

**SYLLABUS**  
**ANTH 5050.001 PREPARATION FOR PRACTICE AND THE APPLIED THESIS**  
**SPRING 2018**

**Professor: Dr. Jara Carrington**

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Office Hours: Tuesdays 2:00-3:30, Thursdays 10:30-12, or by appointment

Office: Chilton Hall 308C

Class meetings: Mondays from 6:00-8:50 PM

Meeting location: WH 214

**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.

**Course Objectives**

- Become familiar with the diversity of applied anthropological work, including theoretical and methodological approaches
- Learn and be able to discuss the major debates around, and ethical complexities of, doing applied anthropological work today
- Develop your applied thesis project, including learning more about potential fieldsites, conducting informational interviews, and completing a project statement
- Complete a proposal for your thesis (for some this may be a hypothetical proposal)

**Required Readings**

There is one required text for this course, *Using Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner*, by Riall W. Nolan (2017). 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.

**General Course Information**

**Late work:** I generally do not accept late assignments unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval. However, I am not a tyrant. If you are struggling, please see me and I will do my best to work with you.

**Electronics in the Classroom:** Please turn off your cell phone prior to coming to class. Students may use laptop computers to take notes only; students checking email, using Facebook, etc. will be asked to turn off their computers and will not be allowed to use their computers in subsequent classes.

**Academic Honesty, or, Just Don't Cheat:** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which can result in your dismissal from the university. For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

**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.

**Basic Needs/You Can't Learn if you are Hungry:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (940-565-2648) for support. You are not alone. There are resources on campus to help, such as the **UNT Food Pantry**. Any current UNT student in need can visit the Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center. There is also a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

**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.

**NOTE:** The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.

### Course Evaluation Scale

Class Participation	12%
Discussion Questions	13%
Writing Assignments	75%

**1. Class Participation (120 POINTS)**

As a graduate seminar, your participation is vital to the success of this class. Each week, you are expected to come to class a) having read the required readings and b) ready to participate.

**2. Discussion Questions (130 POINTS)**

Each week, by **noon on Sunday** you will submit **TWO substantive, thoughtful discussion questions** based on the assigned readings for the upcoming week. You will submit discussion questions in the appropriate folder on Blackboard. The questions need to demonstrate that you have read and thought out the significance of the readings in relation to class themes and conversations. For instance, you may choose to dig deeper into a specific reading or passage, make connections between readings, or connect the reading to a relevant issue or event in “the real world.” Discussion questions are worth 10 points each week.

**3. Applied Thesis-related Assignments (750 POINTS).** 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 for your applied thesis project.

- All assignments are due at the start of class 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	Points for Assignment	% of Course Grade
Field of Interest Paper	50	5%
Organizations List	100	10%
Interview Summary #1	100	10%
Project Statement	100	10%
Resume	100	10%
Interview Summary #2	100	10%
Proposal	200	20%

**\*A Note on Paper Formatting: All written assignments are to be double spaced, with 12-point font and 1-inch margins on all sides. In-text quotes and references should be properly cited using whatever format you are most familiar with (i.e. MLA, APA, Chicago). All papers with in-text citations should contain a works cited/references page.**

### COURSE SCHEDULE

Lesson	Dates	Topics	Readings	Assignments Due
1	January 22	Welcome and Introduction to the Course	N/A	
2	January 29	Understanding Practice - Disciplinary Distinctions and Debates - Areas of Practice	1. Nolan: "Preface"; pgs. 21-23; and Part II "Anthropological Practice"  2. Louise Lamphere (2004) "The Convergence of Applied, Practicing, and Public Anthropology in the 21 <sup>st</sup> Century"  3. Singer "Why I am not a Public Anthropologist"	1. Discussion Questions
3	February 5	Understanding Practice - Towards an Engaged Anthropology - Managing Graduate School - Applied Thesis Planning	1. Nolan pgs. 57-88 (skip 72-79)  2. Low and Merry (2010) "Engaged Anthropology: Diversity and Dilemmas"	1. Discussion Questions  2. Field of Interest Paper

4	February 12	Preparation for Practice- Beginning a Career - Navigating Theory and Practice - Learning to Network	1. Nolan pgs. 90- 111; 115-136  2. Wasson (2006) "Making History at the Frontier"	1. Discussion Questions
5	February 19	Preparation for Practice- Finding a Job - Practitioner Case Studies - Informational Interviews	1. Nolan pgs. 137- 163  2. Copeland-Carson (2006) "Seeing Double: An Anthropologist's Vision Quest"  3. Butler (2006) "Random Walk"	1. Discussion Questions  2. Organizations List
6	February 26	Preparation for Practice- Navigating your Career - Practitioner Case Study - Managing the Workplace	1. Nolan pgs. 167-201  2. Pinsker (2006) "Theory and Practice: Improvising a Life as a Practicing Anthropologist"	1. Discussion Questions
7	March 5	Preparation for Practice- Client Development - Getting the contract	Block (1981) a. "Techniques are Not Enough"  b. "Contracting Overview"  c. "The Contracting Meeting"	1. Discussion Questions  2. Resume
	March 12- March 16	SPRING BREAK!!!		
8	March 19	Issues in Anthropological Practice- The Politics of Ethnographic Representation	1. Abu-Lughod (1991) "Writing Against Culture"  2. Harrison (2008) "Writing Against the Grain: Cultural Politics of Difference in Alice"	1. Discussion Questions

			Walker's Fiction"  4. Johnston (2010) "Social Responsibility and the Anthropological Citizen"	
9	March 26	Issues in Anthropological Practice- Reconsidering our Objects of Study - "Studying Up" - Elevator Speech	1. Nader (1972) "Up the Anthropologist— Perspectives Gained from Studying Up"  2. Forsythe (1999) "Ethics and Politics of Studying Up in Technoscience"  3. Gusterson (1997) "Studying Up Revisited"	1. Discussion Questions
10	April 2	Issues in Anthropological Practice- Ethnography in the Workplace - Writing a Project Statement	1. Gluesing (2012) "Being There: The Power of Conventional Ethnographic Methods"  2. Riopelle (2012) "Being There: The Power of Technology- Based Methods"  3. Sunderland and Denny (2003) "Psychology vs. Anthropology: Where is Culture in Marketplace Ethnography?"	1. Discussion Questions  2. Informational Interview Summary #1
11	April 9	Lessons from Anthropological Practice- Medical Anthropology and Public Health - Designing the Thesis Project	1. Holmes (2007) "Oaxacans Like to Work Bent Over': The Naturalization of Suffering of Berry Farmworkers"  2. Briggs and Mantini- Briggs (2003) Selection from <i>Stories in the time of</i>	1. Discussion Questions

			<p><i>Cholera: Racial Profiling During a Medical Nightmare</i></p> <p>3. Knowles et al (2015)  “Witnesses to Hunger: Methods for Photovoice and Participatory Action Research in Public Health”</p>	
12	April 16	Lessons from Anthropological Practice: Business and Design Anthropology - Designing the Thesis Project 2 - Writing the Proposal	1. Wasson and Squires (2012) “Localizing the Global in Technology Design” 2. Wasson (2000) “Ethnography in the Field of Design” 3. Batteau (2015) “Anthropology Coming of Age: Keynote for International Conference of Business Anthropologists”	1. Discussion Questions 2. Project Statement
13	April 23	Lessons from Anthropological Practice: Environmental and Development Anthropology	1. Fiske (2012) “Global Climate Change from the Bottom Up” 2. Haenn and Casagrande (2007) “Citizens, Experts, and Anthropologists: Finding Paths in Environmental Policy” 3. Escobar (1991) “Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology”	1. Discussion Questions

14	April 30	Surveying Anthropological Practice: Controversies and Debates - Review and Wrap Up	1. McNamara (2012) "Interdisciplinary Research in the National Laboratories"  2. Speed (2006) "At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research"  3. Review Applied Thesis proposals	1. Discussion Questions  2. Informational Interview Summary #2
FINALS WEEK	DUE DATE: <b>THUR, MAY 10 BY 11:59 PM</b>	N/A	N/A	FINAL: Thesis 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 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.

## 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)
- Núñez-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.
- Núñez-Janes, Mariela and \*Robledo, Andrea. 2010. "Testimoniando: A Latina Critical Feminist Approach to Racism in College Campuses." *Chicana/Latina Studies* 9 (1): 72-103.
- Núñez-Janes, Mariela. 2007. "Diversity as an Orientalist Discourse." *Ethnic Studies Review* 30 (1 &2): 41-57.
- Núñez-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](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.