

## **ANTH 392D Applied Anthropology**

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### ***COURSE DESCRIPTION***

This course explores the efficacy of cultural anthropology in addressing social problems. The applications of anthropology range from sociopolitical and social justice issues, such as forms of discrimination and human rights, to various practical arenas, such as development strategies, resource conservation, and education and public health policy. We will begin with an introduction to the field and a critical look at the ethics of intervention in social science. Then, with an eye toward practical and policy implications, we move to an overview section on forms of social marginality with which cultural anthropology has long been engaged. This will prepare us for particular emphases during the remainder of the course: health, education, and urban problems.

### ***COURSE OBJECTIVES***

ANTH 392D is designed to:

- Provide an overview of anthropology's "fifth subdiscipline"—its history, specializations, ethical concerns, and potential to contribute to social problem solutions and policy formulation
- Demonstrate ways in which applied anthropologists link theory and research methodologies
- Focus on a set of research and policy areas significant to applied anthropology in the 21<sup>st</sup> century
- Help you develop the skills necessary for professional anthropological roles outside the academy (in government, private consultancy, non-profits, non-governmental organizations, policy analysis, etc).

## **REQUIRED READINGS**

All readings are on **e-reserve** at Hamersly Library.

## **REQUIREMENTS AND ASSIGNMENTS**

For the most part we will follow a seminar format. Participants must therefore come prepared to actively engage in discussions of material. Once during the term, expect to help lead a discussion. **Class participation will account for 50 points, or 12.5% of your final grade.**

### **Social Science Bulletin Board Posters (100 points)**

In this assignment you will inform and provide insights to the WOU community concerning an issue that has occupied applied anthropologists. You will also present profiles of actual practitioners in the field. You, following a particular interest you have, will choose the issue and anthropologist. For your reference, I will place a copy of Paula Sabloff's *Careers in Anthropology: Profiles of Practitioner Anthropologists*, from which you may draw much of your material.

The assignment has two main components:

- 1) A ~ 3-page account on the issue and anthropologist
  - What influenced him or her to become an applied anthropologist?
  - What issues have figured prominently in her/his work?
  - What theoretical orientation has guided his or her work?
  - Has she or he influenced practice or policy?
  
- 2) A poster summarizing the content of the written account (note that the poster format lends itself to graphics). These posters will be on public display from about midterm forward and will represent a significant new direction for the Anthropology Department. Please approach this project with fitting sincerity. You will lose points for typos, misspellings, and poor mechanics.

### **Main Project: Applied Research Proposal (200 points)**

For the main assignment of the term, you will likely wish to build on the poster project. That is, you may wish to push deeper into an issue you already care about. For example, you could choose:

- Curriculum policy in public education
- Sudanese refugees
- Latina health
- Economic renewal in Oregon timber towns
- Native American land claims
- Historical Archaeology and Cultural Resource Management
- An issue dealing with prison populations
- Housing the homeless

All together, this principal assignment, basically **an 8-page research paper in proposal form**, will demonstrate your knowledge of how an applied anthropologist goes about his or her work. It will reflect your sensitivity to the audience for applied anthropology, the theory that guides applied fieldwork, the research methods used to carry out research, and the significance to the world of whatever research you “plan” to carry out. Why this assignment and not a research paper proper? Because grant writing is essential to work in applied anthropology. Applied anthropologists write many more grant proposals and reports than journal articles. Indeed, grant writing is becoming an essential skill in an increasing number of fields.

The project will contain the following parts:

An **abstract (10 points)**, or synopsis, of the project, briefly describing the import of the research, the population (or “stakeholders”) at issue, and the methods appropriate for conducting the work, will be **due April 24**. Proposal abstracts are typically no longer than a substantial paragraph (say, 250 words).

A **Literature Review (20 points)** is **due May 10**. The review should be written in narrative form and reflect your (even if partial) knowledge of the body of work in which you locate your own proposed research. The review should contain a handful of sources (5-10 or more articles, books, chapters from edited volumes, films, etc., cited in appropriate AAA form) significant to your specific field. Some of these sources may be drawn from course readings. A short explanation of each source should make clear:

- Why that work is germane to your project
- How your own research “speaks” to the work of your colleagues: how does it fit in?
- How your work makes a contribution to the body of research of your colleagues

Finally, the review should conclude with a correctly formatted bibliography. **See the Anthropology Department website for AAA citation protocols.**

A draft of your **Problem Statement and Research Site (20 points)** is **due May 17**. The Problem Statement summarizes the project: what is the problem you are investigating; where will you carry out the research; what are your major hypotheses; and why is this research significant for the local and/or scholarly community? The research site section, separate from the Problem Statement, should flesh out a description of where you intend to carry out the work. Whatever information you deem important as to geographic or ecological context, political and economic context, profile of the population under study, etc. should be included in the Research Site section.

A draft of your **Methodology section (20 points)** is **due May 24**. Here you demonstrate your familiarity with the applied anthropological research methods to

which you have been exposed in the course and your discrimination as to appropriate methods for carrying out your project. Be precise and explicit. Reiterate the question(s) you are asking, and describe the data collection strategies that will best yield information under the circumstances of the project.

**A rough draft (50 points)** of the whole proposal is **due May 31**. This will largely be a matter of assembling proposal sections you should already have submitted and revised (not so rough, therefore), plus a conclusion that reiterates the significance of the work—why your proposal should receive serious consideration. Rough drafts will allow your peers (see below) and me one more opportunity to give you feedback before you turn in a final product.

**Final Presentations (30 points)** will take place the final week of classes. You will have 15 minutes to present your work to the class, followed by a short Q and A period. In the presentation you should describe your research site, your particular research topic, the major methods you are using, the data you intend to gather, and ways in which your project represents a contribution to applied anthropology. Students will provide critical and constructive comments on classmates' work.

The **final draft of your proposal (100 points)** falls due on the last day of class, **June 7**. Your final draft should constitute a tight, polished revision based on feedback from other students and myself.

***Policy on illness, emergency, and extensions***

All assignments are due **at the beginning of the class period** on which they are scheduled for submission. Late assignments will lose the point-equivalent of one letter grade for each day past due except in the event of severe, properly documented illness or emergency. Requests for extensions must be made in writing **in advance of the due date**. In the interests of fairness to all students, **I will be extremely firm on this** (i.e. if your request for an extension does not meet the above criteria, do not make the request).

**Applied Anthro Websites**

Society for Applied Anthropology  
<http://www.sfaa.net/>

National Association for the Practice of Anthropology  
<http://www.practicinganthropology.org/>

Public Anthropology  
<http://www.publicanthropology.org/>

Cultural Survival  
<http://209.200.101.189/home.cfm>

### **Grade Breakdown**

Bulletin Board Poster	100 points
Proposal Project	250 points
Class Participation	50 points

**TOTAL 400 points**

### **Acknowledgements**

This syllabus has benefited from ideas by Dr. Mark Moritz and the work of Drs. Thomas Weaver and Dennis Wiedman.

### ***CLASS SCHEDULE (subject to change)***

## **PART 1 The Scope and Ethics of Applied Anthropology**

### **Week 1**

April 3

*Introductions*

April 5

*History of Applied Anthropology*

Van Willigen, *Applied Anthropology: An Introduction*, chapter 2 (“The Development of Applied Anthropology”)

### **Week 2**

April 10

*Ethics of Intervention*

Scheper-Hughes, “The Primacy of the Ethical” **JSTOR**

Hackenberg and Hackenberg, “You CAN do Something”

## **Part 2 Marginality and Social Justice**

April 12

*Food Insecurity in Oregon*

Bernell et al., “Restricted Opportunities...”

Class visit: Nancy Rosenberger, Oregon State University: “Food Security in Oregon”

### **Week 3**

*Independent Work Week*

April 17

Library Workshop with Roy Bennett

April 19

NO CLASS: Work on Background Research for Proposal Bibliography

### **Week 4**

April 24

*Migration and Urban Poverty*

Bourgeois, "Workaday World, Crack Economy"

Van Wetering and Van Gelding, "Vital force, avenging spirits and zombies..."

**Due: Proposal Abstract**

April 26

*Nature, Labor, and Livelihood in the Willamette Valley*

Stephen, "Cultural Citizenship and Labor Rights..."

Class visit: Eric Jones, Institute for Cultural and Ecology, "Applied Anthropology and Natural Resource Issues in Oregon"

### **Week 5**

May 1

*Class, Gender, and Vulnerability*

Farmer, "Invisible Women..."

May 3

*Age, Class, and Social Marginality*

Reading TBA

Class Visit: Dr. Mark Henkels, "Eldercare Alternatives in Oregon"

**Bulletin board posters go up**

## **Part 3 Three Focus Areas in Applied Work**

### **Week 6**

*Health*

May 8

Singer, "The Development of Critical Medical Anthropology"

Gozdziaik, "Training Refugee Mental Health Providers..."

May 10

Reading TBA

Class Visit: TBA

**Due: Literature Review**

**Week 7***Education*

May 15

Osborne, "Practice into Theory into Practice..."

Ochoa and Ochoa, "Education for Social Transformation"

May 17

Reading TBA

Class Activity: Prison Visit

**Due: Draft of Problem Statement and Research Site****Week 8***The Urban Poor*

May 22

Davis, "The Prevalence of Slums" and "A Surplus Humanity?"

Guerrero, "Innovative Programs for the Urban Poor in Cali, Colombia"

May 24

Hopper, "Limits to Witnessing: From Ethnography to Engagement"

**Due: Methodology Section****Week 9**

May 29

NO CLASS: Memorial Day

May 31

NO CLASS: Academic Excellence Showcase

**Due: Proposal Rough Draft****Part 4 The Future of Applied Anthropology****Week 10**

June 5

Lamphere

Presentations

June 7

Presentations

**Due: Proposal Final Draft**