Prefix & Number: ANTH 2400  Initial Term: Fall 2009

Select One:
New  x  Delete  ______  Course Modification  ______

Type of modification:
____ Title  ______ Description  ______ Credit hours
____ Prerequisites  ______ Grade Type
____ Number:  Old  ______
            New  ______

Title: Applied Anthropology

College/School: College of Liberal Arts  Dept: Sociology, Anthropology, Social Work

Abbreviated Title: Applied Anthropology  (32 spaces total)

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Prerequisites  Social Science Core I

Corequisites  None

Description for Bulletin  How anthropology is used to solve contemporary problems in non-academic environments. Areas such as social and environmental policy, international policy, epidemiology and medical anthropology, forensic anthropology, and archaeology are examined.

Credit will not be given for both  and  

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Justification (Indicate reason for change)  Modifications to degree program curriculum

Additional resources or resource shifting required. If none, please explain.
None - department has sufficient resources to offer this course.

Attach a copy of new syllabus to add course or to modify course except for changes in prerequisites that involve letter grade or GPA. Also, attach a copy of current syllabus for all changes except changes in prerequisites that involve letter grade or GPA. No attachment required to delete course.

Contact Person  Dr. Kristina Shuler
Email  kas0007@auburn.edu  Phone # 4-2825

Revised 2/8/05
Undergraduate Requests

Head

Date

Chair

Date

Dean

Date

College or School

Chair

Date

University Curriculum Committee

Graduate Requests

Head

Date

Chair

Date

College/School Curriculum Committee

Dean

Date

College or School

Chair

Date

Graduate Council

Chair

Date

University Curriculum Committee
ANTHROPOLOGY 2400
Applied Anthropology
3 credits

COURSE DESCRIPTION:
The goal of Applied Anthropology is to use anthropological perspectives and methods in the study of human problems. By combining their knowledge of anthropological theory with the practice of fieldwork, anthropologists understand the behaviors and practices of people of other societies, as well as the appropriate methods for resolving the challenges various cultures and sub cultures face. Anthropologists attain such knowledge by using the perspectives of the people they study as the basis for assessing social systems and making recommendations that are appropriate to the circumstance. The course will examine issues related to healthcare delivery, human rights, political systems and conflicts, social inequality and poverty, sustaining the environment, business relations, and urban and rural development. Students will examine these pressing human problems, and apply their knowledge of anthropology to recommend ways of resolving them. I expect that you would understand the complex interplay between a greater awareness of your own cultural assumptions and a disciplined understanding of another “way” of living. To enable you to understand this interplay and immerse you in the process of acquiring and honing your applied skills, there are exercises that will require you to observe, listen, understand, interpret, and analyze behaviors and practices of people around you.

PREREQUISITES:
Social Science Core I

COURSE REQUIREMENTS
The course requires students to complete all class readings and participate in debating those readings. Each student will be assigned a reading for each unit and will have to present that reading and debate it in class discussions. This will make the reading load seem lighter and will expose all students to the detailed readings covered in this class. Each student will also carry out a research project on an applied topic in the Auburn area. This project will involve interviews and the analysis of data. Students will present their research findings in class at the end of the semester. The mid term and final exams will focus on the readings and lecture material.

REQUIRED TEXTS:

EMAIL: Correspondences by email will receive a reply within 72 hours.

% of Total Grade

Written statement of intent 5
Narrative description 20
Analysis of data 10  
Mid term exam 30  
Final Exam 30  
Class reading and debate assignments 5

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59%.

ATTENDANCE/MAKE-UP POLICIES: Please come to class prepared. Reading assignments should be completed by the dates listed on the schedule below. **Missed in-class writing assignments cannot be made up without a university excuse.** Dr. will offer one “make-up” essay assignment near the end of the semester (see schedule). If you have not missed any essay assignments during the course, you may use this assignment for two points of extra credit on the Final Exam. Make-up examinations will be conducted in accord with university policy (www.auburn.edu/tigercub). You may not make-up more than one exam during this course. You are allowed three unexcused absences from class and after that 4 absences will cap your grade at a B, 5 absences will cap it at a C and 7 absences will cap it at a D. If you have more than 9 absences you will not be able to pass the class and will receive an F.

ACADEMIC DISHONESTY: Academic dishonesty will not be tolerated. Rules regarding plagiarism, cheating, and other forms of academic dishonesty can be found in The Tiger Cub handbook (see http://www.auburn.edu/tigercub/). Additional information is available at TURNITIN.COM regarding plagiarism.

ETIQUETTE: Simple courtesies will make this course enjoyable for everyone. Please place cell phones in vibrate or silent mode. If you need to leave the class, please do so in a way that does not disrupt others. If you are present in class, participate and pay attention. Be prompt for class and do not leave early unless you have an emergency. If you arrive late or unprepared, you may be asked to excuse yourself from the class. I am available during regularly scheduled office hours (see above), by appointment, and will be available in the classroom before and after class for any questions that you may have. Many questions can be addressed through the university website (www.auburn.edu). Emails and calls will be answered during scheduled office hours, typically within 72 hours.

STUDENT ACCOMMODATIONS: Contact the Department of Student Disabilities for university policies including provisions of the Disabilities Act. You can receive an Accommodation Memo by making an appointment with The Program for Students with Disabilities, 1244 Haley Center, and 844-2096 (V/TT) haynemd@auburn.edu. All communications related to disabilities are strictly confidential. Please contact me during the first two weeks of classes should you need to make arrangements for a disability; you can meet with me during regular office hours or email for an appointment. Remember to bring your Accommodation Memo to the meeting.
COURSE CONTENT

Week 1
Discussion: Introduction and the Anthropological Perspective
Reading: “Orientations to an Anthropology of Policy and Practice,” Applied Anthropology pp. 1-26

Week 2
Reading: “What is Policy and how does it relate to Anthropology?” and “Strengths, Weaknesses, and Future Directions,” Applied Anthropology pp. 41-62.

Week 3
Problem focus for class:
Make a list of at least 10 social issues that you think would require a needs assessment by an applied anthropologist and briefly state the problems related to 5 of them, the steps that have already been taken by agencies, groups, or individuals to resolve the problems, and the results of those actions.
Which methods of needs assessment would work best for each of the issues and what questions would help you assess these needs?

Week 4
Reading Focus: a) understand what social impact assessment aims to do; b) consider the social impact of the “Science Town” project on the Inuit; c) consider the multiple stages of social impact planning and discuss why each step is tied to the other; d) the fallacy of aggregation and how ethnography can prevent that; e) the challenges anthropologists have to be prepared for in participating in a social impact assessment.

Week 5
FILM:
“The Kayapo” (53 mins.)
Reading the film: Understand the challenges the Kayapo faced; the role of local and outside agencies in the evolution of the conflict; the different approach you would advise for the Kayapo; how a social impact assessment would have helped prevent the conflict; what questions you would consider in your assessment.
Problem focus:
Identify groups in the U.S. that you think may be facing problems similar to what we saw of the Kayapo. Explain the problem, account for the sources of the problem, and the reasons they have persisted; b) the steps that have been taken by the groups and by outside agencies to resolve the problems and why they have been successful or unsuccessful.
Week 6

Problem focus in class:
The federal government has long been perceived as an agent of both destruction and construction. Identify the cases which support this conflicting view of the government; give an account of the events that led to this perception and the history that reinforced their persistence; how the experts perspective differed from the locals; the response of the public to these events; what an applied anthropologist would have suggested.

Reading Focus: a) understand the focus of advocacy in anthropology; b) why “the truth, the whole truth, and nothing but the truth” may not always be wise; c) your opinion on the refusal of Alex Ervin to help the Alberta Indians against the government; d) your response to the suggestion that advocacy may lead to dependency; e) how you would support some of the points raised against advocacy; f) understand and explain the 10 criteria John Peterson suggests for an advocacy role.


Week 7
Reading: “Participation Action research” Applied Anthropology, pp. 187-227

Week 8
Reading: You Owe Yourself a Drunk Ch. 1-6
EXAM 1 IN-CLASS

Week 9
Reading: You Owe Yourself a Drunk Ch. 4-9

Week 10
Reading: “Archaeology and Empowerment,” in Places in Mind, Ch 1-4
Reading: “Archaeology and Non-traditional Communities,” in Places in Mind, Ch. 5-7

Week 11
Reading: “Archaeology and Heritage Development,” in Places in Mind Ch. 8-10

Week 12
Discussion of Cultural Resource Management with outside speakers

Week 13
Film: “Dreams on fire”
Discussion of research projects
Week 14
Discussion of research projects

Week 15
Discussion of research projects
Review for final exam

Final Exam during scheduled day and time.