ANG 6705 Foundations of Applied Anthropology  
CRN 84518/ 89097

Fridays, 9:30 a.m.-12:15 p.m., SOC 037  
Fall Semester, 2019

Instructors

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Canvas Course Management System

Students are automatically registered in this course through Canvas, the University of South Florida’s (USF) electronic course management system. Periodic announcements, course documents, and other materials are posted there. Communications are made to students’ official USF e-mail accounts. From Canvas, it is possible to forward all USF e-mail messages to another e-mail account (such as Gmail, Yahoo, or Hotmail).

Course Objectives and Learning Outcomes

This course provides students with a broad understanding of the history of anthropology, including the form and trajectories of the discipline’s social history and changing epistemologies. The seminar members will evaluate the guiding assumptions underlying the anthropological enterprise and consider where the discipline may be headed with regards to the integration of theory and practice.
This course is intended to serve five main goals:

- To provide students with a common set of concepts, terms, references, and understandings of the epistemologies underlying current applied anthropology through reading and discussion of both early and contemporary anthropological (and related) theoreticians and practitioners.

- To apply critical thinking to the history of anthropological thought while exploring the intersections between various modes of anthropological practice, often rendered as biological, linguistic, archaeological, and socio-cultural subdisciplines, and interrogate and evaluate the significance of a four-field approach to applied anthropology.

- To familiarize students with the social, historical, and institutional frameworks which have shaped and continue to shape their own anthropological work and applied interventions.

- To interrogate concerns regarding the disciplinary politics of inclusion and exclusion at many levels, including stimulating students to critically examine what kind of theory and what kinds of anthropology – and what kinds of anthropologists – become valorized and become part of the disciplinary canon and which are excluded. This includes an assessment of the possibilities of integrating theoretical and methodological approaches from more than one subdiscipline into the student’s applied praxis.

- To provide students with the knowledge and tools to understand the fundamental links between theory and practice in the successful application of research, advocacy, and policy-making by applied anthropologists.

During and as a result of the successful completion of the course, the student will be able to:

- Demonstrate a command of the readings during course meetings and through their written products.

- Reflect on and integrate the course materials with outside topics.

- Stimulate discussion and generate thought-provoking questions from the readings and in-class discussions.

- Expand class topics to their own professional interests.

- Trace the history of the discipline as a whole through major theoretical frameworks, identifying anthropologists with their theoretical and practical contributions.

This course is required for all M.A. graduate students in the USF Department of Anthropology, as well as for Ph.D. students whose prior graduate course work or degree was in a field other
than anthropology. Completion of this course with the final grade of at least a B (N.B., not a B-) fulfills the department’s comprehensive examination requirement. Students must earn at least a B (again, not a B-) in this course to continue in the graduate program.

These Course Objectives and Learning Outcomes are met with the course assignments as indicated below.

**Course Requirements**

- It is essential that students attend and participate in class. This represents 20 percent of their final grade. Students are required to have completed the day’s assigned readings by the date indicated in the Tentative Weekly Schedule (see below) and to demonstrate mastery of the readings.

- Students will write four Short Essays during the term. These are 750-1,000-word (exclusive of notes and references) papers based on the particular week’s readings. The Short Essays are each worth 10 percent of the student’s final grade. These papers are due in class in a typed, printed version (one copy) and online in an electronic version in Canvas on **Friday, September 27, Friday, October 11, Friday, November 8**, and in Dr. Yelvington’s mailbox in SOC104 and on Canvas on **Monday, November 25**.

- Finally, there is a Final Term Paper (4,000-5,000 words) that is an intellectual biography of an anthropologist — of the past or present — not extensively covered in class. This is worth 40 percent of the student’s final grade. This assignment is due **Monday, December 2** in a paper and in an electronic version submitted to the Canvas course system. Further instructions on these assignments are given below.

To reiterate, the final course grade will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>20</td>
</tr>
<tr>
<td>4 Short Essays @ 10 percent each</td>
<td>40</td>
</tr>
<tr>
<td>Final Term Paper</td>
<td>40</td>
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<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Scheme**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91+%</td>
<td>excellent</td>
</tr>
<tr>
<td>B</td>
<td>89-90</td>
<td>good</td>
</tr>
<tr>
<td>C</td>
<td>87-88</td>
<td>average</td>
</tr>
<tr>
<td>D</td>
<td>81-86</td>
<td>poor</td>
</tr>
<tr>
<td>F</td>
<td>below 79%</td>
<td>failure</td>
</tr>
</tbody>
</table>

A = excellent
B = good
C = average
D = poor
F = failure
Assignments

Class Participation

Significant participation in class is expected of all students. This includes 1) attending all class sessions; 2) being prepared for class by completing course readings; 3) actively and respectfully listening to others in the seminar; and 4) contributing ideas to discussions. Student attendance will be recorded.

Students will also be responsible for leading class discussions. Students should prepare for each class period by reading the assignments and making extensive notes with the idea that they will be called upon individually or along with their colleagues to lead class discussion of the assigned readings for 60 to 90 minutes. Students will be evaluated on how well they stimulate interesting discussions and by a consideration of to what extent they demonstrate a command of the assigned readings.

Finally, each student will schedule an appointment to meet with both course instructors. Keeping this appointment is mandatory and is part of the assessment for this part of the overall grade for the course.

Short Essays

The class is divided into topics corresponding to the four sections in the textbook *Readings for a History of Anthropological Theory*, edited by Paul A. Erickson and Liam D. Murphy (see below): “The Early History of Anthropological Theory,” “The Earlier Twentieth Century,” “The Later Twentieth Century,” and “The Early Twenty-First Century.” Students will write four Short Essays (750-1,000-words each) under a title corresponding to the topic at hand, that:

- Identifies a main theme in the readings (e.g., social evolutionism, cultural theory, symbolic anthropology, gender and sexuality, globalization, etc.).

- Compares and contrasts (with respect to concepts, methods, philosophies, etc.) the appropriate assigned original writings in the Erickson and Murphy textbook under the chosen topic.

- Contains a critical review of each of the assigned original writings in the Erickson and Murphy textbook in relation to the other assigned readings on the topic.

- And demonstrates the application of the ideas and theories being discussed to data and material not found in the Erickson and Murphy textbook (which may be drawn from, but not limited to, class discussions, assigned readings, films, previous coursework, and other readings).
In order to ensure that these objectives are met each paper must be organized with the following subheads and information in the following order:

I. Introduction

This section introduces the topic at hand and provides a brief outline of the argument contained in the paper.

II. Historical Context

This section situates the school of thought and theorists under discussion in a historical context in terms of world history, the history of the discipline, and the biographies of the personalities/anthropologists discussed.

III. Main Ideas

Here the main ideas of the school of thought under consideration are outlined. What were the basic epistemological assumptions of these theorists? What did they set out to explain? How? Why? This section also identifies the major theorists coming out of this tradition.

IV. Critique

This section reviews some of the critiques of the theoretical (and other) positions taken by the theorists being considered in the paper. These critiques can be derived from other social theorists and/or the student-author.

V. Conclusion

This section should contain a brief summary of the main points followed by a concluding argument (i.e., a summary is not the same thing as a conclusion) about the implications for both anthropological theory and applied anthropology.

These essays will be evaluated for the student’s understanding of the material, ability to formulate an original argument and support it with specific examples, and writing quality and style.

Final Term Paper

This assignment is designed to stimulate students’ interest in understanding the social origins of anthropology as well as the development of anthropological theory. In this assignment, students choose to write an intellectual biography of an anthropologist not covered extensively in class (that is, an anthropologist whose work has not been assigned to read). This could be an anthropologist from the past or one living today. Students are encouraged to draw upon the
anthropologist’s written works, archival materials, secondary sources, and even, in the case of a living anthropologist, interviews and/or private correspondence with the student.

Students are required to organize their papers in the following manner (although it is recognized that these sections may and probably should differ in length and depth of treatment):

I. Biographical Introduction

Here, the student provides a brief introduction to the anthropologist and his or her career and works, and basically answers the question: “Why should we care?"

II. Historical Context

The student will locate the anthropologist within historical forces that shaped his or her intellectual formation.

III. Main Influences

In this section, the student will identify the subject’s teachers and other sources of influence.

IV. Main Theoretical Positions

This section will be the most in-depth section of the paper. Here, the student will identify, evaluate, and critique the main theoretical perspectives and statements made by the anthropologist in question. It is recognized that some anthropologists have a variety of theoretical interests and in this case the student might want to identify the areas of significant theoretical contributions before focusing on what, in the student’s opinion, is the most relevant and interesting.

V. Relevance to Applied Anthropology

Students conclude with an argument as to how the anthropologist under consideration has contributed to applied anthropology, making sure to make clear arguments as to why and how.

Students will submit two copies of a one-paragraph abstract and 10 relevant references for the instructors’ approval in class on Friday, October 25. Students should feel free to meet with the instructors to discuss potential topics and to receive ideas for sources.

Please note: It will not be possible for instructors to read drafts of the Short Essays or of the Final Term Paper.
Paper Format Guidelines

For the Short Essays and the Final Term Paper, the following format guidelines will apply:

1. Papers must be typed, double-spaced, with sufficient top and side margins. Make sure each page is numbered.

2. No cover sheets or plastic covers. Titles and assignment name must be on the first page along with the student’s name. Assemble the paper with a staple in the upper left-hand corner. Student names should be omitted from the copy submitted to Canvas.

3. Remember that spelling, grammar, and punctuation will count in the grading of the paper.

4. Every idea that is not the student’s own or “general knowledge” must be accompanied by a source citation. References for direct quotes must include the page citation. If you are copying maps, diagrams, illustrations, etc., you must identify the source as well. Use American Anthropologist style for referencing. A Style Guide is found here: http://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044

5. Avoid direct quotes of more than five lines of typescript.

6. Only one Internet source may be used. It must be fully cited according to the American Anthropologist style for referencing.

University of South Florida Standard Policies

Academic Integrity of Students: Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

Disruption to Academic Process: Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: 1) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or 2) presents a danger to the health, safety, or well-being of self or other persons.
Student Academic Grievance Procedures: The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access: Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least five business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct/Sexual Harassment Reporting: USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where students can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help students without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report to those offices. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If students disclose any of these situations in class, in papers, or to the instructors personally, we are required to report it to OSSR or DIEO for investigation. For concerns, contact the USF Center for Victim Advocacy and Violence Prevention at (813) 974-5757.

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Turnitin.com: In this course, Turnitin.com will be utilized. Turnitin is an automated plagiarism detection system which instructors may use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, students will be expected to submit all assignments in both hard copy and electronic format to Canvas through which Turnitin is linked. After the assignment is processed, the instructors receive a report from Turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com.

The Writing Studio: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with students at any point in the writing process from brainstorming to editing. Appointments are
recommended, but not required. For more information or to make an appointment, visit http://www.lib.usf.edu/writing/, stop by the second floor of the USF Tampa Campus Library, or call (813) 974-8293.

Course Rules and Regulations

1. It is expected that students will be attentive and respectful of their fellow students and of their instructors and, perhaps more importantly, respectful of cultures and traditions which are not their own. Students arriving late to class will have their class participation grade negatively affected. Cell phone ringers and text alerts should be turned off before the beginning of class. Students whose cell phones ring during class will have their class participation grade negatively affected.

2. In the event that the building is evacuated because of an emergency during class time, the class will convene in the parking lot directly adjacent to the SOC building. No assignment will be canceled because of any such emergency.

3. Students are required to read the university’s academic dishonesty policy in the graduate catalog. This university policy on plagiarism and cheating will be strictly honored.

4. **No work will be accepted late.** There are only two exceptions: 1) a documented medical emergency; and 2) major religious observances that necessitate absence from class. In the case of the latter, the student must present notice in writing to the instructor by the second class meeting.

5. “I” (Incomplete) grades are designed to be used only in the most extreme of circumstances, and only then at the discretion of the instructors. The College of Arts and Sciences dictates that “I” grades should only be granted when, due to circumstances beyond the control of the student, only a small portion of the required work remains undone and the student is otherwise passing the course. Students seeking an “I” grade will be required to sign a contract with the instructors, specifying the work to be completed and the deadline for completion.

Special note about “I” grades: Because passing this course with a B or better is required to maintain a student’s status in the program, Incompletes must be cleared immediately. We ask that students who ask for an Incomplete grade in Foundations complete the required work before the first day of classes of the Spring semester. Incompletes, with a grade of B or better, must be completed before students will be allowed to move forward in the program. Incomplete grades or grades below a B will put a student at risk of losing their Teaching Assistantship funding package (including salary, tuition waiver, and health insurance), if applicable.

6. Final Term Papers will be returned either in person or by mail if a stamped, self-addressed envelope large enough for the paper is provided, or by inter-campus mail. Unclaimed research papers will be kept for the remainder of the academic year and then discarded. Grades will not be discussed over the phone.
7. There are no opportunities for extra credit.

**Required Texts**

Erickson, Paul A. and Liam D. Murphy


Erickson, Paul A. and Liam D. Murphy, eds.


Patterson, Thomas C.


These books are available in the campus bookstore.

**Additional Required Readings**

In addition to the above required texts, there are additional required readings. They are listed below. These readings are available on Canvas.

**Topics and Assignments**

**Tentative Weekly Schedule and Required Readings**

N.B. Please read assigned readings in the order presented on this syllabus.

**Friday, August 30**

**Required Readings**

Rylko-Bauer, Barbara, Merrill Singer, and John Van Willigen


Marcus, George E. and Marcelo Pisarro

2008  The End(s) of Ethnography: Social/Cultural Anthropology’s Signature Form of

Calcagno, James M.


Gosden, Chris


Shankar, Shalini


Borofsky, Robert


Part One: The Early History of Anthropological Theory

Friday, September 6

Patterson (hereafter P), pp. 1-5, 7-34; Erickson and Murphy, A History of Anthropological Theory (hereafter AH), pp. xix-xxi, 1-64; Erickson and Murphy, Readings for a History of Anthropological Theory (hereafter RF), pp. xiv-xvi, 3-19.

Friday, September 13

RF, Marx and Engels, Tylor, Morgan, Spencer, and Darwin readings.

Friday, September 20

RF, Freud, Durkheim, Weber, and de Saussure readings.

Part Two: The Earlier Twentieth Century

Friday, September 27 (Short Essay 1 due)
Gravlee, Clarence C., H. Russell Bernard, and William R. Leonard


Caspari, Rachel


Rankin-Hill, Leslie M. and Michael L. Blakey


Friday, October 4

Jackson, Antoinette T.


2016b Exhuming the Dead and Talking to the Living: The 1914 Fire at the Florida Industrial School for Boys — Invoking the Uncanny as a Site of Analysis. Anthropology and Humanism 41(2):158-177.

Strongly Recommended:

Heritage Voices Podcast: Ethnography with African Descendant Communities. Dr. Antoinette T. Jackson Interviewed by Jessica Yaquinto, Archeology Podcast Network, April 17, 2018
https://www.archaeologypodcastnetwork.com/heritagevoices/16
Part Three: The Later Twentieth Century

Friday, October 11 (Short Essay 2 due)

P, pp. 103-134; AH, pp. 107-169; RF, pp. 239-262, and Sapir, White, Harris, Turner, and Geertz readings.

Washburn, Sherwood


Friday, October 18

RF, Slocum, Butler, Connell, Lyons and Lyons, Asad, Said, and Wolf readings.

Deloria, Jr., Vine


Dalton, Rex


Friday, October 25 (Final Term Paper Abstract due)

Price, Richard and Sally Price


Friday, November 1

RF, Foucault, Bourdieu, Clifford, Marcus and Fischer, Ortner, and Lock and Scheper-Hughes readings.

Gaines, Kevin

Part Four: The Early Twenty-First Century

Friday, November 8 (Short Essay 3 due)


Battle-Baptiste, Whitney


Wallman, Diane and Sandrine Grouard


Friday, November 15


Heywood, Paolo


Harrison, Faye V.


Friday, November 22

No class due to the American Anthropological Association Annual Meeting in Vancouver, British Columbia, Canada.

Monday, November 25, 11:59 p.m. (Short Essay 4 due)

Short Essay 4 due (one printed copy in Dr. Yelvington’s mailbox in SOC104 and on Canvas).
Friday, November 29

No class, Thanksgiving Day Holiday.

Monday, December 2, 11:59 p.m. (Final Term Paper due)

Final Term Paper due (one printed copy in Dr. Yelvington’s mailbox in SOC104 and on Canvas).

Wednesday, December 4

Fall Semester classes end.

Friday, December 6

No class, Reading Day.