New Course Request

Check Appropriate Boxes: Undergraduate credit □  Graduate credit □  Professional credit □

1. School/Division SLA 2. Academic Subject Code ANTH
3. Course Number 301 4. Instructor Hyatt
5. Course Title FUNDAMENTALS OF APPLIED ANTHROPOLOGY Recommended Abbreviation (Optional) FUND AP ANTHRO
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009
7. Credit Hours: Fixed at 3 or Variable from to
8. Is this course to be graded S-F (only)? Yes ☑ No ☐
9. Is variable title approval being requested? Yes ☑ No ☐

10. Course description (not to exceed 50 words) for Bulletin publication:

This course is required for all incoming MA-level students in the Anthropology department. It will introduce MA students to the history of Applied Anthropology as a distinctive sub-discipline, as well as to contemporary issues related to the application of anthropological knowledge to social concerns.

11. Lecture Contact Hours: Fixed at 3-0 or Variable from to
12. Non-Lecture Contact Hours: Fixed at or Variable from to
13. Estimated enrollment: 15 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: Yearly 15. Justification for new course: This will be an important course for MA students.
16. Are the necessary reading materials currently available in the appropriate library? Yes ☑ No ☐
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Paul Hyatt
Department Chairman/Division Director
Date 4-12-08

Approved by: Dean
Date 4-12-08

Chancellor/Vice-President
Date

University Enrollment Services
Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Anthropology E501: FUNDAMENTALS OF APPLIED ANTHROPOLOGY
Instructor: Susan B. Hyatt
Office: Cavanaugh 413D
Telephone: 278-4548
Email: suhyatt@iupui.edu

Course Room: TBA
Time: TBA

Course Description
This course is required of all incoming M.A.-level students in the Anthropology Department. It will introduce M.A. level students to both the history of Applied Anthropology as a distinctive sub-discipline as well as to contemporary issues regarding the application of anthropological knowledge to social concerns.

Course Rationale
Applied Anthropology is an area that crosses all of the sub-disciplinary boundaries within the field of Anthropology, including Cultural Anthropology, Biological Anthropology and Archaeology. In this course, we will examine how understanding a specifically anthropological perspective can provide new insights into the workings of contemporary social policies and programs. We will discuss how anthropologists have intervened in policy debates and will analyze the issues that have emerged around the emerging ethics of what some have called an “engaged” or even an “activist” anthropology. As the Society for Applied Anthropology notes, “The Society for Applied Anthropology aspires to promote the integration of anthropological perspectives and methods in solving human problems throughout the world; to advocate for fair and just public policy based upon sound research; to promote public recognition of anthropology as a profession; and to support the continuing professionalization of the field” (http://www.sfaa.net/sfaagoal.html).

Course Objectives
In this course, we will consider how the goals of Applied Anthropology as expressed by the Society for Applied Anthropology have played out in a range of cases both within the US and globally, taking into account the effects of increasing conditions of inequality both at home and abroad. We will examine and evaluate the intended as well as the unintended effects of these interventions, paying special attention to the ethical issues applied anthropologists face in carrying out our work.

By the end of this course, students should have a good understanding of the history of applied anthropology and should understand how anthropologists understand the causes of and possible remedies for social problems. Students will also be able to use analytic skills to evaluate the multiple impacts of programs and policies devised and implemented by applied anthropologists in “real world” settings.

Required Texts
Purchase of the following texts is required:


All of these books are available in paperback. Other articles will be posted to the OnCourse class website as pdfs and can be downloaded and printed.

**Grading and Evaluation**

Regular attendance at all meetings and active participation in class discussion is expected of everyone. Course assessment will be based on four major factors: attendance and participation (10%); two oral presentations (20%); two short essays (3-4 pages) on which your oral presentations are to be based (30%); two short (2-3 pages) critical reviews of readings, (20%); and a final assignment (8-10 pages-- see below) (20%).

**Critical Reviews**

The critical reviews are relatively short writings, 2-4 pages (about 750-1,000 words, which is the general length for academic book reviews). You can write a review either of a book or of an article. The review should: (1) summarize concisely the author's argument; (2) evaluate the utility and implications of the author's work within the context of the course material. The purpose of the critical review is to begin to learn to write in the form of the academic book review and to delve more deeply into an examination of a particular piece of writing.

**Short Essays and Presentations**

You may choose the material you wish to address in your two short essays; those essays will form the basis of your two oral presentations. Please note that your two short essays are due in class on the date of your presentations. By the second class, everyone will submit to me your individual schedules of oral presentations and written assignments; you will then be held to those due dates and will need to get the instructor's consent for any extensions. Hopefully the presentations will naturally disperse themselves over the course of the semester; if not, however, some expert interventions may be necessary!

Your two essays will deal with the material on two different weeks. Hopefully, each week, a certain number of you will be writing essays on that week's topic and will be presenting that materially orally. I do not expect you to do any outside research for these essays; those weeks I expect you to have read the week's assigned readings particularly attentively and to pull together some ideas for us about the themes raised by the readings including questions, debates, and issues of concern for you. These essays should not be summaries of the readings or book reports; rather, they should be more along the lines of an exegesis. That is, they should include critical analysis and interpretation of that week's reading assignment.
By the second class meeting, everyone will have signed up for the two topics you wish to write about and to present orally. I am hoping that at least 2 people will be presenting each week. We will work out the schedule for writing and oral presentations collectively so that as much as possible, the writing and presenting will be spread out among you during the course of the semester. Your essays are due at the class in which you give your oral presentations. They should be about 4-5 pages long.

**Oral Presentations**

Although the oral presentations will be based on your written essays, you need not read aloud the essay; indeed, I recommend against that strategy. You should highlight major issues relating to theory, method, data findings and implications of the week’s readings. The oral presentation may, in fact, extend beyond the parameters of your written essay in that presenters may wish to explore issues that you feel you may not have done justice to in your written piece. Remember that the purpose of your oral presentation is to raise provocative questions or dilemmas for all of us to discuss. These presentations should, above all, NOT be summaries of the readings! Presenters will be expected to speak for at least 10 minutes and no more than 15 minutes. I recommend practicing in advance and timing yourself. This is a good habit to adopt as it will serve you well in presenting your work at professional conferences.

**Final Assignment**

The final assignment will involve a slightly longer piece of writing (8-10 pages) which everyone will briefly present during our final class. For the final assignment, you are asked to use the course readings and discussion to evaluate a current social program in Indiana. A list of possible policy initiatives will be provided no later than mid-way through the semester or you may develop your own. As part of your research, you will be encouraged to conduct one interview with an individual involved with the particular program or policy that interests you. Such an interview might include a state legislator or city/county councilperson; a legislative staff member; or an individual who works as an administrator or as a direct provider of services.

**Attendance and Participation**

The 10 points for “Attendance and Participation” will be based on:
1) Regular and on-time attendance in class;
2) Evidence of engagement in your coursework which includes: active participation in class discussion, including asking questions and engaging in debates and discussion with your classmates; well-prepared oral presentations; and on-time submission of your work.

**Grading Scale**

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Attendance and Participation</td>
<td>10 pts</td>
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<tr>
<td>Oral Presentations</td>
<td>20 pts (10 pts each)</td>
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<td>Two short essays</td>
<td>20 pts (10 pts each)</td>
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<td>Two critical reviews</td>
<td>20 pts (10 pts each)</td>
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<tr>
<td>Final Paper</td>
<td>30 pts</td>
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<td><strong>TOTAL:</strong></td>
<td>100 pts</td>
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**Scale:**

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<tr>
<th>Score</th>
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<tr>
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<td>92-97</td>
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<td>&gt;60</td>
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**Plagiarism Policy**

Any work of others without proper attribution is considered plagiarism and is grounds for failing the course. If you have any questions about policy on citation of sources, please see me. You can also find a helpful guide to citation styles at: [http://www.ulib.iupui.edu/genref/writing.html](http://www.ulib.iupui.edu/genref/writing.html)

Anthropologists generally use APA style for in-text citations.

You can also find information about IUPUI's Student Code of Conduct at: [http://life.iupui.edu/does/code.htm](http://life.iupui.edu/does/code.htm)

**Americans with Disabilities Act**

If you need any special accommodations in completing this course due to a disability of any kind, please contact Adaptive Educational Services at (317) 274-3241. This office is located in Cavanaugh CA 001E.

**Schedule for Reading and Writing**

**Week One: Overview of the Course**

Before the next class, please submit to me via email your requests for your two reviews and your two critical essays.

**Week Two: Applied Anthropology, The Early Years**

Please read the materials posted to the following Web site which deals with the Vicos Project:

[http://instruct1.cit.cornell.edu/courses/vicosperu/vicos-site/cornellperu_page_1.htm](http://instruct1.cit.cornell.edu/courses/vicosperu/vicos-site/cornellperu_page_1.htm)

This site also features several short videos that you can watch on your computer using Windows Media as long as you have a broadband connection. Please watch at a minimum the 25-minute video on the Vicos project, entitled: “So That Men are Free,” narrated by Walter Cronkite and made in 1962 and the other short video called “Vicos Then and Now” which is under the “Local Voices” section; others may be of interest to you as well. If you have a problem accessing the videos from your home computer, please see me to make arrangements to watch them on campus.
Excerpts from, *The Life and Death of Project Camelot*, by Irving Horowitz


**Week Three: American Social Policy and the Challenge of Poverty**

**Reading:** O’Connor, chapters 1-6

**Week Four: Fighting Poverty in the U.S.**

**Reading:** O’Conner, chapters 6-11

**Week Five: Anthropology and International Development**

**Readings:** (All articles available through OnCourse):


**Week Six: Disease and Global Inequality**

Farmer, Paul, *Infections and Inequalities*

**Week Seven: The Global Challenge of Poverty**

Farmer, Paul, *Infections and Inequalities*

**Week Eight: Archaeology as Applied Anthropology**

**Places in Mind**, Chapters 1-5

**Week Nine: Archaeology and Engagement**

**Places in Mind**, Chapters 6-10
Week Ten: Ethics, Activism and Advocacy


The Engaged Observer, Introduction and Chapters 1-3.

Week Eleven: More on Anthropological Ethics

The Engaged Observer, Chapters 4-8

Week Twelve: The Debates Continue

The Engaged Observer, Chapters 9-12.

Week Thirteen: Careers in Applied Anthropology

Please read all the material posted to the following web site: http://www.copaa.info/resources_for_students/resources.htm

One of the sections includes suggestions for resume construction; please come to class with a DRAFT of how you now imagine your resume will look by the end of your training in Applied Anthropology.

Weeks Fourteen and Fifteen: Project Presentations

All final papers are due on the last day of class.