Applied Anthropology
ANTH 295

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Course summary

This course has several goals: (1) to examine the applications of anthropology to the solution of contemporary social problems; (2) to get you thinking about your own career options in anthropology, and; (3) to provide experience in carrying out applied research. While all subfields of anthropology have applications, this course focuses on the applications of cultural anthropology. The course provides an overview of applied anthropology in America, a conceptual framework for understanding different "styles" of applied anthropology and detailed consideration of many of the domains of applied cultural anthropology such as: medical anthropology, anthropology of business and industry, anthropology in education, anthropology and environmental issues and others. Applied research often draws on skills and abilities quite distinct from those of basic ethnographic research. We will discuss and gain experience with these methods through the conceptualization, design and implementation of an applied project. Throughout the course, we will discuss the ethical issues in the practice of anthropology.

The principal learning outcomes for this course include:

- an understanding of the varied applications of cultural anthropology;
- a self-assessment of your own skills, abilities and aptitude for applied research;
- an understanding of the career prospects in applied research;
- familiarity with the methods and theories of applied anthropology
- an understanding of the phases of applied anthropological research, and;
- hands-on experience in working on an applied anthropology project.

The course consists of lectures, readings, and hands-on applied fieldwork. Readings will focus on the relationship of applied anthropology to “academic” anthropology, the history of applied anthropology and ethics. The course will use the case study approach in which students read and analyze cases of anthropologists working in applied settings in order to gain a feel for the varied nature of applied practice and the types of problems encountered. As part of the readings of the course, the class will participate in the Public Anthropology Project supervised by Rob Borofsky, of the University of Hawaii. Additional information will be provided in class. For more information go to: http://www.publicanthropology.org/Archive/AnthJournalsProject.htm

A major portion of the course will be devoted to hands-on learning in the form of an applied anthropology project. The class as a group will identify a problem(s), write a proposal for studying that problem, and carry out an applied anthropology project in an area relevant to the field.

Finally, throughout the semester, students will reflect on your own skills and interests and attempts to match those with varying work contexts. This process will point out areas of
strength and weakness in your academic preparation to date and suggest future directions you may wish to pursue in your academic career to better prepare you for the job market.

Course Organization

Part One Overview of Applied Anthropology: discuss the relationship of applied anthropology to other dimensions of the discipline and the history of applied cultural anthropology. We will discuss professional practice, ethical issues and methods. We will also begin brainstorming regarding the applied anthropology project(s).

Weeks 1-2: Overview and history of the field
Readings: Ervin, Chapters 1,2
Assignments: Write a 2-3 page essay summarizing theories of praxis as presented in Baba, Kozaitis and Partridge. Come to class prepared to discuss the history of applied anthropology as discussed in Ervin.
Portfolio: Include notes from class, readings, and graded papers in portfolio.
Public Anthropology: Discuss assignment, review summaries on-line, assign articles.
Project: Discuss possible project ideas

Weeks 3-4: Ethical issues and professional preparation
Readings: Ervin Ch 3, 17
Assignments: Compile read and analyze professional statements on ethics from: AAA, SfAA, NAPA and university guidelines on Human Subjects Research. Write 2-3 page essay discussing ethical issues presented in Spicer.
Portfolio: Incorporate ethics statement and HSRC guidelines into portfolio, notes on readings, discussions. Graded paper. Reflections on project.
Public Anthropology: Read articles, first draft of summary due 2/17.
Project: Narrow/choose project(s), write concept paper for project

Week 5: Methods in Applied Anthropology
Readings: Ervin, Chapters 11-15
Case Study: Hess: “Using Time-effective ethnographic evaluation to reshape a public-private partnership”
Assignments: Write a 2-3 page case study analysis of Hess. Discuss how his project did or did not include the methods discussed in Ervin.
Portfolio: Notes on readings, class discussions. Reflections on project identification process, contributions to drafts. Graded papers.
Public Anthropology: Second draft of summaries due 3/1.
Project: Concept paper for project due. Background research, draft proposal

Part Two: Domains of application: Applied anthropology can be characterized either by the type of work done (needs assessment, social impact assessment, etc) or particular topical areas of
practice such as medical anthropology, educational anthropology, development anthropology, etc. In this section of the course we will explore some of these domains.

**Week 6: Needs assessment and evaluation**
Readings: Ervin, Chapters 6,7
Assignments: Case study analysis, Fetterman.
Portfolio: Notes from readings, discussion. Document role in proposal formulation, drafting.

**Weeks 7: Social and Environmental Impact Assessment**
Readings: Ervin Chapters 8, 9
Case Study: Liebow: “Ethnography and Environmental Risk Management”
Assignments: Case study analysis, Liebow
Portfolio: Notes on readings, class discussion, proposal activities
Public Anthropology: Final draft of HO summaries due by 3/10.
Project: Fulfill HSRC requirements for proposed research and obtain HSRC approval of project

**Spring Break**

**Weeks 8: Policy**
Readings: Ervin Chapters 4,5
Portfolio: Notes on readings, discussions. Observations on HSRC process, document role in project progress.
Project: Plan data collection, allocate tasks, initiate project

**Week 9: Medical anthropology**
Portfolio: Notes on readings, class discussion. Document role in project.
Project: Data collection.

**Part 3: Project.** The principal activity during the last portion of the course will be to complete the class project including data gathering, analysis and report write-up. **Pay close attention to deadlines! Late projects are failures!!** Class time will be devoted to discussing problems and strategies for completing the research, assigning tasks, sharing information and other matters related to the implementation of the project(s). Complete HO project as necessary.

**Weeks 10-16: Project deadlines:**
Data collection 3/24-4/14 … three weeks!
Data analysis 4/14-23 … two weeks!
Draft report write-up due by 5/5 … one week to write!
Present project and evaluate experience, 5/10, 12
Final project presented to client by 5/17

**Course Requirements:** There are three main elements to this class: the readings with associated write-ups and in-class discussions (seminar format), the HO project and the applied anthropology research project. A seminar is an approach to learning in which members of the
class jointly explore concepts and ideas in a set of readings under the guidance of the instructor. Therefore it is essential that you come to class, and that you come prepared to discuss the readings. The HO project is an opportunity to deepen your understanding of applied anthropology, practice analytical skills and get published on the web. The research project will be defined by the group and carried out as a group in order to gain direct, hands-on experience with applied research. **You can expect to devote considerable time to the research project.** To the extent that we can accelerate “getting into the field,” we will do so.

The seminar will revolve around text readings, case studies and additional readings as assigned. For each case study we read, each student will be required to write a brief summary and analysis of the case examined. The HO project requires the each member of the class write 2-3 short summaries (4-6 pages) of the articles published in Volume 54 (1995) of *Human Organization.* See [http://www.sfaa.net/ho/main/recentback.html](http://www.sfaa.net/ho/main/recentback.html) for articles and abstracts of Volume 54.

**Grading:** Grading will be based on: (1) class attendance and active participation in class discussions, (2) written analyses of case studies and other writing assignments, (3) participation in the Public Anthropology Project; (4) contributions to and participation in the class research project, and (5) completion and submission of a portfolio reflecting work and learning over the semester. The nature of the portfolio will be discussed in class, but in general it should include all written material that reflects your work and learning in the course: class notes, case study analyses, project documents, notes of project meetings, EVERYTHING! May I suggest a 3-ring binder? Class syllabus has a copy of portfolio scoring rubric and project participation rubric.

**As in life, there are no exams in this course.**

**Required Texts:**

Additional readings: *Human Organization* Volume 54 (1995)… ~ 46 articles …

**Electronic Reserve (Access code, 5YSCT):**


The following three articles are grouped together under the title, “Anthropologists and Japanese Internment:”


SEVEN GOALS OF THE DEPARTMENT OF ANTHROPOLOGY AT CSU, CHICO

1. An understanding of the phenomenon of culture as that which differentiates human life from other life forms; an understanding of the roles of human biology and cultural processes in human behavior and human evolution.

2. A positive appreciation of the diversity of contemporary and past human cultures and an awareness of the value of anthropological perspectives and knowledge in contemporary society.

3. A knowledge of the substantive data pertinent to the several sub-disciplines of anthropology and familiarity with the major issues relevant to each.

4. Familiarity with the forms of anthropological literature and basic data sources and knowledge of how to access such information.

5. Knowledge of the methodology appropriate to the sub-disciplines of anthropology and the capacity to apply appropriate methods when conducting anthropological research.

6. The ability to present and communicate in anthropologically appropriate ways anthropological knowledge and the results of anthropological research.

7. Knowledge of the history of anthropological thought.

*This course is designed to contribute to all of these goals, with special reference to Goal 5: applications of anthropology.*

Class Rules:
1. Respect the opinions of others, and treat others with courtesy and professionalism.
2. Turn off cell phone, pagers when in class.
3. No food in class, unless you bring enough for everyone.
4. Take active part in project, assume responsibility, follow through on commitments.
5. Behave in an ethical manner in all activities associated with the class.
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Note: I will use this rubric to grade your portfolio.
# Project Collaboration Rubric

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<td><strong>Research &amp; Gather Information</strong></td>
<td>Collects a great deal of information, all contributes to topic.</td>
<td>Collects some basic information, most of which contributes to topic.</td>
<td>Collects very little information, some relates to topic.</td>
<td>Collects little or no information pertaining to topic</td>
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<td><strong>Share Information with Project Team</strong></td>
<td>Relays a great deal of information, all of which contributes to topic.</td>
<td>Relays some basic information, most of which contributes to topic.</td>
<td>Relays very little information, some relates to topic.</td>
<td>Relays little or no information pertaining to topic to project team.</td>
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<td><strong>Punctuality</strong></td>
<td>Performs all tasks on time.</td>
<td>Performs most tasks on time.</td>
<td>Performs most tasks late.</td>
<td>Fails to perform most tasks.</td>
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<td>Fulfills Team Role’s Duties</td>
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<td>Shares Equally</td>
<td>Always does assigned work without having to be reminded</td>
<td>Usually does assigned work with few reminders.</td>
<td>Rarely does assigned work, often needs reminding</td>
<td>Relies on others to do the work</td>
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<td><strong>Consideration</strong></td>
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<td>Listens to teammates</td>
<td>Listens and speaks a fair amount</td>
<td>Listens, but sometimes talks too much.</td>
<td>Does most of the talking, rarely allows others to speak.</td>
<td>Always talking, never lets others speak.</td>
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<td>Cooperates with Teammates</td>
<td>Does not argue with teammates</td>
<td>Rarely argues</td>
<td>Sometimes argues</td>
<td>Usually argues with teammates</td>
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<td>Makes Fair Decisions</td>
<td>Always helps team reach a fair decision</td>
<td>Usually considers all viewpoints</td>
<td>Often sides with friends rather than considering all viewpoints</td>
<td>Usually wants to have things their way.</td>
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Note: You will use this rubric to grade members of your project team, including yourself!