Applying Anthropology Fall 2014

Professor: Dr. Brian Campbell
ANT 380 A  ENV 400 A

Office Phone: 368-6996  Email: bcampbell@berry.edu  Class Location: Evans 123
Office Location: Evans 212  Class Time: T TH 12:30-1:45
Office Hours: M2-4, W 3-5, TH 2-5, F11-1, 2-3 or by appointment

Harvard anthropologist Kris Heggenhougen (1993) argued that the strength of anthropology in collaborating with other disciplines lies in saying, "yes, but...and to critically examine the decisive factors affecting peoples' health including power, dominance and exploitation."

“The Society for Applied Anthropology aspires to promote the integration of anthropological perspectives and methods in solving human problems throughout the world; to advocate for fair and just public policy based upon sound research; to promote public recognition of anthropology as a profession; and to support the continuing professionalization of the field.” - SFAA.NET

Required Texts


Course Description
This course utilizes an anthropological framework to understand and address public policy issues, contemporary environmental, health, and social problems, and the associated ethical issues and practical constraints and obstacles encountered when conducting applied research. The course is designed to provide students a conceptual and practical understanding of the utility of anthropological approaches to recognizing, understanding, and addressing practical problems of human adaptation to diverse socio-economic and ecological environments. It emphasizes the methods and skills necessary for successful professional roles working with non-profit institutions, companies, and governments to plan, implement, and evaluate programs, products, services, policies, and laws. Actual case examples and participatory research with Floyd County community partners anchors and brings alive course discussion and readings.

Student Learning Outcomes
Through the completion of this course, students will:
1. Develop an enhanced familiarity and understanding of the history of applied anthropology and the methods and techniques used by applied anthropologists.
2. Be able to implement anthropological skills and methods for applied research.
3. Become familiar with contemporary social problems in our local community and the U.S.A. in general, and collaborative strategies for amelioration.

Assessment Measures
Students will demonstrate achievement of these outcomes in three ways. Passing grades on exams will indicate their familiarity and understanding of the history of the discipline and the anthropological methods and techniques used by practicing anthropologists. Successful completion of collaborative fieldwork with a designated community partner, under the mentorship of Dr. Campbell, will demonstrate their ability to implement anthropological skills and methods. The satisfactory (passing) completion of a field research report to be evaluated by
Dr. Campbell and provided to our community partners proves their familiarity with local and national social problems and possible collaborative strategies to develop a more just and sustainable society.

Evaluation

Reading and Activity Summaries (100 points total, 25 points each) You are required to submit 4 summaries throughout the semester that synthesize the readings and activities for one week or two consecutive class periods (by theme). Each summary consists of an essay of at least two paragraphs that synthesizes the key themes and concepts from all of the assigned readings for those days. If we engaged in an in-class activity or watched a film, it should also be noted in relation to the readings in your summary and included in your references. You should include in-text citations, and conclude the short summary with a References list. You may choose the citation style, but you must be consistent, and APA is preferable. If you do not receive full credit on one, you may turn in an extra and the lowest grade will be dropped. These MUST be TYPED and no late assignments will be accepted without a formally excused absence. Due dates are noted in the course outline below.

Midterm Exam (100 pts) Short answer, objective questions, an essay.

Research Project for Community Partner (300 points) This research project provides you with the unique opportunity to work collaboratively as an anthropologist with leaders and organizations from the Rome/Floyd community in an effort to employ the discipline of anthropology to help improve the lives of our neighbors. Dr. Campbell will assist and advise throughout the process, but please consult with me whenever questions, ambiguities and/or problems arise.

Evaluation consists of 1) literature review (100 pts) 2) work plan (30 pts), 3) update (20 pts), first draft and review (50 pts), and 4) final report (100). The final submission will consist of a formal report to be delivered to the partner organization, but may also include some other finished product that the you and the organization determined to be useful to their efforts. If you intend to work collaboratively as a team with classmates working on the same project, you must get approval from Dr. Campbell, clearly delineate each student’s responsibilities, and be sure to submit your work/contribution separately for individual evaluation, in addition to the completed team report/product.

Literature Review (100 points)
Choose 7 sources based on their relevance to your project (do not pick based on brevity – that will hurt you in the long run!). Thoroughly read and take notes on all chosen readings to ensure you are thinking creatively and in an informed manner when conducting your research. Seek out case studies that elucidate the project/problem you are tackling.

a. Turn in your list of sources for approval before beginning the literature review.
b. Write up a 1-2 paragraph summary of each reading, highlighting the key themes and issues in relation to your project.

Work Plan (30 pts) outlines how you will achieve the objectives of the research and what you envision as your final submission or contribution to a larger team project. Use an outline format that includes (at least) the following sections:

a. Research Question / Topic
b. Context/Background (a brief (2 paragraph) summary of the general topic to which your project relates that reviews relevant research and cites your lit review sources),
c. Objectives (Goals),
d. Activities (what will you actually do to accomplish your goals),
e. Work Schedule (specifically note the date(s) for the aforementioned activities)
f. Final Report/Product Plan

Research Update (20 pts) Write a paragraph under each section of your original Work Plan that informs the professor of your progress to date. Do not re-submit/print the original literature review, but if you have added pertinent sources, you can include a summary of them in your update. Please include your original graded Work Plan with my comments.

Not-Rough Draft of field research paper/report (50 points) Class Discussion, Peer Review, and Writing Tutor Review. Present your research to the class in a semi-formal way; provide a written outline of your research to your classmates and professor, explain, and then we will discuss and provide anonymous written feedback on your handouts. Use this critique to guide your rough draft, which should be very polished, basically a final draft, and then trade with classmate for peer review, revise, then go to the writing center for their feedback. Turn in that draft with the writing center commentary to Dr. Campbell. I will provide additional feedback on the writing style and content and on any additional last-minute research needs. Use this feedback to develop and refine your final report for your community partner. We want to ensure that we are doing our best work and giving our best effort to help our community partners realize a more just and sustainable community. Because of the rigor expected on this final report, we will not have a final exam. You will be able to work up until the last meeting period to perfect your report and final product.

Final Field Research Paper/Report (100 points) 5-8 page research report with recommendations for future research, policy suggestions, ideas for community activities or events. Appendices may include community resources, guidelines for garden management, data sets, questionnaires, surveys, images…

Grading Criteria
Your grade will be based on in-class assignments, the research project, anthropology journal, and two exams (mid-term and partially-cumulative final).

PROPORTIONS:
Reading Summaries: 100 points
Mid-Term Exam 100 points
Research Project
  Lit Review 100 points
  Work Plan 30 points
  Update 20 points
  Draft 50 points
  Final Report 100 points 300 points

Total 500 points

Grading –A total of 500 points are possible in this course. The following provides required points for each final grade.

A = 95-100% (471– 500),   A- = 90-94% (448-470)
B+ = 87-89% (431– 447)   B = 83-86% (411-430)   B- = 80-82% (398-410)
C+ = 77–79% (381-397)   C= 73-76% (361-380)   C- = 70-72% (348-360)
D+ = 67–69% (331– 347)   D= 60-66% (298-330)   F = 59% and below (297-0)
A=Excellent work. Well-articulated and organized, with solid reasoning that makes insightful connections between multiple class concepts, and provides detailed examples and evidence for arguments from the course, other classes, and/or other aspects of the world.

B=Good work. Clearly-expressed; relatively well-organized, demonstrates understanding of course materials and some thoughtful evaluation of them; synthesizes an idea or topic with another aspect of our class or daily life.

C=Adequate work. Shows basic understanding of course concepts; reasoning or logical order difficult to follow; summarizes course material without added interpretation or integration with other ideas.

D=Poor work. Has major misinterpretations of basic course concepts and is extremely difficult to follow.

F=Unacceptable work or not turned in.

These categories apply primarily to written assignments. The grading scale for the exam emphasizes accurate summary of course material, comprehension of general concepts, and the ability to apply concepts and ideas to a range of scenarios and conditions.

Disclaimer: I reserve the right to give unannounced quizzes, to raise “borderline” grades for students who have excelled in classroom discussion, attended class regularly, exceeded demands on their assignments, and NOT requested a boost to their grade, and to deduct points from a student’s grade each time his/her cell phone goes off, s/he makes phone calls/texts in class, s/he utilizes a laptop for something other than note-taking, and/or otherwise engages in disruptive behavior.

Academic Integrity: Plagiarism / Academic Dishonesty: Any student caught in the act of academic misconduct, cheating or plagiarizing, will be assigned a grade of F (0 points) and will be reported to the Berry College Provost’s Office. Plagiarism is not allowed. If your written work does not appear to be your own, you may be questioned about this issue. It is serious. If you use a string of four or more words from any source, you MUST cite it! This means that you cannot copy text from websites without proper citation. I do not want to discourage you from discussing class concepts with your peers, but you must submit your own original ideas and writings. If you have any questions about plagiarism or are not completely clear about what it refers to, please ask Dr. Campbell to clarify. Your tuition supports an excellent Writing Center in Memorial Library. I strongly urge you to make use of it before turning in any written assignments.

Student Accommodations: Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in Memorial Library (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Tutorial Availability: Students who believe they may need tutoring in this class should contact the Academic Support Center as soon as possible so that arrangements may be made to provide a tutor. Students may request tutors by: Requesting a tutor at the ASC office in Memorial Library, emailing tutoring@berry.edu, Clicking on “Request a Tutor” on the ASC website.

Sexual Harassment Policy: Sexual harassment by any faculty member, staff member, or student is a violation of both law and Berry College policy and will not be tolerated. Sexual harassment of employees is prohibited under Section 703 of Title VII of the Civil Rights Act of 1964 and sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972. More information about this topic is available in the Viking Code, and at: http://berry.edu/stulife/TitleIXSexualMisconduct/
**Diversity Statement:** Berry College and its faculty and staff, are committed to providing an equal educational opportunity to all students. One of the facets of the university experience includes the opportunity to learn in an environment where there are other individuals from varied backgrounds and characteristics, which include but are not limited to, race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, disability, political affiliation, and intellectual perspective. Berry College and myself do not condone harassment (or other forms of inappropriate conduct) against any student. These matters are handled in the same procedural way as those involving sexual harassment.

Students should be familiar with all the policies in *The Viking Code.*

**Writing Center:** The Berry College Writing Center, located on the second floor of the Memorial Library, offers free support to students writing in any discipline. The center is staffed by trained peer tutors who have taken a three credit course in the theory and practice of tutoring writing. Sessions are usually 20-40 minutes and usually focus first on higher order concerns such as understanding a writing prompt, generating ideas, logical development and connection of ideas, and format/organization; they then move to later order concerns on the sentence level such as grammar, punctuation, tone, style, and correctness. In general, sessions are hands-on, and tutors ask students to help themselves by developing and practicing concrete revision strategies. While students are welcome to drop by the Writing Center without an appointment, appointments do receive priority service. To make an appointment, and to see the Center's regular hours, go to [https://www.berry.edu/wc/](https://www.berry.edu/wc/).

**Evaluations:** Student evaluations of a course and its professor are a crucial component to help faculty achieve excellence in the classroom and the institution demonstrate that students are gaining knowledge. Please participate in faculty evaluation.

**Course Outline**

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<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Activities and Assignments</th>
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| 8/26 | Part 1: Applying Anthropological Research  
See website of the National Association for the Practice of Anthropology (NAPA) [https://www.practicinganthropology.org](https://www.practicinganthropology.org)  
See website of the Society for Applied Anthropology (SFAA) [http://www.sfaa.net/](http://www.sfaa.net/) | Course Overview                   |
| 8/28 | Introduction and History of Applied Anthropology  
Ervin: Chapters 1&2, pp 1-29: Orientations to an Anthropology of Policy and Practice; A Brief History of Applied Anthropology. | Discussion                        |
| 9/2  | Ethics  
American Anthropological Association Code of Ethics  
Exercises                      |
| 9/4  | Ethics and Informed Consent  
McDonald: Philippe Bourgois “Confronting Anthropological Ethics: Ethnographic lessons from Central America,”  
Carolyn Fluehr-Lobban “Informed Consent in Anthropological Research: We Are Not Exempt,”  
William Beeman “Proprietary Research and Anthropological Ethics.” | IRB Completion  
Summary 1  
***Attend Rome Int’l Film Festival tomorrow, Sept. 5 at 10AM to see Dr. C’s film at Historic DeSoto Theatre, Downtown*** |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>9/16</td>
<td>Confronting Contaminants Biologically</td>
<td>Paul Stamets, “The Petroleum Problem,” Mycoremediation (VikingWeb)&lt;br&gt;Paul Stamets TED Talk</td>
<td>CRBI Rep. Amos Tuck to discuss environmental threats to local community applied research options&lt;br&gt;Identification of Key Participants&lt;br&gt;<strong><strong>Sign up for Research Project</strong></strong></td>
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<td>9/18</td>
<td>Research Methods: Interview Techniques</td>
<td>Ervin Pp. 160-188. Ch. 11: Ethnography: Participant Observation and Key-Informant Interviewing.&lt;br&gt;Ch. 12: Focus Groups and Other Group-Interviewing Techniques.</td>
<td>Turn in List of Sources for Approval</td>
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<td>9/23</td>
<td>Research Methods: Triangulation</td>
<td>Ervin pp. 189-231, Chapter 13: Quantification through Social Indicators and Questionnaires.&lt;br&gt;Chapter 14: Rapid Assessment Procedures.&lt;br&gt;Chapter 15: Participatory Research.</td>
<td>Summary 3</td>
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<td>9/30</td>
<td>Mid Term Exam</td>
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<td>Mid Term Exam</td>
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<td>Date</td>
<td>Activity</td>
<td>Reading/Assignment</td>
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<td>10/9</td>
<td><strong>Domains: Environmental Anthropology</strong></td>
<td>Ervin Ch. 9 pp. 125-138: Applications of Environmental Anthropology</td>
<td>The Natural State of AmericaWork Plan Due</td>
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<td>- Brian Campbell, “Confrontations On Karst: Applied Anthropology of Historical and Contemporary Anti-Biocide Activism in the Ozarks, U.S.A.” (VikingWeb)</td>
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<td>10/14</td>
<td><strong>No Class  Fall Break</strong></td>
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<td>10/16</td>
<td><strong>Environmental Anthropology</strong></td>
<td>McDonald pp. 298-309, 318-328: Edward Liebow, “Inside the Decision-Making Process: Ethnography and Environmental Risk Management”</td>
<td>No Class, Work on Project AND Attend Medical Anthropology lecture tomorrow, 10/17 at either 1 or 3 pm!! Summary 5 (Email)</td>
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<td>- McQuire and Valdez-Gardea “Endangered Species and Precarious Lives in the Upper Gulf of California.”</td>
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<td>10/21</td>
<td><strong>Anthropological Interventions: Program Evaluation</strong></td>
<td>Ervin pp. 91-110, Ch. 7, Program Evaluation</td>
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<td>- Ronald Nigh “Animal Agriculture for the Regeneration of Degraded Tropical Forests.”</td>
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<td>- Ervin pp. 73-75, International Potato Center example</td>
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<td>10/30</td>
<td><strong>Agricultural Anthropology</strong></td>
<td>McDonald pp.105-115, 310-317: Timothy J. Finan “Changing Roles of Agriculture in Global Development Policy: Is Anthropology (Out)Standing in Its Field?”</td>
<td>Research Update Due</td>
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<td>- Ronald Nigh “Animal Agriculture for the Regeneration of Degraded Tropical Forests.”</td>
<td>Summary 7</td>
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<td>- Ervin pp. 73-75, International Potato Center example</td>
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<td>11/4</td>
<td><strong>Agricultural Anthropology</strong></td>
<td>Brian C. Campbell, Open-Pollinated Seed Exchange: Renewed Ozark Tradition as Agricultural Biodiversity Conservation, <em>Journal of Sustainable Agriculture</em> (VikingWeb)</td>
<td>Research Project</td>
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<tr>
<td>11/6</td>
<td><strong>Advocacy Anthropology</strong></td>
<td>Ervin Ch. 10, pp. 139-159, “Advocacy Anthropology”</td>
<td>Discussion John Oliver Prison Clip</td>
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<td>- Privatization of Prisons (Nader p. 21, in McDonald)</td>
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<td>- McDonald pp. 165-171, Elizabeth Grobsmith, “Applying Anthropology to American Indian Correctional Concerns.”</td>
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<td>- Charles Hale “In Praise of “Reckless Minds”: Making a Case for Activist Anthropology,” in <em>Anthropology Put to Work</em> (VikingWeb)</td>
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<td>11/13</td>
<td><strong>Anthropological Realities</strong></td>
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<td>Research Project</td>
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<td>11/18</td>
<td>Principles for Effective Practice&lt;br&gt;Ervin pp. 233-242, Ch. 16, Principles for Effective Change</td>
<td>Discussion</td>
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<td>11/20</td>
<td><strong>No Class</strong> -- Work on Research Project / Focus on Fieldwork</td>
<td>Field Site Visits with Dr. Campbell</td>
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<td>11/27</td>
<td><strong>No Class</strong> -- Thanksgiving Break</td>
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<td>12/2</td>
<td>Anthropology and Education&lt;br&gt;Transformative Voluntourism (VikingWeb)&lt;br&gt;McDonald pp. 353-378, McCarty and Watahomigie, “Indigenous Education and Grassroots Language Planning in the USA,”&lt;br&gt;- Vigil, “Streets and Schools: How Educators Can Help Chicano Marginalized Gang Youth.”</td>
<td>Revised draft to Writing Center&lt;br&gt; Last Summary</td>
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<tr>
<td>12/4</td>
<td>Becoming a Professional&lt;br&gt;Ervin pp. 243-256, Ch. 17Final Discussion and Collaboration</td>
<td>Writing Center Draft to Dr. Campbell</td>
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<td>12/8</td>
<td>Final Period 2-4pm - Discuss Final Reports</td>
<td>Final Reports Due</td>
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</table>

**Reference Texts**

- Briller, Sherylyn H. *Designing an Anthropology Career: Professional Development Exercises* (2009), AltaMira Press

**Selected Readings for Research Projects**

**Health**


Agriculture


Ethnography

Agar, Michal and James MacDonald 1995 "Focus Groups and Ethnography." Human Organization 54(1):78-86.

Applying the Results