

APPLIED ANTHROPOLOGY
Anthropology 415/415H/515
Monday/Wednesday 2:00 – 3:50 (Parkmill 293)

Dr. Charles Klein
Phone: 503.725.3316
Email: chklein@pdx.edu

Office: 141-P
Office Hours: WF 10:15 – 11:15
or by appt.

COURSE DESCRIPTION

Today, most trained anthropologists work for governmental agencies, community-based organizations and the private sector, rather than as university-based professors. These applied anthropologists typically seek to inform the development of effective programs, policies and practices on a wide range of issues, including health, human rights, development, education, and the environment.

This advanced course will critically engage the theory and methods required to conduct ethical applied anthropology. Pragmatically focused, we will examine the opportunities and challenges of being an applied anthropologist in a world with scarce resources and competing interests. Students will also develop and share a practicum-based applied research project in which they apply the anthropology theory and methods toolkit to a topic relevant to their career interests.

LEARNING OBJECTIVES

By the end of the course, students will have

- Developed a critical understanding of applied anthropology theories and methods.
- Studied a wide range of qualitative and quantitative methodologies.
- Learned the basics of processing qualitative and quantitative data.
- Established a working relationship with a governmental, community-based or for-profit organization.
- Conducted original, applied research on a contemporary social issue.
- Created a professional level report that summarizes their research findings and recommendations to their partner organization.
- Expanded their understanding of career possibilities for anthropologists.

For more information on our departmental learning objectives, see [The Anthropology Department's undergraduate learning objectives](#)

REQUIRED READINGS

Schensul, Jean J. and Margaret D. LeCompte
2013 Essential Ethnographic Methods: A Mixed Method Approach. 2nd Edition. Lanham, Maryland: Alta Mira.

Additional readings are available on D2L. You may either read these documents online or print a copy for personal use.

CLASS REQUIREMENTS

Students taking this course Pass/No Pass are required to earn at least the equivalent of a 'C-' to pass the class. Anthropology majors and minors must take the class for a grade.

Undergraduate Requirements

Class Participation and Attendance – 10%

Theory of Practice Position Paper - 10%

Needs Assessment – 35%

Organizational Analysis 35%

Poster Presentation – 10%

Graduate Requirements

Theory of Practice Position Paper - 10%

Methods Workshop Course Facilitation – 10%

Issue Analysis – 35%

Organizational analysis – 35%

Poster Presentation – 10%

Participation

Everyone is expected to participate in classroom discussions. This doesn't just mean talking, but also active listening. If you are on the shy side, push yourself to talk; if you are on the talky side, consciously step back and let your classmates shine. Be prepared for me to call on you or ask you to let one of your classmates speak.

You are allowed three unexcused absences without negatively affecting your participation grade. Any additional unexcused absences will result in a reduction of your participation grade, at the rate of 7.5 points (out of 100) per class you miss. After subtracting any points due to absence, I will assign a final score based on the quality of your classroom participation. Simply coming to class will not get you all the participation points.

Should I notice that students are not doing the readings, I may also do pop quizzes on the readings. These quizzes would be scored on a credit/no credit basis. A no-credit score on a pop-quiz would result in a subtraction of 7.5 points from the participation grade – the same result as not coming to class.

Policies

Illness. It's normal to get sick, and each year, flus such as H1N1 spread through colleges and universities. If you feel ill (e.g. fever, sore throat, runny nose, headache, cough, aches), please stay home until you have been without fever for 24 hours without the use of fever-reducing medication. Please tell me when you will miss class due to illness. I won't penalize you for illness-related absences, and you will have the opportunity to make up missed assignments.

Deadline extensions. Requests for extensions should be made in writing ahead of the due date. All work must be completed for students to receive a passing grade. Please keep a digital copy of all the work you submit.

Plagiarism (intellectual theft) is a very serious academic offense. My advise – don't do it. Your ideas, however formative, are more interesting to me than the ideas of others. You are responsible for reading and understanding the department handout on academic integrity, which

is part of the course materials on D2L. Please ask me if you have any questions about this information. Any assignment containing plagiarized material will receive a failing grade, and cases of academic dishonesty will be reported to the Office of the Dean of Student Life.

Grading and Rewrites. If you would like to have the grade for an assignment reconsidered, you must submit a written re-evaluation request in an email, at least 24 hours after the grade was shared with you. This email should state why you think your grade should be reconsidered. You may also rewrite the Theory of Practice Position Paper and the Issue Analysis Paper. Your final grade for a rewritten assignment is the average of the initial submission and the rewrite.

Advising for Anthropology Majors. If you are an Anthropology major, please talk to an Anthropology faculty member about how to meet graduation requirements. These meetings are a great opportunity to receive career guidance.

Access and Inclusion for Students with Disabilities. PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <http://www.pdx.edu/drc>.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. Students who need accommodations for tests and quizzes should schedule their tests to overlap with the time the class is taking the test.

Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable. For information about emergency preparedness, please go to the Fire and Life Safety webpage (<http://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Title IX Reporting Obligations. Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and

sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

Desire to Learn (D2L)

The course syllabus, assignments and required readings other than the Schensul/LeCompte book are available on Desire to Learn (<https://d2l.pdx.edu/>). To login, you need an Odin login username and password. To get an Odin account, visit <https://www.account.pdx.edu>. Please let me know if you have any difficulties using D2L.

ASSIGNMENTS

Detailed instructions, requirements and grading matrices for each assignment are posted on D2L.

Theory of Practice Position Paper

You will write a position paper presenting your own unique theory of practice for conducting applied anthropology. This paper will draw from theoretical orientations introduced in the class as well as additional frameworks specific to your career interests. You will put their theories of practice into action in the needs assessment and organizational analysis assignments.

Methods Workshop Course Facilitation—Graduate

Graduate students will facilitate a 45-minute long methods workshop, which will be evaluated by the instructor and their peers. The workshop will combine presentation and experiential activities that utilize the method(s).

Needs Assessment

In this assignment you will conduct a needs assessment on an issue relevant to your career interests. The needs assessment will combine literature review and original research using applied anthropology theories and methods. As part of this assignment you are required to turn in a Needs Assessment Proposal *before* submitting the final needs assessment. Students who do not submit a Needs Assessment Proposal by the posted deadline or who do not meet the Needs Assessment Proposal Requirements will have up to 10 points deducted from their Needs Assessment score (100 possible points).

Organizational Analysis

For this assignment you will conduct a rapid ethnography using applied anthropology theories and methods to examine an organization whose work addresses the issue addressed in the Needs Assessment. You will return the final Needs Assessment and Organizational Analysis to your partner organization. As part of the Organizational Issue Analysis assignment, you are required to turn in an Organizational Analysis Proposal. Students who do not submit an Organizational Analysis Proposal by the posted deadline or who do not meet the Organizational Analysis Proposal requirements will have up to 10 points deducted from their Organizational Analysis score (100 possible points).

Poster Presentation

Students will have **10 minutes** to present the results of their research *using a conference poster presentation format*. The poster will include findings from original research conducted for this class and lessons learned from the experience that can be applied to future research and work.

Course Outline

Note: Undergraduate readings are in regular text; additional honors and graduate student readings are in italics. Honors and graduate students are required to read both sets of readings.

Part 1: Applying Anthropological Research

April 2 (Monday): Course Overview

Take a look at the websites of the National Association for the Practice of Anthropology (NAPA) <https://www.practicinganthropology.org> and the Society for Applied Anthropology (SFAA) <http://www.sfaa.net/>

April 4 (Wednesday): WORK DAY – NO CLASS

Ervin, Alexander M.

2005. Chapter 1: Orientations to an Anthropology of Policy and Practice. Applied Anthropology: Tools and Perspectives for Contemporary Practice. 2nd Edition. Pp. 1-13. Boston: Pearson.

Homework: Find an actual research study that you think raises ethical concerns and be prepared to talk about the study on Monday, April 9.

April 9 (Monday): Ethics

American Anthropological Association Code of Ethics

<http://ethics.americananthro.org/category/statement/>

Eakin, Emily

2013. How Napoleon Chagnon Became Our Most Controversial Anthropologist. New York Times Magazine. February 13.

Ervin, Alexander M.

2005. Ethics in Applied Research and Practice. Applied Anthropology: Tools and Perspectives for Contemporary Practice. 2nd Edition, Chapter 3. Pp. 30-43. Boston: Pearson.

Smith, Linda Tuhiwai

1999 Imperialism, History, Writing, and Theory. Decolonizing Methodologies: Research and Indigenous Peoples. Pp. 19-41. London: Zed Books Ltd.

Smith, Linda Tuhiwai

1999 Research through Imperial Eyes. Decolonizing Methodologies: Research and Indigenous Peoples. Pp. 44-60. London: Zed Books Ltd.

Part 2: Theory and Practice

April 11 (Wednesday): Theory and Practice I

Baba, Marietta L.

2000. Theories of Practice in Anthropology: A Critical Appraisal. NAPA Bulletin 18: 17-45.

<http://onlinelibrary.wiley.com.proxy.lib.pdx.edu/doi/10.1525/napa.2000.18.1.17/pdf>

Schensul, Jean J.

2006. Life at the Crossroads. NAPA Bulletin. 26: 169-190.

<http://onlinelibrary.wiley.com.proxy.lib.pdx.edu/doi/10.1525/napa.2006.26.1.163/epdf>

Kedia, Satish

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

<http://onlinelibrary.wiley.com.proxy.lib.pdx.edu/doi/10.1111/j.1556-47972008.00002.x/pdf>

April 16 (Monday): Theory and Practice II

Lassiter, Luke Eric

2005. Part 1: History and Theory. *The Chicago Guide to Collaborative Ethnography*. Pp. 1-24. London: The University of Chicago Press.

Graduate students also read pp. 25-76.

Lassiter, Luke Eric

2008. Moving Past Public Anthropology and Doing Collaborative Research. NAPA Bulletin 29: 70-86.

<http://onlinelibrary.wiley.com.proxy.lib.pdx.edu/doi/10.1111/j.1556-4797.2008.00006.x/pdf>

Ervin, Alexander M.

2005. *Participatory Research. Applied Anthropology: Tools and Perspectives for Contemporary Practice, Chapter 15. 2nd Edition. Pp. 219-231. Boston: Pearson.*

Issue Analysis Proposal Due

Part 3: Applied Anthropology Methods

April 18 (Wednesday): Research Design

Schensul, Jean J. and Margaret D. LeCompte

2013. Defining and Entering the Field. *Essential Ethnographic Methods*, Chapter 2, Pp. 280-318. Lanham, Maryland: Alta Mira.

LeCompte, Margaret D and Jean J. Schensul.

2010. An Overview of Research Design. *Designing and Conducting Ethnographic Research*, Chapter 4 Pp. 87-128. Lanham, Maryland: Alta Mira.

LeCompte, Margaret D and Jean J. Schensul.

2010. *Choosing and Designing a Research Project. Designing and Conducting Ethnographic Research, Chapter 5. Pp. 129-172. Lanham, Maryland: Alta Mira.*

April 23 (Monday): Sampling

Schensul, Jean J. and Margaret D. LeCompte

2013. Sampling in Ethnographic Research. *Essential Ethnographic Methods*, Chapter 10. Pp. 280-318. Lanham, Maryland: Alta Mira.

April 25 (Wednesday): Mixed Methods

Morse, Janice M and Linda Niehaus

2009. Mixed Method Design: Who Needs It? Mixed Method Design: Principles and Procedures. Pp. 13-22. Walnut Creek, CA: Left Coast Press.

Schensul, Stephen L., Schensul, Jean J. and Margaret D. LeCompte

2013. Mixed Methods Models, Measures, and Case Examples. Initiating Ethnographic Research: A Mixed Methods Approach. Pp. 155-184. Lanham, Maryland: Alta Mira.

Morse, Janice M and Linda Niehaus

2009. The Nuts and Bolts of Mixed Method Design. Mixed Method Design: Principles and Procedures. Pp. 23-38. Walnut Creek, CA: Left Coast Press.

Theory of Practice Position Paper Due

April 30 (Monday): Participant Observation and Interview Techniques I

Schensul, Jean J. and Margaret D. LeCompte

2013. Participant Observation and Informal Interviewing in the Field. Essential Ethnographic Methods, Chapter 4, pp. 83-111. Lanham, Maryland: Alta Mira.

Schensul, Jean J. and Margaret D. LeCompte

2013. Additional Methods for Collecting Exploratory Data. Essential Ethnographic Methods, Chapter 5, pp. 112-133. Lanham, Maryland: Alta Mira.

Ervin, Alexander M.

2005 Ethnography: Participant Observation and Key-Informant Interviewing. Applied Anthropology: Tools and Perspectives for Contemporary Practice. 2nd Edition, Chapter 11, pp. 160-174. Boston: Pearson.

May 2 (Wednesday): Participant Observation and Interview Techniques II

Schensul, Jean J. and Margaret D. LeCompte

2013. In-depth, Open-ended and Exploratory Interviewing. Essential Ethnographic Methods, Chapter 6, pp. 134-170. Lanham, Maryland: Alta Mira.

Schensul, Jean J. and Margaret D. LeCompte

2013. Semistructured Interviews and Observations. Essential Ethnographic Methods, Chapter 7, pp. 171-194. Lanham, Maryland: Alta Mira.

Organizational Analysis Proposal Due

May 7 (Monday): Focus Groups

Schensul, Jean J. and Margaret D. LeCompte

2013. Focus Group Interviews. Essential Ethnographic Methods, Chapter 8, pp. 195-240. Lanham, Maryland: Alta Mira.

May 9 (Wednesday): Recording & Organizing Data; Program Analysis

Schensul, Jean J. and Margaret D. LeCompte

2013. Recording and Organizing Data. Essential Ethnographic Methods, Chapter 3, pp. 47-82. Lanham, Maryland: Alta Mira.

Ervin, Alexander M.

2005. Program Evaluation. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. 2nd Edition, Chapter 7, pp. 91-110. Boston: Pearson.

Needs Assessment Due

May 14 (Monday): Surveys and Quantitative Measures

Ervin, Alexander M.

2005. Quantification through Social Indicators and Questionnaires. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*, Chapter 13. 2nd Edition, pp. 189-206. Boston: Pearson.

Schensul, Jean J. and Margaret D. LeCompte

2013. Structured Approaches to Ethnographic Data Collection: Surveys, Chapter 9. *Essential Ethnographic Methods*, pp. 241-279. Lanham, Maryland: Alta Mira.

May 16 (Wednesday): Photo Voice

Novak, David R.

2010. Democratizing Qualitative Research: Photovoice and the Study of Human Communication. *Communication Methods and Measures* 4(4): 291-310. DOI: [10.1080/19312458.2010.527870](https://doi.org/10.1080/19312458.2010.527870)

Plunkett, Robyn, Leipert, Beverly D. and Ray, Susan L.

(2013, Unspoken Phenomena: Using the Photovoice Method to Enrich Phenomenological Inquiry. *Nursing Inquiry*, 20: 156-164. doi:[10.1111/j.1440-1800.2012.00594.x](https://doi.org/10.1111/j.1440-1800.2012.00594.x)

May 21 (Monday): Rapid Assessment Procedures

Beebe, James

2001. Chapter 1. Rapid Assessment Process: An Introduction. Lanham, Maryland: Alta Mira. <http://chapters.altamirapress.com/07/591/075910011Xch3.html>

Ervin, Alexander M.

2005. Rapid Assessment Procedures. *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. 2nd Edition, Chapter 14, pp. 207-218. Boston: Pearson.

May 23 (Wednesday): Data Analysis

LeCompte, Margaret D and Jean J. Schensul.

2013. Ways to Begin Analysis. *Analysis and Interpretation of Ethnographic Data*, Chapter 5, pp. 79-110. Lanham, Maryland: Alta Mira.

LeCompte, Margaret D and Jean J. Schensul.

2013. Managing Qualitative and Quantitative Data with Computers. *Analysis and Interpretation of Ethnographic Data*, Chapter 8, pp. 173-204. Lanham, Maryland: Alta Mira.

May 28 (Monday): MEMORIAL DAY HOLIDAY

Erren, Thomas C & Phillip E. Bourne.

2007. Ten Simple Rules for a Good Poster Presentation. *PLoS Comput Biol* 3(5): e102. <https://doi.org/10.1371/journal.pcbi.0030102>

May 30 (Wednesday): Project Poster Presentations or Workday depending on class enrollment

June 4: Project Poster Presentations

June 6: Project Poster Presentations

June 13 (Wednesday): Organizational Analysis Due by 12:00 pm in Anthropology Department baskets

Course Outline

Week	Day	Date	Month	Readings to be discussed, assignments due, etc.
1	M	2	April	
	W	4		NO CLASS. Read: Ervin (Chapter 1) NAPA and SFAA Websites
2	M	9		Read: AAA Code of Ethics, Eakin, Ervin (Chapter 3), Smith, <i>Smith</i>
	W	11		Read: Baba, Schensul, <i>Kedia</i>
3	M	16		Read: Lassiter 2005 (1-24), Lassiter 2008, <i>Ervin (Chapter 15)</i> Due: Needs Assessment Proposal
	W	18		Read: Schensul and LeCompte (Chapter 2), LeCompte and Schensul (Chapter 4), <i>LeCompte and Schensul (Chapter 5)</i>
4	M	23		Schensul and LeCompte (Chapter 10)
	W	25		Read: Morse and Niehaus, Schensul et al, <i>Morse and Niehaus</i> Due: Theory of Practice Position Paper
5	M	30		Read: Schensul and LeCompte (Chapter 4), Schensul and LeCompte (Chapter 5), <i>Ervin (Chapter 11)</i>
	W	2	May	Read: Schensul and LeCompte (Chapter 6), Schensul and LeCompte (Chapter 7) Due: Organizational Analysis Proposal
6	M	7		Read: Schensul and LeCompte (Chapter 8)
	W	9		Read: Schensul and LeCompte (Chapter 3), Ervin (Chapter 7) Due: Needs Assessment
7	M	14		Read: Ervin (Chapter 13); Schensul and LeCompte (Chapter 9)
	W	16		Read: Novak; Plunkett, Leipart & Ray
8	M	21		Read: Beebe, Ervin (Chapter 14)
	W	23		Read: LeCompte and Schensul (Chapter 5), LeCompte and Schensul (Chapter 8)
9	M	28		Erren and Bourne; HOLIDAY – NO CLASS
	W	30		No Readings (Presentations)
10	M	4	June	No Readings (Presentations)
	W	6		No Readings (Presentations)
11	W	13		Due: Organizational Analysis