacy organizations. A highlight of my work on this project was representing NCOA at a Vice Presidential press briefing at the White House. The other project involved editing, distributing, and analyzing a survey examining the relationship between senior centers around the country and their Area Agencies on Aging.

One of the most important lessons I learned as a result of my internship experience is that the label you use to call yourself is not nearly as important as the work and skills you can offer an organization. NCOA had certain things it wanted accomplished and my training as an anthropologist was not really important to them. However, I was able to introduce many people

to the concept of applied anthropology and aging, and found that people were interested in the possibilities it offers. I would encourage an applied anthropology student looking for an internship to focus on organizations that work within their area of interest, not just those that are looking for an anthropologist. This approach could make it possible to find a new niche, one that might not have ever benefited from an anthropological perspective. Sometimes this way is more challenging and you might not enjoy the recognition as being 'an anthropologist.' However, you might find, as I did, a chance to find interesting possibilities for post-graduation employment.

Heather Nawrocki, Washington, D.C.

Internship with the Region X Office of the Migrant Education Program.

My interest in parental involvement as a component of educational equity brought me in contact with the Los Angeles County regional office of the Migrant Education Program. This federally funded program addresses the supplementary educational needs of the "at-risk" children of migrant workers. A major effort is made to involve and enable parents with distinct cultural backgrounds so they may assume a major role in guiding and securing a stable path for their children's academic success.

The Migrant Education Program faces a federal funding re-authorization process during the current fiscal year; thus, my interest in parent involvement as an internship focus proved timely. At my preceptor's suggestion, I designed a pilot survey to gather data on parental attitudes, values, and areas of impact the program may have had on their and their children's lives. The survey, the interviews, and program observations, provides useful data to be drawn upon by the agency in its reports submitted for public record during the re-funding process. Although I had found the "right" internship environment, the challenges were numerous.

It took a major effort to make sense of the organizational structure, large staff, and multiple programs falling under the umbrella of Migrant Education. With an internship plan that included only eight weeks to spend in Los Angeles, I needed to keep on schedule with the design, review, distribution, and collection of the survey. The agency placed all available resources at my disposal, granting me free

reign to work and explore the program landscape. This freedom, while opening up new possibilities, in some respects detracted me from the task at hand. One lesson I learned from this internship experience is that assertiveness is a necessary and acceptable means of achieving ends, no matter how occupied with priorities program staff may seem. On a personal level, my informal interactions with parent leaders, mentors, and staff provided some significant insights into my interest in parental involvement and the role of education in reconciling culturally distinct home environments with the realities and assumptions in public education. I recommend that interns keep tangential activities in check, but never underestimate any venue for its intellectual, professional, and spiritual value.

Gilbert M. Ramos, Los Angeles, California

Black Bear Management from a Human Management Perspective: Sequoia and Kings Canyon National Parks.

The Sequoia and Kings Canyon National Parks Division of Science and Natural Resources includes a team dedicated to bear management. The goals of the bear management team are to protect the natural habitat and behavior of black bears from human influence. Under the umbrella of the bear management staff, my goals were to develop and distribute a questionnaire to elicit camper attitudes and behaviors toward bear management policies, and provide the bear management team with suggestions for improving the communication of bear information to park visitors.

Due to a shortage of time to apply for funding from the NPS, I was considered an independent researcher. The status of independent researcher, despite a lack of funding, has its benefits. Since I could not be provided with NPS housing, I camped among my respondents for the two-month period. This turned out to be an ideal situation, providing ample opportunity for participant observation. I was also afforded the opportunity to independently apply the skills and knowledge I learned in an academic setting to real world research. Through the process of developing and carrying out the project, I learned a great deal about anthropological methods and the areas in which I needed to further my knowledge. I made a couple of procedural mistakes, corrected them, and learned valuable lessons. The biggest lesson I learned was that it is a good idea to code your field test questionnaires so that you can

adequately ensure that you are using appropriate language, syntax, and formatting, which will later allow you to analyze the survey data most effectively. After I corrected this mistake the coding turned out fine and I was able to successfully provide the Bear Management Team with useful statistical data in a comprehensible manner.

In addition to my role as researcher, I assisted the bear technicians in daily advising campers on food storage procedures, bear behavior, and appropriate responses to bear encounters, and helped to keep the bears out of campground and picnic areas. I learned to discriminate between natural and unnatural bear behavior. A highlight of the internship was assisting in the "work-up" (tagging, weighing, and measuring) of a female black bear. Learning about the procedures for dealing with unnatural bear behavior gave me additional drive to provide suggestions to the bear management staff for improved communication with park visitors in order to protect both the visitors and the bears. Overall, the internship was extremely satisfying. I realized that the field of wildlife management has a place for anthropologists and it is the field in which I will pursue my career.

Elena M. Rizzo, Three Rivers, California

HIV Risk Reduction in Southern India.

After several mishaps involved with arranging an internship with an organization in India, I finally secured a position with a non-governmental HIV Prevention Program in Bangalore, Karnataka. This organization had been running for four years providing education, counseling, and palliative care to at-risk populations and those living with HIV/AIDS. Unfortunately, the staff had experienced a great deal of "burn-out" due to the fact that they had seen no registered decline in HIV incidence since the adoption of their efforts.

I was recruited by one of the board members of the organization who was not directly involved with the daily operations but could see the benefits of having an anthropological perspective on the implementation of their programs. My goals for the internship were to use anthropological methods to identify the organization's strengths and weaknesses in their daily operations, educate their staff on risk reduction and behavior change, and build an effective prevention and intervention program for the sex workers in the area.

I could not have picked a more exciting internship. Included in my daily tasks of learning as much as I could about their operations, I had the opportunity to visit unique settings such as: two Government hospital STD wards, the Well Woman Clinic where I sat in on OBGYN exams with the doctor, a free clinic for HIV positive patients where I sat in on exams, a home for eunuchs, a prison, a garment factory, a street fair to educate the public about HIV/AIDS, a respite home for people living with AIDS, markets and other areas around town where sex workers are concentrated, and a tailoring unit.

Toward the end of my stay in India, I conducted two workshops with the staff to help them better identify common goals for the organization and understand the implications and strategies involved in reducing risk for their clients. I have also sent them a plan for implementing intervention strategies with the sex workers in the area with whom they have already built an extraordinary rapport. In addition to the tasks directly involved with my host organization, I had an opportunity to live with a local family and learn about the implications involved with being a female American anthropologist working in the field of illness prevention in a developing country. Though my struggles with working under these particular circumstances were clearly identified throughout my internship, I am thankful for the opportunity to have been able to learn these lessons during a relatively short internship "trial." I look forward to using my experiences in India as a beginning to a solid career in illness prevention in the future.

Jenean Merkel Perelstein

The Center for Drug Use and HIV Research: Communication Among HIV/AIDS Researchers.

The Center for Drug Use and HIV Research (CDUHR) is a newly funded component of the Institute for AIDS Research at the National Development and Research Institutes, Inc. (NDRI). I authored a report on the status of communication, collaboration, and variables affecting the research process in CDUHR projects. I developed the report by spending time with staff on several research projects including accompanying them into the field, sitting in on interviews, and doing in-depth, qualitative interviews with the project staff. The experience and perspective I gained by shadowing field workers, working in a multi-disciplinary environment, and living in the inner

city not only allowed me to produce a valuable report, but also broadened my perspective on the field of HIV/AIDS prevention.

The problems I encountered emerged from the difficulties of being an anthropologically trained outsider contracted to evaluate interactions among the social scientists in the organization. Until I learned how to present my internship goals in a non-threatening way, some people within the organization were hesitant to reveal information to me, perhaps for fear of how my representation of their words would affect their working environment. Also, I was not afforded access to some important interactions or allowed to participate in many activities because of my non-union status in the agency. Unlike my experience with research projects in the west, the ethnographers, data analysts, and field workers in this agency were unionized. This prohibited me from many activities reserved for union employees. Perhaps most frustratingly, I was not allowed to participate in some meetings or issues within the organization because I was not part of the union.

The lessons I learned at CDUHR include the value of developing an internship with a broad spectrum of activities and interactional opportunities, allowing me to gain perspective on several aspects of my field, several disciplinary orientations, and various avenues available to me in my career. I also learned the importance of understanding the political environment of a community before entering that community to allow for smoother interactions.

Karla D. Wagner, New York City, New York

Lessons Learned

Remember throughout this process that the internship is an opportunity for you to investigate your ideas for career goals. You can explore opportunities during your internship without the commitment that will accompany your first professional employment search. Collectively, after evaluating our experiences, we have developed the following general guidelines to consider before, during, and after an applied anthropology internship:

Before you formalize your plan:

- Decide on the goals of the internship and what you are going to do with this experience when you come

home (e.g., write a paper, get a job, analyze and publish data).

- Realize that you will most likely interact with professionals who are unfamiliar with anthropology, its methods, and what it has to offer. Be prepared to explain yourself and the discipline as you go.
- Find out what kind of experience the organization and your potential preceptor have had with interns in the past.
- Know your preceptor's responsibilities within the organization and the extent to which he or she will be available to you as a supervisor and mentor. Negotiate the level of autonomy that you will have within the organization and make sure you and your preceptor are comfortable with that level.
- Have a clear understanding of what you expect from your preceptor and what he or she expects from you. Specify the amount of work you will be responsible for and make sure the work load is reasonable. Then exceed their expectations.
- Clearly state the resources that you will need to complete your duties and make sure they will be available to you.
- Consider the physical and emotional environment you will be placing yourself in and make sure you will be comfortable living and working there.
- Make sure that you will be able to contact a faculty member in case of emergency during your fieldwork.

Before you leave for the field:

- Research your organization; get to know them ahead of time so you don't waste valuable internship time while you are there.
- Plan any research methods in advance; make sure you know how to use them and if you will need assistance.

During your internship:

- Realize that communication with your host organization and preceptor is the linchpin to your success. Keep communication channels open and verify that you and your preceptor understand each other throughout the internship.
- Be flexible and anticipate problems. If problems arise be proactive in suggesting alternative projects that you can work on to complete your goals and obligation to the organization.
- Remember that this is a mutual agreement between you and your host organization; you should be

working toward common goals.

- Keep a journal of both personal feelings and daily activities. These are your professional field notes and will be a valuable resource to you.

Conclusion

In this article we have conveyed, through personal accounts, the opportunities available to applied anthropology students interested in conducting internships in the field. Reflecting on our experiences, we have summarized some important steps involved in creating and successfully completing the ideal internship experience. We hope that our experiences during the summer of 1998 will provide aspiring interns with insight and guidance in creating their own applied

anthropology internships.

Since completing our internships last summer we have returned to NAU with a semester for reflection, focused in part by our participation in a class about American culture. In the spring of 1999 our entire cohort has reconvened in a Post Internship seminar class in which we are preparing to write our Masters theses based on our internship experiences. In this seminar we will continue our period of reflection and use a group process to complete our analyses. This seminar will also aid in our preparation for our next step: our careers, which may include employment as applied anthropologists or admission to doctoral programs.