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Spring 2-1-2017

ANTY 521.01: Applied Anthropology and Global Health

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Applied Anthropology and Global Health
Anthropology 521
Mondays 12:10 – 3:00
Spring 2017

Kimber Haddix McKay, Professor
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What is applied anthropology?

Many anthropologists choose to apply their skills outside of academia. In this seminar we explore some of ways in which this can be done, ranging from anthropologists involved in public policy formation and implementation, in hands-on health-related work in various settings, and in international health development in a selection of other sectors. The course draws on a wide range of examples to illustrate the variety of roles anthropologists have taken outside of academics, and to explore the potential for the further articulation of these roles in the 21st century. The main focus this semester is on the role that applied anthropologists are playing in international health development and in mobilizing indigenous people's organizations in addressing the health challenges facing their communities.

Reading

Readings for the course will be drawn from the following sources:

Required:

Gwynne, Applied Anthropology, a Career Oriented Approach, Allyn and Bacon, 2003.
LeCompte and Schensul, Designing and Conducting Ethnographic Research, Altamira, 1999.
Whitaker, Health and Healing in Comparative Perspective, Pearson/Prentice Hall, 2006.
Hoy, Players and Issues in International Aid, Kumarian, 1998.

Also:

Various papers available on the class Moodle site.

Learning Outcomes

In this class, you will:

- Gain a thorough understanding of the place of applied anthropology within the broader context of the discipline of anthropology
- Understand the main debates and historical events influencing the emergence of this “fifth field”
- Gain a thorough understanding of the primary foci, theoretical influences and methods of applied anthropologists working on international health programs
- Improve your writing, presentation and anthropological analysis skills through regular class contributions and written projects

Grading

Grades for the course will be determined as follows:

- 25%: Discussion of research papers or book chapters in class. Each of you will lead at least one class session. By midnight on Thursdays, everyone **must** post one discussion question, drawn from the readings, on the class Moodle site. Based on preparation relating to this list of topics, you must arrive prepared and eager to participate in each class discussion.
- 25%: Formal, thought-provoking presentations of extra readings *that you select on a (related) topic of your choice*. These presentations **must** include handouts and visuals (Powerpoint or Prezi) to

summarize main points, present graphical information to be explained, etc., and should last about 30 minutes.

- 25%: Term Paper (description below)
- 25%: Co-authored blog or dashboard-style executive summary on an assigned topic, to be submitted to experts in the field
- The paper will be preceded by a descriptive abstract, due on April 6th
- Attendance: Each unexcused absence will reduce your cumulative score by 5 points.

Final Paper Assignment

Option 1 will require to you read the case studies in Whitaker carefully and critically. In your paper, you'll include two sections, as follows: (1) Describe two cases that demonstrate the use of anthropology *in* international health; (2) Describe two cases that show us an analysis of the anthropology *of* an international health problem.

Your paper will summarize the key themes and findings of the cases, and your own analysis will explain what it is about these cases that exemplifies what medical anthropology offers the scholarly and applied communities. Your analysis should highlight both the strengths and deficiencies of each of the four case studies.

Option 2 will require you to choose an example of an applied anthropology issue or challenge that pertains to your thesis or dissertation topic. You will present this as a case study and will include a description and analysis of anthropological responses to the issue/challenge you chose, and you will finish with your recommendations for future work.

Please prepare and submit the abstract for this project in class on April 3rd. The paper may be submitted any time thereafter up until the final exam period for the class. You can submit it early for feedback and revision.

Schedule:

Week of:	Topic:	What to Read:	Notes/Visitors:
January 23	Introductions, description of course, charting the semester	None	
January 30	Why not just work in academics? How to evaluate options open to you as an anthropologist	Gwynne Chpt 1 & 13 Moodle: Chambers 1987 <i>Bennett 1996 (supplemental)</i>	Enrichment: Discussion leader:
February 6	History of applied anthropology and development	Gwynne Chpt 3 Moodle: Escobar 1990 Gardner and Lewis 1996	Enrichment: Discussion leader:

February 13	Ethics in applied anthropology, continued: Informed consent	LeCompte and Schensul Chpts 3-6 and Chpt 9 AAA ethics SFAA ethics	Enrichment: Discussion leader: Guest: UM IRB representative Please do online IRB course before class. Print and bring certificate to class.
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February 20 **Presidents Day – University is closed**

February 27	Anthropologists and the rise of NGOs: Roles and ethics	Gwynne Chpt 6 Hoy Chpts 1-95	Enrichment: Discussion leader: <i>First blog or dashboard is due</i>
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March 6	Anthropology and ‘local development’ – who wants ‘development’, how do they get it, and what happens next...	Gwynne Chpt 5 Hoy Chpt 5 Moodle: Colson 1956 Peters, 1996 Mehta, 1996	Enrichment: Discussion leader:
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March 13	Case studies in failed and successful global health development		Enrichment: Discussion leader:
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March 20 **Spring Break**

March 27	Anthropology and ‘local development’ – helping project managers understand why people sometimes resist innovation	Gwynne Chpt 10 Hoy Chpt 6 Moodle: Rogers 1995	Enrichment: Discussion leader: <i>Second blog or dashboard is due</i>
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April 3	Anthropology and health development	Gwynne Chpts 11 & 12 Whitaker Chpts 6 & 7	Enrichment: Discussion leader: <i>The abstract for your term project is due in class this week.</i>
April 10	Anthropological understandings of 'folk medicine'; communicating across paradigmatic divides	Whitaker: 26 & 32	Enrichment: Discussion leader:
April 17	The roles occupied by traditional healers	Whitaker Chpts 8 & 9 Moodle: Fissel & Haddix McKay 2004 Dow 1986 Greene 1998	Enrichment: Discussion leader:
April 24	<i>Negotiating tricky politics</i>	<i>Readings TBD</i>	<i>Enrichment: Discussion leader: Third blog or dashboard is due</i>
May 1	Review of analyses of the field, of the course, and presentations of your paper topics		Come with posters and 10-15 minutes discussion of your topic
May 8	Final Exam Period Wednesday 8am	Meet to turn in final papers	Papers are due
