

Applied Anthropology: History, Uses, Methods, Careers

ANTH 3150

Fall 2017

Mondays 5:30-8:00 p.m.

Old Main 119

Contact Information:

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Course Description and rationale:

This three-credit, sophomore/junior level course in anthropology introduces students to the field of applied anthropology, including discussions of its emergence, its applications and usefulness, the methods and skills that practitioners use in their daily lives, and career options in the field. In addition to introducing students to applied anthropology, the course meets three needs frequently expressed by our students. First, it provides an introduction to and practice in the use of various field-method techniques that are part of the cultural anthropologist's "toolkit." Second, it introduces the range of careers that students with an interest in applied anthropology might consider. Finally, it introduces students to the skill-set needed to be able to identify career options and to effectively market their skills to potential employers. In summary, this course answers the ubiquitous questions: "But what can I DO with a degree in anthropology? How can I make myself marketable to employers who don't know what anthropology is? How can I find-out more about what anthropologists do in the REAL world?"

Course Objectives:

By participating in this course students will:

1. Gain factual knowledge regarding the theories, methods, history and uses of applied anthropology through reading articles by practicing anthropologists
2. Develop specific skills and competencies necessary for professionals in the field of applied anthropology by doing exercises that will help in creating a resume and job portfolio, as well as conducting an ethnographic study of a career field
3. Learn to critically analyze and evaluate ideas, arguments, and points of view by participating in group discussions, writing reading responses, and facilitating a discussion on readings, case studies, and films
4. Develop skills in expressing oneself orally, and in written form through weekly reading assignments, writing a report on their research, through leading discussion and presenting on findings related to their research
5. Learn how to find resources for answering questions and solving problems related to careers in applied anthropology through research and utilizing resources at USU's career center and library, as well as on the internet.

Required Texts:

1. (2013). Handbook of Practicing Anthropology by Riall Nolan (2010) ISBN: 978-0-470-67460-4 available at the Bookstore and through USU Library at:
<http://ebookcentral.proquest.com/dist.lib.usu.edu/lib/USU/detail.action?docID=1120843>
2. Making Refuge: Somali Bantu Refugees and Lewiston, Maine by: Catherine L. Besteman (2016) available at the Bookstore and through USU library at:
<http://ebookcentral.proquest.com/dist.lib.usu.edu/lib/usu/detail.action?docID=4412752>
3. Other readings will be available in PDF or by URL on the corresponding week's module on Canvas

Optional Texts (necessary readings/exercises will be available on Canvas)

1. Applied Anthropology: An Introduction by John van Willigen (2010) available through USU Library at: <http://ebookcentral.proquest.com/dist.lib.usu.edu/lib/USU/reader.action?docID=3000839&ppg=5>
2. Ervin, Alexander. Applied Anthropology: Tools and Perspectives for Contemporary Practice (2005, 2nd ed.), Allyn and Bacon
3. Brilller, Sherylyn H. and Goldmacher, A. (2009) Designing an Anthropology Career: Professional Development Exercises, AltaMira Press
4. Stephens, W. Richard. Careers in Anthropology: What an Anthropology Degree Can Do For You. (2002). Allyn and Bacon.

Course Requirements/Student Evaluation Criteria:

Attendance and Participation (15%): Because we meet only once a week it is imperative that you attend all classes. I will allow students ONE no questions asked absence. Please plan to do the readings before you come to class and be prepared to participate in discussion.

Weekly Reading Journal (20%): Students will keep a reading journal that summarizes and analyzes the weekly readings. The format will be posted on Canvas and discussed in class. Reading journals will be evaluated using a check, check-plus, or check-minus format and will need to be turned in three times over the course of the semester (weeks 4, 9, and 14) on Canvas. You will need to incorporate all readings, though you may find that some reading get more ‘weight’ in your journal.

Homework Exercises and Career Plan Portfolio (10%): You will need to keep a notebook with cumulative evidence of research about relevant organizations/positions/network contacts (e.g. lists of websites, contact information, list of job titles and skills needed for completion of job tasks, networks to be contacted for research project, etc.). There will be several exercises over the course of the semester that are intended to help with your career planning. Information will be posted on Canvas and discussed in class. On several occasions, we will work on an exercise in class. You will benefit from being present. You will also need to visit the Career Center and document what you find/learn in your visit. I highly recommend making an appointment early in the term, as it will likely help you with your research project. I will check your portfolio twice toward the end of the semester. More information forthcoming.

Ethnographic research project and presentation (30%): Students are required to select a potential career "path" open to anthropology majors (lists of ideas will be generated week one and available on Canvas), conduct ethnographic research with a working professional engaged in that career, prepare a written report, and present a summary of their findings once during the weeks 11-14 of the course (see syllabus for relevant dates). To accomplish this, students will need to survey available literature (pdfs from Career Resources Handbook will be available on canvas to “jump-start” research process), identify, contact, build rapport, and work with at least one key-informant, conduct two ethnographic interviews (a life history as well as a “career information” conversation with that informant), and orally present research. The written and oral components must include the following:
a) informant’s job title, b) list of relevant skills and educational requirements pursuant to this job title, c) salary range and employment prognosis for this career (to be obtained either via ethnographic research or secondary research) d) a list of websites and/or hard-copy resources where job-openings for this kind of position can be found, e) “a day-in-the-life summary of activities for this kind of professional f) discussion of how career trajectory of informant compared with professional profiled in Stephens book, g) recommendations for student-researchers.

The written report should be 8-10 pages in length and will be worth up to **75 points**. It will be **due on the LAST DAY OF CLASS**. Oral presentation of the ethnographic research will be scheduled according to syllabus and is worth up to **25 points**. As an appendix to the written report, the student must submit at least two of the following:
a) organizational analysis of the company for whom primary informant works, b) a transcribed ethnographic interview, c) detailed notes about participant observation/shadowing experience) d) a life-history interview for primary informant).

Exams (25%): Format TBA. We will have three exams over the course of the semester that will aim to encourage your synthesis of class readings, discussions, and lecture. Weeks 5, 10, and Finals on Canvas.

Course Schedule:

Part I: Applying Anthropological Research (History and Theory)

Week #1 Aug. 28: Course Overview and History

- ✓ TO DO:
 - ✓ View: website of the National Association for the Practice of Anthropology (NAPA) <https://www.practicinganthropology.org>
 - ✓ View: website of the Society for Applied Anthropology (SfAA) <http://www.sfaa.net/>
 - ✓ In class: Preparing for career research
 - ✓ Read: “Introduction” in **Nolan** text pp. 1-8
 - ✓ Read: Brilller and Goldmacher “Identity Expedition Exercise” (**Canvas**)
- ✓ Homework: Identity Expedition due by Monday Sept 4. noon

Week #2 Sept. 4 NO CLASS (Labor Day): Ethics

- ✓ TO DO:
 - ✓ Read: American Anthropological Association Code of Ethics <http://ethics.americananthro.org/category/statement/>
 - ✓ Watch: Anthropology on Trial <https://archive.org/details/papuanewguineaanthropologyontrial>
 - ✓ Write: “What would you do?”: Choose an ethical dilemma from the case studies found on the AAA website, read it, decide what you might do, THEN read what the anthropologists chose and THEN reflect on whether you agree or disagree, why/why not, and how it compares with your response. Case studies found at: <http://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=12912>
- ✓ Homework: Ethics in anthropology exercise
- ✓ Visit: The Career Center sometime this week or at least make an appointment.

Week #3 Sept. 11: History and Ethics

- ✓ TO DO:
 - ✓ Read: Bohren, L. and Whiteford, L. (2013) Chapter 26 “Ethics and Practicing Anthropology: Pragmatic, Practical, and Principaled” in **Nolan text** pp. 291-302
 - ✓ Read: Nolan, R. (2017). “Preface,” “The Discipline of Anthropology” and “The World Today and Anthropology’s Place In It” in *Using Anthropology in the World, A Guide to Becoming an Anthropologist Practitioner* pp. 6-42 **available online** at: <https://play.google.com/books/reader?printsec=frontcover&output=reader&id=8BddDgAAQBAJ&pg=GBS.PT41.w.5.0.46>
 - ✓ Read: Rylko-Bauer, Singer, and Van Willigen (2009) “Reclaiming Applied Anthropology: Its Past, Present, and Future” *AMERICAN ANTHROPOLOGIST*, Vol. 108, Issue 1, pp. 178–190 (**Canvas**)
- ✓ Present: “What would you do?” Week 3’s case study and analysis
- ✓ Homework: Transcript exercise

Week #4 Sept. 18 Uses: Advocacy and Academic-Practitioner Relations

- ✓ TO DO:
 - ✓ **Begin Reading Making Refuge** pp. 1-34 (**Besteman**)
 - ✓ **Read:** Bennett, L. A. and Fiske, S.J. (2013) “The Academic-Practitioner Relationship” Chapter 27 in *A Handbook of Practicing Anthropology* pp. 303-316 (**Nolan text**)
 - ✓ **Read:** Besteman, C. (2010). “In and Out of the academy: Policy and the Case for a Strategic Anthropology.” *Human Organization*, Vol. 69, No. 4 pp. 407-417 (**Canvas**)
 - ✓ **Read:** Omidian, P.A. (1996). “Challenges of Refugee Research, Assistance, and Advocacy” *Practicing Anthropology*, Vol. 18, No. 1 (Winter 1996), pp. 3-4 (**Canvas**)
- ✓ **Homework:** Job titles exercise
- ✓ **Turn-in: Journal #1**

Week #5 Sept. 25 Uses: Anthropology and Policy

- ✓ TO DO:
 - ✓ **Continue Reading Making Refuge** Part I “Refugees” pp. 35-100 (**Besteman**)
 - ✓ **Read:** Van Willigen Chapter 11 “Anthropology as Policy Research” in *Applied Anthropology: An Introduction* pp. 161-174 (**library**)
<http://ebookcentral.proquest.com/dist.lib.usu.edu/lib/USU/reader.action?docID=3000839&ppg=5>
 - ✓ **Read:** Van Willigen, J. Chapter 12 “Social Impact Assessment” in *Applied Anthropology: An Introduction* pp. 161-174 (**library**)
- ✓ **Take: Midterm #1 on Canvas**

Week #6 Oct. 2 Advocacy and the Role of Anthropology in the World

- ✓ TO DO:
 - ✓ **Finish Reading Besteman Making Refuge** Part III “Refuge” and “Conclusion”
- ✓ In class discussion of book and Ethnographic research project
- ✓ **Homework:** Finalize your research topic/career path

Part II: Methods

Week #7 Oct. 9 Methods and Approaches

- ✓ TO DO:
 - ✓ **Read:** Butler, M.O. (2013). Chapter 18 “Methods and Approaches” (**Nolan text**) pp. 199-209
 - ✓ **Read:** Hill, C.E. (2000). “The Relationship of Theory and Practice” *NAPA Bulletin*, January 2000, Vol.18(1), pp. 1-16 (**Canvas**)
 - ✓ **Read:** Asset Based Community Development (ABCD)
- ✓ **Homework:** Ideal Job Exercise

Week #8 Oct. 16 Participatory Research

- ✓ Asset Based Community Development (ABCD) Presentation

- ✓ TO DO:
 - ✓ Read: Baba, M.L. (2000). "Theories of Practice in Anthropology: A Critical Appraisal" NAPA Bulletin, January 2000, Vol.18(1), pp.17-44 (**Canvas**)
 - ✓ Read Ervin, Alexander M. 2005 Chapter 15 "Participatory Research." *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. 2nd Edition. Pp. 219-233. Boston: Pearson. (**Canvas**)
 - ✓ Skim the Chicago Manual to Participatory Research on **Canvas**

Week #9 Oct. 23 Participant Observation and Interview Techniques

- ✓ TO DO:
 - ✓ Read: Ervin, Alexander M. (2005) Chapter 11 "Ethnography: Participant Observation and Key- Informant Interviewing." *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. 2nd Edition. Pp. 160-174. Boston: Pearson. (**Canvas**)
 - ✓ Read: TBA
 - ✓ Turn-In: Journal #2

Part III: Professional Development

Week #10 Oct. 30 Professional Development and Job Skills

- ✓ TO DO:
 - ✓ Read: Chapter 2 (**Nolan text**). Redding, T. "Professional Training and Preparation"
 - ✓ Read: Chapter 4 (**Nolan text**). Tso, J. "Job Hunting in the Twenty-First Century" pp. 36-46
 - ✓ Read: Chapter 5 (**Nolan text**). Crain, C. and Tashima, N. "Job Success 101: A Graduate Course" pp. 47-60
 - ✓ Take: Midterm #2

Part IV: Careers in Applied Anthropology (subject to change)

Week #11 Nov. 6 Environmental and NGOs

- ✓ TO DO:
 - ✓ Read: Chapter 13 (**Nolan text**) "Nongovernmental Organization"
 - ✓ Read: Chapter 24 (**Nolan text**) "Environment and Resources"
 - ✓ Read: Moran, Emilio F. (2000) "Theory and Practice in Environmental Anthropology." NAPA Bulletin 18: 132-147. (**Canvas**)
- ✓ Student Presentations

Week #12 Nov. 13 Health, Development, and Humanitarian Assistance

- ✓ TO DO:
 - ✓ Read: Chapter 20 (**Nolan text**) "Practitioners Working in Health"
 - ✓ Read: Chapter 21 (**Nolan text**) "International Development"
 - ✓ Read: Chapter 25 (**Nolan text**) "Practitioners in Humanitarian Assistance"
- ✓ Student Presentations

Week #13 Nov. 20 Federal Government, Military, Multilateral Organizations

- ✓ TO DO:
 - ✓ Read: Chapter 16 (**Nolan text**) Fiske, S. “Working for the Federal Government”
 - ✓ Read: Chapter 21 (**Nolan text**) Fosher, K.B. and Tortorello, F.J. “Military and Security”
 - ✓ Read: Chapter 14 (**Nolan text**) Partridge, W. “Multilateral Governmental Organizations”
- ✓ Student Presentations

Week #14 Nov. 27 (Thanksgiving week) Tourism, Heritage, Culture

- ✓ TO DO:
 - ✓ Read: Chapter 8 (**Nolan text**) Bronitsky, G. “Doing Anthropology—Full Time, Full Tilt”
 - ✓ Read: Mason, A. (2000). “Applied Anthropology and Heritage Tourism Planning: Working for The Western Erie Canal Heritage Corridor Planning Commission” NAPA Bulletin 18, Issue 1
 - ✓ Read: Stonich, S. C. (2005). “Enhancing Community-Based Tourism Development and Conservation in the Western Caribbean.” NAPA Bulletin 23: 77-97
- ✓ Student Presentations
- ✓ **Turn-In: Journal #3**

Week #15 Dec. 4 Course Wrap-up

- ✓ TO DO:
 - ✓ Read: Scheper-Hughes (2017) “Can Anthropology Save the World?” on **Canvas** and available online at: <http://perspectives.americananthro.org/teaching/Scheper-Hughes.pdf>
- ✓ **Turn-In: Project Report**

Week Dec. 11 Finals

- ✓ TO DO:
 - ✓ **Take: Final Exam on Canvas by Wednesday Dec. 13th 6 p.m.**

University and Course Policies and Procedures

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

[The Honor Pledge](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;

- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

For additional information about the application process, accommodations for Online & Regional Campus Students, confidentiality, free and low cost accessibility apps, and the services provided by the DRC, please visit the [Students section of the Disability Resource Center website](#).

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <https://ususa.usu.edu/resources/legal-services/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University:

<http://www.usu.edu/student-services/student-code/>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.