Anthropology 475
Anthropology in Practice
Winter 2022

Class Time and Location:
M, W 12:00 – 1:50 pm
Waldo 201A

Course Credits:
4 credits, course meets 4 hours per week

Instructor Contact Information:
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Office Hours: W 2:00 – 3:00 pm or by appointment
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Prerequisites, Co-requisites and Enforced Prerequisites:
Junior or senior standing and completion of the Anthropology Undergraduate Program's common core courses are required for participation in this capstone class.

Course Overview:
ANTH 475, "Anthropology in Practice" is designed as a capstone course for Anthropology majors. Students will gain an understanding of how to use anthropological skills and methods to solve real-world problems, and how our discipline benefits society by advancing our understanding of culture and human behavior. In addition, students will be guided through the creation of an individualized assessment portfolio, designed to allow the student to demonstrate the core knowledge and skills acquired during our program and to organize a series of documents (writing samples, documentation of learning outcomes from a field school, letter of intent, etc.) that can be used for professional development following graduation. The course is divided into two main parts.

- Part I: Domains of Practice: This part of the course is organized around the following question: How do anthropologists apply their training in various professional settings? We will examine a broad range of current areas of practice in applied anthropology, including research tools, ethics, international development, business and social marketing, natural resource management, medical anthropology, cultural resource management, and community services.

- Part II: Professional Development: This part of the course is organized around the following question: How can I chart a career path in anthropology? Students will participate in a career development workshop that helps them reach the next step in their career paths, including jobs, internships, or graduate training in anthropology. This part of the course will also help students track the progress they have made over the past few years in the Anthropology major.

Student Learning Outcomes:

Upon completing this **Capstone Anth 475 Course**, students will be able to:

- List and describe the various areas of practice in applied anthropology;
- Given specific examples, discuss the ways anthropological theory and methods can be applied to real world problems;

- Identify an appropriate organization for an internship, make connections with that organization, and develop an internship plan;
- Design and lead an in-class discussion; and
- Develop a professional portfolio tailored to specific career goals that includes: 1) a curriculum vitae, 2) draft cover letter for job, internship or graduate school, 3) the required materials for an undergraduate major in Anthropology; and 4) the materials specific to your concentration within in Anthropology.

Texts and Learning Resources:

1- Nolan, Riall, ed. 2013. *A Handbook of Practicing Anthropology*. London: Wiley-Blackwell.

2- Additional journal articles and book chapters, as indicated in the schedule. Most of these articles are in published journals, and you should access them on-line through the OSU library system. If an article or book chapter is not readily available, I will post it to the course web site in the Canvas system.

Evaluation of Student Performance:

Requirements for the course are as follows:

Item	*Points*
Discussion Leader	25
Internship / Career / Grad School Portfolio	100
Class Participation	25
Total	**150**

Discussion Leader: This course is taught in a seminar format, and students are expected to actively engage in a dialog with the instructor and with their peers. Reading materials for Part I of the course deal with the work of applied anthropologists and the professional uses of anthropology in a variety of contexts. Class discussions will focus directly on these assigned articles and book chapters. We examine a different topic each week. I will give a lecture during the first half of class that addresses key issues related to the topic at hand. The second half of class will consist of class discussions specifically related to the readings for that day. Each student will be expected to lead the discussion once during the term, usually with one or two partners. Discussion leaders should do the following:

1) Prepare a list of questions or activities to provide direction and structure for the discussion. You should turn in an outline of your discussion plan to me on the day that you serve as discussion leader. (Approximately 30 minutes).

2) Find a recent media story to share with the class about what's happening RIGHT NOW on this topic. For example, if your topic is design anthropology / product development, find a recent media that talks about anthropologists working in this field (for General Motors, or Intel, or Google, or a variety of other companies). There are many Web-based news services, podcasts, etc. that you can use. Just briefly summarize the story, tell us who's doing this kind of work, and talk about what's interesting about it. (Approximately 5 minutes).

Internship Portfolio OR Career Portfolio OR Graduate School Portfolio: Part II of the course is a professional development workshop designed to help students think about their career path

after graduation. Most of the activities in this part of the course will be directed toward developing a portfolio based on students' individual interests. The portfolio will include:

- Questions and responses from informational interviews with two anthropologists (or related professionals) working in the field
- Skills-based resume
- Cover letter
- Internship plan or career plan or graduate training plan (5 pages)
- Two research / writing samples (revised)

You will receive further guidance about the portfolio as the course progresses, and a good deal of our time during Part II of the course will be focused on developing the materials that go into the portfolio.

Class Participation: Active participation is expected of every student in the class. You should plan to attend every class session and be prepared to engage in a discussion of the reading material. During Part II of the course, which consists of a professional development workshop, you should come to class prepared with the materials listed for each day. During Part II of the course, which focuses on the assessment of learning outcomes, you should come to class prepared to participate in a variety of workshop and assessment activities.

Students with Disabilities:

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Expectations for Student Conduct:

Students are expected to maintain proper academic conduct in this class. This includes treating peers with respect and meeting the conduct expectations of Oregon State University regarding cheating or other behaviors. To review these expectations, please visit the following Web site: http://oregonstate.edu/studentconduct/offenses-0

Class Schedule:

WEEK	TOPICS	READINGS / ASSIGNMENTS * Note: Readings should be completed by the class session for which they are listed.
PART I—DOMAINS OF PRACTICE		
Week 1	Mon—Lecture and Discussion	Nolan, Ch. 1: Introduction
	Wed—Lecture and Discussion	Nolan, Ch. 18: Methods and Approaches (by Butler)

	Tools: Policy Analysis and Various Methodological Approaches in Anthropology	
Week 2	Mon—Lecture and Discussion Tools: Needs Assessment Domains: Humanitarian Assistance	Nolan, Ch. 25: Practitioners in Humanitarian Assistance (by Koons)
	Wed—Lecture and Discussion Tools: Program Evaluation Domains: International Development	Burleson, Grace, Bryan Tilt, Kendra Sharp, and Nordica MacCarty. 2019. "Reinventing Boiling: A Rapid Ethnographic and Engineering Evaluation of a High-Efficiency Thermal Water Treatment Technology in Uganda." *Energy Research and Social Science* 52: 68-77.
Week 3	Mon—No Class (MLK Day) Tools: Social Impact Assessment Domains: International Development	Tilt, B., Y. Braun and D. He, 2009. "Social Impact Assessment of Large Dams: A Comparison of International Case Studies and Implications for Best Practice." Journal of Environmental Management 90 (Supplement 3): S249-257.
	Wed—Lecture and Discussion Tools: Applied Anthropology Domains: International Development	Nolan, Ch. 20: International Development (by Clarke)
Week 4	Mon—Lecture and Discussion Tools: Applied Anthropology Domains: Design Anthropology / Product Development / User Experience	Nolan, Ch. 23: Anthropology in Design and Product Development (by Metcalf)

	Wed—Lecture and Discussion Tools: Social Indicators Domains: Environmental Anthropology and Natural Resource Management	Sepez, Jennifer, Karma Norman, Amanda Poole and Bryan Tilt. 2006. "Fish Scales: Scope, Scale, and Method in Social Science Research on North Pacific and West Coast Fishing Communities." *Human Organization* 65(3):280-293.
Week 5	Mon—Lecture and Discussion Tools: Rapid Assessment Procedures Domains: Medical Anthropology and Health	Nolan, Ch. 19: Practitioners Working in Health (by Heurton-Roberts and Hare)
	Wed—Lecture and Discussion Tools: Participatory Research and Collaborative Research Domains: Natural Resources, Community Development	Package, Christina. 2009. Improving Community Profiles for Oregon Fisheries and Coastal Communities through Collaboration. Corvallis, OR: Master's Thesis. (Ch. 1: Introduction, Ch. 2: Methodology, Ch. 4: Conclusion) (Available in Canvas)
Week 6	Mon—Lecture and Discussion Tools: Cultural Resource Management Domains: Cultural Resource Management in Government Agencies and Private Practice	T. King. 2011. A Companion to Cultural Resource Management. (Edited Volume). Please Read: Ch. 27 by Tom Lennon, "Making a Living in Private Sector Cultural Resource Management" (p. 472-487). AND Ch. 21 by Reba Fuller, "Consultation in Cultural Resource Management: An Indigenous Perspective" (p. 373-384).
	Wed—Lecture and Discussion Tools: Curating Domains: Museum Anthropology	Shelton, Antony. 2006. "Museums and Anthropologies: Practices and Narratives." In Sharon MacDonald, ed. *A Companion to Museum Studies*. Blackwell. Pp. 64-81.
PART II—PROFESSIONAL DEVELOPMENT WORKSHOP		

Week 7	Mon—Student Panel	Come prepared with: 1) Questions to ask students who have completed an internship or are working in the field, and 2) a mock want-ad for your ideal internship or job
	Wed—Career Planning	Nolan, Ch. 2: Professional Training and Preparation (by Redding) Come prepared with: A brief description of 2-3 real (not "mock") internship possibilities (or job possibilities, or graduate school possibilities, depending on what stage you're in) that match your skills and objectives.
Week 8	Mon—Informational interviews workshop	Nolan 2003 book. Ch. 3 on Career Development, including section on informational interviews (From Canvas)
	Wed—Peer evaluation of informational interviews	Come prepared with: A set of questions for informational interviews with two professionals working in a field aligned with your interests.
Week 9	Mon—Constructing an effective skills-based resume and cover letter	Nolan, Ch.5: Job Success 101: A Quick Graduate Course (by Crain and Tashima)
	Wed—Peer evaluation of resumes and cover letters	Come prepared with: A skills-based resume and a cover letter to send to potential internship organizations, employers, or graduate schools.
Week 10	Mon—Learning Outcomes for the Anthropology Major	Nolan, Ch. 6: Careers in Practice (by Squires) Come prepared with: Revised research / writing sample demonstrating mastery of Anthropology Major learning outcomes.
	Wed—Looking toward the Future: Emerging Trends in Anthropology / Learning Outcomes for Each Concentration	Nolan, Ch. 33: The Future of Practice Come prepared with: Revised research / writing sample demonstrating mastery of learning outcomes for your concentration (cultural / linguistic, biocultural, archaeology). **Note: Portfolios Due Monday, March 14**