

Applied Anthropology

Anthropology 225

Fall 2006

TuTh 10:00-11:15 am, Fitzelle 312

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Office Hours: TuTh 11:30 am-12:30 pm, and by appointment (drop-ins welcome)

COURSE DESCRIPTION:

This course introduces the use of anthropology in direct application to human problem-solving. It traces the history and development of applied anthropology and provides an understanding of the fundamentals needed to address issues facing humankind, including health, nutrition, housing, and cultural resource management. Discusses process of applied research and practice in light of the policy making and planning processes. Prerequisites: ANTH 100, 130, or 140, and SoS. Attributes: LA.

Anthropology has never been purely an academic or theoretical discipline. Throughout anthropology's history, anthropologists have conducted research to address issues and help solve problems facing living communities. Anthropological training is useful in a wide variety of activities. This course centers on several class projects to familiarize you with a sampling of the range of applied anthropology. The projects involve hands-on analyses, problem-oriented research, team collaboration, and writing.

COURSE ATTRIBUTES:

This course fulfills the Methods/Experience requirement of the Anthropology major, and can be counted as credit towards the Anthropology minor.

REQUIRED READINGS:

Assigned readings will be provided in pdf on the course's BlackBoard site or occasionally as hardcopy delivered in class.

COURSE REQUIREMENTS:

Our time together in the classroom will be divided between lectures, discussions, and a variety of tasks and exercises related to several projects. I expect an active classroom with a high level of student participation in all discussions and activities. A schedule of readings, projects, and assignments appears at the end of this syllabus. You are expected to have read the assigned materials by the dates shown. If you miss a class, you are still responsible for the material that was covered.

This course is divided into four time blocks, each with a unique focus and set of activities. The first time block consists of a few overview readings, lectures, discussion, and one assignment to give you a sense of the history, breadth, and practice of applied anthropology. Then we will begin and complete three team projects in succession.

Project 1: Traditional Cultural Property Evaluation. A major sector of application in anthropology is called cultural resource management (crm). It concerns the evaluation and management of archaeological, historical sites, and other places of significance to particular communities. The class will study the eligibility requirements for what are called "traditional cultural properties" in crm jargon, and then apply these criteria to a data set on Point Conception, California to determine its eligibility for inclusion in the National Register of Historic Places as a traditional cultural property. Activities include lecture, reading, discussion, analysis and interpretation of ethnohistorical and ethnographic data, and report preparation.

Project 2: Southwestern Textile Analysis, Interpretation, and Conservation. Anthropologists working in museums engage in the study, conservation, and interpretation of material culture. The class will study textile analysis and conservation methods, and the ethnographic contexts of textile production and use in the Southwest. We will apply this information in a hands-on analysis of a sample of Southwest textiles to make precise textile identifications that will then be used to formulate conservation and interpretation plans. Activities include lecture, reading, hands-on structural and stylistic analyses of textiles, and write-up of plans.

Project 3: Public Interest Research on Mexican Immigration. Public interest and policy-oriented research in anthropology places researchers in a position to advise members of society and policy makers on a variety of important topics. One such topic that we will examine is illegal, or undocumented, Mexican immigration. The class will act as a research team to examine existing available research on Mexican immigration to determine the accuracy (or inaccuracy) of recent public statements about illegal immigration by pundits. Activities include lecture, extensive library research and reading, team research planning and coordination, and the design and creation of public information resources on the topic.

Grades: The course grade will be based principally on seven assignments. Three of these are major written assignments that come at the conclusion of each of the Projects above. Three more are in-class activity-related assignments consisting of tasks comprising the three Projects. Some writing is required in most and a small part must be done before class; most are multi-day (in class) assignments. These six assignments comprise 90% of the course grade. Another short written assignment at the beginning of the course and other classroom participation (e.g, contributions to discussion on non-assignment days) complete the graded material.

All written work is graded on substance, style, and grammar (although content takes priority).

Students must complete all assignments and exhibit a satisfactory level of class participation to receive a passing grade. Students who do not attend class on a regular basis will be involuntarily withdrawn.

Grading breaks down as follows:

Activity	Portion of course grade
Major written assignments (Assignments 3, 5, & 7)	15% each (45% total)
In-class activity-based assignments (Assignments 2, 4, & 6)	15% each (45% total)
Short written assignment (Assignment 1)	5%
Other class participation	5%

Late assignments will be lowered one full letter grade. If you are absent on a day of an in-class assignment, and have a valid excuse per College policy, you must make up the assignment at a time arranged with me. If you do not have a valid excuse, you fail that assignment.

All material in this syllabus is subject to change.

READING AND ASSIGNMENT SCHEDULE: complete by date shown

Week 1	August 24	
Week 2	August 29	Reading Packet #1 (History & Scope)
	August 31	Reading Packet #2 (AAA & SfAA Ethics)
Week 3	September 5	Assignment #1 Due (short written)
	September 7	<u>Project 1 Begins</u> . Reading Packet #3 (Parker & King; Matthiessen)
Week 4	September 12	Readings Packet #4 (Interview data)
	September 14	Readings Packet #5 (Social history data); Start Assignment #2 (in class)
Week 5	September 19	
	September 21	Readings Packet #6 (Ethnohistoric data)
Week 6	September 26	Finish Assignment #2 (in class)
	September 28	
Week 7	October 3	<i>NO CLASS</i>
	October 5	Assignment #3 Due (written) <u>Project 2 Begins</u> ; Reading Packet #7 (textile history)
Week 8	October 10	Readings Packet #8; Start Assignment #4a (in class)
	October 12	Finish Assignment #4a (in class)
Week 9	October 17	Readings Packet # 9; Start Assignment #4b (in class)
	October 19	Readings Packet #10; Finish Assignment #4b (in class)
Week 10	October 24	Readings Packet #11
	October 26	Readings Packet #12
Week 11	October 31	
	November 2	Assignment #5 due
Week 12	November 7	<u>Project 3 Begins</u> ; Readings Packet #13; Start Assignment #6 (in class)
	November 9	Class Meets in Library
Week 13	November 14	Library research
	November 16	Finish Assignment #6 (in class)
Week 14	November 20-25	<i>NO CLASS</i>
Week 15	November 28	Library research
	November 30	Library research
Week 16	December 5	
	December 7	Assignment #7 Due
Final Exam Week	December 12	Final Exam Period Activity (8:00–11:30 am)