

SYLLABUS
ANTH 5050.810/820 PREPARATION FOR PRACTICE AND THE APPLIED THESIS
FALL 2017

Dr. Jara Carrington
Class meetings: TBD
Meeting location: ONLINE

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Course Designer: Dr. Alicia Re Cruz

Overview of the Class:

Welcome! This class will provide a foundational training in the professional aspects of applied anthropological work. We will draw on scholarly readings and interactions with guest speakers to explore the diversity of contemporary applied anthropological research, and we will address some of the major theoretical, disciplinary, and ethical complexities of doing applied anthropological research in today's world. Throughout, students will also receive training in the professional aspects of applied anthropology that you will use to develop and/or progress on your own applied thesis project. We will address aspects such as client development, project design, marketing, and other important skills.

Communication with Instructor

You are welcome to communicate with me any time via email, text, or voice (my contact information is listed at the top of the syllabus). I will respond to all communications within 48 hours. If you email me to arrange a time, I am also happy to set up an online face-face meeting to discuss anything you need.

Required Readings

There is one required text for this course, "*Anthropology in Practice: Building a Career Outside the Academy*, by Riall W. Nolan (2003). This book is available for purchase in person or online at the UNT Bookstore.

All other readings can be found on our course page in Blackboard Learn.

Course Requirements

- 1. Participation in classroom discussions through Blackboard Discussion forum (25%).** As a graduate seminar, your participation is vital to the success of this class. The goal of our online written discussions is to duplicate a face-to-face conversation as much as possible, in terms of having a good back-and-forth among class participants. I will be assessing you for the overall quality of the whole conversation, rather than the magnificence of an individual post.

Your participation grade will be based on the content of your posts, including:

- Do you demonstrate that you have completed the assigned readings
- Do you offer thoughtful analyses, reflections, and critiques of the topics discussed in class
- Do your comments build on the comments of other class members

Your participation grade will also be based on the structure and timing of your posts:

- Post your first message(s) by Tuesday of every week.
- Try to check the discussions daily; focus on contributing to just a few threads if your time is limited.
- Only one idea per message!
- Frequent small posts are better than humongous messages at rare intervals. This will enable more back-and-forth between you and your classmates.
- If you have a new thought that you want to share, start a new conversational thread by clicking “Create Thread”– this will promote discussion of the topic. If everyone just hits “Reply” to previous messages the overall structure of the conversation will become confusing.
- Change the subject line when you are replying to a message but shifting the focus.
- If other people have already said what you wanted to say about one topic, move on to a different topic.
- Don’t put your thoughts in a Word attachment, write them directly in the message field.
- Post at least 4 substantive messages per week in the online discussions; more postings are encouraged

2. **Applied Thesis-related Assignments (75%).** This course has a series of assignments that function like a funnel: they start out broad, and then each subsequent assignment helps you narrow your ideas and plans for the applied thesis, until, in the last assignment (the proposal) you are able to succinctly lay out a concrete plan of action.

- All assignments are due by Sunday at 11:30 PM on the week they are assigned.
- Assignments should be submitted in the Assignments area of the course.
- Instructions for each item are provided at the end of the syllabus.

Assignment	% of Course Grade
Field of Interest Paper	5%
Organizations List	10%
Interview Summary #1	10%
Project Statement	10%
Resume	10%
Interview Summary #2	10%
Proposal	20%

Plagiarism Policy

The Department of Anthropology does not tolerate plagiarism or any other form of academic dishonesty. Students suspected of academic dishonesty will be given a hearing in which they are informed of the charges. If there is clear evidence in support of the charge, they will automatically fail the course. For more information on the university's policies regarding academic integrity and dishonesty, see the Center for Student Rights and Responsibilities at <http://www.unt.edu/csrr/>. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. You should always provide references for any facts, statistics, quotations, or paraphrasing of information that are not common knowledge. For more information on writing papers, including how to avoid plagiarism and how to use citations, see the Department of Anthropology's Writing Guide at <http://anthropology.unt.edu/resources-writingpaper.php>.

Non-Discrimination Policy

It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and education goals. Direct questions and concerns to the Equal Opportunity Office, 940-565-2456, or the Dean of Students, 940-565-2648. TDD access is available through Relay Texas, 800-735-2989.

Academic Accommodations

The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940-565-4323.

Weekly Cycle

The course runs on a weekly cycle. There is one lesson for each week. Discussions for each lesson will last one week, from Monday morning through Sunday night.

- All students must read the lesson and the assigned readings. Also, they must start posting to the discussions no later than Tuesday of each week.
- All assignments are due by 11:30 PM on Sunday on the week they are assigned.

- There will be a multiple one-hour videoconferences throughout the semester. These will be opportunities to discuss course topics and readings, ask questions about preparation for the applied thesis, and to hear guest presenters. We will need to together arrange a consistent time and day for videoconferences that works for everyone; please post your availability on the Week 1 discussion board ASAP.

Course Schedule

Lesson	Dates	Topics	Readings	Assignments Due
1	Aug 28- Sept 3	Welcome	N/A	
2	Sept 4-10	Introduction to Course	N/A	
3	Sep 11-17	Applied Anthropology as Community of Practice	Lave and Wenger 1991 Wasson 2008 Nolan Ch. 1	Field of Interest Paper
4	Sep 18-24	Community of Practice 2 Finding an Applied Thesis Site Initial Career Planning	Wasson 2006 Nolan Ch. 2 (skip pp 38-49)	
5	Sep 25- Oct 1	Practitioner Case Study Applied Thesis Planning Further Career Planning	Butler 2006 Nolan Ch. 3	Organizations List
6	Oct 2-8	Practitioner Case Study Informational Interviews Finding a Job	Copeland-Carson 2006 Nolan Ch. 4	
7	Oct 9-15	Practitioner Case Study Surviving at Work	Pinsker 2006 Nolan Ch. 5	
8	Oct 16-22	Public Anthropology Advancing the Profession	Borofsky 2000 Singer 2000 Nolan Ch. 6	Resume
9	Oct 23-29	Practitioner Case Studies Elevator Speech	Gluesing 2012 Riopelle 2012	
10	Oct 30- Nov 5	Practitioner Case Studies Writing a Project Statement	Trotter 1987 Forsythe 1999	Interview Summary #1
11	Nov 6-12	Client Development	Block 1981a, 1981b,	

		Designing the Thesis Project 1	1981c	
12	Nov 13-19	Practitioner Case Studies Designing the Thesis Project 2 Writing the Proposal	Sunderland and Denny 2003 Wasson and Squires 2012	Project Statement
13	Nov 20-26	Practitioner Case Studies	Esber 1987 Fiske 2012	
14	Nov 27- Dec 3	Doing the Applied Thesis Practitioner Case Study	Applied Thesis Proposals McNamara 2012	Interview Summary #2
15	Dec 4-10	Review and Wrap-Up	N/A	
FINALS	Dec 12	N/A	N/A	Proposal

Instructions for Assignments

1. Field of Interest Paper

Write an essay about your field of interest, be it public health, refugees, organizational change, or whatever.

First of all, be as specific as you can about your interests. What is it about this field that draws you to it? Do you have previous experience in this area? What kind of organization might you work in, for your applied thesis and, later on, for your career (if relevant)?

Secondly, describe important issues or problems that organizations in this field are currently dealing with. Be as specific as you can. If you want, you can focus on the situation in a particular community or agency. If you are not that familiar with your field of interest, do some library/web research to identify current issues. How can an applied anthropologist help with these issues?

The essay should be about 5 pages, double-spaced, with page numbers.

2. Organizations List

Prepare a list of 5 organizations that could be potential sites/clients for your applied thesis. For each organization, include ALL of the following information:

- Name of organization
- Address of organization
- Website of organization
- Name, job title, department, phone number, and email address of at least one contact person who might be able to sponsor your applied thesis (i.e., not the receptionist)
- Brief explanation of how you found out about the organization/contact person
- Brief explanation of what the organization does
- How the organization relates to your research interests

3. Resume

Prepare a resume based on Nolan Ch. 4 and class discussions. The audience for the resume should be your potential applied thesis sites.

4. Interview Summary #1

In order to complete this assignment, you must first conduct an informational interview. This is an opportunity for you to ask someone in your field of interest for advice about designing your

applied thesis. You will also ask them more generally about their job and their field of work. You will learn how to do an informational interview in class.

Do not choose someone you already know well – the point is to expand your network. Do not conduct the interview using email. It should be face-to-face or by phone or Skype.

Write a summary of what you learned in the informational interview. What did you learn about the person's field of work? What did you especially like/dislike/find exciting/find boring? What advice did you get on setting up your applied thesis?

The summary should be about 3-4 pages, double-spaced.

Note: Start planning your interviews many weeks before the assignments are due, because it can take a surprisingly long time to set them up. Expect that you may have to put a fair amount of effort into finding a good person to interview. Coordinating schedules can take weeks too; many of these people are very busy.

5. Project Statement

Design a one-page summary of your desired applied thesis for potential clients. You may not go over one page but you can be creative with fonts, line spacing, and so forth. Make the page visually appealing, so potential clients will want to read it through. You will learn more about how to design a project statement in class, before the assignment is due. The point of the statement is to have something to hand organizations when you approach them, that tells them what you want to do and how they will benefit. The most common mistake students make with this assignment is to focus too much on themselves and not enough on what they can do for the client.

6. Interview Summary #2

Same instructions as Interview Summary #1.

As an alternative, you can proceed to actually contacting organizations about your applied thesis and setting up interviews. In that case, write about your initial applied thesis-seeking meeting(s).

7. Proposal

The proposal may be either somewhat hypothetical or the one you will actually put to use. Even if you are not ready to start your applied thesis, writing out a hypothetical proposal will provide you with a strong foundation for the final version.

The proposal format should follow the guidelines established by the department. They can be accessed on the website for this course. You will learn more about how to write a proposal in class.

Full References for Articles

- Block, Peter. 1981a. Chapter 2: Techniques are Not Enough. In *Flawless Consulting: A Guide to Getting Your Expertise Used*. San Francisco: Jossey-Bass, 13-36.
- Block, Peter. 1981b. Chapter 4: Contracting Overview. In *Flawless Consulting: A Guide to Getting Your Expertise Used*. San Francisco: Jossey-Bass, 53-68.
- Block, Peter. 1981c. Chapter 5: The Contracting Meeting. In *Flawless Consulting: A Guide to Getting Your Expertise Used*. San Francisco: Jossey-Bass, 69-106.
- Borofsky, Robert. 2000. Public Anthropology. Where To? What Next? *Anthropology News* 41(5):9-10.
- Butler, Mary Odell. 2006. Random Walk. *NAPA Bulletin* 26:20-31.
- Copeland-Carson, Jacqueline. 2006. Seeing Double: An Anthropologist's Vision Quest. *NAPA Bulletin* 26:55-81.
- Esber, George S. 1987. Designing Apache Homes with Apaches. In *Anthropological Praxis: Translating Knowledge into Action*, ed. Robert M. Wulff and Shirley J. Fiske. Boulder: Westview Press, 187-196.
- Fiske, Shirley. 2012. Global Climate Change from the Bottom Up. In *Applying Anthropology in the Global Village*, ed. Christina Wasson, Mary Odell Butler and Jacqueline Copeland-Carson. Walnut Creek: Left Coast Press, 143-172.
- Forsythe, Diana E. 1999. Ethics and Politics of Studying Up in Technoscience. *Anthropology of Work Review* 20(1):6-11.
- Gluesing, Julia. 2013. Being There: The Power of Conventional Ethnographic Methods. In *Advancing Ethnography in Corporate Environments: Challenges and Opportunities*, ed. Brigitte Jordan. Walnut Creek: Left Coast Press, 23-37.
- Lave, Jean and Etienne Wenger. 1991. Legitimate Peripheral Participation. In *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press, 27-43.
- McNamara, Laura A. 2012. Interdisciplinary Research in the National Laboratories. In *Anthropologists in the Securityscape: Ethics, Practice and Professional Identity*, ed. Robert Albro, George E. Marcus, Laura A. McNamara, and Monica Schoch-Spana. Walnut Creek: Left Coast Press, 87-100.
- Pinsker, Eve C. 2006. Theory and Practice: Improvising Life as a Practicing Anthropologist. *NAPA Bulletin* 26:135-151.

Riopelle, Kenneth. 2013. Being There: The Power of Technology-Based Methods. In *Advancing Ethnography in Corporate Environments: Challenges and Opportunities*, ed. Brigitte Jordan. Walnut Creek: Left Coast Press, 38-55.

Singer, Merrill. 2000. Why I am Not a Public Anthropologist. *Anthropology News* 41(6):6-7.

Sunderland, Patricia and Rita Denny. 2003. Psychology vs Anthropology: Where is Culture in Marketplace Ethnography? In *Advertising Cultures*, ed. Timothy deWaal Malefyt and Brian Moeran. Oxford: Berg, 187-202.

Trotter, Robert T. 1987. A Case of Lead Poisoning from Folk Remedies in Mexican American Communities. In *Anthropological Praxis: Translating Knowledge into Action*, ed. Robert M. Wulff and Shirley J. Fiske. Boulder: Westview Press, 146-159.

Recommended Articles of your Professors in the Department of Anthropology at UNT

Davenport, Beverly. 2008. Missed Connections: Hypertension and Occupational Health at San Francisco Municipal Railway. *The Economics of Health and Wellness: Anthropological Perspectives. Research in Economic Anthropology*. Vol 26: 127-150.

Davenport, Beverly. 2000. Witnessing and the medical Gaze: How Medical Students learn to See at a Free Clinic for the Homeless. *Medical Anthropology Quarterly*. Vol 14(3): 310-327.

Henry, Doug. Attack of the Grotesque: Collective Suffering and Manifesting Distress during the Sierra Leona War/

Henry, Doug and Leon Rosenthal. 2013. "Listening for his breath. The significance of gender and partner reporting on the diagnosis, management and treatment of obstructive sleep apnea. *Social Science and Medicine*. 79: 48-56.

Henry, Lisa. 2014. Physician Assistants, Nurse Practitioners, and Community Health Centers under the Affordable Care Act. *Human Organization* 74(1):42-51.

Henry, Lisa & Roderick S. Hooker. 2014. Caring for the Disadvantaged: The Role of Physician Assistants. *Journal of the American Academy of Physician Assistants* 27(1):36-42.

Jain, Pankaj:

[https://www.academia.edu/196019/Dharmic Ecology of the Swadhyaya Movement](https://www.academia.edu/196019/Dharmic_Ecology_of_the_Swadhyaya_Movement)

AND

[https://www.academia.edu/211074/The Bishnoi An Ecotheological Community in the Indian Desert](https://www.academia.edu/211074/The_Bishnoi_An_Ecotheological_Community_in_the_Indian_Desert)

- Nuñez-Janes, Mariela and *Chapa, Shaun. 2013. "Do I look Illegal?' Undocumented Latino Students and the Challenges of Life in the Shadows." In *The Education of the Hispanic Population, Volume 2 of the Hispanic Population Series*. Richard Verdugo and Billie Gastic, eds. Charlotte: Information Age Publishing.
- Nuñez-Janes, Mariela and *Robledo, Andrea. 2010. "Testimoniando: A Latina Critical Feminist Approach to Racism in College Campuses." *Chicana/Latina Studies* 9 (1): 72-103.
- Nuñez-Janes, Mariela. 2007. "Diversity as an Orientalist Discourse." *Ethnic Studies Review* 30 (1 &2): 41-57.
- Nuñez-Janes, Mariela and Re Cruz, Alicia. 2013. "Latino/a Students and the Power of Digital Storytelling." *Radical Pedagogy* 10(2).
http://www.radicalpedagogy.org/radicalpedagogy94/Latino_a_Student_and_the_Power_of_Digital_Storytelling.html
- Re Cruz, Alicia. 2013. "Why do they talk about Spirits": Anthropological Interventions in Classroom Settings with Latin@ Immigrant Students. *Anthropology in Action, Journal for applied anthropology in policy and practice*. Vol. 20 (3). Winter, pp.32-42.
- Re Cruz, Alicia. 2009. When Immigrants Root and Transnational Communities Grow. *Urban Anthropology* (special issue on Transnational Mexican Migration). Volume 38 (2, 3, 4): 121-135.
- Wasson, Christina. 2006. Making History at the Frontier. *NAPA Bulletin* 26:1-19.
- Wasson, Christina. 2008. A "Dreamcatcher" Design for Partnerships. In *Partnering for Organizational Performance: Collaboration and Culture in the Global Workplace*, ed. Elizabeth K. Briody and Robert T. Trotter II. Lanham: Rowman and Littlefield, 57-73.
- Wasson, Christina and Susan Squires. 2012. Localizing the Global in Technology Design. In *Applying Anthropology in the Global Village*, ed. Christina Wasson, Mary Odell Butler and Jacqueline Copeland-Carson. Walnut Creek: Left Coast Press, 251-284.