<u>**Anthropology 4D03: Applied Anthropology**</u>
Mondays, 2:20 p.m. to 5:20 p.m., KTH – 105

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Office Hours: Mondays from 1:00 p.m. to 2:15 p.m. or by appointment (room CNH 530)

<u>**Course Description:**</u>

This course is partnering with CityLAB Hamilton to provide an opportunity for you to work with City of Hamilton staff on real City challenges. CityLAB is an innovation hub that brings together student, academic, and civic leaders to co-create a better Hamilton for all. For more information, visit our website at www.citylabhamilton.com

The City of Hamilton research challenge that we will address throughout the course is described succinctly below:

The City of Hamilton offers a wide variety of seniors' programming across many different departments that are not necessarily aligned. Seniors accessing City services are faced with confusing and uncoordinated age requirement policies for discounted services. As such, the City of Hamilton is seeking to garner a deeper understanding of the social and health benefits for seniors accessing discounted City of Hamilton services and how to better coordinate these services. Therefore, we will be addressing the following research questions in the course:

- *Which discounted City of Hamilton services are seniors successfully accessing and which services are they having difficulty accessing?*
- *How do socio-economic, gender, ethnic, geographic, short-term and long-term disability, language, religious and other intersectional factors affect access to City of Hamilton discounted services for seniors?*
- *What current gaps are there in City of Hamilton discounted services for seniors?*
- *How do discounted City of Hamilton services contribute to the social and health-oriented wellbeing of seniors living in Hamilton? Specifically, how does participation improve fitness levels, mobility, social isolation, maintaining community ties, continued education goals, etc. of participants? (This question will be addressed from the perspective of seniors participating in City of Hamilton programming.)*
- *How can discounted City of Hamilton seniors' services be better aligned to meet immediate, medium term and long term service goals?*

As a result, in this course we will explore how anthropology can be deployed in solving a spectrum of pressing and quotidian human challenges. Throughout the course we will critically examine and put into practice theory, ethics and methodological approaches in applied/public anthropology. Additionally, we will explore knowledge translation practices as compelling and effective knowledge translation is an integral component of

bringing about the desired social change, moving policy levers and improving the lives of those with whom applied anthropologists collaborate and work.

The class time of this course will be run in a seminar format, so please be prepared to participate each and every class. In order to do so, it will be helpful to complete the readings in advance, prepare questions to bring to class and keep abreast of class-related research activities as they relate to the topics and themes presented throughout the course.

Expected Learning Outcomes:

- Develop critical thinking skills (reflection, analysis, discernment, evaluation).
- Develop clear and compelling presentation and writing skills.
- Develop an understanding of how applied anthropological research can be carried out to solve human challenges via the CityLAb case study, focusing upon municipal seniors' services and their relationship with and contribution towards seniors' health and social wellbeing.
- Develop critical knowledge of contemporary ethical and methodological debates as well as collaborative and co-design research approaches when carrying out applied anthropological research.
- Develop skills in dissecting an applied anthropology policy "challenge" and through the research conducted in class propose original, evidence-based recommendations to ameliorate the policy challenge.

Course Evaluation:

25% - Annotated Bibliography (Due January 28): This assignment will consist of searching for literature related to municipal seniors' services, particularly structures for coordinated and discounted service delivery models, in other municipal jurisdictions in Canada and globally. Searches will begin with academic literature and be conducted via the Proquest, Sociological Abstracts, Jstor and Sage databases. It is suggested that students begin the global aspect of the literature search with policies developed in Nordic countries. Additional data may be sourced from municipal web sites. Students may encounter difficulty in sourcing information from governmental web sites from other countries in English. This barrier should be documented if it arises, but it is anticipated that sufficient research will be available in English in order to complete this aspect of the literature review. The literature will then be thematically grouped and a brief summary of no more than five sentences will be given for each source. Depending upon the size of the class this assignment may be completed as an individual or group exercise.

20% - Fieldwork Reflections/Auto-Ethnography (Due March 4): This assignment is intended to provide an opportunity to reflect on your experiences of conducting research for this course, whether it is participant observation, interviewing, best practices literature search, collaborative work (i.e. group work) or the research activities as a whole. The primary source of analysis is your experience and perceptions of research processes. Please keep in mind that your perceptions are not being graded, rather your ability to reflect to your experiences and demonstrate thoughtful analysis of these experiences. The

goal of the assignment is not to provide solutions to any perceived problems but to provide an analysis of some of the structural or other issues that underlie research challenges, for example biases of various types and how positionalities, such as age, gender, class, etc., may or may not intersect with research processes. The assignment is to be approximately 5 single-spaced pages. This is an individual assignment (therefore, not a group assignment).

30% - Poster & Presentation (Due April 1): The poster will be marked out of 20 and the presentation will be marked out of 10 for a total potential of 30 marks. Designed as a group project, the poster and accompanying presentation will visually represent the results of our class research. Class members will be divided into groups for this exercise and each group will present their poster in a dry-run during class on April 1. The class will vote as to which group will present their poster presentation to the City of Hamilton on April 5. The posters and presentation will be graded on: 1) clarity of communication (key research findings); 2) creativity and craft in graphic presentation; and 3) quality of contribution to class discourse on research findings.

25% - Policy Recommendation Brief (Due April 12): This assignment will serve in lieu of a final exam and consist of a five-page single spaced brief outlining policy recommendations regarding discounted seniors' services for the City of Hamilton. The recommendations will be drawn from the best practices gleaned from the annotated bibliography assignment, the original research we conduct as a class and the feedback received from the City of Hamilton on our class CityLAB poster presentation on April 5. Depending upon the size of the class this assignment may be completed as an individual or group exercise. Further assignment details will be distributed closer to the time.

Course Schedule & Content:

Please note: Most readings are available through the McMaster library website. The remaining readings will be assembled into a small course pack, which will be available in February before these particular readings are assigned.

Class #1: Monday, January 7, 2019 – Introduction & Defining Applied/Public Anthropology

Readings:

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

Lamphere, Louise
2004   The Convergence of Applied, Practicing, and Public Anthropology in the 21st Century. Human Organization 63(4): 431-443.

Video: Dr. Sarah Pink, Digital Ethnography. Available at https://www.youtube.com/watch?v=0ugtGbkVRFM

Class # 2: Monday, January 14, 2019 – Theory & Practice

Readings:

Baba, Marietta
2000   Theories of Practice in Anthropology: A Critical Appraisal. NAPA Bulletin 18: 17-44.

Kozaitis, Kathryn
2000   The Rise of Anthropological Praxis. NAPA Bulletin 18:45-66.

Class #3: Monday, January 21, 2019 - Ethical Frameworks

Readings:

2010 Tri-Council Policy Statement: Ethical Conduct for Research involving Humans
http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf
Please read chapters 1, 2, 3 and 5 only

Haggerty, Kevin
2004   Ethics Creep: Governing Social Science Research in the Name of Ethics.
Qualitative Sociology 27(4): 391-414.

Shannon, Jennifer
2007   Informed Consent: Documenting the Intersection of Bureaucratic Regulation and Ethnographic Practice. PoLAR: Political and Legal Anthropology Review 30(2): 229-248.

Class #4: Monday, January 28, 2019 – Collaborative Methodologies

Readings:

Kline, Nolan, and Rachel Newcomb
2013   The Forgotten Farmworkers of Apopka, Florida: Prospects for Collaborative Research and Activism to Assist American Former Farmworkers. Anthropology and Humanism 38(2): 160-176.

Lambert-Pennington, Katherine
2010   Practicing What We Preach: The Possibilities of Participatory Action Research with Faith-Based Organizations. NAPA Bulletin 33:143-160.

ANNOTATED BIBLIOGRAPHY ASSIGNMENT DUE.

Class #5: Monday, February 4, 2019 – Ethnographic Inquiry

Readings:

Fortun, Kim
2009   Figuring Out Ethnography. In Fieldwork Is Not What it Used to Be: Learning Anthropology's Method in a Time of Transition, J. Faubian & G. Marcus (eds.). Ithaca: Cornell University Press, pp. 167-183.

Rabinow, Paul
2007   Anthropological Observation and Self-Formation. In Subjectivity: Ethnographic Investigations, J. Biehl, B. Good & A. Kleinman, eds. Berkeley: University of California Press, pp. 98-118.

FIELD RESEARCH TO BEGIN – STUDENTS WILL BE CONDUCTING FIELD RESEARCH FOR THEIR ASSIGNED ASPECTS OF THE OVERALL RESEARCH PROJECT THROUGHOUT THE MONTH OF FEBRUARY AND THE FIRST WEEK OF MARCH.

Class #6: Monday, February 11, 2019 – Narrative Inquiry

Readings:

Leipert, B., and J. Smith
2009   Using Photovoice to Explore Rural Older Women's Health Promotion Needs and Resources. In Women's Health: Intersections of Policy, Research, and Practice. O. Armstrong & J. Deadman, eds., pp. 135-150.

Wyndham-West, M., A. Santoro, and N. Durand
2018   Betwixt and Between Well and Sick in Cervical Pre-Cancer: Women's Experiences of Recurring HPV Infections and HPV Vaccination. *Canadian Journal of Nursing Research* 50(3):120-132.

FIELD RESEARCH CONTINUES.

Monday, February 18, 2019 – No class, mid-term recess

Class #7: Monday, February 25, 2019 – Co-Design Techniques (Specific to Research Project and an Emerging Applied Research Area)

Readings:

Greenhalgh, T., Jackson, C., Shaw, S., and Janamian, T.
2016   Achieving Research Impact Through Co-creation in Community-Based Health Services: Literature Review and Case Study. The Milbank Quarterly 94(2): 392–429.

Bowen S., Dearden A., Wright P., Wolstenholme D., and Cobb M.
2010   Co-designing Better Outpatient Services for Older People: Inspiration Stories for Participatory Design with Health and Social Care Institutions Workshop'. 11th Biennial Participatory Design.

FIELD RESEARCH CONTINUES.

Class #8: Monday, March 4, 2019 – Field Research Reflections

Readings:

Adams, M., Robert, G., and Maben, J.
2015   Exploring the Legacies of Filmed Patient Narratives: The Interpretation and Appropriation of Patient Films by Health Care Staff. Qualitative Health Research 25(9): 1241–1250.

Bowen, S., McSeveny, K., Lockley, E., Wolstenholme, D., Cobb, M. and Dearden, A.
2013   How Was It For You? Experiences of Participatory Design in the UK Health Service. CoDesign 9(4): 230-246.

FIELD RESEARCH CONCLUDES AND THE ANALYSIS PHASE BEGINS.

FIELDWORK REFLECTION ASSIGNMENT DUE.

Class #9: Monday, March 11, 2019 – Analysis: Coding/De-Coding, Framing Research and Producing Research Texts

Readings:

Robert Emerson, Rachel Fretz, and Linda Shaw
1995   Processing Fieldnotes: Coding and Memoing (Chapter 6). In Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press, pp. 142-168.

Robert Emerson, Rachel Fretz, and Linda Shaw
1995   Writing an Ethnography (Chapter 7). In Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press, pp. 169-210.

ANALYSIS PHASE CONTINUES AND WE WILL BEGIN OUR COLLECTIVE ANALYSIS PROCESS AS AN IN-CLASS EXERCISE. ATTENDANCE IS MANDATORY.

Class #10: Monday, March 18, 2019 – In-Class Data Analysis Workshop

BUILDING UPON THE PREVIOUS CLASS WE WILL CONTINUE TO COLLECTIVELY ANALYZE RESEARCH OUTPUTS DURING CLASS TIME. ATTENDANCE IS MANDATORY.

Class #11: Monday, March 25, 2019 – Knowledge Translation – Part I

Readings:

Bell, Kirsten, and Svetlana Ristovski-Slijepevic
2015   Communicating "Evidence": Lifestyle, Cancer and the Promise of a Disease-Free
Future. Medical Anthropology Quarterly 29(2): 216-234.

Lang, Eddy, Peter Wyer, and Brian Haynes
2007   Knowledge Translation: Closing the Evidence-to-Practice Gap. Annals of
Emergency Medicine 49(3): 355-363.

IN-CLASS WORKSHOP TO CREATE POSTER PRESENTATIONS FOR APRIL 5
PRESENTATION TO THE CITY OF HAMILTON. ATTENDANCE IS
MANDATORY.

**Class #12: Monday, April 1, 2019 – Knowledge Translation – Part II – Dry-Run for
City of Hamilton Poster Presentation and Course Conclusion**

**GROUP POSTERS DUE AND PRESENTATIONS TO BE GIVEN DURING
CLASS. WE WILL VOTE AS A CLASS AS TO WHICH GROUP WILL
PRESENT TO THE CITY OF HAMILTON ON APRIL 5.**

Please note: City of Hamilton poster presentations will take place Friday April 5 from
9:30 a.m. to 12:30 p.m. Attendance is mandatory.

McMaster University Course Policies:

Course Modification:

**The instructor and university reserve the right to modify elements of the
course during the term. The university may change the dates and deadlines
for any or all courses in extreme circumstances. If either type of modification
becomes necessary, reasonable notice and communication with the students
will be given with explanation and the opportunity to comment on changes. It
is the responsibility of the student to check his/her McMaster email and
course websites weekly during the term and to note any changes.**

ACADEMIC DISHONESTY:
Academic dishonesty consists of misrepresentation by deception or by other fraudulent
means and can result in serious consequences, e.g., the grade of zero on an assignment,
loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for
academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For
information on the various kinds of academic dishonesty please refer to the Academic

Integrity Policy, Appendix 3, http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own for which other credit
        has been obtained. *(Insert specific course information, e.g., style guide)*
2. Improper collaboration in group work. *(Insert specific course information)*
3. Copying or using unauthorized aids in tests and examinations.
(If applicable) In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically and in hard copy so that it can be checked for academic dishonesty.

FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY
Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.
Email Forwarding in MUGSI:
http://www.mcmaster.ca/uts/support/email/emailforward.html
*Forwarding will take effect 24-hours after students complete the process at the above link

Academic Accommodation of Students with Disabilities
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

Religious, Indigenous and Spiritual Observances (RISO)
The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.
Please review the RISO information for students in the Faculty of Social Sciences about how to request accommodation.

Privacy Protection
In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers

themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

MSAF

- The MSAF should be used for medical and non-medical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation required)
- Rules governing the MSAF are as follows:
  - The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days.
  - The upper limit for when an MSAF can be submitted has been reduced from 'less than 30%' to 'less than 25%' of the course weight.
  - The 'one MSAF per term' limit is retained.
  - As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate their relief.

- Policy: The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work or here:
http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work

AODA

If you require this information in an alternate/accessible format, please contact Marcia Furtado at 905-525-9140 extension 24423 or email furtam1@mcmaster.ca