

APPLIED ANTHROPOLOGY
Anthropology 415/515
T-TR 10:00-11:50

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Office Hours: T-TR 1:00-2:00,
and by appointment

COURSE DESCRIPTION

Today, most trained anthropologists work for governmental agencies, community-based organizations and the private sector, rather than as university-based professors. These applied anthropologists typically seek to inform the development of effective programs, policies and practices on a wide range of issues, including health, human rights, development, education, and the environment.

This advanced course will critically engage the theory and methods required to conduct ethical applied anthropology. Pragmatically focused, we will examine the opportunities and challenges of being an applied anthropologist in a world with scarce resources and competing interests. Students will also develop and share a practicum-based applied research project in which they apply the anthropology theory and methods toolkit to a topic relevant to their career interests and in partnership with an organization that works on this issue.

LEARNING OBJECTIVES

By the end of the course, students will have

- Developed a critical understanding of applied anthropology theories and methods.
- Studied and applied a wide range of qualitative and quantitative methodologies.
- Learned the basics of processing qualitative and quantitative data.
- Established a working relationship with a governmental, community-based or for-profit organization.
- Conduct original, applied research on a contemporary social issue.
- Created a professional level report that summarizes their research findings and recommendations to their partner organization.
- Expanded their understanding of career possibilities for anthropologists.

Undergraduate Requirements:

Class Participation and Attendance (10%)
 Theory of Practice Position Paper (10%)
 Needs Assessment (35%)
 Organizational Analysis (35%)
 Final Presentation (10%)

Graduate Requirements:

Theory of Practice Position Paper (10%)
 Methods Workshop Course Facilitation (10%)
 Issue Analysis (35%)
 Organizational analysis (35%)
 Final Presentation (10%)

Participation

Everyone is expected to participate in classroom discussions. This doesn't just mean talking, but also active listening. If you are on the shy side, push yourself to talk; if you are on the talky side, consciously step back and let your classmates shine. Be prepared for me to call on you or ask you to let one of your classmates speak.

You are allowed three unexcused absences without negatively affecting your participation grade. Any additional unexcused absences will result in a reduction of your participation grade, at the rate of 7.5 points (out of 100) per class you miss. After subtracting any points due to absence, I will assign a final score based on the quality of your classroom participation. Simply coming to class will not get you all the participation points.

Should I notice that students are not doing the readings, I may also do pop quizzes on the readings. These quizzes would be scored on a credit/no credit basis. A no-credit score on a pop-quiz would result in a subtraction of 7.5 points from the participation grade - the same result as not coming to class.

Policies

Illness. It's normal to get sick, and each year, flus such as H1N1 spread through colleges and universities. If you feel ill (e.g. fever, sore throat, runny nose, headache, cough, aches), please stay home until you have been without fever for 24 hours without the use of fever-reducing medication. Please tell me when you will miss class

due to illness. I won't penalize you for illness-related absences, and you will have the opportunity to make up missed assignments.

Deadline extensions. Requests for extensions should be made in writing ahead of the due date. All work must be completed for students to receive a passing grade. Please keep a digital copy of all the work you submit.

Students with a documented disability should immediately inform me of any accommodations they may need.

Plagiarism (intellectual theft) is a very serious academic offense. My advise - don't do it. Your ideas, however formative, are more interesting to me than the ideas of others. You are responsible for reading and understanding the department handout on plagiarism (<http://www.anthropology.pdx.edu/docs/plagiarism.pdf>). Please ask me if you have any questions about this information. Any assignment containing plagiarized material will receive a failing grade, and cases of academic dishonesty will be reported to the Office of the Dean of Student Life.

Grading and Rewrites. If you would like to have the grade for an assignment reconsidered, you must submit a written re-evaluation request in an email, at least 24 hours after the grade was shared with you. This email should state why you think your grade should be reconsidered. You may also rewrite the Theory of Practice Position Paper and the Issue Analysis Paper. Your final grade for a rewritten assignment is the average of the initial submission and the rewrite.

Advising for Anthro Majors. If you are an Anthro major, please talk to an Anthro faculty member about how to meet graduation requirements. These meetings are a great opportunity to receive career guidance.

Desire to Learn (D2L)

The course syllabus, readings and assignments will be available on Desire to Learn (<https://d2l.pdx.edu/>). To login, you need an Odin login username and password. To get an Odin account, visit <https://www.account.pdx.edu>. Please contact the instructor if you have any difficulties using this resource.

ASSIGNMENTS

Detailed instructions, requirements and grading matrices for each assignment are posted on D2L.

Theory of Practice Position Paper

Students will write a position paper presenting their own unique theory of practice for conducting applied anthropology. This paper will draw from theoretical orientations introduced in the class as well as additional frameworks specific to the student's career interests. Students will put their theories of practice into action in the issue and organizational analysis assignments.

Methods Workshop Course Facilitation—Graduate

Graduate students are expected to facilitate a methods workshop (two 45 minute class activity blocks in total), which will be evaluated by the course instructor and their peers. The workshop will combine presentation and experiential activities that utilize the method(s).

Needs Assessment

Students will write a needs assessment on an issue relevant to their career interests. The needs assessment will integrate literature review and original research using applied anthropology theories and methods to analyze the identified issue. As part of the Issue Analysis assignment, you are required to turn in a Needs Assessment Proposal. Students who do not submit a Needs Assessment Proposal by the posted deadline will have 10 points deducted from their Needs Assessment score (100 possible points).

Organizational Analysis

For this assignment students will conduct a rapid ethnography using applied anthropology theories and methods to examine an organization whose work addresses the topic from the Needs Assessment. Students will return both the Needs Assessment and Organizational Analysis to the participating

organization upon its completion. As part of the Organizational Issue Analysis assignment, you are required to turn in an Organizational Analysis Proposal. Students who do not submit an Organizational Analysis Proposal by the posted deadline will have 10 points deducted from their Organizational Analysis score (100 possible points).

Final Presentation

Students will have 10 minutes to present the results of their research. If you like, up to five minutes of this presentation may be a pre-recorded video. The presentations will include the findings from original research conducted in class and lessons learned from the experience that can be applied to future research and work.

Course Outline

Note: Undergraduate students read regular text; graduate students read both regular text and italicized text.

Part 1: Applying Anthropological Research

April 1: Course Overview

See website of the National Association for the Practice of Anthropology (NAPA)

<https://www.practicinganthropology.org>

See website of the Society for Applied Anthropology (SFAA)

<http://www.sfaa.net/>

April 3: Getting Started: Case Studies

Ervin, Alexander M.

2005 Chapter 1: Orientations to an Anthropology of Policy and Practice. Applied Anthropology: Tools and Perspectives for Contemporary Practice. 2nd Edition. Pp. 1-13. Boston: Pearson.

Klein, Charles H.

1998. "From One "Battle" To Another: The Making of a Travesti Political Movement in a Brazilian City." *Sexualities* 1(3): 329-343.

Klein, Charles H.

2012. Real Talk SBIR Phase II Grant.

April 8: Ethics

American Anthropological Association Code of Ethics

<http://www.aaanet.org/issues/policy-advocacy/upload/AAA-Ethics-Code-2009.pdf>

Eakin, Emily

2013 How Napoleon Chagnon Became Our Most Controversial Anthropologist. *New York Times Magazine*. February 13.

<http://www.nytimes.com/2013/02/17/magazine/napoleon-chagnon-americas-most-controversial-anthropologist.html?pagewanted=all>

Ervin, Alexander M.

2005 Ethics in Applied Research and Practice. Applied Anthropology: Tools and Perspectives for Contemporary Practice. 2nd Edition,

Chapter 3. Pp. 30-43. Boston: Pearson.

Smith, Linda Tuhiwai
 1999 Imperialism, History, Writing, and Theory. *Decolonizing Methodologies: Research and Indigenous Peoples*. Pp. 19-41. London: Zed Books Ltd.

Smith, Linda Tuhiwai
 1999 *Research through Imperial Eyes. Decolonizing Methodologies: Research and Indigenous Peoples*. Pp. 44-60. London: Zed Books Ltd.

Part 2: Theory and Practice

April 10: Theory and Practice I

Baba, Marietta L.
 2000 Theories of Practice in Anthropology: A Critical Appraisal. *NAPA Bulletin* 18: 17-45.

<http://onlinelibrary.wiley.com.proxy.lib.pdx.edu/doi/10.1525/napa.2000.18.1.17/pdf>

Schensul, Jean J.
 2006 Life at the Crossroads. *NAPA Bulletin*. 26: 169-190.

<http://onlinelibrary.wiley.com.proxy.lib.pdx.edu/store/10.1525/napa.2006.26.1.163/asset/napa.2006.26.1.163.pdf?v=1&t=hevmp1c1&s=29efa06d3deda6bc780307ef7e73a328b9d2b53e>

Kedia, Satish
 2008 *Recent Changes and Trends in the Practice of Applied Anthropology*. *NAPA Bulletin* 29: 14-28.

<http://onlinelibrary.wiley.com.proxy.lib.pdx.edu/doi/10.1111/j.1556-4797.2008.00002.x/pdf>

April 15: Theory and Practice II

Lassiter, Luke Eric
 2005 Part 1: History and Theory. *The Chicago Guide to Collaborative Ethnography*. Pp. 1-24. London: The University of Chicago Press.

Graduate students also read pp. 25-76.

Lassiter, Luke Eric

2008 Moving Past Public Anthropology and Doing Collaborative Research. *NAPA Bulletin* 29: 70-86.

<http://onlinelibrary.wiley.com.proxy.lib.pdx.edu/doi/10.1111/j.1556-4797.2008.00006.x/pdf>

Ervin, Alexander M.

2005 *Participatory Research. Applied Anthropology: Tools and Perspectives for Contemporary Practice. 2nd Edition. Pp. 219-231. Boston: Pearson.*

Issue Analysis Proposal Due

April 17: No Class-Make Contacts and Work on Papers

Part 3: Applied Anthropology Methods

April 22: Research Design

Schensul, Jean J. and Margaret D. LeCompte

2013 Defining and Entering the Field. *Essential Ethnographic Methods*, Chapter 2, Pp. 280-318. Lanham, Maryland: Alta Mira.

LeCompte, Margaret D and Jean J. Schensul.

2010 An Overview of Research Design. *Designing and Conducting Ethnographic Research*. Pp. 87-128. Lanham, Maryland: Alta Mira.

LeCompte, Margaret D and Jean J. Schensul.

2010 *Choosing and Designing a Research Project. Designing and Conducting Ethnographic Research. Pp. 129-172. Lanham, Maryland: Alta Mira.*

April 24: Sampling

Schensul, Jean J. and Margaret D. LeCompte

2013 Sampling in Ethnographic Research. *Essential Ethnographic Methods*, Chapter 10. Pp. 280-318. Lanham, Maryland: Alta Mira.

April 29: Mixed Methods

Morse, Janice M and Linda Niehaus

2009 Mixed Method Design: Who Needs It? *Mixed Method Design: Principles and Procedures*. Pp. 13-22. Walnut Creek, CA: Left Coast Press.

Schensul, Stephen L., Schensul, Jean J. and Margaret D. LeCompte
 2013. Mixed Methods Models, Measures, and Case Examples.
 Essential Ethnographic Methods. Pp. 155-184. Lanham, Maryland: Alta
 Mira.

Morse, Janice M and Linda Niehaus
 2009 *The Nuts and Bolts of Mixed Method Design. Mixed Method
 Design: Principles and Procedures. Pp. 23-38. Walnut Creek, CA:
 Left Coast Press.*

Theory of Practice Position Paper Due

May 1: Participant Observation and Interview Techniques I

Schensul, Jean J. and Margaret D. LeCompte
 2013 Participant Observation and Informal Interviewing in the Field.
 Essential Ethnographic Methods, Chapter 4. Pp. 83-111. Lanham,
 Maryland: Alta Mira.

Schensul, Jean J. and Margaret D. LeCompte
 2013 Additional Methods for Collecting Exploratory Data. Essential
 Ethnographic Methods, Chapter 5. Pp. 112-133. Lanham, Maryland:
 Alta Mira.

Ervin, Alexander M.
 2005 *Ethnography: Participant Observation and Key-Informant
 Interviewing. Applied Anthropology: Tools and Perspectives for
 Contemporary Practice. 2nd Edition. Pp. 160-174. Boston: Pearson.*

May 6: Participant Observation and Interview Techniques II

Schensul, Jean J. and Margaret D. LeCompte
 2013 In-depth, Open-ended and Exploratory Interviewing. Essential
 Ethnographic Methods, Chapter 6. Pp. 134-170. Lanham, Maryland:
 Alta Mira.

Schensul, Jean J. and Margaret D. LeCompte
 2013 Semistructured Interviews and Observations. Essential
 Ethnographic Methods, Chapter 7. Pp. 171-194. Lanham, Maryland:
 Alta Mira.

Organizational Analysis Proposal Due

May 8: Focus Groups

Schensul, Jean J. and Margaret D. LeCompte
 2013 Focus Group Interviews. Essential Ethnographic Methods,
 Chapter 8. Pp. 195-240, Chapter 8. Lanham, Maryland: Alta Mira.

May 13: Recording & Organizing Data; Program Analysis

Schensul, Jean J. and Margaret D. LeCompte
 2013 Recording and Organizing Data. Essential Ethnographic
 Methods, Chapter 3. Pp. 47-82. Lanham, Maryland: Alta Mira.

Ervin, Alexander M.
 2005 Program Evaluation. Applied Anthropology: Tools and
 Perspectives for Contemporary Practice. 2nd Edition, Chapter 7. Pp.
 91-110. Boston: Pearson.

Issue Analysis Due

May 15: Surveys and Quantitative Measures I

Ervin, Alexander M.
 2005 Quantification through Social Indicators and Questionnaires.
 Applied Anthropology: Tools and Perspectives for Contemporary
 Practice. 2nd Edition. Pp. 189-206. Boston: Pearson.

May 20: Surveys and Quantitative Measures II

Schensul, Jean J. and Margaret D. LeCompte
 2013 Structured Approaches to Ethnographic Data Collection:
 Surveys, Chapter 9. Essential Ethnographic Methods. Pp. 241-279.
 Lanham, Maryland: Alta Mira.

May 22: Rapid Assessment Procedures

Beebe, James
 2001 Chapter 1. Rapid Assessment Process: An Introduction.
 Lanham, Maryland: Alta Mira.

<http://chapters.altamirapress.com/07/591/075910011Xch3.html>

Ervin, Alexander M.
 2005 Rapid Assessment Procedures. Applied Anthropology: Tools
 and Perspectives for Contemporary Practice. 2nd Edition, Chapter 14.
 Pp. 207-218. Boston: Pearson.

May 27: Data Analysis

LeCompte, Margaret D and Jean J. Schensul.

2013 Ways to Begin Analysis. Analysis and Interpretation of Ethnographic Data. Pp. 79-110. Lanham, Maryland: Alta Mira.

LeCompte, Margaret D and Jean J. Schensul.

2013 Managing Qualitative and Quantitative Data with Computers. Analysis and Interpretation of Ethnographic Data. Pp. 173-204. Lanham, Maryland: Alta Mira.

May 29: Project Presentations

June 3: Project Presentations

June 5: Project Presentations

June 10: No class (scheduled final)

June 10: Organizational Analysis Due by 12:00 pm in Anthropology baskets

COURSE SCHEDULE

Week	Day	Date	Month	Readings, assignments due, etc.	
1	T	1	April	National Association for the Practice of Anthropology (NAPA) and the Society for Applied Anthropology (SfAA) websites	
	TR	3		Read: Ervin (Chapter 1), Klein, Klein	
2	T	8		Read: AAA Code of Ethics, Eakin, Ervin (Chapter 3), Smith (pp. 19-41), <i>Smith</i>	
	TR	10		Read: Baba, Schensul, <i>Kedia</i>	
3	T	15		Read: Lassiter 2005 (1-24), Lassiter 2008, <i>Ervin (Chapter 15)</i> Due: Issue Analysis Proposal	
	TR	17		Read: No Readings (Work on Papers)	
4	T	22		Read: SCHENSUL & LeCOMPTE Chapter, LeCompte & Schensul (Chapter 4), <i>LeCompte and Schensul</i> (Chapter 5)	
	TR	24		Read: SCHENSUL & LeCOMPTE Ch 10	
5	T	29		Read: Morse and Niehaus, Schensul et al, <i>Morse and Niehaus</i> Due: Theory of Practice Position Paper	
	TR	1		Read: SCHENSUL & LeCOMPTE Chapters 4 & 5, <i>Ervin (Chapter 11)</i>	
6	T	6	May	Read: SCHENSUL & LeCOMPTE Chapters 6 & 7 Due: Organizational Analysis Proposal	
	TR	8		Read: SCHENSUL & LeCOMPTE Chapters 8	
7	T	13		Read: SCHENSUL & LeCOMPTE Chapter 3, Ervin (Chapter 7)	
	TR	15		Read: Ervin (Chapter 13) Due: Issue Analysis	
8	T	20		Read: SCHENSUL & LeCOMPTE Chapter 9	
	TR	22		Read: Beebe, Ervin (Chapter 14)	
9	T	27		Read: LeCompte and Schensul (Chapter 5), LeCompte and Schensul (Chapter 8)	
	TR	29		No Readings (Presentations)	
10	T	3		June	No Readings (Presentations)
	TR	5			No Readings (Presentations)
11	T	10	No Class (Instructor Available)		
	TR	12	Due: Organizational Analysis		

Note: Undergraduates read literature in regular text; graduates read regular and italicized text (see class-by-class description).