

## APPLIED ANTHROPOLOGY

ANTH 337 Fall 2012

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### Course Description

Applied anthropology is the application of anthropological knowledge, methodology, and theoretical approaches to address contemporary human problems. This course introduces the basic issues of applied anthropology such as the history, ethics, and methods, and reviews cases in the major domains of applied anthropology, to understand how people can make their training in anthropology work in seemingly unrelated fields such as education, health and medicine, business and industry, environment, development, etc. In addition, this course introduces relevant anthropological theory/perspective, and focuses on the application of anthropological knowledge to contemporary human problems, including economic growth, social inequality, environmental degradation, and sustainability.

### Academic Service-Learning Rationale

*Tell me and I might forget. Show me and I might remember. Involve me and I will understand.*  
– Confucius

Applied anthropology is innately participatory, collaborative and multidisciplinary. It is critical for applied anthropology to promote community-centered praxis, an approach rooted in action, advocacy, collaborative research, and participatory action. Students are required to complete 20 hours of community service as a key component of this course. While devoting yourself to academic service-learning, you are accomplishing two things: first, you are providing direct service to meet the need of both the organization and the community; secondly, you are doing ethnography (**participate** observation, informal interview, etc.) for your research project, one of the major assignments for this class.

### Learning Objectives

1. Demonstrate familiarity with major issues (history, ethics, debates, methods, etc.) and domains (urban, medical, development, environment, education, and business) of applied anthropology;
2. Understand the major anthropological perspectives and relevant key concepts introduced in this class, and make connections between the anthropological knowledge and contemporary human problems;
3. Exercise critical thinking, and analyze materials from different disciplines and political persuasions, and be able to make sound critique from anthropological perspectives;
4. Learn through applying class material (anthropological methods and theories) to both identify and contribute to the solution(s) of a real life problem originated from your own

personal experience while providing your service to a local community organization.

5. Respond to suggestions to improve one's academic research and writing skills.

### **Required Text**

James H. McDonald. 2002. *The Applied Anthropology Reader*. Boston: Allyn and Bacon.

### **Recommended Text** (one of the following):

Willigen, John Van, 2002. *Applied Anthropology: An Introduction*. Westport: Bergin & Garvey.

Gwynne, Margaret A. 2003. *Applied Anthropology: A Career-Oriented Approach*. Boston: Allyn and Bacon.

Ervin, Alexander M. 2005. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Boston: Allyn and Bacon.

### **Supplemental Readings**

Supplemental Readings are/will be posted on EMU online course ecompanion according to the course schedule.

### **Classroom Etiquette**

Respecting other people in the class is to respect yourself. If you must arrive late or leave early, please let the instructor know in advance (unless it is an emergency which may require documented proof) AND take a seat close to the door to minimize disruption. Otherwise, you are discouraged from coming into the classroom 10 minutes after the class starting time, and leaving early is NOT acceptable, and will result the reduction of your attendance and participation points. Disruptive or rude behavior (engaging in private conversations, arriving late, leaving early, sleeping, reading the newspaper, playing with cell phone, playing video games on laptop, etc.) is NOT tolerated in this class. Laptop use is highly discouraged in the classroom, unless it is for the instructor-guided activities. Be aware that in class you are not only responsible for your own learning, but also for your peer students.

[http://www.emich.edu/policies/chapter8/8-1\\_policy.pdf](http://www.emich.edu/policies/chapter8/8-1_policy.pdf)

### **Grading**

Grades will be based on class attendance and participation, two quizzes, one article review, and one research project.

50 points	Attendance and Participation
50 points	Two quizzes (each worth 25 points)
150 points	Three reflective journals (each worth 50 points)
150 points	Research Project (30 points for research prospectus; 50 points for draft presentation; 70 points for final research paper)

Total: 400 points

### **Percentage Grade Scale**

94-100 A; 90-93 A-; 87-89 B+; 84-86 B; 80-83 B-; 77-79 C+; 73-76 C; 70-72 C-; 66-69 D+; 60-65 D; 0-59 F.

## Negotiating Grades

Please note that grades are earned as a measure of your academic accomplishments in this class. Grades are not a measure of the effort you make by sitting in class or reading at home; grades measure how well you engage the course topic, class discussions and assignments.

### **Attendance and Participation (50 points)**

The course will be presented in lectures, student presentations, discussion, readings and other assignments, and videos. Lectures and presentations are designed to complement the assigned readings, and readings should be completed prior to class. Class **discussion** and **presentation** are important part of the class, and each student will have opportunities to lead/participate discussion and do presentations. Attendance is mandatory and absences will lead to reductions in the attendance portion of the final grade. Planned absences should be cleared with the instructor beforehand, unless an emergency arises which requires documented proof. Every two times being late for class counts as one absence.

### **Quizzes (50 points)**

There will be two quizzes (each worth 25 points) to test your familiarity with the basic facts and knowledge of applied anthropology. The quiz questions are in the form of multiple choice questions and/or short essays on the readings and discussion.

### **Reflective Journals (150 points)**

Students are required to complete three reflective journals (2-3 double spaced pages, 12 point font) during the process of complete 20 hours of community service with one of the listed community organizations (or an alternate community-based program with the instructor's approval in advance). The organization list is attached with the syllabus. Besides the written journals, come to class and be prepared to reflect and share your experience with the class at the different stages of your service-learning process. Please refer to the below table for the three sets of questions for the individual reflective journal. Relevant information on the listed organizations is available at [[website link](#)], More specific guideline for the academic service-learning will be given later in class.

Journal No.	Timeline	Reflective Questions
#1	After initial contact with the organization	<p>1) What's your field/domain of interest in applied anthropology? What is it about this field that draws your attention to it? Do you have previous experience in this area? What do you think of Academic Service-Learning? Why do you choose this organization?</p> <p>2) What information you gather through the initial contact and visitation. What service you expect to deliver? What's your research project? Have you communicate it with the community organization, and what's their input? What's your work plan of integrating your service with your research?</p>
#2	Half way through your service-learning	<p>1) What is your experience so far? How has been the relationship between you and the organization? How has your service met the organization's needs? Any unexpected problems? Discuss positive and negative outcomes?</p> <p>2) What specific fieldwork methods have you applied so far in gathering data for your research project? What difficulties have you encounter? Will you make any adjustment to your work plan in the remaining second half of your service-learning activities? Why and why not? Any adjustment to your research plan?</p>
#3	Complete all service hours	<p>1) What is your overall experience? Provide a narrative to describe what exactly you did for the required 20 hours. How have you conducted your research while providing service and being a participate observer? How did you integrate anthropological theory and practices? Are they effective in identifying the problem and finding solution(s)?</p> <p>2) How does Academic Service-Learning add value to this course, and to your own learning? Why or why not? Assess your service-learning experience regarding the "Learning Objectives" stated in the syllabus. Based on your experience, discuss how to improve the implementation of academic service-learning in improve the outcome for both your learning and for better serving the community's needs.</p>

### Research Project (150 points)

While completing your required hours of academic service-learning, you are indeed doing ethnography as an applied anthropologist with this particular local community organization. Based on your own interest in a particular domain of applied anthropology, you will investigate a specific issue relevant to anthropology and contemporary world problems using the case

study of your ethnographic project. The core content of the paper includes both problem analysis and suggestions for solutions. Be sure to utilize the rapid ethnographic research techniques we learned in class, and use anthropological theories to frame your research question(s).

The paper will be completed in stages, from prospectus, to draft presentation, to final written paper. For full credit, review papers must be received by due dates. The **prospectus** must have a title, an abstract, and an annotated bibliography of published scholarly sources. In the abstract, summarize your intentions, explain your objectives, what data you will seek and how, and indicate the significance of your project, describing why it matters. In your annotated bibliography, give full citations of your individual references. Under each reference, indicate the credentials of the source or author, or explain why we should take this source seriously; more importantly, explain why this particular source is useful to you, and how specifically it will contribute to your paper. The prospectus may be up to four pages, but not less than two full pages.

The **research paper** should be well organized, clearly written, and persuasively argued, emphasizing analysis and interpretation. Your first draft should be as complete and polished as possible, and this will form the basis for your presentation. Use spell-checking, pay attention to grammar. Proofread carefully. You may draw on whatever sources are appropriate, but avoid any appearance of plagiarism by properly citing any material that you use. **Web sites are not appropriate references, unless the source is fully documented**, and/or where sites are the source for otherwise unpublished material. Cite authors within the text of your essay by name and date of publication, and include page references if you are citing a specific passage, for example (Harrell 2001: 36). Attach a **references cited bibliography** to the end of your essay, arranged alphabetically by author's last name. In-text citations and a references-cited page are required (refer to "How to Give Credit When Credit is Due" at the end of the syllabus). Every reference in your bibliography must be cited by author name in your paper and every author cited in your paper must appear in your bibliography. Carefully **proof read** your work for any omissions or errors. Each book citation must include author, date, title, publisher, and place of publication. The final paper should be 5-6 pages long, double-spaced, and 12 point font.

### **Late Work**

Writing assignments (article review and research paper) are required to be turned in on time in hard copy. Email attachment is NOT ACCEPTABLE. If you choose to leave early or/and come back late for a vacation and you could not turn it in before you leave, your paper will counted as late work. Later papers will lose 10% of the total points per day. Late final papers will NOT be accepted.

### **Academic Honesty**

Students are expected to uphold the Eastern Michigan University standard of conduct relating to academic integrity. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that their

submitted work, examinations, review papers, and projects must be their own work. **MAKE SURE TO CITE THE SOURCES.** Plagiarism of any sort, whether of the “word for word” variety, paraphrasing, or “mosaic” plagiarism, is unacceptable and unethical. Any student found plagiarizing will **FAIL** the course. **IGNORANCE IS NO EXCUSE.**

### **Disabilities**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes s/he may have trouble participating or effectively demonstrating learning in this course, please meet with me (with or without a Disability Resource Center (DRC) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting the DRC (240 Student Center; 734-487-2470; [drc@emich.edu](mailto:drc@emich.edu)) to talk about such issues, but it is always best if we can talk at least one week prior to the need for any modifications.

## **COURSE SCHEDULE**

### **Week 1 Class Introduction**

McDonald Chapters 1 and 2 (pp 1-23).

### **Week 2 Topic 1 Orientations of Applied Anthropology**

McDonald Chapter 3 (pp 24-60);

Sillitoe, Paul. 2006. The Search for Relevance: A Brief History of Applied Anthropology. In *History and Anthropology*, Vol. 17(1): 1–19.

American Anthropological Association’s Code of Ethics. Download document at: <http://www.aaanet.org/committees/ethics/ethcode.htm>

### **Week 3 Topic 2 Methods and Policy**

McDonald Chapters 4 and 5 (pp 61-138)

### **Week 4 Topic 3 Urban Anthropology**

McDonald Chapter 6 (pp 139-171)

### **Week 5 Topic 4 Medical Anthropology**

McDonald Chapter 7 (pp 172-247);

Farmer, Paul. 1990. Sending Sickness: Sorcery, Politics, and Changing Concepts of AIDS in Rural Haiti. In *Medical Anthropology Quarterly* Vol.4(1): 6-27.

### **Week 6 Topic 5 Development Anthropology**

McDonald Chapter 8 (pp 248 - 297);

McCabe, J. Terrence. 2003. Sustainability and Livelihood Diversification among the Maasai of Northern Tanzania. In *Human Organization* 62 (2): 100-111.

### **Week 7 Topic 6 Environmental Anthropology**

McDonald Chapter 9 (pp 298-328);

Tilt, Bryan. 2006. Perceptions of Risk from Industrial Pollution in China: A Comparison of Occupational Groups. In *Human Organization* 65(2): 115-127.

Checker, Melissa. 2007. "But I Know It's True": Environmental Risk Assessment, Justice, and Anthropology. In *Human Organization* 66 (2): 112-124.

### Week 8 **Topic 7 Anthropology and Education**

McDonald Chapter 10 (pp 329-378).

### Week 9 **Topic 8 Business and Industrial Anthropology**

McDonald Chapter 11 (pp 379-421).

### Week 10 **Topic 9 Tourism Research and Applied Anthropology**

Wallace, Tim. 2005. Tourism, Tourists, and Anthropologists at Work. In *NAPA Bulletin* 23: 1-26.

Smith, Valene L. 2005. Anthropology in the Tourism Workplace. In *NAPA Bulletin* 23: 252-269.

Wilkinson, Paul F. and Wiwik Pratiwi. 1995. Gender and Tourism in an Indonesian Village. In *Annals of Tourism Research* 22(2): 283-299.

Feng, Xianghong. 2008. Who Benefits?: Tourism Development in Fenghuang County, China. *Human Organization* 67 (2): 207-220.

### Week 11-12 **Topic 10 Anthropology, Globalization, Sustainability**

Bodley, John. 2002. Anthropology and Global Environmental Change. In *Encyclopedia of Global Environment* Volume 5, *Social and Economic Dimensions of Global Environmental Change*, edited by Peter Timmerman.

2003. Introduction: Imperia and the Power of Scale. In *The Power of Scale: A Global History Approach*, pp 3-26. M. E. Sharpe.

Curtis, Fred. 2003. Eco-localism and Sustainability. In *Ecological Economics* 46: 83-102.

### Week 13 (Nov. 22 & Thanksgiving Break)

Student Research Project Presentations

### Week 14

Student Research Project Presentations

### Week 15

Student Research Project Presentations & Class Wrap-up

### Final Exam

Research Project Final Paper (serves as final exam) due in the classroom at the university scheduled final exam time. Please stop by the classroom during those hours to drop off a hardcopy of your paper. An electronic copy is NOT acceptable.

## How to Give Credit When Credit is Due

The following gives several examples of citations. Different disciplines use different styles of citations. One usually uses the citation style of their particular discipline. However, to make things simple, I would like you to use the following citation style for your Writing Assignments, Research Paper, and Extra Credit assignments (if any). This handout does not contain every citation scenario. However, it should offer you examples of most of the citations you will need to use. If it does not cover something, please ask me. If it is a quote or if you are paraphrasing, you should include the following information: (Author's last name year of publication: page number(s)).

For Example: (Smith 1992:54)

For multiple authored papers (3 or more authors) you do not need to list every name. Please put (Smith et al. 1992:54).

### IN-TEXT CITATIONS:

You are required to cite the sources of any and all information you obtain for any of your writing assignments. What that means is **if you use someone else's idea and do not give them credit, it is plagiarism**. The best piece of advice I can give you is if you are not sure whether you should cite something, you probably need to cite it.

For example, you write the following sentence ....

The development of human creatures from their earliest origins has become one of the most controversial of modern sciences.

This is actually a direct quote from a book. If you write this, you must put it in quotes and have an in-text citation following the sentence.

“The development of human creatures from their earliest origins has become one of the most controversial of modern sciences” (Adler and Pouwels 2006:4).

Now, let say you did not want to use a direct quote, but you still wanted to use that idea in your paper. Maybe you write.....

In modern science, the evolution of humans from early to later forms has become a very controversial issue.

While this sentence might seem like a silly example, I am trying to stress the necessity of citations. If it is not your idea, it needs to be cited. Since it is not a direct quote, there is no need for quotation marks, but you still need an in-text citation.

In modern science, the evolution of humans from early to later forms has become a very controversial issue (Adler and Pouwels 2006:4).

*Special note on in-text web citations:* If the website you are using has an author, put the

author's name and date of the article in parentheses as shown above for books and articles. If there is not an author listed, put the URL in parentheses.

### **REFERENCES CITED PAGE:**

At the end of your written work, you will need to include a reference cited page. On that page, you will list *every* source that you got information from. Therefore, for every in-text citation that is in the body of your essay or paper, there will be a full citation on the references cited page. The following are examples of different types of sources that you will be getting information from. Follow these examples when writing your reference cited page. Your references cited page should be in **alphabetical order** by the primary author's name. All of the information listed under each category is necessary. So, make sure that you get all of the information from your references before you return a library journal/book.

#### **A Book**

Hewlett, B. S.

- 1991 *Intimate Fathers: The Nature and Context of Aka Pygmy Paternal Infant Care*. Ann Arbor: The University of Michigan Press.

#### **A Chapter in an Edited Volume (Edited Book)**

Hawkes, Kristen, J. F. O'Connell, N. G. Blurton Jones, H. Alvarez, and E. L. Charnov

- 2000 The Grandmother Hypothesis and Human Evolution. In *Adaptation and Human Behavior: An Anthropological Perspective*, edited by N. Chagnon, W. Irons, and L. Cronk, pp. 237-258. New York: Aldine de Gruyter.

#### **An Article in an Academic Journal (for electronic as well)**

Adler, Michael A.

- 1996 Land Tenure, Archaeology, and the Ancestral Pueblo Social Landscape. *Journal of Anthropological Archaeology* 15(4): 337-371.

#### **A Dissertation or a Thesis**

Harro, Douglas R.

- 1997 Patterns of Lithic Raw Material Procurement on the Pajarito Plateau, New Mexico. Unpublished Master's thesis, Department of Anthropology, Washington State University.

#### **A Web Site (for E-Journals)**

Williams, G. S.

- 2001 *Why do I Have to Take a Course on World Civilization?* Retrieved August 24, 2005 from <http://www.worldcivilizations.com>

#### **Audiovisual Material**

BBC-TV Production

- 1995 *Under the Sun: A Caterpillar Moon*. British Broadcasting Corporation Television Service. 1 videocassette (49 minutes), VHS format.