

Anthropology 4D03: Applied Anthropology
Thursdays, 11:30 to 2:20, KTH – B102 (basement)

Dr. Michelle Wyndham-West

Email: **(McMaster email has not yet been processed)**

Office Hours: Thursdays 2:30 to 3:30 or by appointment (room CNH 428)

Course Description:

In this course we will explore how anthropology can be deployed in solving a spectrum of pressing and quotidian human challenges. As such, throughout the course we will critically examine theory, ethics and methodological approaches in applied anthropology, as well as the thematic (also referred to as specialty practice) areas of anthropology of development, museum anthropology, anthropology and education, anthropology in public health, medical anthropology and anthropology of policy. The course will conclude with a module on knowledge translation. 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.

Throughout the course students will work on a policy-based research paper pertaining to a thematic area of applied anthropology explored in the course (topics are to be chosen by students and suitability will be determined in conjunction with the course instructor). This paper involves developing a research question, a plan to conduct the research (by gathering a combination of data sources, including, but not limited to, public event(s) observation, grey literature sourcing, organizational information resource gathering, academic commentary/analysis and policy critiques), analyzing the data and recommending policy adjustments and/or amelioration.

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 would be helpful to complete the readings in advance, prepare questions to bring to class and keep abreast of current events 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 in the areas of development, museum work (concerns intersect with issues of re-presentation, visual anthropology, inclusivity and social justice), education, public health, medicine and policy.
- Develop critical knowledge of contemporary ethical and methodological debates when carrying out applied anthropological research.
- Develop skills in dissecting an applied anthropology policy “challenge” and, through the final research essay, propose recommendations to ameliorate the policy challenge using social science analytic frames (i.e. holistic and comparative approaches).

Course Evaluation:

20% - Seminar Presentation: Prepare and present a creative and critical summary of assigned readings for the day, a list of questions and topics related to assigned readings and films in order to facilitate and stimulate class discussion following your presentation. A written summary must be handed in right after the presentation and will be taken into consideration (5% of the presentation grade). Presentations are expected to be 30 minutes long. A presentation schedule will be distributed the first class for sign up.

20% - Class Participation: Students are expected to actively participate in all aspects of the course, including lecture and film Q&As, student presentations and class discussion exercises. This participation should include thoughtful responses, which draw upon course materials and individual experiences. However, four tangible exercises will be used to assess the participation grade (each one is worth 5%); these include:

1) Please bring to class your research question and initial outline for your policy research project (steps to gather the required data). This is to be no more than two pages long and does not need to be cited. This is considered to be a rough, initial plan outline that will change as your research progresses. The outline is intended to get students started on the projects at the beginning of the semester and it will be interesting to compare these brief sketches with the final assignment at the end of the course. Please be prepared to discuss your plans with the class. Please bring to the **Sept. 24** class.

2) The second assignment involves a two-page, written talking points preparation for a class debate on “ethics creep” (to be held **Oct. 1**). This written assignment should outline for and against positions and be used as a briefing note through which to take part in the class debate. The written assignment should be adequately referenced and draw upon the assigned readings for the week. The talking points must be prepared in advance of the class.

3) The third assignment (to be held in-class on **November 5**) involves an in-class narrative rendition of about three pages, which outlines experiences, either in the first or third person, referencing an addiction. Readings for the week should be drawn upon and more details will be given in advance. Students are expected to discuss this assignment, including process, challenges and insight gained with the class after writing the narrative. The aim of this assignment is for students to put themselves in other peoples’ “shoes” in order to conduct research with empathy and compassion.

4) The fourth assignment (to be held in-class on **November 26**) is the creation of a one to two page policy brief in class concerning one of the thematic areas covered throughout the course. The goal is to draft a persuasive and compelling brief to procure policy change. Concepts in the assigned readings concerning knowledge translation will be useful in drafting the policy brief and further instructions will be handed out in advance.

40% - Policy Research Paper (Thursday **December 10**; please put in my box): Critically examine an applied anthropology policy “challenge” in the one of the following areas: development; museums; education; public health; medicine or public policy (there are a wide range of issues that can be explored here, for example, from income inequality to electoral reform). Data is to be gathered through traditional means (i.e. academic journals), via grey sources (governmental and NGO organizational literature), the media and observation of a public event or events (speeches, election debates, city council meetings, rallies, etc.) that can be done in-person or over the Internet. The paper should cover the following areas: 1) contextualize the policy “challenge” by discussing the history of the challenge and past approaches to rectify the challenge; 2) provide an overview of current Canadian and other international (where applicable) policy and programming approaches; 3) discuss research question in light of this contextualization and methods to gather data to address the policy challenge; 4) discuss the results of your research; and 5) conclude the paper with an informed critique of current policy and programming which draws upon recommendations from your own research and existing scholarship. Length: 10 pages (approximately 2000 words).

20% - Final exam (during official examination period): essay format, covering readings, films and class discussions for the duration of the course.

Course Schedule & Content:

Please note: All readings are available through the McMaster library website and, as a result, there is no cost for course reading materials.

Thursday, September 10, 2015 – 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: Anthropologists at Work - Careers Making a Difference (1993)

Thursday, September 17, 2015 – 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.

Thursday, September 24, 2015 - Methodologies (PAR & Collaborative Approaches)

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.

RESEARCH QUESTION PRESENTATIONS & DISCUSSIONS

Thursday, October 1, 2015 – 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 DEBATE – IS ETHICS “CREEP” JUSTIFIED?

Thursday, October 8, 2015 – Anthropology of Development

Readings:

Paiement, Jason Jacques

2007 Anthropology and Development, *Napa Bulletin* 27(1):196-223.

Watson, Marcus

2014 Half-Connecting: Development’s Self-Defeating Logic in South Africa and Beyond. *Transforming Anthropology* 22(2):63-77.

Video: The Price of Aid (2004)

Thursday, October 15, 2015 – No class, mid-term recess

Thursday, October 22, 2015 – Anthropology in Museums

Readings:

Hunsecker, Jennifer, Jayne Hoffman, Elena O'Curry, and Christina Wasson
2007 How Visitors Experience the Edward James Olmos Americanos Exhibit: An
Ethnographic Study. *NAPA Bulletin* 27:7-26.

Schultz, Lainie

2011 Collaborative Museology and the Visitor. *Museum Anthropology* 34(1):1-12.

Thursday, October 29, 2015 – Anthropology in Education

Readings:

Froerer, Peggy

2012 Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India.
Anthropology & Education Quarterly 43(4): 344-357.

Valentin, Karen

2012 The Role of Education in Mobile Livelihoods: Social and Geographical Routes of Young
Nepalese Migrants in India. *Anthropology & Education Quarterly* 43(4):429-442.

Thursday, November 5, 2015 – Anthropology in Public Health

Readings:

Garcia, Angela

2008 The Elegiac Addict: History, Chronicity and the Melancholic Subject. *Cultural
Anthropology* 23(4): 718-745.

Vittelone, Nicole

2011 Contesting Compassion. *The Sociological Review* 59(3): 579-596.

IN-CLASS NARRATIVE EXERCISE

*Video: Ethnographic Notes from Philadelphia's Puerto Rican Ghetto (Philippe Bourgois, 2013,
1 hr and 3 mins)*

<https://www.youtube.com/watch?v=syiyxIc-9YQ>

Thursday, November 12, 2015 – Medical Anthropology

Readings:

Moniruzzaman, Monir

2012 "Living Cadavers" in Bangladesh. *Medical Anthropology Quarterly* 26(1):69-91.

Scheper-Hughes, Nancy

2006 Kidney Kin: The Transatlantic Transplant Trade, *Harvard International Review*
27(4)L:62-65.

Taylor, J.S.

2007 A “Queen of Hearts” Trial of Organ Markets: Why Scheper-Hughes’s Objectives to Markets in Human Organs Fail. *Journal of Medical Ethics* 33(4): 201-204.

Video: Conversations with History: Nancy Scheper-Hughes (University of California Television 2008, 59:54)

https://www.youtube.com/watch?v=XYu6VMC_42k

Thursday, November 19, 2015 – Anthropology of Policy

Readings:

Wedel, Janine

2011 Beyond Conflict of Interest: Shadow Elites and the Challenge to Democracy and the Free Market. *Polish Sociological Review* 174: 149-165.

Wedel, Janine, Chris Shore, Gregory Feldman, and Stacy Lathrop

2005 Toward an Anthropology of Public Policy. *Annals of the American Academy of Political and Social Science*:30-51.

Video: Shadow Elite (New America Foundation, 2009, 1 hour and 8 mins.)

<https://www.youtube.com/watch?v=htC-tivdzj8>

Thursday, November 26, 2015 – Knowledge Translation –

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.

<http://mentalhealthinhomelesspeople.weebly.com> (Please review web site before class)

IN-CLASS POLICY BRIEF EXERCISE

Thursday, December 3, 2015 – Exam Review

During class we will tie-up course content loose ends and conduct review for the exam.

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
(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Requests for Relief for Missed Academic Term Work

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 these regulations have changed beginning Spring/Summer 2015.

The entire MSAF policy is available in the Undergraduate Calendar 2014-15 (Spring/Summer). Please review the entire policy prior to submitting any requests:
http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work

McMaster Student Absence Form (MSAF) Changes

RE: McMaster Student Absence Form (MSAF) Changes

To All Undergraduate Course Students:

This message is to inform students of changes made to the McMaster Student Absence Form (MSAF) policy **beginning in the Spring/Summer 2015 term**, most notably:

- _The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days.
- _The upper limit for which an MSAF can be submitted has been reduced from ‘less than 30%’ to ‘less than 25%’ of the course weight.

The entire MSAF policy is available in the Undergraduate Calendar 2014-15 (Spring/Summer) >General Academic Regulations>Requests for Relief for Missed Academic Term work. Please review the entire policy prior to submitting any requests.

http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_f_or_Missed_Academic_Term_Work

