

ANTH 5050.810/820
Pre-Practicum:
Problems and Cases in Applied Anthropology
Fall 2011 online

INSTRUCTOR: Dr. Alicia Re Cruz
OFFICE HOURS: We can set up a phone appt. 940-565-2663 or by email: areacruz@unt.edu

COURSE DESCRIPTION AND OBJECTIVES:

Applied anthropologists work in many kinds of settings and take on a range of different roles. In this course, students will explore some of this diversity by interacting with guest speakers and reading case studies. In the process, they will identify a practicum project, if they have not already done so.

Course Objectives:

- To train students in the professional aspects of applied anthropology
- To learn about client selection and research project design
- To market students' skills
- To develop the entrepreneurial mindset that success in applied anthropology requires

SEMESTER INSTRUCTOR NOTE:

This is a course written, designed, and organized by Dr. Lisa Henry. She is fully responsible for the content, which I think is extraordinary and will provide you with a wealth of information in your preparation for the profession of applied anthropologist. I will guide you in this process, stimulate discussion and clarify ideas. I am really looking forward to our discussions and to learn from you diverse professional backgrounds.

Please, if you need to contact me, use my work e-mail areacruz@unt.edu. I will try to get back to your request within 24 hours; if I haven't, then re-post your e-mail and it is perfectly OK to nudge me.

REQUIRED TEXTS:

The readings in this course come from two sources:

1. A book available through various bookstores and websites:
Nolan, Riall W. 2003. *Anthropology in practice: building a career outside the academy*.
Boulder: Lynne Rienner Publishers. ISBN 1-55587-985-3 (paperback).
2. Articles available as pdf files in the course content.

COURSE REQUIREMENTS:

1. Weekly Discussion Starters (20%) Since this is a graduate seminar class, discussion is very important. Each week you have what I'm calling "discussion starters." These are reflections from the assigned reading for that week. Specific instructions are located within the lessons. Posts are due by midnight (central time) on the due date located in the Lessons, the syllabus, and on the calendar. Please let me know if you have any questions.

2. Weekly Follow-up Comments (5%) Related to the "discussion starters" are weekly follow-up comments. You are responsible to read and respond to at least 2 of your classmates' discussion starters. Posts are due by midnight (central time) on the due date located in the Lessons, the syllabus, and on the calendar. Please let me know if you have any questions.

3. Major Assignments (75%) These are a series of assignments that are related to your practicum. Instructions for each item are provided in the Lessons. Assignments are due by midnight (central time) on the due date located in the Lessons, the syllabus, and on the calendar. Please let me know if you have any questions.

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

GUEST SPEAKERS:

We will have 3-4 guest speakers in this class who are currently practicing anthropology. We will need to set up a time/day when we can all be available to attend a teleconference. Please see the discussion board ASAP and post your available times. This will not occur every week, but about 3-4 times throughout the semester. Guest speakers will join our class through the campus teleconference line. I will ask them to tell you about their path to becoming a practicing anthropologist and how they ended up in their current position. They will always highlight some projects they are working on. It is expected that every student in the class attend these guest speaker presentations.

GUIDELINES FOR DISCUSSION POSTS (developed by Christina Wasson):

- 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 Message”—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.

Here are some further useful guidelines from the University of Guelph, Canada

(http://www.open.uoguelph.ca/online/learning_resources/online_discuss_tips.html):

How to Write Good Messages

1. Limit your messages to 1-2 screen lengths.
2. Fill in the subject line for each message.
3. Build on the ideas of others, as well as initiating new ideas. If your message builds on an existing thread, use REPLY. If you are starting a new thread, use CREATE MESSAGE.
4. Remember that quality is better than quantity. “Me too” and “I agree” type messages add little.
5. Quote the relevant part of a message in yours so that others know what you are referring to.
6. Ensure a respectful tone in all messages.
7. If your message is not relevant to the whole group, send it privately via e-mail.

Interactive Learning Skills

1. Focus on the subject of the discussion and bring it back to the main purpose if there is topic drift.
2. Suggest people take their messages to alternative places such as the Cosmic Cafe for the “off topic” messages.
3. Encourage all to participate.

4. Respond to another classmates' question.
5. Weave several messages together and then push the discussion further with a question or thought provoker.
6. Present another perspective on the issue being discussed.
7. Provide a practical application for an idea.
8. Be willing to participate in a debate.
9. Illustrate your point with a story (short).
10. Actively seek out other perspectives, e.g. "This is what I think, but I'm sure others have another perspective to share."
11. Provide group regulatory functions, e.g. "We seem to be getting off topic here. Could we return to...".
12. Accept and understand diversity in learning and personal styles. Respect different points of view.

Dealing with Conflict Online

1. Did you have a strong reaction to a message? Take a step back. Write your response but don't send it. Wait 24 hours. Have someone else read it first.
2. Is there another interpretation? Perhaps clarification is in order. While online interaction can enhance learning, it has some limitations; non-verbal cues are missing.
3. Politely agree to disagree and walk away.
4. Disagreements over points of view are a necessary part of learning, but personal attacks on the motivations and intelligence of others cannot be tolerated. Remember that there are people behind the words that we see and treat others with the respect we all want and deserve.

ADDITIONAL FACTS AND POINTERS TO HELP THINGS RUN SMOOTHLY:

- It is best if you write all messages, assignments, etc. in a word document first then paste them onto an e-mail. You will be kicking yourself heartily if your internet goes down just as you've finished writing a brilliant paragraph that wasn't saved yet.
- Please review all information before you send it to me. I'm fairly sticky about punctuation and grammar, and you are at a level now where your work should be polished before I get it.
- I will take into account if work is late.
- I'll try very hard to respond to whatever you write within 48 hours on weekdays. That doesn't mean that I'll grade all your work that quickly, but that I'll let you know I've seen it there.

STATEMENT ON PLAGIARISM AND CHEATING:

The department of anthropology considers graduate students to be new members of the community of professional anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the American Anthropological Association's code of ethics: "*Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e., fabricate evidence, falsify, plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others*" (<http://www.aaanet.org/committees/ethics/ethcode.htm>). Any work not meeting this standard will be evaluated in a hearing before the student; infractions will merit dismissal from the master's program.

For more information on 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/>.

DISCRIMINATION POLICY:

The Anthropology Department does not discriminate on the basis of an individual's disability as required by the Americans With Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its programs and activities. Attempts will be made to meet all certified requirements.

ANNOUNCEMENTS AND IMPORTANT INFORMATION:

I will at times use the announcement feature but I have also created a bulletin board topic called "**Important Messages from Alicia**" in case there are points I need to make to the entire class...and ensure the entire class is listening!

POP-UP BLOCKER:

Because I use the "announcement" tool in this class, it is very important that you turn your pop-up blocker off for Blackboard Vista use.

COURSE SCHEDULE AND READING ASSIGNMENTS

<u>Week</u>	<u>Topics and Assignments</u>	Core readings: (<i>to be read <u>before</u> class</i>)
Aug. 29	Welcome and Introductions Assignments: 1. Read entire syllabus 2. Post a bio message on the “Welcome and Introductions” discussion board (see specific instructions on Welcome Page)	
Sept. 5	Lesson 1 - Introduction to course Assignments: 1. Follow Your Dreams Discussion Starter – due 9-8 2. Follow Your Dreams Follow-up Comments – due 9-11 3. Field of Interest Paper – due 9-15 4. Field of Interest Follow-up Comments – due 9-18	
Sept. 12	Lesson 2 - Defining Communities of Practice Assignments: 1. Strengths of Anthropology Discussion Starter – due 9-15 2. Strengths of Anthropology Follow-up Comments – due 9-18 3. Dreamcatcher Discussion Starter – due 9-15 4. Dreamcatcher Follow-up Comments – due 9-18	Lave and Wenger 1991 Nolan Ch. 1 Wasson 2007
Sept. 19	Lesson 3 - Community of Practice 2 Assignments: 1. Autoethnographies Discussion Starter – due 9-22 2. Autoethnographies Follow-up Comments – due 9-25 3. Nolan Ch. 2 Discussion Starter – due 9-22 4. Nolan Ch. 2 Follow-up Comments – 9-25 5. Organizations List – due 10-6	Wasson 2006 Nolan Ch. 2

Sept. 26	Lesson 4 - Community of Practice 3 and Lives of Practitioners	Butler 2006
	Assignments 1. Butler's Story Discussion Starter – due 9-29 2. Butler's Story Follow-up Comments – due 10-2	
Oct. 3	Lesson 5 - Networking and Informational Interviews	Nolan Ch. 3
	Assignments: 1. Employment Categories Discussion Starter – due 10-6 2. Employment Categories Follow-up Comments – due 10-9 3. Informational Interview #1 – due 10-27 4. Informational Interview #1 Discussion Starter – due 10-27 5. Informational Interview #1 Follow-up Comments- due 10- 30	
Oct. 10	Lesson 6 - Marketing Yourself 1 and Surviving at Work	Nolan Ch. 4 Nolan Ch. 5
	Assignments: 1. Management Discussion Starter – due 10-13 2. Management Follow-up Comment – due 10-16 3. Skills Inventory – due 10-13 4. Résumé – due 10-20	
Oct. 17	Lesson 7 - Marketing Yourself 2 and Lives of Practitioners 2	Copeland-Carson 2006 Pinsker 2006
	Assignments: 1. Copeland-Carson Discussion Starter – due 10-20 2. Copeland-Carson Follow-up Comments – due 10-23 3. 3-Way Comparison Discussion Starter – due 10-20 4. 3-Way Comparison Follow-up Comments – due 10-23	
Oct. 24	Lesson 8 – Domains of Application	Kedia and Van Willigen 2005 Van Willigen and Kedia 2005
	Assignments: 1. Domains of Application Discussion Starter – due 10-27 2. Domains of Application Follow-up Comments – due 10-30	

Oct. 31 **Lesson 9 – Types of Practice and Jobs** **Ervin 2000**

- Assignments:**
1. Types of Practice and Jobs Discussion Starter – due 11-3
 2. Types of Practice and Jobs Follow-up Comments – due 11-6
 3. Project Statement – due 11-17
-

Nov. 7 **Lesson 10 – Writing Proposals and Informational Interview #2**

- Assignments:**
1. Informational Interview #2 – due 11-24
 2. Informational Interview #2 Discussion Starter – due 11-24
 3. Informational Interview #2 Follow-up Comments – due 11-27
-

Nov. 14 **Lesson 11 – Client Development, Designing the Project,
and Writing your Practicum Proposal** **Block 1981 – Ch. 2, 4, 5**

- Assignments:**
1. Draft of Practicum Proposal – due 12-1
 2. Comments on Draft Proposals – due 12-8
 3. Final Practicum Proposal – due 12-15
-

Nov. 21 **Lesson 12 - Doing the Practicum** **Nolan Ch. 6**

Nov. 28 **Deadline:** 1. Draft of Practicum Proposal – due 12-1

Dec. 5 **Deadline:** 1. Comments on Draft Proposals – due 12-8

Dec. 12 **Finals Week**

Deadline: 1. Final Practicum Proposal – due 12-12

Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus

Pre-Practicum Article Reading List in Alphabetical Order

(does not include the Nolan book)

Block, Peter

1981 Chapters 2, 4, and 5. *Flawless Consulting: A Guide to Getting Your Expertise Used*. San Francisco: Pfeiffer Press.

Butler, Mary Odell

2006 Random Walk. *NAPA Bulletin* 26:1-19.

Copeland-Carson, Jacqueline

2006 Seeing Double: An Anthropologist's Vision Quest. *NAPA Bulletin* 26:55-81.

Ervin, Alexander

2000 Chapters 4-8. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Boston: Allyn and Bacon.

Kedia, Satish and John Van Willigen

2005 Applied Anthropology: Context for Domains of Application. In *Applied Anthropology: Domains of Application*. Kedia, Satish and John Van Willigen, eds. Westport, CT: Praeger, pp. 1-32.

Lave, Jean and Etienne Wenger

1991 Legitimate Peripheral Participation. In *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press, 27-43.

Pinsker, Eve C

2006 Theory and Practice: Improvising a Life as a Practicing Anthropologist. *NAPA Bulletin* 26:135-151.

Wasson, Christina

2007 A "Dreamcatcher" Design for Partnerships. To appear in *Organizational Partnerships*, ed. Elizabeth K. Briody and Robert Trotter. Walnut Creek: AltaMira Press.

Wasson, Christina

2006 Making History at the Frontier. *NAPA Bulletin* 26:1-19.

Van Willigan, John and Satish Kedia

2005 Emerging Trends in Applied Anthropology. In *Applied Anthropology: Domains of Application*. Kedia, Satish and John Van Willigen, eds. Westport, CT: Praeger, pp. 341-352.