Course Description
This course is an introduction to the way the field of Applied Anthropology has emerged from the development of traditional anthropological thought. It examines the theoretical frameworks of the discipline, particularly in the way they have inspired anthropologists to apply concepts to identify social needs and propose solutions. Students analyze the way the practice of anthropology has instigated changes in anthropological thought. Through past and current cases of applied anthropology students scrutinize theoretical paths as utilized in applied practice. Throughout the term students are encouraged to design theoretical models based on their particular research agendas. Emphasis will also be placed on policy formulation, on appropriate interface with client and other communities, and on a wide range of other ethical issues in the applied field.

Format: The course is structured in three parts:
1. Overview of major theoretical frameworks in the discipline of anthropology with an emphasis on the emergence of pioneer applied anthropological work.
2. Analysis of ethical responsibilities of applied research and connection to policy. Study of classic cases in applied anthropology.
3. Current examples of applied anthropological work.

Course Requirements and Policies
1. Weekly Discussion Starters (50%)
You are expected to write a one or two page critical commentary of the readings in which you address the topics and questions indicated in the lesson assignment. You are asked to post your written assignments in two places each week. The first is on the Discussion Board so all of your classmates may read and comment on your work. The second is in the Assignment Drop Box. Once posted there I can access them and send you back comments as appropriate. You are required to make your postings by Tuesday night at 11:59 PM each week. Discussion starters should be approximately 750 words in length.

Important Requirement: I expect each Weekly Discussion Starter essay to be written in grammatically correct, academic terms with no or few punctuation mistakes, colloquialisms or informalities. The more you practice accurate writing now, the easier it will be when you are under pressure to meet your employer'/clients’ deadlines. You are welcome to submit your papers to the Writing Lab at UNT for help and feedback—they are an excellent resource. Also, I
highly recommend you peruse the Lab’s website as there are a number of resources and exercises listed that will be of help: https://ltc.unt.edu/labs/unt-writing-lab-home

2. Weekly Follow Ups - Seminar Participation (20%)

This is a seminar-based class and active participation from each of you is required. You should post substantive comments and questions (Weekly Follow-ups) about your classmates’ Discussion Starters by **Thursday night at 11:59 of each week**. The minimum number of postings by this deadline each week per lesson is 2. However, I do hope discussion threads will continue on even past the deadline, as we explore the material and everyone’s ideas and response to it.

NOTE: I will read your postings; I will not comment on each and every posting but will make general comments every week. I typically make my comments (this is something like a lecture) after I have seen all of your posts and replies (on Wednesdays). This is a seminar and not a lecture course, so the idea is that students will learn by discussing the readings with each other and having respectful debates. I want you to hash out the material first before I make my comments. Don’t worry about being wrong about anything—this is a learning opportunity and sometimes we do our best learning when we are exploring our ideas that we later see were not entirely correct. **Once I have read your Follow Ups for the week, I will grade them from 0 to 2 and post the grade in the grade book. I will also grade your Discussion Starters with a grade of from 1 to 10.**

In summary, for each lesson, you have to work on:

1. Discussion starters: A critical review of readings posted by the end of the day on Tuesday (posted to the Discussion Board and Assignment Drop Box)-graded on a scale of 1-10
2. Discussion follow ups (2 minimum posts) by the end of the day on Thursday-graded on a scale of 0-2

3. Research Paper (30%)

You will design a research agenda in applied anthropology and apply the theoretical models we address throughout this online course, or a framework elaborated by the student. The paper should be at least 12 pages double-spaced, written in 12 point font, and have no greater than a one-inch margin on all four sides. Please be sure that you use appropriate citations throughout the paper. References cited must follow the AAA style guide found here: http://www.unt.edu/anthropology/pdfs/aaa_style_guide.pdf

You need to work on the oral as much as the written presentations of the papers. We will be dealing with this exercise as if it were a presentation at a professional conference. At the end of the course students will present their research papers. The presentation should be approximately 15 minutes. **I would like for you to have decided on your research topic, begun working on it and discussed a brief outline with me via e-mail by the beginning of the seventh week of class.** Students will present their research papers via telephone conference at the end of the semester. Presentation will count as 10% of your research paper grade. Please note that a 15 minute conference paper correlates to 7 double-spaced pages, so you can just extract that from your longer paper and cover the major points. **The paper is due on May 7th, 2015 at 11:59 PM through Blackboard Dropbox.**
Readings
We will not use text books but a series of articles and book chapters. You will find most weeks’ readings in a Readings folder on your course desktop. However, some readings may require you to go to UNT library online.

NOTE: This course is conceptualized and designed to familiarize you with the nature of our discipline, which is highly ‘processual’ and very dynamic. As such, it will be our weekly discussions and your own interests in the field of applied anthropology that will lead to the identification of readings and cases that can better assist you in the understanding of theory and praxis within your own research agendas.

Changes in the information given above will be announced.

Following is a sample list of books and articles that will complement our discussions:


Weekly Schedule

Week 1, Introduction to the Course. Jan. 20
• Overview of the course
• Review of Theory and Praxis I
• Discussion of current theoretical approaches and position of applied anthropology.

Part I. Analysis of Applied Work within the Development of Anthropological Theory

Week 2, Overview of the Development of Anthropological Thought, Jan. 27
Readings:

• Different “stories” of anthropological development
• Critical analysis of the “stories”
• What does “anthropology” mean?

Week 3, History of Applied Anthropology, Origins and Pioneer Chapters, Feb. 3
Readings:

• The birth of applied anthropology
• Analysis of first principles of “applied” work
• Analysis of particular cases

Week 4, Post-Modernism and Applied Anthropology, Feb. 10
Readings:

• Postulates of Post-modernism
• Post-modernism in Anthropology
• Parallelism between Post-modernism and Applied Anthropology

Week 5, So... What is Applied Anthropology? Feb. 17
Readings:

• Identifying the place of Applied” anthropology
• Analysis of “applied” anthropological work
• What about the dichotomy “thinking” vs. “doing”?

Part II. Applied Anthropology and Solutions to Social Problems

Week 6, Critical Reviews, Feb. 24
Readings: Available on the UNT libraries website from selected journals such as Human Organization, Practicing Anthropology and Applied Anthropology in Policy and Practice. Please see Blackboard Lesson 6 for details.

Week 7, Ethics in Applied Anthropology I, Mar. 3
Readings:

• Development of anthropological “ethics” What is “anthropological ‘ethics’”?
• Ethics in anthropological interventions

*** DON’T FORGET that I would like for you to have decided on your research topic, begun working on it and discussed a brief outline with me via e-mail by the beginning of the seventh week of class.
**Week 8, Ethics in Applied Anthropology II. Study Cases, Mar. 10**

Readings:

• Historical cases and the emergence of the “ethics” debate
• The “price” of intervention
• Critical analysis of anthropological ethics through historical cases

**Week 9, Spring Break, Mar. 17, Enjoy it!**

**Week 10, Society for Applied Anthropology Annual Meeting, Mar. 24**

Work on your final research papers!

**Week 11, Applied Anthropology and Policy Research, Mar. 31**

Readings:

• Definition of Policy
• Anthropological research as policy research
• How does theory affect policy analysis?

**Week 12, Study Cases in Anthropology and Policy Research, Apr. 7**

Readings:

• Critical analysis of applied anthropology cases and impact on policy

**Week 13, Applied Anthropology and Advocacy, Apr. 14**

Readings:

- The role of “advocacy” in anthropology
- Advocacy as controversial intervention
- Critical analysis of particular cases in anthropological advocacy

**Part III. Theoretical Lessons from the Application of Anthropological Knowledge**

**Week 14, Methods and Theory in Applied Anthropology, Apr. 21**

Readings:

- The articulation of the “what” and the “how” in anthropological research
- Connection of theoretical lenses and methods
- Participatory Action Research

**Week 15, Review and General Discussion, Towards a New Paradigm of Anthropological Research, Apr. 28**

Readings:

- Summary of Kuhn’s The Structure of Scientific Revolutions
- Definition of Paradigm
- Applied Anthropology for the 21st Century

**Week 16, Student Presentations, May 5**

**DON’T FORGET** your paper is due on May 7th, 2015 at 11:59 PM through Blackboard Dropbox.

Have a great summer!

**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 Teas (800) 735-22989.

Anthropology does not discriminate on the basis of an individual’s disability as required by the Americans with Disabilities Act. The program provides academic adjustments and aids to individuals with disabilities in its programs and activities. If you have a disability, you are strongly encouraged to contact the Office of Disability Accommodations (940) 565-4323. It is the responsibility of the student to make the necessary arrangements with its instructors.

**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. Clear evidence in support of the charge will merit automatic failure in 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://www.unt.edu/anthropology/writing.htm.

*The Student Evaluation of Teaching Effectiveness (SETE) is a requested for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching.*

*this syllabus is subject to changes or revisions*