

**ANTH 333 - Working in Anthropology**  
**Winter 2013**  
**MWF 12:00 – 12:50 pm**  
**SS113**

Instructor: Dr. Jenny Munro, Dept. of Community Health Sciences, University of Calgary  
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ES602K

**Course Description:**

This course is an introduction to the practical use of anthropological knowledge and research methods in applied contexts, and the challenges and opportunities of working in anthropology outside academia. We will identify ethical considerations and examine the politics and practices of conducting research, especially in cross-cultural contexts. We will explore how anthropologists work on/in development, health, business, activism, and environmental issues. We will specifically focus on methodologies used by anthropologists in their work, including participatory methods, social impact analysis, and program evaluation.

**Course Objectives:**

Students will be able to:

1. Assess the skills and strengths that anthropologists bring to a particular job or employment context
2. Reflect on the challenges, methodological, political, and ethical, of working in anthropology
2. Identify opportunities for working as an anthropologist outside the university setting
3. Describe and critique the methods anthropologists use in their work

**Readings & Weekly Themes** (Readings may change slightly as the semester progresses)

**Week 1/Jan 9 & 11: Introduction to Working in Anthropology**

John Van Willigen. 2002. Ch 1 and 15. In *Applied Anthropology: An Introduction*. Fulltext Online U of C library.

**Week 2/Jan 14, 16, 18: The Politics of Applied Anthropology**

A. M. Ervin and L. Holyoak. 2006. Applied Anthropology in Canada: Historical Foundations, Contemporary Practice and Policy Potentials. *NAPA Bulletin* 25: 134–155.  
doi: 10.1525/napa.2006.25.1.134

Bruce M. Knauff. 2006. Anthropology in the Middle. *Anthropological Theory* 6: 407-430. DOI: 10.1177/1463499606071594

**Week 3/Jan 21, 23, 25: Ethical Responsibilities and Controversies**

John Van Willigen. 2002. Ch. 3, "Ethics." In *Applied Anthropology: An Introduction*. Fulltext online U of C Library.

A. Mountcastle and J. Armstrong. 2010-2011. Obama's War and Anthropology: Ethical Issues and Militarizing Anthropology. *Social Justice* 37: (2-3) 161-174.

David H Price. 1998. Gregory Bateson and the OSS: World War II and Bateson's assessment of applied anthropology *Human Organization* 57 (4): 379-384.

Week 4/Jan 28, 30, Feb 1: Activist/Engaged Anthropology

R. Davis-Floyd. 2011. Working with Anthropology in Policy and Practice: An Activist's Report. *Anthropology in Action* 18 (2): 3-8.

Charles R. Hale. 2006. Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology. *Cultural Anthropology* 21 (1): 96-120.

Shannon Speed. 2006. At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research. *American Anthropologist* 108 (1): 66-76.

Week 5/Feb 4, 6, 8: Research Politics I: Intercultural and Co-Managed Research

Tanya Fitzgerald. 2004. Powerful Voices and Powerful Stories: Reflections on the Challenges and Dynamics of Intercultural Research. *Journal of Intercultural Studies* 25 (3): 233-245. <http://dx.doi.org/10.1080/0725686042000315740>

Karen Heikkilä and Gail Fondahl. 2012. Co-managed Research: Non-Indigenous Thoughts on an Indigenous Toponymy Project in Northern British Columbia. *Journal of Cultural Geography* 29 (1): 61-86.

Rachel McNae and Jane Strachan. 2010. Researching in Cross-Cultural Contexts: A Socially Just Process. *Waikato Journal of Education* 15 (2): 42-54.

Week 6/Feb 11, 13, 15: Research Politics II: the Vanuatu Cultural Centre & Kaupapa Maori Research

Darrell Tryon. 1999. Ni-Vanuatu Research and Researchers. *Oceania* 70 (1): 9-15. Stable URL:<http://www.jstor.org/stable/40331708>

Ralph Regenvanu. 1999. Afterword: Vanuatu Perspectives on Research. *Oceania* 70 (1): 98-100. Article Stable URL:<http://www.jstor.org/stable/40331715>

Shayne Walker, Anaru Eketone, Anita Gibbs. 2006. An exploration of kaupapa Maori research, its principles, processes and applications. *International Journal of Social Research Methodology* 9 (4): 331-344. <http://dx.doi.org/10.1080/13645570600916049>

Y. Underhill-Sem and N. Lewis. 2008. Asset mapping and Whanau action research: 'New' subjects negotiating the politics of knowledge in Te Rarawa. *Asia Pacific Viewpoint*, 49: 305-317. doi: 10.1111/j.1467-8373.2008.00379.x

**READING WEEK NO CLASS FEB 18, 20, 22**

Week 7/Feb 25, 27, Mar 1: Anthropology & Development

J. J. Paiement. 2007. Anthropology and Development. *NAPA Bulletin* 27 (1): 196-223.

David Mosse. 2010. Ch. 4 in *Adventures in Aidland: The Anthropology of Professionals in International Development*. Full Text Online U of C Library.

Martha Macintyre. 2001. Taking Care of Culture: Consultancy, Anthropology and Gender Issues. *Social Analysis* 45 (2): 108-119. Stable URL: <http://www.jstor.org/stable/23170114>

#### Week 8/Mar 4, 6, 8: Business/Corporate Anthropology

T. d. W Malefyt. 2009. Understanding the Rise of Consumer Ethnography: Branding Technomethodologies in the New Economy. *American Anthropologist* 111: 201-210. doi: 10.1111/j.1548-1433.2009.01113.x

Further reading TBD

#### Week 9/Mar 11, 13, 15: Working in Health/Medical Domains

Robert Hahn and Marcia Inborn. 2009. Introduction. In *Anthropology and Public Health: Bridging Differences in Culture and Society*. Full Text Online via <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195374643.001.0001/acprof-9780195374643>

Mark Nichter, Mimi Nichter, Siwi Padmawati, C.U. Thresia, Project Quit Tobacco International Group. 2009. Chapter 11, Anthropological Contributions to the Development of Culturally Appropriate Tobacco Cessation Programs: A Global Health Priority. In Hahn and Inborn [see above]

Stephen L. Schensul, Ravi K. Verma, Bonnie K. Nastasi, Niranjan Saggurti, Abdelwahed Mekki-Berrada. 2009. Chapter 14, Sexual Risk Reduction among Married Women and Men in Urban India: An Anthropological Intervention. In Hahn and Inborn [see above].

#### Week 10/Mar 18, 20, 22: Consulting as an Anthropologist

Andrew Strathern and Pamela J Stewart. 2001. Introduction: Anthropology and Consultancy: Ethnographic Dilemmas and Opportunities. *Social Analysis* 45 (2): 3-22.

Lorenzo Brutti. 2001. Where Anthropologists fear to tread: Notes and queries on anthropology and consultancy, inspired by a fieldwork experience. *Social Analysis* 45 (2): 94-119.

Richard Scaglione. 2001. From Anthropologist to Government Officer and Back Again. *Social Analysis* 45 (2): 41-54.

#### Week 11/Mar 25, 27: Using Ethnography in Anthropological Work

Brigitte Jordan and Brinda Dalal. 2006. Persuasive Encounters: Ethnography in the Corporation. *Field Methods* 18: 359.

Catrin Evansa and Helen Lambert. 2008. Implementing Community Interventions for HIV Prevention: Insights from Project Ethnography. *Social Science & Medicine* 66: 467-478.

D. Henry, R. Bales, and E. Graves. 2007. Ethnography in Evaluation: Uncovering Hidden Costs and Benefits in Child Mental Health. *Human Organization* 66 (3): 315-326.

#### Week 12/Mar 31, Apr 2, 4: Participatory Research Methods

Jon Poehlman. 2008. Community Participatory Research in HIV/AIDS Prevention: An Exploration of Participation and Consensus. *Anthropology in Action* 15 (1): 22-34.

A. Cornwall and G. Pratt. 2011. The Use and Abuse of Participatory Rural Appraisal: Reflections from Practice. *Agriculture and Human Values* 28 (2): 263-272.

C. Wang and M.A. Burris. 1997. Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment. *Health Education & Behavior* 24 (3): 369-387.

#### Week 13/Apr 8, 10, 12: Social Impact Analysis

John Van Willigen, Ch. 12. In *Applied Anthropology: An Introduction*. Fulltext online U of C Library.

Ciaran O'Faircheallaigh. 2009. Effectiveness in Social Impact Assessment: Aboriginal peoples and resource development in Australia. *Impact Assessment and Project Appraisal* 27 (2): 95-110.

Bryan Tilt, Yvonne Braun, Daming He. 2009. Social Impacts of Large Dam Projects: A Comparison of International Case Studies and Implications for Best Practice. *Journal of Environmental Management* 90: S249-S257.

#### **Assignments & Evaluation:**

The course will progress according to the detailed outline provided at the beginning of term and posted on Blackboard. Students are expected to arrive to class with required texts already read. Classes will consist of a lecture, discussion and other activities led by the professor on issues arising from daily topics, but not strictly mirroring material in required readings. Students are encouraged to pose relevant questions and participate with appropriate and respectful commentary.

Evaluation will focus on assignments as follows, and grading rubrics will be posted on Blackboard where applicable:

**1. Weekly Reading Quizzes on Blackboard (20%):** Each Monday you will find a short reading quiz on Blackboard that needs to be completed by Friday of the same week.

**2. Blackboard Discussion Forum Posts on Skill Development Opportunities (Each post is worth 2% up to maximum of 10%):** Please use the internet or other resources to search out opportunities for anthropological skill development to share with other students via Blackboard. Examples might be: volunteer opportunities, research assistant positions, field schools, or others. Please give a brief description, state whether you have participated in this opportunity before, and post a link where possible.

**3. Undergraduate Plan (10%):** Prepare a plan for your undergrad that identifies 1) a short-term or long-term career objective, 2) the skills, experience, and content areas you currently possess

or have expertise in, and 3) the skills, experience, and content areas you will be developing during your degree and HOW you plan to develop these areas. (Due Feb 8)

**4. Job Application (20%):** Find a job or volunteer opportunity and prepare a cover letter and CV that describes how your anthropological skills are relevant and significant to the employer/position advertised. Text of 250-500 words. (Due March 8)

**5. Applied Methods Paper (40%):** Using examples from the readings, or beyond, describe and reflect on a particular applied anthropological practice – a) participatory methods, b) program evaluation, c) social impact assessment, d) applied ethnography, or others. Be sure to identify strengths and weaknesses or critiques. Text of 1200-1500 words. (Due April 15)

**OR**

**5. Case Study Poster Presentation (40%):** Create a poster that describes and reflects on how anthropology contributed to policy or practice in a particular ethnographic context, identifying the tools and concepts employed. Poster format – use images, tables/figures as well as written text of 750-1000 words. (Due April 15)

**Accommodations:**

In keeping with a philosophy of universal access to education, students may register with the Disability Resource Centre located in MacEwan Hall or by phone (403) 220-8237 to arrange for academic accommodations. Those not registered are not eligible for such accommodations.

**Grading Scheme:**

A+	100 - 94.9%
A	94.8 - 89.9%
A-	89.8 - 84.9%
B+	84.8 – 79.9%
B	79.8 - 74.9%
B-	74.8 – 70.9%
C+	70.8– 66.9%
C	66.8 – 62.9%
C-	62.8 – 58.9%
D+	58.8 – 54.9%
D	54.8 – 49.9%
F	49.8% and below

**Absences:**

The non-submission of assignments on due dates must be justified with a relevant medical note (otherwise the student will fail both evaluation and course). If coursework is not submitted on time or an exam is missed, and in either of these cases an official and approved request for a changed deadline or exam time has not been made, the final course grade will be "fail due to absence." Official requests must be made in person or in writing to the professor no later than one class prior to the scheduled deadline / exam and accompanied by a valid medical note.

**Late Submissions:**

Late submissions may be penalized 5% per day, except in the case of medical or family emergencies, for which written documentation must be provided. Given ample access to university facilities, computer or printing problems are not acceptable. Please remember to back up files of assignments and print hard copies at various stages. All late submissions should be presented either in person to the instructor or to Monika Davidson in the Department of Anthropology office. **DO NOT SLIP ANY ASSIGNMENTS UNDER AN OFFICE DOOR** (Professor's or Department's), as they will be dated whenever encountered and are at risk of loss. A yellow drop box on the table outside the Anthropology Department office door is for use after office hours, all assignments found within are date stamped at 4:30PM daily. It is recommended to retain an electronic copy of all submissions until the course is completed and final grade assigned.

**Freedom of Information and Protection of Privacy Act:**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, students should identify themselves on all written work by using their ID number. Also they will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam. For more information see also: <http://www.ucalgary.ca/secretariat/privacy>.

**Plagiarism:**

In evaluations, when a piece of information or a quote is used from another person (author, filmmaker, guest speaker), due credit is required. Students must mention the source in brackets after the paraphrased sentence or direct quote. For example, (Author YEAR: PAGE):

"Fortified enclaves are privatized, enclosed, and monitored spaces for residence, consumption, leisure, and work" (Caldeira 1996: 303).

Full reference details must then be cited in a bibliographic section at the end of a document. Failure to do so constitutes plagiarism. Consult the university calendar for details about penalties and consequences of plagiarism. Provide a complete listing of those sources cited in the text and no others. References must be given in a standard academic format; examples will be posted on Blackboard.

**EMERGENCY EVACUATION:**

In the event that the classroom should need to be evacuated due to an emergency situation please note that the primary assembly point shall be at Professional Faculties Food Court and the Education Block Food Court shall be used as a secondary assembly point.

**Note-taking and Instructor Availability:**

It is not the instructor's policy to always provide lecture notes and/or Powerpoint presentations on Blackboard. This may be done occasionally as a means of assistance, but should not be treated as an alternative to note-taking, as it will occur only at the instructor's timing and discretion. Students are expected to take their own notes and consult with peers over missed lectures. Students may take audio recording of the class and post on Blackboard. They are also encouraged to consult with the professor during office hours (meetings can be arranged outside of listed office hours for those who cannot make these).

## **Electronic Devices in the Classroom**

All cellphones are expected to be turned off during class-time. Laptops are discouraged, but they may be used for note-taking by those sitting along the walls and at the back of the classroom. Should laptops become used for purposes not related to course material or in the designated areas of the classroom, this privilege may be removed for all class members. It is the instructor's preference that students take notes by hand, so that computers do not interfere with the social environment generated through class discussion.

## **Instructor Availability and Communications**

Please consider posting questions to blackboard and alerting me by email, so that I can post an answer that is available to all students. If your question is more personal, or relates to needing support to understand the lecture or readings, please email me to arrange a time to meet with me if possible. Students are encouraged to consider office hours as useful resources in preparing for assignments.

## **Class time**

On occasion, films and guest speakers will complement lectures and class discussions. During lectures, students are encouraged to pose relevant questions and participate with appropriate commentary. Powerpoints are designed to *facilitate instruction* and on their own do not contain sufficient information for evaluations. It is highly recommended that upon missing a lecture, students obtain *good, detailed* notes from a colleague.

## **ADDITIONAL IMPORTANT INFORMATION**

### **Academic Misconduct**

For information on academic misconduct and the consequences thereof, please see the current University of Calgary Calendar at the following link;  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Academic Accommodation Policy**

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course. For further information, please see: <http://www.ucalgary.ca/drc/node/46>

### **"SAFEWALK" Program**

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.