

SYLLABUS
ANTH 5050.200/300
PREPARATION FOR PRACTICE AND THE APPLIED THESIS
FALL 2020

Professor: Dr. Jara Carrington

Email: jara.carrington@unt.edu

Office Hours: by appointment on Zoom or by phone

Office: Sycamore Hall 122

Class meetings: TBD

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

- Identify the diversity of applied anthropological work, including theoretical and methodological approaches
- Learn and be able to describe 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.

Accessing the Course

This course is facilitated by Canvas. To get started with the course, please go to:

<https://unt.instructure.com/>. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Course Communication

The best way to reach me is via email – jara.carrington@unt.edu. Please use email vs. Canvas mail. For email correspondence, students can expect a response within 24 hours from Monday-Thursday and 48 hours from Friday-Sunday. Discussion grades will be posted within 7-10 days. Assignment grades will be posted within 7-12 days.

COVID-SPECIFIC INFORMATION

COVID-19 Impact on Attendance: While attendance is expected, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction: This class meets remotely and online (i.e. on Zoom) for the duration of the semester. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: some means to access the internet. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

Statement on Face Covering: In case you happen to be on campus this fall, face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Finally, a Note About Learning During Unprecedented Times (adapted from Dr. Jason Tham): The COVID-19 pandemic continues and so do the challenges and suffering of people in our own country and around the world. As we try to navigate, manage, and survive during these times of injustice, persecution, joblessness, homelessness, sickness and death we have the opportunity to come together in this class. We are a learning community and as part of this community our engagement as individuals who are part of this collective space should be guided by the following principles:

People are the priority. Educational institutions claim that students and teachers are their top priority, yet the holistic wellbeing of students and educators is ultimately demonstrated by actions and practices that clearly and uncompromisingly prioritize the people most impacted by them. As participants in the process of teaching and learning we should remember to put

people first by practicing the ideas we will learn about in this class with empathy and compassion. We must remember to engage each other with our minds as well as our hearts as *sentipensantes*, human beings whose humanity is deeply connected to our ability to think and feel.

Stay informed. We will seek reliable sources of information to stay informed about developments related to the pandemic and to local and global social injustices. We will use this to make informed personal and professional decisions.

Communicate and connect. We will communicate with each other often and will remain connected. This may mean experimenting with communication platforms that may be new to some of us. It may also mean changing platforms as needed. Please reach out when you have questions and when you need support.

Celebrate accomplishments. We will take time to celebrate and mark our collective class accomplishments and the individual accomplishments that are significant to you. Any kind of achievement during an uncertain time is a testament to your ability to persevere and our collective ability to do it together.

Take time to thrive. It is important that individually and collectively we take time to take care of our minds, bodies, and spirits. If you are not feeling well and are struggling to do the work for this class let me know so that we can come up with alternatives. Do not push yourself beyond your limits; invest in self-care and self-preservation. Take time to do things that nurture your body, mind, and soul.

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.

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.

RESOURCES

NEED TECHNICAL HELP/TECHNICAL ASSISTANCE? Contact the UNT IT Helpdesk!

Phone: 940-565-2324

E-Mail: helpdesk@unt.edu

Location: Sage Hall, Room 130

TECHNOLOGY RESOURCES

<http://it.unt.edu/helpdesk>

Canvas Privacy Policy: <https://www.instructure.com/policies/privacy>

Canvas Accessibility Policy: <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

NAVIGATING THE COURSE

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, but of course you can post sooner and keep the conversation going longer.

- All students must read the lesson and the assigned readings. Also, they must start posting to the discussion board no later than Wednesday of each week.
- All assignments are due by 11:59 PM CT on Sunday on the week they are due.

In addition to the online work, there will also 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 arrange a consistent time and day for videoconferences that works for everyone.

COURSE EVALUATION

Discussions	25%
Writing Assignments	75%

1. Discussion (25%, 250 points):

Participation in classroom discussions through the Canvas Discussion forum. 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 Wednesday 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. 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.

Discussion Board Posting Requirements (50 posts, 3 pts each, 150 points total): You need at least 50 substantial discussion posts during the entire semester. Below is a rough guide of how many posts per lesson will get you there.

Lesson 2: ~2 posts during the week

Lessons 3-7 ~4-5posts during each week
 Lesson 8 ~2-3 posts during the week
 Lesson 9-13 ~4-5 posts during each week
 Lessons 14-15~2-3 posts during each week

2. Applied Thesis-related Assignments (75%, 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 on Sunday night of the week they are assigned.
- You will submit all assignments on Canvas.
- Instructions for each item are provided on our course webpage in Canvas.

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 Chicago Manual of Style. All papers with in-text citations should contain a works cited/references page.**

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 SCHEDULE

Lesson	Dates	Topics	Readings	Assignments Due
1	8/24- 8/30	Welcome!	Nolan Preface	1. Discussions
2	8/31- 9/6	Introduction to the Course	1. Nolan Ch. 1, 2, 4	1. Discussions
3	9/7- 9/13	Applied Anthropology as a Community of Practice	1. Nolan 3, 5 2. Lave and Wenger 1991 3. Wasson 2008	1. Discussion Questions 2. Field of Interest Paper
4	9/14- 9/20	Community of Practice 2 Career Preparation Finding an Applied Thesis Site	1. Nolan Ch. 6-9 2. Wasson 2006	1. Discussion Questions
5	9/21- 9/27	Practitioner Case Study Applied Thesis Planning Career Planning Networking	1. Nolan Ch. 10-11 2. Pinsker 2006	1. Discussion Questions 2. Organizations List
6	9/28- 10/4	Practitioner Case Study Informational Interview Finding Employment	1. Nolan pgs. Ch. 12-14 2. Copeland-Carson 2006	1. Discussion Questions
7	10/5- 10/11	Practitioner Case Study Career Building	1. Nolan Ch. 15-16 2. Butler 2006	1. Discussion Questions 2. Resume
8	10/12- 10/18	Public Anthropology	1. Borosfsky 2000 2. Singer 2000	1. Discussion Questions
9	10/19- 10/25	Practitioner Case Study Elevator Speech	1. Gluesing 2012 2. Riopelle 2012	1. Discussion Questions 2. Informational Interview Summary #1

10	10/26-11/1	Practitioner Case Study Writing a Project Statement	1. Trotter 1987 2. Forsyth 1999	1. Discussion Questions
11	11/2- 11/8	Client Development Designing the Thesis Project I	1. Block 1981a 2. Block 1981b 3. Block 1981c	1. Discussion Questions
12	11/9-11/15	Practitioner Case Study Designing the Thesis Project II Writing the Proposal	1. Wasson and Squires 2012 2. Suderland and Denny 2003	1. Discussion Questions 2. Project Statement
13	11/16-11/22	Practitioner Case Study	1. Fiske 2012 2. Esber 1987	1. Discussion Questions
	11/23-11/29	THANKSGIVING BREAK		
14	11/30-12/6	Practitioner Case Study Doing the Applied Thesis	1. Nolan Ch. 17 2. McNamara 2012 2. Review Applied Thesis proposals	1. Discussion Questions 2. Informational Interview Summary #2
FINALS WEEK	DUE DATE: THURSDAY DECEMBER 10 by 11:59 PM	Review of Course Themes	N/A	FINAL: Thesis Proposal

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.
- 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
- 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.