

**APPLIED ANTHROPOLOGY**  
**Anthropology 415/515**  
**T-TR 2:00-3:50**

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Office Hours: W 1:00-4:00,  
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**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 the environment, health, human rights, development and education.

This advanced course critically engages the theory and methods required to conduct ethical applied anthropology in a variety of contexts. 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 and in partnership with an organization that works on this issue.

**LEARNING OBJECTIVES**

By the end of the course, students will have

- Developed a critical understanding of applied anthropology theories and methods.
- Studied and applied 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.
- Conduct 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.

## **REQUIRED READINGS**

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

Additional readings are available via the URLs provided in the syllabus and on Desire to Learn (D2L) at (<https://d2l.pdx.edu/>). 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/Issue Analysis (35%)  
Organizational Analysis (35%)  
Final Presentation (10%)

### **Graduate Requirements:**

Theory of Practice Position Paper (10%)  
Methods Workshop Course Facilitation (10%)  
Needs Assessment/Issue Analysis (35%)  
Organizational Analysis (35%)  
Final Presentation (10%)

## **Participation**

Everyone is expected to participate in classroom discussions, workshops and breakout groups. This does not just mean talking, but also active listening. 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.

### **Illness, Late Papers and Plagiarism**

If you are sick, it is imperative that you let the instructor know about your illness through email. With proper notice and communication, you will not be penalized for illness-related absences, and you will have the opportunity to make up missed assignments.

Late papers will lose one letter grade for each day past due except in cases of severe illness or emergency. Requests for extensions on deadlines must be made in writing ahead of the due date. All work must be completed for students to receive a passing grade. Students with a documented disability who need accommodations in this course should inform the instructor immediately.

If you are an Anthropology major, please go see one of the faculty in the Anthropology Department for advising to discuss course-taking to meet graduation requirements. These meetings are also an opportunity to receive suggestions on career development.

*Plagiarism* (intellectual theft) is a very serious offense and will not be tolerated. Any assignment containing plagiarized material will receive a failing grade. You are responsible for reading and understanding the department handout on plagiarism, available on Desire to Learn and the Anthropology Department website. Please let the instructor know if you have any questions about the policy. This is a serious offense.

### **Desire to Learn**

The course syllabus, readings and assignments will be available on Desire to Learn To login, you need an Odin login username and password. To get an Odin account, visit <https://www.account.pdx.edu>. Please contact the instructor if you have any difficulties using this resource.

### **Safe Campus Module**

If you have not done so already, please complete the Safe Campus Module in D2L. The module should take approximately 30 to 40 minutes to complete and contains important information and resources. For resources, see PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault/>.

## **ASSIGNMENTS**

### **Theory of Practice Position Paper**

Students will write a position paper presenting their 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 the student's career interests. Students will put their theories of practice into action in the issue and organizational analysis assignments.

### **Methods Workshop Course Facilitation—Graduate**

Graduate students are expected to facilitate a methods workshop-two course periods total (Oct 28 & 30; Nov 4 & 6; or 13 & 18). These will include developing short lectures that outline the main points in the required readings for the assigned facilitation days, additional information drawn from reputable sources and an experiential activity that utilizes the method from the lecture.

### **Needs Assessment/Issue Analysis**

Students will write a critical analysis of a specific issue relevant to their career interests. The needs assessment will integrate literature review and original research using applied anthropology theories and methods to analyze the identified issue. As part of the Issue Analysis assignment, you are required to turn in a Needs Assessment Proposal. Students who do not submit a Needs Assessment Proposal by the posted deadline will have 10 points deducted from their Needs Assessment score (100 possible points).

### **Organizational Analysis**

Students will conduct a rapid ethnography using applied anthropology theories and methods to examine an organization whose work addresses the topic from the Needs Assessment. Students will return both the Needs Assessment and Organizational Analysis to the participating organization upon its completion. 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 will have 10 points deducted from their Organizational Analysis score (100 possible points).

### **Final Presentation**

Students will conduct a 10-minute final presentation on both the issue and organizational analysis assignments. The presentations will include the findings from original research conducted in class and lessons learned from the experience that can be applied to future research and work.

## Course Outline

*Note: Undergraduate students read regular text; graduate students read both regular text and italicized text.*

September 30: Course Overview

See website of the National Association for the Practice of Anthropology (NAPA)

See website of the Society for Applied Anthropology (SfAA)

October 2: Getting Started: Select Case Studies

Ervin, Alexander M.

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

Spoon, Jeremy. 2013. *Different Ways of Knowing, Shared Goals: Applied Sustainability Projects in the Nepalese Himalaya and Great Basin. Social Sustainability: A Multilevel Approach for Social Inclusion*. Routledge.

Film: *Beyul: Sacred Valleys of the Himalayas* (2008)

October 7: Ethics

American Anthropological Association Code of Ethics

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*. 2<sup>nd</sup> Edition. 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.

October 9: Theory and Practice I

Baba, Marietta L.

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

Kedia, Satish

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

*Schensul, Jean J.*

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

October 14: 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 read pp. 1-76.*

Lassiter, Luke Eric

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

*Ervin, Alexander M.*

2005 *Participatory Research. Applied Anthropology: Tools and Perspectives for Contemporary Practice. 2<sup>nd</sup> Edition*. Pp. 219-231. Boston: Pearson.

### **Needs Assessment/Issue Analysis Proposal Due**

October 16: No Class-Make Contacts and Work on Theory of Practice Papers

October 21: Research Design and Sampling

LeCompte, Margaret D and Jean J. Schensul.

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

Schensul, Jean J. and Margaret D. LeCompte

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

*LeCompte, Margaret D and Jean J. Schensul.*  
2010 *Choosing and Designing a Research Project. Designing and Conducting Ethnographic Research.* Pp. 129-172. Lanham, Maryland: Alta Mira.

October 23: 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.

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.

Schensul, Stephen L., Schensul, Jean J. and Margaret D. LeCompte  
2013. *Mixed Methods Models, Measures, and Case Examples. Essential Ethnographic Methods.* Pp. 155-184. Lanham, Maryland: Alta Mira.

*Spoon, Jeremy*  
2014. *Quantitative, Qualitative, and Collaborative Methods: Approaching Indigenous Ecological Knowledge Heterogeneity. Ecology and Society* 19(3): 33.

### **Theory of Practice Position Paper Due**

October 28: Participant Observation and Interview Techniques I

Ervin, Alexander M.  
2005 *Ethnography: Participant Observation and Key-Informant Interviewing. Applied Anthropology: Tools and Perspectives for Contemporary Practice.* 2<sup>nd</sup> Edition. Pp. 160-174. Boston: Pearson.

Schensul, Jean J. and Margaret D. LeCompte  
2013 *Participant Observation and Informal Interviewing in the Field. Essential Ethnographic Methods.* Pp. 83-111. Lanham, Maryland: Alta Mira.

*Schensul, Jean J. and Margaret D. LeCompte*  
2013 *Additional Methods for Collecting Exploratory Data. Essential Ethnographic Methods.* Pp. 112-133. Lanham, Maryland: Alta Mira.

October 30: Participant Observation and Interview Techniques II

Schensul, Jean J. and Margaret D. LeCompte  
2013 In-depth, Open-ended and Exploratory Interviewing.  
Essential Ethnographic Methods. Pp. 134-170. Lanham, Maryland:  
Alta Mira.

Schensul, Jean J. and Margaret D. LeCompte  
2013 Semistructured Interviews and Observations. Essential  
Ethnographic Methods. Pp. 171-194. Lanham, Maryland: Alta Mira.

November 4: Focus Groups and Other Techniques I

Ervin, Alexander M.  
2005 Focus Groups and Other Group Interviewing Techniques.  
Applied Anthropology: Tools and Perspectives for Contemporary  
Practice. 2<sup>nd</sup> Edition. Pp. 175-188. Boston: Pearson.

### **Organizational Analysis Proposal Due**

November 6: Focus Groups and Other Techniques II

Schensul, Jean J. and Margaret D. LeCompte  
2013 Focus Group Interviews. Essential Ethnographic Methods.  
Pp. 195-240. Lanham, Maryland: Alta Mira.

November 11: No Class (Veterans Day)

November 13: Surveys and Other Quantitative Measures I

Ervin, Alexander M.  
2005 Quantification through Social Indicators and Questionnaires.  
Applied Anthropology: Tools and Perspectives for Contemporary  
Practice. 2<sup>nd</sup> Edition. Pp. 189-206. Boston: Pearson.

### **Needs Assessment/Issue Analysis Due**

November 18: Surveys and Other Quantitative Measures II

Schensul, Jean J. and Margaret D. LeCompte  
2013 Structured Approaches to Ethnographic Data Collection:  
Surveys. Essential Ethnographic Methods. Pp. 241-279. Lanham,  
Maryland: Alta Mira.



November 20: Data Analysis

LeCompte, Margaret D and Jean J. Schensul.  
2013 Ways to Begin Analysis. Analysis and Interpretation of  
Ethnographic Data. 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. Pp.  
173-204. Lanham, Maryland: Alta Mira.

November 25: Project Presentations

November 27: No Class (Thanksgiving)

December 2: Project Presentations

December 4: No Class-Work on Organizational Analysis

December 9: No Class-Work on Organizational Analysis

**December 11: Organizational Analysis Due by 12:00 pm in  
Anthropology baskets**

## COURSE SCHEDULE

Week	Day	Date	Month	Readings to be discussed, assignments due, etc.
<b>1</b>	T	30	Sept	See website of the National Association for the Practice of Anthropology (NAPA) See website of the Society for Applied Anthropology (SfAA)
	TR	2	Oct	Read: Ervin, Spoon
<b>2</b>	T	7		Read: AAA Code of Ethics, Eakin, Ervin, Smith, <i>Smith</i>
	TR	9		Read: Baba, Kedia, <i>Schensul</i>
<b>3</b>	T	14		Read: Lassiter, Lassiter, <i>Ervin</i>  Due: Needs Assessment/Issue Analysis Proposal
	TR	16		Read: No Readings (Work on Theory of Practice Paper)
<b>4</b>	T	21		Read: LeCompte and Schensul, Schensul and LeCompte <i>LeCompte and Schensul</i>
	TR	23		Read: Morse and Niehaus, Morse and Niehaus, Schensul et al, <i>Spoon</i>  Due: Theory of Practice Position Paper
<b>5</b>	T	28		Read: Ervin, Schensul and LeCompte, <i>Schensul and LeCompte</i>
	TR	30		Read: Schensul and LeCompte, Schensul and LeCompte
<b>6</b>	T	4	Nov	Read: Ervin  Due: Organizational Analysis Proposal
	TR	6		Read: Schensul and LeCompte
<b>7</b>	T	11		Read: No Readings (Veterans Day)
	TR	13		Read: Ervin  Due: Needs Assessment/Issue Analysis
<b>8</b>	T	18		Read: Schensul and LeCompte

	TR	20		Read: LeCompte and Schensul, LeCompte and Schensul
<b>9</b>	T	25		No Readings (Presentations)
	TR	27		No Readings (Thanksgiving)
<b>10</b>	T	2	Dec	No Readings (Presentations)
	TR	4		No Readings (Work on Organizational Analysis)
<b>11</b>	T	9		No Class (Instructor Available)
	TR	11		Due: Organizational Analysis

*Note: Undergraduates read literature in regular text; graduates read regular and italicized text (see class-by-class description)*