

Applied Anthropology

ANT 110.001

S1904D

Parkland College, Spring 2019

Tuesdays 11:00am–12:50pm and Thursdays 11:00am–11:50am

<https://cobra.parkland.edu/>

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Office Hours: Mondays and Wednesdays 11am–1pm, Thursdays 12–1pm,
and by appointment

Course Description

This course explores the application of anthropological concepts, perspectives, theories, and methods to improve our understanding of contemporary social issues. Students in this class workshop the vast array of qualitative and quantitative methods used by applied anthropologists to unpack and solve current social problems. The course discusses the relevance of anthropology to practical concerns such as immigration and mobilities, health care, the environment, business, law, community development, and cultural heritage, among other topics, and illustrates the versatility of anthropology as it applies to numerous career fields. A core part of the course has students identify a pressing social concern and work in groups to carry out an applied research project on this topic, in which theoretical and analytical concepts are combined with data gathering methodologies and techniques. Students then learn and apply curating and representation best practices to showcase their findings in an interactive exhibit design.

Objectives

Students who take this course will:

- Understand the variety of methods and techniques anthropologists employ to study humans, including learning how the ethnographic method and archaeological, linguistic, and biological methods are applied to research.
- Understand global issues and how these affect people at the personal and social levels.
- Understand and apply ethical principles to research and cultural representation and curation practices.
- Understand the application of anthropology methodological and theoretical tools to a wide range of career paths.
- Improve their critical reading and writing skills.

Grade Components

Class Activities and Attendance Grade: Attendance and participation are key components of this course, given that much of our class time will be devoted to hands-on training on research and analytical tools. Because of this, **class attendance is worth 6% of your semester grade.** In addition, on twelve separate occasions I will ask you to work either individually or with your project group on different components of ethnographic and representation practices during class time. The purpose

of these exercises is to provide you with a research toolkit, give you the time and techniques to work on different components of your final class assignments, and to reinforce the main points we cover in readings and lectures. Each of these exercises will be worth 1.5% of your total grade.

Participation in the semester's 12 Class Activities will count for 18% of your total grade (1.5% x 12 activities). Thus, attendance and participation add to 24% of your semester grade.

Applied Research Assignments: The purpose of these individual assignments is to help you think about and reinforce the main points we have covered in both the assigned readings and in class lectures as well as to work you step by step through the process of an applied research project. We will prepare for each of these assignments in class at least a week ahead of when they are due. Please verify these dates on the class schedule as you will not be able to do the assignments without attending these prep sessions. **The applied research assignments will count for 20% of your total semester grade (4 x 5%).** The breakdown is as follows:

- *Finding and Proposing an Idea:* Based on the first few weeks of the course we will workshop how to craft a thesis and outline the feasibility and applicability of research ideas, which you will present as a written proposal (1-2 double-spaced pages). This proposal will contribute to your group's decision on their research topic and will be worth **5%** of your grade. It is due on Thursday, **February 14**, in the provided Dropbox in Cobra.
- *Finding the Methodological Tools:* You will brainstorm and decide upon the best methodologies for either your research idea or your group's project based on the material we will cover on a variety of methods in the second quarter of the course. Your methods proposal, including some sample data gathering, will be compiled in a preliminary data report (2-3 double-spaced pages). This writeup is worth **5%** of your grade, and is due on Thursday, **April 4**, in the provided Dropbox in Cobra.
- *Finding the Exhibit Format:* As your final project for the course, your group will put together the design for an interactive exhibit with the preliminary findings from your research. We will workshop the format of this exhibit and curating best practices throughout the second half of the course. A writeup (2-3 double-spaced pages) outlining the curation for this exhibit, and your contribution to this process, will be worth **5%** of your grade. Due Thursday, **May 2**, on the week for the class presentations on these exhibits.
- *Finding the Analytical Strategies for Writing:* You will hand in a short paper (3-4 pages, double-spaced) analyzing and connecting your group's interactive exhibit with some of the anthropological theory and concepts we learned in the course. This final essay is worth **5%** of your grade and is due on Tuesday, **May 14**, in the provided Dropbox in Cobra.

Interactive Exhibit and Presentation: Your final research project will take the form of an interactive exhibit presented as a research or academic poster. On the week of April 30, I will devote our class time for the different class groups to present their exhibits to the class. These informal oral presentations will summarize your thesis, curation process, and the applied nature of your project. The final projects will also be shared with the local community members they are meant to benefit through Parkland's online institutional repository: SPARK. **The interactive exhibit poster will be worth 16% of your grade, and your oral presentation on this project will be worth an additional 4% for a total 20% of your semester grade.**

Tests: Rather than a Midterm and a Final this class will have six unit tests over the course of the semester. These exams will be made up of true/false and multiple choice questions plus two short paragraph answers based on our class readings for that section of the course (each test will cover a section of about two to three weeks). The tests are set up under the Quizzes tab on Cobra, are open book, with ample time limit, and assess your grasp of the material and the key anthropology terms in those readings which we cover in class lectures and discussion. **Tests will count for 36% of your total semester grade (6 x 6%).**

Policy on Late Work and Conflicts: Please note that conflicts with exams or with other scheduled assignment deadlines in the course should be discussed with the instructor in advance. Students who miss exams or deadlines due to medical reasons or other emergencies will be asked to document the reasons. Make-up exams, extensions, or alternative course work may be assigned at the discretion of the instructor.

If you cannot document your absence or why you missed a deadline, my policy on late work is as follows: up to 24 hours late: -10% of total possible grade; up to 48 hours late: -25%, up to 72 hours late: -50%. No late work accepted four days after the assignment is due.

General College Syllabus and Disabilities Statement: I expect academic honesty and civility, as defined by **Parkland's General College Syllabus** at all times and throughout the course. This addendum also lists useful information on Parkland's student support services. You can find this document on Cobra, or at the following link:

https://cobra.parkland.edu/shared/shared_content_files/General_College_Syllabus.html

If you have not yet registered with the Office of Accessibility Services, but believe you have a disability for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology or other classroom assistance), please contact the office at 217-353-2338 or accessibilityservices@parkland.edu. If you are a student that is already registered with Accessibility Services and you have questions or concerns, please contact: Kristen Stephens, Coordinator, Accessibility Services (U263) at 217-353-2337 or kstephens@parkland.edu, or Laura Wright, Coordinator, Accessibility Services (U265) at 217-351-2588 or lwright@parkland.edu

Title IX Statement on Sexual Harassment and Pregnancy: Parkland College is committed to assuring a safe and productive educational environment for all students. The College requires faculty members to report incidents of sexual violence shared by students to the College's Title IX Coordinator, Vice President of Student Services Michael Trame. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a college-approved research project. You may review information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence at <https://www.parkland.edu/Main/About-Parkland/Safe-Campus-Procedures/Title-IX-Harassment-Discrimination>

Title IX of the Education Amendments of 1972 provides pregnant students with certain rights regarding their education. For information, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at mturner@parkland.edu

Electronic Devices Policy:

I hold a policy that ***electronic devices should be silenced and put away during class lectures and discussion. This includes phones, tablets and laptops.*** If you have a situation that may require you to accept a call or text during class, speak to me, your instructor, privately. In case of an emergency, people might contact Public Safety at (217) 351 2369 and the officer on call will find you and let you know of the nature of the emergency. If you have a special need that requires that you use your laptop for note-taking please talk to me after class and we'll make special arrangements. Electronic devices *are* used for class activities. Your instructor will clearly signal when it is time to put away your devices to avoid distractions, or use them to contribute to learning.

Withdrawal information:

Parkland requires instructors to withdraw students on the following dates:

Monday, January 21: Census Date – If you have not attended, you will be withdrawn with a W grade.

Friday, March 8: Midterm – If you stop attending, you may be withdrawn by the instructor.

Friday, May 3: Withdraw Deadline – Last day to ***withdraw yourself*** and get a W. To do so, you must fill out a *Notification of Intent to Withdraw from Classes* and, for this class, get myself or the Social Sciences Department Chair to sign this form. Please see more detailed instructions on this process in the General Course Syllabus (found on Cobra or by following the link in the previous page).

If you are struggling with any part of the course assignments or materials please don't hesitate to contact me! I am committed to student success and, almost always, students and I have been able to work through these difficulties.

Grading Breakdown

Attendance, and Participation in Class Activities:	24%
Applied Research Assignments:	20%
Final Project and Final Presentation:	20%
Unit Tests:	36%

Grading Scale

The following is the grading scale followed by Parkland and that I will apply to this course:

90–100	A
80–89	B
70–79	C
60–69	D
59 and below	F

Required Texts

The following text is required and is available for purchase at the college bookstore. A copy is also available on reserve at the Parkland College library:

Ehn, Billy, Orvar Löfgren, and Richard Wilk. 2016. *Exploring Everyday Life: Strategies for Ethnography and Cultural Analysis*. New York: Rowman & Littlefield.

I will post other required readings for the course that are not included in this book on the course's Cobra website: <https://cobra.parkland.edu/>, within weekly folders. I suggest you download and print each reading so you can take notes on the main points of these articles during class lectures and discussion.

Contacting your Instructor: You can reach me by email or phone (my information is on the cover page of this syllabus) with any questions on the course requirements or readings. Feel free to drop by my office hours or make an appointment. In fact, I hope you will visit or email me at least once in the term to discuss assignments, voice your opinion, and review any concepts that you find difficult.

Course Reading and Activity Schedule

WEEK 1: What are Applied Anthropology and collaborative research?

January 15: Introduction to the course.

Class Activity 1. *Introduction to Anthropological Research.*

January 17: Read Chapters 1 and 2, "Hidden Worlds" and "The Importance of Small Things" (pages 1–24) in *Exploring Everyday Life* by Billy Ehn, Orvar Löfgren, and Richard Wilk (hereafter, *Exploring Everyday Life*).

WEEK 2: Theory and the history of applied anthropology

January 22: Read Sarah Pink "Theorizing the Familiar: Practices and Places" in *Situating Everyday Life*, London: SAGE Publications, 2012, (pp. 14–29). Also read Luke Lassiter, "Moving Past Public Anthropology and Doing Collaborative Research," in *National Association for the Practice of Anthropology (NAPA) Bulletin* 29: 70–86, 2008.

Class Activity 2. *Making Theory Work.*

January 24: **UNIT TEST 1.**

WEEK 3: Anthropological Methods: Language, Communication, and Worldviews

January 29: Read David Sutton "Arrival: Anthropology in Hollywood", *Anthropology Today* 34(1), February, 2018 (pp. 7–10).

January 31: **Class Activity 3.** *Anthropology, Speech Communities, and Translation.*

WEEK 4: The Ethnographic Method and Research Ethics in Cultural Anthropology

February 5: Read Chapters 3 and 4: "Making the Familiar Strange" and "Sharing a Meal" in *Exploring Everyday Life*.

February 7: *Prep I: Finding and Proposing an Idea, in class.* (If you miss attendance for this prep session you will not be able to write your first class assignment. Make-up prep sessions are not an option, please plan accordingly).

UNIT TEST 2.

WEEK 5: Science in Anthropology: Physical Anthropology and Archaeology

February 12: Read Erin Kimmerle, "Forensic Anthropology in Long-Term Investigations: 100 Cold Years," in *Annals of Anthropological Practice* 38(1): 7–21, 2014, and Alice P. Wright "Private Property, Public Archaeology: resident communities as stakeholders in American archaeology" in *World Archaeology* 47(2): 212–224, 2015.

Class Activity 4. *Engaging Communities in the Lab and at the Field Site.*

February 14: **FINDING AND PROPOSING AN IDEA ASSIGNMENT DUE, by midnight in the provided Dropbox on Cobra.**

WEEK 6: Applying Methodological Tools

February 19: Read Chapters 5 and 6: "Do you remember Facebook?" and "Catching a Mood" in *Exploring Everyday Life*.

February 21: **Class Activity 5.** *Exploring Virtual and Physical Spaces through Anthropology.*

WEEK 7: Case studies in applied anthropology: economics and development

February 26: Read Gabriele Herzog-Schröder "Processes of Modernization, Processes of Indigenization: An Amazonian Case (Yanomami, Southern Venezuela)" in *Indigeneity on the Move: Varying Manifestations of a Contested Concept*, Eva Gerharz, Nasir Uddin, and Pradeep Chakkarath, eds. New York: Berghahn, 2018: 71–91. Also read Kelley D. Totten, "(hand)made in America" in *Museum Anthropology Review* 11(1): 1–14, 2017.

Class Activity 6. *An Anthropological Look at Consumer Goods.*

February 28: **UNIT TEST 3.**

WEEK 8: Case studies in applied anthropology: health, and politics and the law

March 5: Read Perpetual Crentsil "Kasapa: Mobile Telephony and Changing Healthcare Communication in Ghana" in *Knowing Differently: The Cognitive Challenge of the Indigenous*, G. N. Devy, Geoffrey Davis and K. K. Chakravarty, eds. New York: Routledge, 2014: 107–124. Also read Simon Robins "Missing in Migration: From Research to Practice" in *Practicing Anthropology* 40(2): 24–27, 2018.

March 7: **Class Activity 7.** *Guest speaker on refugees and mobility in East Central Illinois.*

WEEK 9: Case studies in applied anthropology: migration and mobilities

March 12: Read "Anthropology and Social Work: Moroccan Immigrant Women in Spain" in *Practicing Anthropology*, 35(4): 22–25, 2013. Also read Hege Høyer Leivestad "Inventorying Mobility: Methodology on Wheels" in *Methodologies of Mobility:*

Ethnography and Experiment Alice Elliot, Roger Norum, and Noel B. Salazar, eds. New York: Berghahn, 2017: 47–67.

March 14: **UNIT TEST 4.**

WEEK 10: *SPRING BREAK. NO CLASSES MARCH 19–21.*

WEEK 11: **When the past affects the present: anthropology and cultural heritage**

March 26: Read “Indigenous Perceptions of Biocultural Collections,” “Native American perspectives on biocultural collections and cultural restoration,” and “Multicultural perspectives on biocultural collections” in *Curating Biocultural Collections: A Handbook*, Jan Salick, Katie Donchar and Mark Nesbitt, eds. St. Louis: Kew Publishing, 2014: 245–269.

Class Activity 8. *Who does the past belong to?*

March 28: *Prep II: Finding the Methodological Tools, in class.* (If you miss attendance for this prep session you will not be able to write your second class assignment. Make-up prep sessions are not an option, please plan accordingly).

WEEK 12: **Cultural representation, for whom and by whom.**

April 2: Read Gabrielle A. Berlinger “Balancing Memory and Material at the Lower East Side Tenement Museum,; in *Museum Anthropology Review* 12(1): 14–29, 2018. Also read Erica P. Jones “A Lending Museum: The Movement of Objects and the Impact of the Museum Space in the Grassfields (Cameroon)” in *African Arts* 49(2): 6–19, 2016.
Class Activity 9. *Whose stories do we exhibit and whose voices are heard?*

April 4: **FINDING THE METHODOLOGICAL TOOLS ASSIGNMENT DUE, by midnight in the provided Dropbox on Cobra.**

WEEK 13: **Museums and Anthropology**

April 9: **Class Activity 10.** *Class visit to the Spurlock Museum.*

April 11: *Prep III: Finding the Exhibit Format, in class.* (If you miss attendance for this prep session you will not be able to write your third class assignment. Make-up prep sessions are not an option, please plan accordingly).

UNIT TEST 5.

WEEK 14: **Applied Anthropology and Exhibit Design**

April 16: Read Katja Müller “Reframing the Aura: Digital Photography in Ancestor Worship,” in *Museum Anthropology* 40(1): 65–78, 2017. Also read Jennifer Shannon “PROJECTISHARE.COM: Sharing our past, collecting for the future” in *Museum as Process: Translating Local and Global Knowledges*, Raymond A. Sliverman, ed. New York: Routledge, 2015: 67–89.

April 18: **Class Activity 11.** *Curating and designing cultural exhibits.*

WEEK 15: An Anthropology of the 21st century: Community Building through Research

April 23: Read Holly Cusack-McVeigh “Learning to Listen: Community Collaboration in an Alaskan Native Village,” in *Collaborative Anthropologies* 8(1–2) 40–57, 2016. Also read John Hyché, “Beyond the Fence: Reaching Out to the Capitol Hill Community through Urban Archaeology,” in *Practicing Anthropology* 39(3): 14–15, 2017.
Class Activity 12. *Is an activist anthropology possible?*

April 25: *Prep IV: Finding the Analytical Strategies, in class.* (If you miss attendance for this prep session you will not be able to write your fourth class assignment. Make-up prep sessions are not an option, please plan accordingly).
UNIT TEST 6.

WEEK 16: Interactive Exhibit Design Presentations: Community Engagement

April 30: Class Presentations on Interactive Exhibits.

May 2: Class Presentations on Interactive Exhibits.
FINDING THE EXHIBIT FORMAT ASSIGNMENT DUE, by midnight in the provided dropbox on Cobra.

WEEK 17: Career Paths and Anthropology Research

May 7: Read Chapters 7 and 9: “Crafting Wood and Words” and “Taking Cultural Analysis Out in the World” in *Exploring Everyday Life*.

May 9: Class wrap up.

May 14: **FINDING THE ANALYTICAL STRATEGIES ASSIGNMENT DUE, by midnight in the provided dropbox on Cobra.**

This syllabus is subject to change during the semester based on our progress and may be modified by the instructor. You will be notified of any changes both on the course’s Cobra website and in class.