

Practicing Anthropology: Ethics, Theory, and Engagement

Tuesdays, 11:30-2:20pm, KTH B102

Instructor: Daina Stanley

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Office Hours: Mondays 10AM-1PM, or by appointment

Office: CNH502

Overview and Objectives

Through experiential learning techniques and engagement with written course materials, you will learn how to use anthropological methodologies to investigate social problems, and to consider how anthropological theories and methods can be applied to social problems to positively impact society. You will be placed with local community partners in Hamilton who have identified a discrete problem they would like assistance researching. In consultation with your community supervisor, placement group, instructor and classmates, your project for this semester is to develop an applied research project that yields concrete and implementable suggestions for your community partner's organization. While exploring a community-based research project guided by the partner organization, you are also asked to consider a specific topic of your own individual interest, which may relate to (among other possibilities) aging, race and ethnicity, gender and sexuality, mental health, family and community networks and volunteer organizations, and legal and policy frameworks that shape health and well-being.

Course Requirements and Learning Assessments

A significant component of this course is for you to gain experience in the methods used in practicing and applying anthropology. You are required to take part in a community-based project. The Office of Experiential Education has identified community partnerships for students in our class. Placements will be decided based on your rank-ordering of preferred placements.

Please be aware that this course is time-consuming and requires collaborative and equitable division of labor. You must commit to attending weekly class sessions. Your time commitment outside of class will depend in part on your community-based project, but the collective objective of this class is to make the placement manageable given your other life obligations.

Your grade will be evaluated based on:

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| 1. Class participation | 20% |
| Discussion; participation in group projects (evaluated by group members) | |
| 2. Short writing assignment: your anthropological question | 5% |
| 3. Preliminary group presentations | 10% |
| Presentations will be conducted in project placement groups | |
| 4. Field notebook | 5% |
| Field notes will be submitted with final projects (and will be returned to you). | |
| These should reflect regular note-taking during and/or after participant-observation at your placement | |
| 5. Final presentations | 20% |
| Presentations will be conducted in project placement groups | |

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| 6. Group reports for project placement supervisor | 20% |
| 7. Individual essay reflecting on your anthropological question | 20% |

Required texts

1. Ervin, Alexander M. 2005. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Boston: Pearson.
2. Articles downloaded through McMaster University Library access. Please bring copies of the articles to class for discussion.

Late policy and McMaster Student Absence Forms (MSAF)

Please contact me if you are unable to submit an assignment on time. I may be willing to negotiate assignment deadlines in extenuating circumstances. However, **if you do not contact me in advance, late assignments will be docked one-third letter grade for every day late, including weekends.** Assignments submitted by e-mail **will not be accepted.**

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note the policies concerning MSAFs (<http://www.mcmaster.ca/msaf/>).

Student Responsibilities

Attendance and Participation

Attendance and active participation in this class is essential if you want to do well in this course. You are expected to think about the readings and integrate them into the information and concepts presented during lecture. Participation will be required for everyone. The best way to engage in the material is to discuss it, articulate your viewpoint, listen and consider other viewpoints, and ask questions of others. Participation in the course entails active involvement in classroom activities, including written exercises and discussions.

Please ensure that cell phones are turned off and arrive on time for class. If you have to leave class early, please sit near one of the exits. Laptop computers may be used in class for taking notes, but students using their computers for any other purpose, you will be asked to turn their computers off.

Collaboration and academic honesty

Much of this course is oriented around group work. However, any portion of an assignment that you represent as your intellectual product (for instance, portions of the final project write-up) must be your own work. Analysis should be written in your own words. Any language taken directly or paraphrased from another source must be properly cited.

Finally, group members will evaluate each other’s contributions to ensure fair attributions of course grades.

Assignment Form and Style

Written assignments must be typed and double-spaced and contain the title, student’s name, student number, the date, and page numbers. Please do not submit a front page. Paper format must be in accordance with the current edition of American Anthropological Association (AAA)

publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page).

You are expected to make use of relevant literature and other bodies of scholarly knowledge in your assignments.

Sept 5: Introduction

Introduction to the course. Discussion of community-based projects.

Sept 12: Practicing Anthropology

Rylko-Bauer, Barbara, Merrill Singer, John van Willigen. 2006. Reclaiming Applied Anthropology: Its Past, Present, and Future. *American Anthropologist* 108(1): 178-190.

Fisher, R., Fabricant, M., Simmons, L. 2005. Understanding contemporary university-community connections: context, practice, and challenges. *Journal of Community Practice* 12(4): 13-34.

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.

Visit from Ruthanne Talbot, Office of Experiential Education (<http://experiential-ed.mcmaster.ca>)

Submit placement preferences by 9AM Sept 13 to me by e-mail at stanld@mcmaster.ca

Sept 19: Methods and Ethics for Applied Research, I

Ervin, Alexander M. 2005. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Boston: Pearson. Ch6: Needs Assessment (76-90); Ch7: Program Evaluation (91-110); *SKIM* Ch11: Ethnography: Participant Observation and Key-Informant Interviewing (160-174).

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

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada,

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, December 2010

http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2010/TCPS_2_FINAL_Web.pdf

SKIM Chapters 1 (7-13), 2 (15-25), 3 (27-45), 5 (55-65)

AAA Statement on Ethics: Principles of Professional Responsibility

(<http://www.americananthro.org/ParticipateAndAdvocate/Content.aspx?ItemNumber=1656>)

Visit from McMaster Research Ethics Board

Complete TCPS 2 Course on Research Ethics (CORE) (<https://tcps2core.ca/register>)

The course will take approximately 2 hours to complete, depending on how many examples and activities you choose to explore. You can go through the modules at your own pace, logging in/out again to resume your session. You will receive a certificate of completion upon successful completion of the course. Please e-mail me a copy of your certificate.

Sept 26: Methods for Applied Research, II

Ervin, Alexander M. 2005. Applied Anthropology: Tools and Perspectives for Contemporary Practice. Boston: Pearson. Ch12: Focus Groups and Other Group-Interviewing Techniques (175-188); Ch13: Quantification through Social Indicators and Questionnaires (189-206).

Kedia, Satish. 2008. Recent Changes and Trends in the Practices of Applied Anthropology. *Annals of Anthropological Practice* 29(1): 14-28.

Lassiter, Luke Eric. 2008. Moving Past Public Anthropology and Doing Collaborative Research. *Annals of Anthropological Practice* 29(1): 70-86

Some time will be devoted to in-class work: prepare for preliminary group presentations. In placement groups, discuss the community organization, outline your research project task and methods you are using and/or considering.

Short writing assignment (one page double-spaced) due in class. *What is one anthropological question you have going into your field placement? What sort of data will you need in order to answer or explore this question?*

Oct 3: The Ethics of Social Science Research

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

Dupont, Ida, 2008. Beyond Doing No Harm: A Call for Participatory Action Research with Marginalized Populations in Criminological Research. *Critical Criminology* 16(3): 197-207.

Maiter, S., Simich, L., Jacobson, N., & Wise, J. 2008. Reciprocity: An Ethic for Community-based Participatory Action Research. *Action Research* 6(3): 305-325.

In class preliminary group presentations (10min per group). Discuss: Where is your placement, and what are the stated objectives of the organization? What have you been asked to do? What methodologies are you using/ considering?

Oct 10: Mac Fall Recess

Oct 17: The “Community” of Community Based Research

Joyner, Laurie M. 2003. Applied Research in the Pursuit of Justice: Creating Change in the Community and the Academy. *Social Justice* 30(4): 5-20.

Minkler, M. 2005. Community Based Research Partnerships: Challenges and Opportunities. *Journal of Urban Health* 82(2) Supplement 2: ii3-ii12.

Schensul, J. J. & Berg, M. J. & Williamson, K. M. 2008. Challenging Hegemonies: Advancing Collaboration in Community-Based Participatory Action Research. *Collaborative Anthropologies* 1(1): 102-137.

Some time will be devoted to in-class work: prepare for final group presentations and report. In placement groups, outline your research project task and your methods, including relevant survey/ interview/ focus group questions.

Oct 24: Activist Anthropology

Graham, Laura R. 2006. Anthropologists Are Obligated to Promote Human Rights and Social Justice: Especially Among Vulnerable Communities. *Anthropology News* 47(7): 4-5.

Rojas Durazo, Ana Clarissa, Bierria, Alisa and Kim, Mimi. 2012. Community Accountability: Emerging Movements to Transform Violence. *Social Justice* 37(4).**

Glick Schiller, Nina 2011. Scholar/Activists and Regimes of Truth: Rethinking the Divide between Universities and the Streets. *Transforming Anthropology* 19(2): 162-164.

Johnston, Barbara Rose. 2010. Social Responsibility and the Anthropological Citizen. *Current Anthropology* 51 Supplement 2: S235-S247.

Goldstein, Daniel. 2014. Laying the Body on the Line: Activist Anthropology and the Deportation of the Undocumented. *American Anthropologist* 116(4): 839-842.

Special guests (via SKYPE)

Oct 31: Group Workshop

Class will be devoted to in-class work: prepare for final group presentations and report. In placement groups, outline your findings, conclusions, and recommendations for your project placement. Decide division of labor for final group presentations and report.

Nov 7: Engaged Anthropology, I

Becker, Howard S. 1967. Whose Side Are We On? *Social Problems* 14(3): 239-247.

Low, Setha M. and Sally Engle Merry. 2010. Engaged Anthropology: Diversity and Dilemmas, An Introduction to Supplement 2. *Current Anthropology* 51: S203-S226.

Low, Setha M. 2011. Claiming Space for an Engaged Anthropology: Spatial Inequality and Social Exclusion. *American Anthropologist* 113(3): 389-407.

Goldstein, Daniel M. 2010. Security and the Culture Expert: Dilemmas of an Engaged Anthropology. *PoLAR* 33(S1): 126-142.

Nov 14: Engaged Anthropology, II

Gomberg-Muñoz, Ruth. 2013. 2012 Public Anthropology Year in Review: Actually, Rick, Florida Could Use a Few More Anthropologists. *American Anthropologist* 115 (2): 286-296.

Agbe-Davies, Anna. 2010. Archaeology as a Tool to Illuminate and Support Community Struggles in the Black Metropolis of the Twentieth and Twenty-First Centuries. *Public Archaeology* 9(4): 171-193.

Some time will be devoted to in-class work: prepare for final group presentations and report. In placement groups, outline your findings, conclusions, and recommendations for your project placement. Decide division of labor for final group presentations and report.

Nov 21: Final Presentations [11:30-2:20pm]

Nov 28: Final Presentations [11:30-2:20pm]

Dec 6: Course Debrief

Debrief of the course and placements. Discussion of community-based projects and student experiences.

*Group reports, individual essays, and field notebooks due **Dec 6***

Course guidelines

1. Late policy:

Please **contact me** if you are unable to submit an assignment on time. Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstance. All other late assignments will be **penalized at one-third letter grade for every day late**. Late assignments will not be accepted after 7 days beyond the original deadline without appropriate documentation from the Office of the Associate Dean of Social Sciences. Assignments submitted by e-mail will not be accepted.

2. Email:

Please ask detailed questions about course material and assignments in person. Please contact me through e-mail with matters pertaining to class.

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.

3. Laptop Policy:

I prefer that you hand-write class notes, and to print out and annotate course readings, rather than reading and taking notes on your computer.

If you strongly prefer to use a computer in class, laptop computers may be used in class for **note-taking purposes only**. Please be respectful of the instructor and your classmates, and do not engage in non-class-related activities on your computer. Students using their computers for any other purpose, you will be asked to turn their computers off.

4. Academic Integrity:

<http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf>

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, specifically Appendix 3, located on the website above.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

5. Course Modifications:

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 their McMaster email and course websites weekly during the term and to note any changes.

Additional Student Resources

Student Accessibility Services: <http://sas.mcmaster.ca> MUSC-B107 905-525-9140 x28652

NOTE: Disclosure of disability-related information is personal and confidential.

Student Accessibility Services offers various supports for students with disabilities. We work with full time and part time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, Classroom Accommodations. Please inform the instructor if there are disability needs that are not being met.

McMaster University Policy on Academic Accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy

• <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Student Success Centre: <http://studentsuccess.mcmaster.ca> GH-110 905-525-9140 x24254

Provides the following services: student orientation, academic skills, leadership, service-learning, volunteerism, educational planning, employment and career transition.

Student Wellness Centre <http://wellness.mcmaster.ca/> MUSC-B101& B106 905-525-9140 x27700

Provides services in: Personal and Psychological Counseling, Mental Health Support, Medical and Health Services.