



Anthro 397D Public Anthropology

UMass Amherst * Prof. Sonya Atalay * Spring 2014
Tuesdays & Thursdays, 8am-9:15, Machmer E33

For some anthropologists, the goal of research is not simply to study the world, the point is to engage with the world and bring about positive change. Public anthropologists strive to link research and action, to bring anthropological knowledge to broader audiences, whilst promoting social justice and social change. In this class we explore the range of approaches to public anthropology and reflect on its potential. The course is

part survey (what is public anthropology? What are the diverse approaches? Who's talking about it and why? What are the key areas of debate?), part up-close investigation of public or engaged anthropological scholarship. As we consider these works, we'll be forging our own vision of what a public anthropology can and should be at the same time as we critically engage the contents of this project and the forces that prompt it. Students will engage a variety of different forms of public anthropology approaches, including feminist ethnography, community-based and participatory action research, public policy initiatives, applied approaches, and activist scholarship. We take a global approach and consider public anthropology within and between the four sub-fields of anthropology (cultural, archaeological, linguistic, and biological). Throughout the semester you will hear from UMass Anthropology faculty and graduate students who are engaged in public anthropology projects and you will explore the range of digital media used in public anthropology. Your weekly assignments will include sharing your reflections and comments on the course readings via twitter, facebook and blogging.

Format and Expectations: Class meets twice per week. Tuesdays will include lecture and discussion; Thursdays we will work collaboratively on your digital media research projects. In the early weeks of the semester, UMass Anthropology faculty who conduct public anthropology projects will join us in class on Thursdays. The goal of these presentations is to allow you to engage directly with scholars who are conducting public anthropology research but also to give you a jump-start on your final research project (which will focus on research being conducted by UMass Anthro faculty).

While I plan to give some lectures, we will spend much of our time together in collaborative learning and discussion, hence, your active participation is crucial to the success of the course. You are expected to attend all sessions, complete all assignments on time and to be prepared to participate in discussions.

Instructor Information

Dr. Sonya Atalay, 202 Machmer, satalay@anthro.umass.edu, 545-2652

Office hours: Tuesdays 9:30-11:30

Assessment

- Attendance (10%)
- Participation (20%) This includes 1) preparing comments, reflections and questions related to readings and 2) contributing to class discussions
- Project Summary (250 words), Annotated Bibliography, Interview Questions, and detailed outline (10%)
- One blog post (20%): Blog entries will be posted online at: <http://blogs.umass.edu/satalay/engaged-anthropology-lab/>
- Regular (at least weekly) written comments and thoughts on readings/class discussions via social media (10%) (use hashtag UMass #Anthropology, @SonyaAtalay, or post on my UMass Engaged Anthropology Facebook page here: <https://www.facebook.com/engagedanthrolab>)
- Video Research Project (30%): 3-5 minute YouTube video featuring the work of a UMass Anthropology faculty member

Required Books and Materials

- *Community-based Archaeology: Research with, by and for Indigenous and Local Communities*. By Sonya Atalay (2012)
- *Toward Engaged Anthropology*. Edited by Sam Beck and Carl Maida (2013)
- *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Paul Farmer (2004)
- 8GB Flash drive (this should be empty and used exclusively for your class project)

The books are available from the Bookstore Annex. All other readings are available on Moodle.

Attendance (10%) & Participation (20%): The learning in this class takes place when we come together to discuss the readings, share ideas, and learn from guest speakers. There will be minimal “lecture” time because, rather than listening to me tell you facts and details about what I think public anthropology is or should be, I am focused on having you think about, critique, and engage with ideas related to public anthropology. I will take attendance each class and keep a participation journal to keep track of your contributions to each class meeting. Each class session you are expected to bring with you brief prepared comments, reflections, and/or questions related to the readings. When guest speakers attend, you will bring a question or some form of feedback about their work. (For example: Was there a section in their article that you particularly liked? Do you have a question about their research? Are you curious about their next project?) You will exchange prepared notes with other students each class period and we will discuss them in teams and as a group. I will collect your prepared comments at the end of each class.

Note: If you do not participate regularly in class discussion, you will not get an ‘A’ in this class.

Project Summary, Annotated Bibliography, Interview Questions, and Outline (10%): To help get you moving on your research project and to ensure you make timely progress, you will submit aspects of your research over the course of several weeks. Due first is a **project summary** (~250 words) that describes your research question and how you plan to address it in your video (**due Feb. 13**). Next, you will complete an **annotated bibliography** (**due Feb. 27**) that lists the key sources you plan to use to inform your research. For each source you will provide a properly formatted bibliographic reference. Use whichever bibliography style you prefer, but you must be consistent throughout the bibliography. For each source you will provide a brief overview (1-2 sentences), noting how the source informs your research. On **March 6** you will submit **interview questions** for each person you plan to interview. Finally, you will produce a **detailed outline or storyboard** for your project (**due March 13**). There is no page or word requirement for this but it must clearly demonstrate the main ideas and key question you are investigating in your research project, who you will interview, and the overall flow of the visual narrative. You will submit drafts of these items by the due dates specified above but will be expected to regularly change, update, and edit these materials as your research progresses. Your grade will be based on the final submission of all four items on **March 27** (the week after spring break).

Blog post (20%): One important aspect of public anthropology is writing for a broad (public) audience. You will get experience doing that by writing 1 blog post. Your post should be between 500-1000 words and can be based on a topic of your choice that is related to course readings and topics. Your blog post can take any format you like, but it must reference readings and discussions from the course. For example, you might choose to focus on and discuss 1 particular reading or set of readings (e.g. discussing an article that you found inspiring) or you might reflect on of the themes for a particular week (e.g. digital methods for sharing anthropology research). You could consider a theoretical or methodological topic or something at broader, for example - discuss the ethics of doing public anthropology or explain the visual metaphor you created in Week 4. You can even focus your blog post on a UMass faculty member and their work and use this as a way to get feedback on your video research project. There is not a set due date for these. In Week 2 you will sign up for a due date for your blog post. The point is to spread these out over the course of the semester, as we talk about different topics. I will review a draft of your blog post with you during office hours and suggest revisions. You will then have a chance to revise and finalize your work before it is posted online (<http://blogs.umass.edu/satalay/engaged-anthropology-lab/>).

Social Media discussion (10%): I want you to gain experience sharing your ideas and thoughts about public anthropology and about the research you are reading and conducting with people other than myself and your classmates. Social media is one important way to do that. In this class you will get credit for using social media. I want to see you regularly tweeting, posting, and otherwise sharing on social media. One easy way to accomplish this is to post one of your written comments for class discussion on facebook, or you might tweet a question that is raised in class about a reading or an idea. Whenever possible, include a link to the article or book we are discussing. As often as possible I will take a short break in class to allow time for this. Regardless of the opportunities for social media during class time, you are expected to use social media regularly as a means of sharing our discussion with a wider audience throughout the semester. There is not a minimum number of weekly tweets or posts. However, I expect to see you making an effort to engage an audience outside of our class members. Use hashtag UMass #Anthropology, @SonyaAtalay, or post on my UMass Engaged Anthropology Facebook page here: <https://www.facebook.com/engagedanthrolab>. Let me know if you use other hashtags so that I can easily keep track of and credit you for your participation on social media. **Let me know immediately if you don't currently use any social media so that we can make other arrangements.**

Video Research Project (30%): In order to practice the principles of public engagement that we study in this course, rather than writing a research paper that will reach a limited audience (usually it's just the professor who reads class papers), for this course your final research project will be to create a 3-5 minute YouTube video using iMovie and Garage band. In the video you will discuss what public anthropology is, the various forms of engaged anthropological research, and how they contribute to social justice, activism, and a better world. Your video will examine the theoretical framing, methods, and outcome of one (or more) UMass Anthropology faculty member(s). You will detail where that faculty member's research fits within the landscape of public anthropology and demonstrate how their research impacts (or can impact) the world outside of academia. The videos will be presented in a public screening at the end of the semester. The videos will have a permanent home on the UMass Engaged Anthropology YouTube and Vimeo Channels.

You will need to interview the person featured in your video and should plan this well in advance. You should set up a time to meet with the professor during their office hours to discuss your project and explain what you are requesting from them (interview them for x minutes, you will provide a set of prepared question, etc.). Your interview need not be long (15-20 minutes is likely plenty of time). You will prepare interview questions in advance and share them with the professor prior to your interview to give them plenty of time to consider the questions.

You will receive training for iMovie and Garage Band - we have 3 weeks of training scheduled and you also have access to Atomic Learning tutorials (<http://www.atomiclearning.com/highed/home>) and UMass OIT tutorials (<http://blogs.umass.edu/teachoit/2010/11/17/imovie-tutorials/>). You will need to include images and sound in your video. The training will help you with this, but you will need to start planning for this early. Begin looking for appropriate images, taking care to properly credit the photographer or source. Use open source images and sound whenever you can.

You will be working on aspects of this project over the course of the semester. You might consider using your blog post as a way to think through the topic you want to discuss. Whatever research topic you choose and however you incorporate the work of a UMass Anthropology faculty member, I urge you to begin thinking about this and planning NOW. This will make your work in the course much easier because you can focus your reading, writing, blog post, and even social media work with an eye to your topic. You will have opportunities to get feedback on your video project at the research sneak peak on **April 10** (when you will share ideas and preliminary work on your video) and again on **April 22 and 24** (when each of you will screen your completed video project). You will have a chance to make any final edits to your video before submitting the final version on **Tuesday, May 6**.

Academic Honesty You are expected to abide by all of the rules of academic honesty presented in the [UMass Academic Honesty Policy](#) (web address below). If you have any concerns or questions about these guidelines, talk to me during office hours. (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Weekly Schedule

Week 1: January 21 and 23

Tuesday: Introduction to the course. Detailed discussion of course expectations.

In-Class Activity: What is public anthropology? How do the ideas of this course and what you will learn about public anthropology contribute to your life/education/career?

Thursday:

In-Class Activity: Define Neo-liberalism. Define structural violence.

Guest Speaker – Dr. Ventura Perez lab tour and presentation of his bioanthropological research examining violence against the Yaqui of Northern Mexico.

Readings

- 1) Toward Engaged Anthropology, Ch. 1 and 5
- 2) From the Singing Tree to the Hanging Tree: Structural Violence and Death within the Yaqui Landscape. V. Perez (2010) *Landscapes of Violence* 1(1).

Week 2: January 28 and 30

Tuesday: What is public anthropology? (Applied, Public, Engaged, Activist, Public Policy, and more)

In-Class Activity: Visualizing the Public Anthropology Continuum

Readings

- 1) Defining Public Anthropology. Blog post by Robert Borofsky.
<http://www.publicanthropology.org/public-anthropology/>
- 2) Setha Low and Sally Engle Merry, Engaged Anthropology: Diversity and Dilemmas: An Introduction to Supplement 2. *Current Anthropology* 51(s2): 203-226.
- 3) Community-based archaeology, Preface + Ch.1-2

Thursday: Guest Speaker, Dr. Jonathan Rosa

Readings

- 1) Three Reflections on Public Anthropology, Catherine Besteman (2013) *Anthropology Today* 29(6): 3-6.
- 2) "Language like 'illegal immigrant' seen as a challenge during immigration debate".
<http://www.cnn.com/2013/04/04/us/illegal-immigrant-term-still-a-challenge/index.html>

Week 3: February 4 and 6

Tuesday: Community-Based Research

In-Class Activity: Engaged Anthro Lab Mission Statement

Readings and Assignments

- 1) Community-Based Archaeology, Ch. 3-5
- 2) Due Today: You are developing an engaged anthropology lab or think tank and you need to succinctly describe your work and goals in a mission statement. Using ideas from our readings and discussions this week and in previous weeks, write a 1-paragraph mission statement.

Thursday: Expectations and Plans for your final YouTube project

Assignments

- 1) Watch Erica Kowsz's (<https://vimeo.com/75022961>) video and Evan Taylor's video on Vimeo.
- 2) Due Today: Come prepared to share a topic idea for your research.

Week 4: February 11 and 13

Tuesday: Visual Anthropology

In-Class Activity: View Remembering Rosewood video (<http://www.virtualrosewood.com/media.html>)

Reading: Digital storytelling as a method for engaging scholarship in anthropology, by Aline Gubrium, *Practicing Anthropology* (2009) 31:5-9.

Thursday: Guest speaker, Dr. Krista Harper on Participatory Visual Anthropology

Readings and Assignments

- 1) Due Today: Submit summary of your research project (250 words)
- 2) Read: Participatory Visual and Digital Methods, Ch. 1 and Ch. 4, by Aline Gubrium and Krista Harper (2013)

Week 5: February 18 and February 20

Tuesday: No class (UMass Monday)

Thursday: Feminist and Activist Anthropology

Guest Speaker: Dr. Whitney Battle-Baptiste presents her work on Black Feminist Archaeology

In-Class Activity: Search for the Perfect Quote

Readings & Assignment

- 1) Read: Feminist Activist Ethnography Forward, Introduction and Chapter 1 (ix-p.38)
- 2) Read: Black Feminist Archaeology, Introduction (p. 11-32)
- 3) Due Today: Bring at least 1 quote to class that you find inspiring about Engaged Anthropology or something with relevance or that intersects with the ideals of Engaged Anthropology.

Week 6: February 25 and February 27

Tuesday: Doing Community-Based Participatory Research

In-Class Activity: Visual Metaphor of Public Anthropology.

Readings and Assignment

- 1) Read: Community-based Archaeology, Ch. 6-7
- 2) Due Today: Create a visual to express the range of public anthropology practices. We will share these in class today. *Details: How do you visualize "engaged anthropology"? Is it an interconnecting set of gears? An eco system where water moves from clouds to trees and sprouts flowers and food? Create a visual and bring it in to share and discuss.*

Thursday: Participatory Action Research and Afterwards

Guest Speaker, Dr. Julie Hemment speaks about transitioning out of a PAR project.

Readings & Assignment

- 1) Due Today: Annotated bibliography
- 2) Read: Public Anthropology and the Paradoxes of Participation, Julie Hemment (2007) *Human Organization* 66(3): 301-314.

Week 7: March 4 and March 6

Tuesday: Sharing Knowledge with various "Publics"

Readings: Toward Engaged Anthropology, Ch. 6

Thursday: Digital Media Training #1: iMove and Garageband basics.

Due Today: Interview Questions for your YouTube video research project.

Week 8: March 11 and March 13

Tuesday: Changing the World – Inspiring Projects that Make a Difference

Readings: Pathologies of Power, Part 1: Bearing Witness (Forward, Preface + p. 1-133)

Thursday: Digital Media Training #2: Advanced iMovie

Due Today: Detailed outline/storyboard of your research project

March 17-21 SPRING BREAK

Week 9: March 25 and March 27

Tuesday: Changing the World – Inspiring Projects that Make a Difference

Readings: Pathologies of Power, Part 2: (p.136-256)

Thursday: Digital Media Training #3: Bring your images & video to work on your project.

Due Today: final hardcopy of project summary, annotated bibliography, interview questions, and detailed outline/storyboard.

Week 10: April 1 and 3

Tuesday: Changing the University: Activism within the Academy. Discussion led by Prof. Art Keene

Readings

- 1) Boone Shear and Angelina Zontine, "Reading neoliberalism at the university"
- 2) The Neoliberal Institutional Review Board, or Why Just Fixing the Rules Won't Help Feminist (Activist) Ethnographers, E. Chin (2013) in *Feminist Activist Ethnography*, Ch. 10 (p.201-221)
- 3) Public Intellectuals Against the Neoliberal University, by Henry Giroux

<http://truth-out.org/opinion/item/19654-public-intellectuals-against-the-neoliberal-university>

Thursday: Review and Reflect on Blog posts

Read: blog posts and drafts (if yours isn't yet published on the blog, post your draft on Moodle)

Attend

1) UMass Conference: *Neoliberal Governance and Academic Practice: Teaching and Learning, Resistance, and Radical Possibility*, April 5-6

2) Dr. Dean Saitta (Chair, Anthropology Dept., U of Denver) talks about his engaged archaeology research. Monday, April 7, 3:30-5pm

Week 11: April 8 and 10

Tuesday: Activist Scholarship

Readings

- 1) Lyon-Callo, Vincent and Susan Hyatt, "The Neoliberal State and the Depoliticization of Poverty: Activist Anthropology and 'Ethnography from Below.'"
- 2) Knowledge in the Service of a Vision: Politically Engaged Anthropology. Dana-Ain Davis (2006) Ch. 12 In *Engaged Observer: Anthropology, Advocacy and Activism*.

Thursday: Research Update - Sneak Peak and Peer Review of Projects (Divide into groups to discuss)

Week 12: April 15 and April 17

Tuesday: Public Policy

Readings

- 1) Toward Engaged Anthropology, Ch. 3-4
- 2) Activism and creating a translational archaeology of homelessness. Larry Zimmerman, Courtney Singleton and Jessica Welch (2010), *World Archaeology* 42(3): 443-454.

Thursday: Guest Speaker, Dr. Amanda Walker-Johnson, Anthropology and Education Policy.

Readings: "Turnaround" as Shock Therapy: Race, Neoliberalism, and School Reform. By Amanda Walker-Johnson (2013). *Urban Education* 48(2): 232-256.

Week 13: April 22 and 24

Tuesday: Engaged Anthropology Digital Research Project Screenings (Bring your project on a flash drive)

Thursday: Engaged Anthropology Digital Research Project Screenings (Bring your project on a flash drive)

Week 14: April 29

Tuesday: Considering the Impact of Engaged Anthropology and Why Anthropology Matters

Readings

- 1) Community-based Archaeology, Ch. 8 Lasting Effects
- 2) Toward Engaged Anthropology, Ch. 8 Lessons from Vicos

Final Project Due: **Tuesday, May 6.** Submit on Flash Drive or DVD (along with any signed release statements you've obtained for posting the video online) to my faculty mailbox in 201 Machmer.