



Spring 2011

**Southern Illinois University Edwardsville
Applied Anthropology
ANT-350**

Instructor:	Aminata Cairo	Location:	Peck Hall 0405
Office:	0224 Peck Hall	Time:	MWF 10:00 – 10:50
Phone:	618 650-2909 - office 859 489-6967	Office hours:	M & W 1:00-2:00
Email:	acairo@siue.edu		

Course Description:

The purpose of this course is to introduce students to the practical role of anthropology and anthropologists in everyday life. Anthropology is divided into four basic sub-disciplines with their own respective goals and research methods: cultural, linguistic, biological/physical, and archeological anthropology. Applied anthropology was officially acknowledged as the fifth subfield by the American Anthropological Association as the job market shifted in the mid-1980s with more employment for graduates outside of academia than inside.

Whereas initially applied anthropology focused mostly on public sociopolitical issues, today the application of anthropology is basically limitless. This course will introduce you to some of the domains in which applied anthropologists work; their methodologies; and the ethical and other dilemmas anthropologists may encounter. Additionally this course will look at the role of applied anthropology in policy development, evaluation, and analysis. The emphasis in this course will be on “applied learning about applied work”, and your active participation is prerequisite for success in this course.

Course Objectives:

Upon successful completion of this course the student will

- have a fair understanding of the history, methods, and aims of applied anthropology
- be familiar with several of the content areas of applied anthropology
- have experiential knowledge of structuring an applied anthropological project and the subsequent report
- be familiar with how anthropological research may impact policy and involve ethical issues.

Required Textbooks:

Ervin, A.M. 2005. Applied Anthropology: Tools and Perspectives for Contemporary Practices. New York: Pearson.

Ferraro, G. 1998. *Applying Cultural Anthropology: Readings*. Belmont, CA: Wadsworth.
- Identified as "F" on the syllabus

Stull, D. D. and Broadway, M. J. 2004. *Slaughterhouse Blues: The Meat and Poultry Industry in North America*. Belmont, CA: Wadsworth.

Additional readings will be posted on Blackboard.

You are responsible for the assigned readings in the book. The readings are the main, but not only source for learning in this course. The readings are important in that they supply an information base. Actual grasp of the knowledge however, will come from you taking this information and "wrestling" with it, analyzing and applying it.

Evaluation and Attendance

Participation and Attendance: The emphasis in this course will be on applied learning. This course will have lectures, but will also be structured as a seminar in which learning is driven by the students' contribution. It is imperative that students attend class and come to class prepared to learn and contribute. Role will be taken intermittently throughout the semester and absences will be recorded. Each student will be allowed a maximum of **two** unexcused absences. **If you miss 5 or more class periods (excused or unexcused), you may be dropped from the course.**

5 points of the participation grade will be reserved for active participation and presentation during the thematic reading discussions.

Workdays: Starting after the first exam we will have workdays. Workdays will be used for collective work and learning. During this time we will further analyze the readings, work on your projects, construct surveys and so on. Student participation and engagement with the course and their fellow students is essential for the full learning experience in this course. I encourage you to be an active participant. I expect you to treat your fellow students with respect. If you have any problems or concerns, please don't hesitate to contact me.

Examinations: Three exams – and a final – will be given on the dates listed in the course outline. Each of the exams will cover lectures, and reading assignments since the previous exam only. The exams will consist of multiple choice, short answer and essay. The final exam will consist of a presentation of the project to Dr. Redmond and invited members of the Eugene Redmond committee. A student may not take a make-up test without having an excused absence. **Documented excuse is required in addition to approval by the instructor for a make-up exam.** Please speak to me about any questions or concerns regarding necessary absences. You will need to notify me **within 24 hours of a missed** exam in order to be considered for a make-up exam.

Quizzes: After the second exam we will have thematic readings. You will have a quiz at the beginning of every reading day. Quizzes will cover the reading for that day and will take no more than 7 minutes. There will be 7 quizzes total. The lowest score will be dropped and the cumulative score of 6 quizzes will be counted toward your final grade. **Quizzes cannot be made up. If you come to class after the quiz has already started you will also not be able to make it up.**

Applied Anthropology Project and Assignments: We will work on an applied project as a collective unit. Collectively we will decide on the courses of action to follow, how and which assignments will be graded, and when they will be due. This semester we will look at the possible social impact of the Eugene Redmond collection.

Grading and Grading Scale

Exam 1	100	599 – 665 = A
Exam 2	100	532– 598 = B
Exam 3	100	466 – 531 = C
Final exam	75	399 – 465 = D
Quizzes (6 out of 7)	60	0 – 398 = F
Applied Anthropology Project	75	
Project Assignments	50	
Case Presentation	50	
Attendance/Participation	55	
Total	665	

Blackboard: Blackboard is an internet-based, educational tool. It can be accessed directly from the SIUE homepage (<http://bb.siu.edu/>). Only enrolled students can access Blackboard for this course and section. Each student can login to Blackboard using their e-id and e-password (same as to access email). Blackboard will be used for several purposes in this course, including 1) posting copies of course-related documents like the syllabus and assignments; 2) providing links to relevant web sites; and 3) maintaining updated information on your individual grades. We do not post class notes on Blackboard. Blackboard is offered as a convenience, and is not intended to take the place of class attendance.

Policies: I place a high value on integrity. There are several important policies that are available on line. You are responsible for knowing them and honoring them. Violation of these codes will be dealt with appropriately. Here are the websites:

Policies and Procedures Contents:	http://www.siu.edu/Policies/ptoc.html
Student Academic Code:	http://www.siu.edu/Policies/3c2.html
Student Conduct Code:	http://www.siu.edu/Policies/3c1.html
Student Grievance Code:	http://www.siu.edu/Policies/3c3.html
Plagiarism Policies	http://www.siu.edu/Policies/1i6.html

In Class Conduct: As teachers and people we have tremendous respect and sensitivity for you, the students in our classes. We expect you to return that respect by refraining from cell phones, beepers, talking, inappropriate internet use or other behaviors that obstruct our ability to do a good job for you and your classmates. An active phone during the exam may be confiscated until the end of the class.

Office Hours and Contacting Me:

Please talk to me if you have questions or concerns about any course material. If you are unavailable during my office hours, I am happy to schedule appointments at other times. I check email frequently, but do not assume I have received or read your email until I have responded. Please use my cell number only in case of emergency.

Support Services:

All students with disabilities will be accommodated through the Disability Support Services office. Students with disabilities should contact DSS (650-3726) and meet with me to make any necessary arrangements for assignments, quizzes, exams, etc. Students are required to present an ID card from DSS when requesting specific arrangements.

Course Outline

This outline is meant to provide a guide to the course content this semester. The schedule is flexible and can be subject to change.

Week	Day/date	Topic	Reading	Assignment
1	M Jan 10	Introduction to the course		
	W Jan 12	History	Ervin Ch.2	
	F Jan 14	Ethics	Ervin Ch. 3	
2	M Jan 17	No Class MLK Day		
	W Jan 19	Methods	Ervin Ch. 11	Team assignment
	F Jan 21	Methods	Ervin Ch. 12	
3	M Jan 24	Methods	Ervin Ch. 13, 14,15	
	W Jan 26	<i>Speaker/Workday</i>		
	F Jan 28	Exam 1		
4	M Jan 31	Policy Analysis	Ervin Ch. 4, 5	
	W Feb 2	Senior Citizen Presentation at 200 University Park, Room 1104		
	F Feb 4	Program Evaluation	Ervin Ch. 7	
5	M Feb 7	<i>Case presentations I, II</i>		
	W Feb 9	<i>Workday</i>		
	F Feb 11	Needs Assessment	Ervin Ch. 6	
6	M Feb 14	Social Impact Assessment	Ervin Ch. 8	
	W Feb 16	<i>Case presentations III, IV</i>		
	F Feb 18	Advocacy	Ervin Ch.10	
7	M Feb 21	<i>Case presentations V, VI</i>		
	W Feb 23	<i>Workday</i>		
	F Feb 25	Review		
8	M Feb 28	Exam 2		
	W Mar 2	<i>Workday</i>	Sl. Blues Ch. 5	
	F Mar 4	<i>Workday</i>		
9	M Mar 7	No class – Spring Break		
	W Mar 9			
	F Mar 11			
10	M Mar 14	Health	F 2, 6, 8	Q
	W Mar 16	<i>Workday</i>		
	F Mar 18	<i>Workday</i>	Sl. Blues Ch. 6	
11	M Mar 21	Education	F 22, 25	Q
	W Mar 23	<i>Workday</i>		
	F Mar 25	Community arts	BB reading 1, 2	Q
12	M Mar 28	<i>Workday</i>		
	W Mar 30	<i>Workday</i>	Sl. Blues Ch. 7	
	F Apr 1	Environment	F 31, 37	Q
13	M Apr 4	<i>Workday</i>		
	W Apr 6	Business	F 13, 17	Q
	F Apr 8	<i>Workday</i>	Sl. Blues Ch. 8	
14	M Apr 11	International Relations/Development	F 34, 38	Q
	W Apr 13	Law and Government	F 27, 28, 33	Q
	F Apr 15	Exam 3[Take home]		

Week	Day/date	Topic	Reading	Assignment
15	M Apr 18	<i>Workday</i>		
	W Apr 20	<i>Workday</i>		
	F Apr 22	<i>Workday</i>		
16	M Apr 25	<i>Workday</i>		
	W Apr 27	<i>Open</i>		
	F Apr 29	<i>Open</i>		
17		<i>Final Exam</i>		

Appendix A Participation Guidelines

Ways to Demonstrate Participation
(Thanks to Prof. Kathleen Tunney, Dept. of Social Work, SIUE)

Student's Name: _____

Positive Attributes					
(1) Enters into class discussions	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(2) Offers questions or comments during class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(3) Visits at podium after class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(4) Visits during office hours to clarify ideas	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(5) Engages in the electronic learning forum (Blackboard)	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(6) Offers questions or comments via e-mail	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
Negative Attributes					
(7) Skips class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(8) Shows up late	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(9) Sleeps in class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(10) Exhibits disruptive behavior	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER

ADDITIONAL COMMENTS:
