

University of Denver
Class meetings: Tue, Thu 12-1:50pm
Sturm 154

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Course website: <https://du.instructure.com/courses/235>

ANTH 3470 (Spring 2014)
Applied Anthropology
Course syllabus

A COURSE DESCRIPTION

The term “Applied Anthropology” emphasizes the practical application of anthropology’s theories and methods to the needs of communities, organizations and institutions to solve real life problems. This course explores applied anthropology as the fifth subfield of anthropology, but also as an aspiration, necessity and reality for most contemporary anthropologists. Although in a sense anthropology has been an applied discipline since its inception, anthropologists interested in influencing real world challenges have found the need to differentiate applied anthropology from other ways of practicing anthropology and, in their effort, they have not only created professional organizations, journals and training programs, but they have redefined the way we think about anthropology and its place in the world. Through an examination of what is applied anthropology and why we talk about it (and how it relates to practicing, engaged, public, community-based, participatory, activist anthropologies) we will have an opportunity to see ourselves as professionals in a process of constantly developing our ability to engage with our world.

Course objectives are: 1. To understand what is applied anthropology (or what it aspires to be) through its history, its uses of theory, its ethical dimensions, and some of its career profiles. 2. To use applied anthropology to help address a real life problem in our community (University or larger community). 3. To elaborate a personal-professional development plan to enhance each student’s prospects of doing applied anthropological work in the future.

Class meetings will consist of lectures to introduce topics and concepts and group discussions to apply the concepts and examine them critically. Students will also work on individual projects for which they will give short oral presentations. The course will have a service-learning component to be defined in collaboration with local organizations (for example, we will partner with an organization working to improve the health of immigrants in our city and will define products we can offer for them to address their needs).

B GOALS AND OBJECTIVES: KNOWLEDGE, SKILLS, AND ATTITUDES

META-QUESTION:

The essential question we will answer through this course is: How do anthropological theory and research methods can be used to respond to the needs of a community organization?

COURSE GOALS:

1. To understand what is applied anthropology (or what it aspires to be) through its history, its uses of theory, its ethical dimensions, and some of its career profiles.
2. To use applied anthropology to help address a real life problem as defined by our community partner. In this case, Centro DONES is asking us to respond to the following question: What are the barriers and facilitators to accessing mental health care for Latinos in their catchment area located in Lakewood, CO?
3. To elaborate a personal-professional development plan to enhance each student's prospects of doing applied anthropological work in the future.

COURSE-SPECIFIC ACADEMIC LEARNING OBJECTIVES:

<u>Generic Academic Learning</u>	<ol style="list-style-type: none"> 1. Critical thinking skills 2. Problem solving 3. Team work
<u>Learning how to learn</u>	<ol style="list-style-type: none"> 1. How to become an active listener 2. How to be an independent learner 3. How to extract meaning from experience 4. How to apply academic knowledge in the real world 5. How to integrate theory and experience
<u>Community learning (Learning about:)</u>	<ol style="list-style-type: none"> 1. Mental health care 2. Barriers and facilitators to mental health care 3. The health of Latinas/os
<u>Inter- and Intra- Personal Learning</u>	<ol style="list-style-type: none"> 1. Learning how to work collaboratively with others 2. Learning about other groups and cultures 3. Exploring personal values, ethics and ideology 4. Learning about self 5. Strengthening personal skills (listening, assertiveness, etc.) 6. Developing a sense of appreciation, awe, and/or wonder
<u>Research skills</u>	<ol style="list-style-type: none"> 1. Design 2. Fieldwork 3. Analysis 4. Writing a technical report

IMPORTANT DATES:

Thu 4/3, 12:30-1:30pm	Visit to Centro Dones de Nuestra Comunidad	Getting to know each other
Sat 4/26, 8am-4pm	Fieldwork at O'Connell Middle School	Research data collection
Thu 5/29, 12:30-1:30pm	Visit to Centro Dones de Nuestra Comunidad	Presentation of findings and final report

C COURSE REQUIREMENTS – ASSIGNMENTS AND EVALUATION

Student Responsibilities and Expectations

- **Complete all readings by the class session for which they are assigned.** You should come prepared with questions about parts you may not have fully understood as well as comments, challenges to the author's argument, or arguments of your own.
- **Attend and participate in all class meetings.** You are expected to come to class prepared, having completed the relevant readings and assignments and to participate in the ensuing discussion by sharing your thoughts, views, questions etc. You may be called upon during the class to discuss concepts from the lecture, from the readings, from the assignments, or that come up during class, so be prepared. Please note, when participating in class you will be evaluated not upon whether you are "right" or "wrong," but rather upon the care and thought you bring to the discussion.
- **Bring your laptop computer or tablet to class.**
- **Turn in all assignments on time.** Late work will not be accepted, absent a verifiable emergency precluding timely submission. To the extent that other exceptional circumstances do arise that prevent timely submission of assignments, it is your responsibility to make advance arrangements with me, and I reserve the right to decline or to accept untimely work in such circumstances.
- **Interact with classmates and instructor in a considerate and respectful manner.** This class is an opportunity to learn from one another. We all have a responsibility to ensure that an open and welcoming atmosphere is maintained.

Requirements and grading

Assignment	Due date	% of final grade
1. Reflection papers (3)	Weeks 2, 6, 9	30%
2. Research project (small assignments throughout the quarter)		50%
3. Professional development self-diagnosis and plan	Week 8	20%

Detailed guidelines for each of the assignments and the evaluation criteria will be distributed in class.

Required readings

Articles and book chapters will be available through the course website.

D COURSE SCHEDULE – READINGS AND ASSIGNMENTS

WEEK	READINGS	ASSIGNMENTS	ACADEMIC LEARNING OBJECTIVES				
			GENERIC ACADEMIC LEARNING	LEARNING HOW TO LEARN	COMMUNITY LEARNING	INTER/INTRAPERSONAL LEARNING	RESEARCH SKILLS
1 (3/24-3/28)							
Tuesday	--	--	X	X			
Thursday	NAMI2012, Newsweek 2014			X			X
2 (3/31-4/4)							
Tuesday	Ervin, Ch. 1 Fetterman, Ch. 1	Reflection #1 (due Thu at 11:59pm)	X				X
Thursday	Fetterman, Ch. 2 Scrimshaw & Hurtado, Ch. 1	Visit to community partner (Thu during class time)		X	X		X
3 (4/7-4/11)							
Tuesday	Fetterman, Ch. 3 Scrimshaw & Hurtado, Ch. 2 and Ch. 3	Annotated bibliographies (due Wed at 11:59pm)			X		X
Thursday	Discussion from annotated bibliographies Scrimshaw 2006, Ch. 2		X		X	X	X
4 (4/14-4/18)							
Tuesday	Fetterman, Ch. 5 Scrimshaw & Hurtado, Ch. 5						X
Thursday	Discussion/decisions about data collection		X			X	X
5 (4/21-4/25)							
Tuesday	Ervin, Ch. 3 Fetterman, Ch. 7	Data collection instruments (due Wed at 11:59pm)			X		X
Thursday	Preparation for fieldwork		X			X	X
6 (4/28-5/2)							
Tuesday	Nolan 2013, Ch. 2 and 4.	Reflection #2 (due Thu at 11:59pm)	X			X	
Thursday	Ervin, Ch. 6 Fahamu.org.uk			X			X
7 (5/5-5/9)							
Tuesday	Results discussion	Research results (due Wed at 11:59)	X		X	X	X
Thursday	Results discussion		X		X	X	X
8 (5/12-5/16)							
Tuesday	Read one chapter of your choice from Nolan 2013	Professional development self-diagnosis and plan (due Thu at 11:59)	X	X		X	
Thursday	Final report preparation				X		X
9 (5/19-5/23)							
Tuesday	Discussion professional development	Reflection #3 (due Thu at 11:59pm)	X			X	
Thursday	Final report preparation					X	X
10 (5/26-5/30)							
Tuesday	Lamphere 2004 Kedia 2008	Final report presented to community partner (Thu during class time)	X				
Thursday	Visit community partner					X	X

E COURSE READINGS – REQUIRED AND SUGGESTED

Books on Applied Anthropology

- Ervin, Alexander (2005). Applied Anthropology: Tools and Perspectives for Contemporary Practice, 2nd Ed. Boston: Pearson.
- Pink, Sarah (ed.) (2006). Applications of anthropology: professional anthropology in the twenty-first century. New York: Berghahn Books
- Nolan, Riall (2003). Anthropology in Practice: Building a Career Outside the Academy. Boulder, CO : Lynne Rienner Publishers.
- Gwynne, Margaret (2003). Applied anthropology: a career-oriented approach. Boston: Allyn and Bacon.
- Noel J. Chrisman and Thomas W. Maretzki (eds.) (1982). Clinically applied anthropology: anthropologists in health science settings. Boston: D. Reidel
- Kedia, Satish and John Van Willigen (2005). Applied Anthropology: Domains of Application. Westport, Conn.: Praeger.
- Nolan, Riall (ed.) (2013). A handbook of practicing anthropology. Hoboken, N.J.: Wiley-Blackwell.
- Van Willigen, John (2002). Applied anthropology: an introduction. Westport, CT: Bergin & Garvey, 3rd ed.

Books on applied ethnographic methods

- Fetterman, David ([1998]). Ethnography, Step by Step. SAGE, 2nd ed.
- Scrimshaw, Susan and Elena Hurtado (1987). Rapid Assessment Procedures for Nutrition and Primary Health Care. Los Angeles, CA: UCLA Latin American Center Publications.
- Rifkin, Susan and Pat Pridmore (2001). Partners in Planning. Information, Participation and Empowerment. London: Macmillan Education Ltd.
- Scrimshaw, Susan (2001). “Culture, Behavior and Health”. In International Public Health. M.H. Merson, R.E. Black and A.J. Mills, eds. Gaithersburg, Maryland: Aspen. Pp 53-77.
- FAHAMU (n.d.). Writing for change. <http://www.fahamu.org/WFCEng/sitemap.html>

Journal Articles

- Clay, Patricia and Julia Olson (2007). “Defining Fishing Communities: Issues in Theory and Practice.” *NAPA Bulletin* 28:27-42.
- Lamphere, Louise (2004). “The Convergence of Applied, Practicing, and Public Anthropology in the 21st Century”. *Human Organization* 63(4):431-443.
- Hemment, Julie (2007). “Public Anthropology and the Paradoxes of Participation: Participatory Action Research and Critical Ethnography in Provincial Russia”. *Human Organization* 66(3):301-314.
- Kedia, Satish (2008). “Recent Changes and Trends in the Practice of Applied Anthropology”. *NAPA Bulletin* 29: 14-28.
- Nader, Laura (2000). “Preface”. *NAPA Bulletin* 18:v-vii.
- Hill, Carole (2000). “Strategic Issues for Rebuilding a Theory and Practice Synthesis”. *NAPA Bulletin* 18:1-16.

- Baba, Marietta (2000). “Theories of Practice in Anthropology: A Critical Appraisal”. *NAPA Bulletin* 18:17-45.
- Medicine, Bea (1998). “American Indians and Anthropologists: Issues of History, Empowerment, and Application”. *Human Organization* 57(3):253-257.
- Singer, Merrill; Huertas, Elsa; and Glenn Scott (2000). “Am I My Brother’s Keeper?: A Case Study of the Responsibilities of Research”. *Human Organization* 59(4):389-400.

Special issues in academic Journals

- NAPA Bulletin 20. Careers in Anthropology: Profiles of Practitioner Anthropologists.
- NAPA Bulletin 26. Making History at the Frontier: Women Creating Careers as Practicing Anthropologists.
- NAPA Bulletin 29. Careers in 21st Century Applied Anthropology: Perspectives from Academics and Practitioners.

Readings of relevance to mental health, access, Latinos

- NAMI (2012). College Students Speak: A Survey Report on Mental Health.
- Baker, Katie (2014). How Colleges Flunk Mental Health. Newsweek.
- NAMI (2009). Grading the States: A Report on America’s Health Care System for Adults with Serious Mental Illness.
- ACMHC (2011). The Status of Behavioral Health Care in Colorado. 2011 Update. Advancing Colorado’s Mental Health Care.
- N.A. (2008). Mental Health: A Guide for Latinos and their Families.
- Padilla, Amado M.; Ruiz, Rene (1978). Latino Mental Health: A Review of Literature.
- NIH Author (2011). Urban and Rural Immigrant Latino Youths' and Adults' Knowledge and Beliefs about Mental Health Resources.
- NAMI (n.d.). Eliminating Disparities in Mental Health: An Overview (and summary of four sources).
- Aguilar-Gaxiola, S., Loera, G., Méndez, L., Sala, M., Latino Mental Health Concilio, and Nakamoto, J. (2012). Community-Defined Solutions for Latino Mental Health Care Disparities: California Reducing Disparities Project, Latino Strategic Planning Workgroup Population Report. Sacramento, CA: UC Davis.
- Pérez-Escamilla, Rafael, Garcia, Jonathan, and David Song (2010). Health Care Access Among Hispanic Immigrants: ¿Alguien Está Escuchando?