

Anthropology 5021
THOUGHT AND PRAXIS II Online

Department of Anthropology - UNT
Spring 2019

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Office hours: Tuesdays 2:30-4:30 PM CST or by appointment

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 clients' or collaborators' deadlines. You are welcome to submit your papers to the Writing Center at UNT for help and feedback—they are an excellent resource. Also, I

highly recommend you peruse the Center's website as there are a number of resources and exercises listed that will be of help: <http://writinglab.unt.edu/>

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 on Thursdays after I have read your discussion starters and seen your posts. 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 from 1 to 10.*

In summary, for each lesson, you have to complete the following:

- **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)**
- **Discussion follow-ups (2 minimum posts) by the end of the day on Thursday, graded on a scale of 0-2**

3. Monthly Virtual Meetings through Zoom: You are strongly encouraged to participate in our monthly virtual meetings. These are not required but strongly suggested as an opportunity to ask questions and talk to each other on real time once a month. I have selected the dates and times below for this semester's monthly virtual meetings based on my availability. I understand that these may not fit everyone's schedule. Please feel free to meet with me individually during office hours (we can use Zoom, Skype, talk on the phone, etc.) or to propose a different day or time. If you want to meet with me individually please email me at least 2 weeks prior with your preferred times and dates so that we can set up an appointment. I will post details on how to join our GoToMeeting on the Announcement page in Blackboard. The dates and times for our virtual monthly meetings are: January 29@2:30-3:30pm CST, February 26@2:30-3:30pm CST, March 26@2:30-3:30pm CST, April 30@2:30-3:30pm CST

4. Research Paper (30%)

You will write a paper that will focus on your specific area(s) of interest and topic in applied anthropology. The paper will consist of a review of the literature relevant to your topic. You will use the relevant readings from this class and those you find through your own research of the literature. 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 Chicago Manual of Style guide found here:

<http://anthropology.unt.edu/resources/writing-guide>

You will also need to create a presentation as if it were a presentation for a professional conference. At the end of the course students will share a power point presentation of their research papers. The presentation should be approximately 15 minutes (about 6-7 slides) and should include a written or audio file of your comments. The 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.

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.

The final paper is due on May 7th at 11:59 PM through Blackboard Dropbox.

Readings

There are no required texts for this class, two books are recommended and are available through the UNT Bookstore. The readings consist of articles and book chapters. You will find most weeks' readings in a Readings folder on your course home page. However, some readings may require you to go to UNT library online or consult the recommended texts.

NOTE: This course is conceptualized and designed to familiarize you with the nature of our discipline, particular its processes and dynamic nature. 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:

Burgess, E. and Warner, L. and Alexander F. and Mead M. (1942) Environment and Education. Human Development Series. University of Chicago. 1(54) 16-29.

Dollard, John (1949) Caste and Class in a Southern Town. Garden City, NY: Doubleday & Company Inc. 1-40

Farmer, Paul (2004) Sidney W. Mintz Lecture for 2001: An Anthropology of Structural Violence. Current Anthropology 45 (3) 305-325.

Garcia, Maria Elena (2000) Ethnographic Responsibility and the Anthropological Endeavor: Beyond Identity Discourse. Anthropological Quarterly 73(2):89-101.

Gardner Katy and D. Lewis (eds.) (1996) Anthropology, Development and the Post-modern Challenge. Pluto Press.

Gordon, John L. (1998) The Resurgence of Applied Anthropology in a Post-Exotic World: An Australian Perspective. *Human Organization* 57(2) 127-133.

Marcus, G. and M. Fisher (1999) *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Second Edition. Chicago: University of Chicago Press.

Moore, Henrietta and Sanders, Todd. Anthropology and Epistemology. In *Anthropology in Theory: Issues in Epistemology*. Moore, H. and T. Sanders (eds.) Blackwell Publishing. 1-21.

Ortner, Sherry, (1984) Theory in Anthropology since the Sixties. *Society for Comparative Study of Society and History*, 126-163.

Sheper-Hughes, Nancy (2006) The Primacy of the Ethical: Propositions for a Militant Anthropology. In *Anthropology in Theory. Issues in Epistemology*. Moore, H. and T. Sanders (eds.) Blackwell Publishing.

Sheper-Hughes, Nancy (2000) The Global Traffic in Human Organs. *Current Anthropology*. 41(2) 191-224

VanWilligen, John (1993) *Applied Anthropology, An Introduction*. Begin & Garvey.

Warner, Lloyd W. (1942) Educative Effects of Social Status. In *Environment and Education* Burgess, E., Warner, L.I. Alexander, F. and M. Mead (eds). Chicago: University of Chicago Press.

Weiner, A.B. (1995) Culture and Our Discontents. *American Anthropologist*. Vol. 97, No. 1, 1421.

Whyte, William Foote (1981) *Street Corner Society: The Social Structure of an Italian Slum*. University of Chicago Press. 255-276

Weekly Schedule

Week 1, Lesson 1, Introduction to the Course, Jan. 14

- 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, Lesson 2, Overview of the Development of Anthropological Thought, Jan. 21

Readings:

- Goodenough, Ward H. (2002) Anthropology in the 20th Century and Beyond. *American Anthropologist* 104(2): 423-440.
- Nader, Laura (2002) Missing Links: A Commentary on Ward H. Goodenough's Moving Article "Anthropology in the 20th Century and Beyond." *American Anthropologist* 104(2): 441-449.

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

Week 3, Lesson, 3, History of Applied Anthropology. Origins and Pioneer Chapters, Jan 28

Readings:

- Boas, Franz (1928) *The Problem of Race. Anthropology and Modern Life.* New York, NY: W.W. Norton & Company Inc. 1-61.
- Ervin, Alexander (2005) *A Brief History of Applied Anthropology.* In *Applied Anthropology: Tools and Perspectives for Contemporary Practice.* Boston, MA: Allyn & Bacon. Second Edition. (Chapter 2)
- Thompson, Laura (1950) *The Problem.* In *Culture in Crisis. A Study of the Hopi Indians.* Harper and Brothers.

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

Week 4, Lesson 4, Post-Modernism and Applied Anthropology, Feb. 4

Readings:

- Escobar, Arturo (1994) *Encountering Development.* Princeton University Press. Chaps. 1 & 2.
- Johannsen, Agneta M. (1992) *Applied Anthropology and Post-Modernist Ethnography.* *Human Organization* 51(1): 71-81.
- Singer, Merrill (1994) *Community-Centered Praxis: Toward an Alternative non-dominative Applied Anthropology.* *Human Organization* 53(4): 336-344.
- Bunzl, Matti (2009) *The Quest for Anthropological Relevance: Borgesian Maps and Epistemological Pitfalls.* *American Anthropologist* 110(1): 53-60.

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

Week 5, Lesson 5, So,...What is Applied Anthropology? Feb. 11

Readings:

- Baba, Marietta (1994) *The Fifth Subdiscipline: Anthropological Practice and the Future of Anthropology.* *Human Organization* 53(2) 174-186
- Goldschmidt, Walter (2001) *Notes Toward a Theory of Applied Anthropology* *Human Organization* 60(4) 423-429

- 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, Lesson 6, Critical Reviews, Feb. 18

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

Week 7, Lesson 7, Ethics in Applied Anthropology I, Feb 25

Readings:

- Manderson L. and R. Wilson (1998) Negotiating with Communities: The Politics and Ethics of Research. Human Organization 57(2) 215-16.
- Sheper-Hughes, Nancy (2006) The Primacy of the Ethical: Propositions for a Militant Anthropology. In Anthropology in Theory. Issues in Epistemology. Moore, H. and T. Sanders (eds.) Blackwell Publishing.
- McDonald, James (2002) The Applied Anthropology Reader, Chapter 3 (Ethics): readings 3, 4 & 5

- 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, Lesson 8, Ethics in Applied Anthropology II. Study Cases, Mar. 4

Readings:

- Doughty, Paul L. (2002) Ending Serfdom in Peru. The Struggle for Land and Freedom in Vicos. In Contemporary Cultures and Societies of Latin America Heath, D. (ed.) Waveland Press, Third Edition
- Horowitz, Irwing L. (1976) The Life and Death of Project Camelot. Reproduced in Ethnographic Fieldwork. An Anthropological Reader. Robben, Antonious and J. Sluja (eds.) (2007) Blackwell Publishing
- Price, David (1998) Gregory Bateson and the OSS: World War II and Bateson’s Assessment of Applied Anthropology. Human Organization 57(4) 379-384

- 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. 11, Enjoy it!

Week 10, Society for Applied Anthropology Annual Meeting, Mar 18

Work on your final research papers!

Week 11, Lesson 9, Applied Anthropology and Policy Research, Mar. 25

Readings:

- Chambers, Erve (1985). The Policy Idea. In Applied Anthropology, A Practical Guide. Englewood Cliff, New Jersey: Prentice Hall
- Ervin, Alexander (2005) Applied Anthropology. Allyn & Bacon Chapt. (4, 5)
- Okongwu, Anne Francis and Joan Mencher (2000) The Anthropology of Public Policy: Shifting Terrains Annual Review of Anthropology 29:107- 124

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

Week 12, Lesson 10, Case Studies in Anthropology and Policy Research, Apr 1

Readings:

- Ervin, Alexander (2005) Applied Anthropology. Allyn & Bacon Chapt. (6, 7, 8 & 9)
- McDonald, James (2002) The Applied Anthropology Reader, Chapt. (5: pp.105-137)
- Critical analysis of applied anthropology cases and impact on policy

Week 13, Lesson 11, Applied Anthropology and Advocacy, Apr. 8

Readings:

- Hastrup, Kristen and P. Elsass (1990) Anthropological Advocacy. Current Anthropology 31(3): 301-311
- Nash, June (1976) Ethnology in a Revolutionary Setting. Reproduced in Ethnographic Fieldwork. An Anthropological Reader. Robben, A. and J. Sluka (eds.) (2007) Blackwell Publishing.
- 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, Lesson 12, Methods and Theory in Applied Anthropology, Apr. 15

Readings:

- Agar, Michael and J. MacDonald (1995) Focus Groups and Ethnography. Human Organization 54(1): 78-86
- McDonald, James (2002) The Applied Anthropology Reader, Chapter 4 (Methods): readings 6, 7 & 8
- Mctaggart, Robin (1991) Principles for Participatory Action Research. Adult Education Quarterly. Vol 47(3) pp.168-187
- Wilson, Ruth P. (1998) The Role of Anthropologists as Short-Term Consultants. Human Organization Vol 57(2) pp. 245-252
- The articulation of the “what” and the “how” in anthropological research
- Connection of theoretical lenses and methods
- Participatory Action Research

Week 15, Lesson 13, Review and General Discussion, Towards a New Paradigm of Anthropological Research, Apr. 22

Readings:

- Select one article from this issue of Current Anthropology based on your current research interests <https://www.journals.uchicago.edu/toc/ca/2010/51/S2>

And one post from one of the following the series:

- “The Shattered Echo Chamber: Experiences of #amanth2016 in the Wake of the election” <https://culanth.org/fieldsights/995-the-shattered-echo-chamber-experiences-of-amanth2016-in-the-wake-of-the-election>
- “From Reciprocity to Relationality: Anthropological Possibilities.” <https://culanth.org/fieldsights/1525-from-reciprocity-to-relationality-anthropological-possibilities>
- “Im/migration in the Trump Era.” <https://culanth.org/fieldsights/1300-im-migration-in-the-trump-era>

Week 16, Student Presentations, Apr. 29

DON'T FORGET your paper is due on May 6 at 11:59 PM through Canvas.

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>.

Student Perceptions of Teaching (SPOT) is a requested teaching evaluation 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*