

ANTHROPOLOGY 313: ANTHROPOLOGY AND PUBLIC POLICY

Instructor: Robert M. Emanuel

Office Hours: Wednesdays 5:30-7:00 p.m.; or by appointment

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COURSE DESCRIPTION:

Welcome to Anthropology 313. This course is designed to give you an overview of some of the major areas where anthropological theory and practice are impacting public policy. It will focus on a worldwide stage, although we will try to draw from North American examples as much as possible in order to give you a sense of the ways that your own experiences relate. We will also record and discuss examples of current events that shape and are shaped by anthropology as well as its related social and behavioral science disciplines. Anthropology is not a newcomer to public policy, and as such, we will cover some of the history of the discipline in order that you may get a sense of its contributions over the last portion of the 19th century and up to the present. We will focus on anthropological contributions to urban policy and planning, economic and international development, environment, advocacy for native peoples, public health, gender, human rights, and ethics. Within some of these areas, we will also occasionally deal with archaeology and its relationship to public policy. The goals of the course are:

- 1.) Describe anthropology's contributions to public policy worldwide.
- 2.) Discuss and critique anthropological approaches to public policy problems.
- 3.) Be able to look at current public policy issues with an anthropological perspective.
- 4.) Learn about how policy-oriented anthropologists gather, analyze, and present their findings.

Since this is an upper division course, you will be expected to understand some of the basic concepts we will discuss. That means you need to have taken at least 6 units of introductory anthropology. This also means you will need to read and write a fair amount (you will read between 50-75 pages a week and write at least 18 pages for the semester). Expect to spend about 10 hours a week on this class, including class time.

REQUIRED READINGS:

Reading Packet on-line: http://www.u.arizona.edu/ic/polis/spring01/Course-Homesite.cgi?ANTH_313-01

The course password for accessing the electronic reserves is: Boas

COURSE REQUIREMENTS:

Because this course is only taught once a week, we will need to get a lot out of our meetings. That means we will need to do at least three things each time. (1) We will discuss the readings you were assigned. (2) I will give a short lecture on issues germane to the readings; usually relating to the shorter articles you are assigned. (3) We will sometimes present and discuss your journal topics. This means you will need to read and digest your reading assignments, work on your writing requirements, and participate in a lively discussion.

- **Participation** is key to this course, so I will grade you for your interactions. That means you must demonstrate your preparedness by having read everything you need to, be on time, and in class.* Consider this an invitation to discuss issues raised by the readings, your thoughts, questions, or even doubts. You will be asked to bring these into discussion during the class period. You may also raise issues and questions with the instructor during office hours or over e-mail. Participation is worth 15% of your grade.
- **Weekly Papers** will be assigned. These will be 1-2 page essays in which you will answer a question or questions that I assign to you. Questions will be given out at the end of class, and posted on the class website on Polis after that. You will be responsible for 10 of these, but if you choose to turn in more, I will discard your two lowest scores. This means you can turn in a maximum of 12 throughout the semester. Each one is due to me at the end of the following class period. Please use these for our in-class discussions. The papers are worth 50% of your course grade.
- **Contemporary Issues Journal** is a short collection of topical issues that you can glean from popular media sources or extracurricular readings.** You will keep a short (1/3 page) typed description of each topic, accompanied by a copy of the original source (if appropriate), in a journal format. This needn't be elaborate, just explain what it is, how it relates to a topic we have discussed or read about in the class, and what provoked you to pick it. These are graded on a simple pass-fail basis—turn an acceptable entry in and you get 5 points. There are 12 of these due for the course. They can be turned in throughout the course. Please don't save them all for the end! The journal is worth 15% of your grade.
- **Final Exam** will be based on your weekly papers, notes, discussions, and reading materials assigned throughout the semester. The exam will be a take-home, and hopefully, more fun than the name implies! It is worth 20% of your final grade.

* Medical or other serious excuses are accepted, but I need proof and for you to take responsibility to catch up on everything you missed.

** Hint: much of what you might need for the journal can be found on the Internet. For example, go to: <http://www.tamu.edu/anthropology/news.html>

GRADING:

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|-------------------------------------|--------------------|----------------|---|------------------|
| 10 Weekly Papers (@ 20 points each) | =200 points | Grading scale: | A | 320 – 400 points |
| 12 Journals (@ 5 points each) | = 60 points | | B | 239 – 319 points |
| Participation** | = 60 points | | C | 158 – 238 points |
| Final Exam | = 80 points | | D | 77 – 157 points |
| <u>Total Points</u> | <u>=400 points</u> | | E | < 77 points |

**Includes attendance, active discussion, and other contributions to class.

ACADEMIC INTEGRITY:

Standards of academic integrity will be strictly enforced. This creates two issues for us. First, if you use someone else's work, ideas, or words in your writings, you will need to properly cite them. Second, cheating on the weekly writings or exams will not be tolerated and will result in a failing grade assigned for the exam or writing. This means you must do your own work. However, I do not expect to see either in this class and look forward to a semester largely free of these troubles. To facilitate this, please feel free to talk to me about any issues related to academic integrity.

Week 5: Feb 7
Assignment

Strange Bedfellows: Development Policy and Anthropology

Stanford, L. 1994. Transitions to Free Trade: Local Impacts of Changes in Mexican Agrarian Policy. *Human Organization* 53:99-109.

Pigg, S. L. 1997. "'Found in Most Traditional Societies': Traditional Medical Practitioners between Culture and Development," in *International development and the social sciences: essays on the history and politics of knowledge*. Edited by F. Cooper and R. M. Packard. Berkeley: University of California Press.

Week 6: Feb 14
Assignment

Anthropology and Development: Critiques

Escobar, A. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton Studies in Culture/Power/History. Princeton, NJ: Princeton University Press. Pages 3-54

Gow, David D. 1993. Doubly Damned: Dealing with Power and Praxis in Development Anthropology. *Human Organization* 52(4):380-397.

Week 7: Feb 21
Assignment

Unfinished Business: Anthropology and Native Peoples in North America

Dyck, N., and J. B. Waldram. 1993. "Anthropology, Public Policy, and Native Peoples: An Introduction to the Issues," in *Anthropology, Public Policy, and Native People in Canada*. Edited by N. Dyck and J. B. Waldram. Montreal & Kingston: McGill-Queen's University Press.

Gans, H. J. 1974. "The American Indian and Federal policy," in *Anthropology and community action*. Edited by E. Hegeman and L. Kooperman. Garden City, NJ: Anchor Books.

Deloria, Vine Jr. 1991. Commentary: Research, Redskins, and Reality. *American Indian Quarterly* 15: 457-468.

Week 8: Feb 28
Assignment

Anthropology and Native Policy Issues

McGuire, T. 1990. Federal Indian Policy: A Framework for Evaluation. *Human Organization* 49:206-219.

Hedican, E. J. 1995. "The Ethno-politics of Aboriginal Status and Identity" in *Applied anthropology in Canada: understanding aboriginal issues*. Toronto: University of Toronto Press.

Video: "Wampum wonderland" 60 Minutes. 1994

Optional:

Brody, H. 1981. *Maps and dreams: Indians and the British Columbia frontier*. Vancouver: Douglas & McIntyre.

Szasz, M. 1999. *Education and the American Indian : the road to self-determination since 1928*, 3rd edition. [Albuquerque]: University of New Mexico Press.

Week 9: March 7
Assignment

Archaeology and Native Americans: NAGPRA and Museums

Rose, J. C., T. J. Green, and V. D. Green. 1996. "NAGPRA is forever: Osteology and the repatriation of skeletons," in *Annual Review of Anthropology*, vol. v. 25, 1996. Pp. 81-103: Palo Alto.

Weaver, J. 1998. "Indian presence with no Indians present: NAGPRA and its discontents," in *Native American Religious Identity: Unforgotten Gods*. Maryknoll : Orbis Books.

Washburn, W. E. 1998. "Should Museums Return "Sacred" Objects from Their Collections?" in *Against the anthropological grain*. New Brunswick, N.J. ; London: Transaction Publishers.

Video: "Kennewick Man" 60 Minutes. 10/25/1998.

Enjoy your Spring Break!

Week 10: March 21
Assignment

Leaving the Village for the City: Urban Anthropology & Policy

Ervin, A. M. 1996. Collaborative and Participatory Research in Urban Social Planning and Restructuring: Anthropological Experiences from a Medium-Sized Canadian City. *Human Organization* 55:324-333.

Churchill, N. 1995. Ending Welfare as We Know It: A Case Study in Urban Anthropology and Public Policy. *Urban Anthropology* 24:5-35.

Video: Home economics: a documentary of suburbia. 1994

Week10: March 28
Assignment

Urban Anthropology and Policy: Homelessness

Glasser, I. 1999. Chapter 1 & 2 in *Braving the Street: The Anthropology of Homelessness*. New York: Berghahn.

Susser, Ida 1999. Creating Family Forms: The Exclusion of Men and Teenage Boys from Families in the New York City Shelter System, 1987-1991 in *Theorizing the city: the new urban anthropology reader*. S. M. Low, editor. New Brunswick, N.J.: Rutgers University Press.

Robertson, M. O. 1991. Interpreting Homelessness: The Influence of Professional and Non-Professional Service Providers. *Urban Anthropology* 20:141-153.

Video: Inside life outside. 1988

Week 11: April 4
Assignment

Anthropology and Public Health

Bailey, E. J. 2000. "Medical Anthropology, Culture and Ethnic Populations Health Issues," in *Medical anthropology and African American health*. Westport, CN: Bergin & Garvey.

Foster, G. M. 1999. "Bureaucratic Aspects of International Health Programs," in *Anthropology in public health: bridging differences in culture and society*. Edited by R. A.

Hahn and K. W. Harris. New York: Oxford University Press.

Singer, M. 1992. AIDS and US Ethnic Minorities: The Crisis and Alternative Anthropological Responses. *Human Organization* 51:89-95.

Optional:

Freidenberg, J. 1998. Social Networks and Health Care: The Case of Elderly Latinos in East Harlem. *Urban Anthropology* 27:49-85.

Bailey, E. J. 2000. "A Community's Perception of the Health Care System: Issues of Equity," in *Medical anthropology and African American health*. Westport, CN: Bergin & Garvey.

Justice, J. 1999. "Neglect of Cultural Knowledge in Health Planning: Nepal's Assistant Nurse-Midwife Program," in *Anthropology in public health: bridging differences in culture and society*. Edited by R. A. Hahn and K. W. Harris. New York: Oxford University Press.

Week 12: April 11
Assignment

Anthropology and Environmental Policy

Puntenney, P. J. 1995. Informing Environmental Policy Making. *Futures* 27:675-680.

Boggs, J. P. 1990. The Use of Anthropological Knowledge under NEPA. *Human Organization* 49:217-226.

Rajan, Ravi S. 1999. "Bhopal: Vulnerability, Routinization, and Chronic Disaster," in *The angry earth: disaster in anthropological perspective*. Edited by A. Oliver-Smith and S. M. Hoffman. New York: Routledge.

Guillet, D. 1999. "Water Demand Management and Farmer-Managed Irrigation Systems in the Colca Valley, Peru," in *Globalization and the rural poor in Latin America*. Edited by W. Loker. Boulder: Lynne Rienner Publishers.

Week 13: April 18
Assignment

Anthropology and Gender in Policy

Grossman, L. S. 2000. "Women and Export Agriculture: The Case of Banana Production on St. Vincent in the Eastern Caribbean," in *Women farmers and commercial ventures: increasing food security in developing countries*. Edited by A. Spring. Boulder, CO: L. Rienner Publishers.

Price, L. L. 2000. "The Fields Are Full of Gold: Women's Marketing of Wild Foods from Rice Fields in Southeast Asia and the Impacts of Pesticides and Integrated Pest Management," in *Women farmers and commercial ventures: increasing food security in developing countries*. Edited by A. Spring. Boulder, CO: L. Rienner Publishers.

Shell-Duncan, Bettina and Ylva Hernlund. 2000. "Female 'Circumcision' in Africa: Dimensions of the Practice and Debates," in *Female "circumcision" in Africa: culture, controversy, and change*. Edited by Bettina Shell-Duncan and Y. Hernlund. Boulder, CO: Lynne Rienner Publishers.

Week 14: April 25
Assignment

Anthropology and Anti-Poverty Policy

Lewis, O. 1969. Culture and Poverty: Critique and Counterproposals. *Current Anthropology* 10:189-201.

Carmon, N. 1985. Poverty and Culture: Empirical Evidence and Implications for Public Policy. *Sociological Perspectives* 28:403-417.

Williams, B. 1992. Poverty among African Americans in the United States. *Human Organization* 51:164-174.

Week 15: May 2
Assignment

Conclusions: Anthropology, Policy, and Ethics

Grace, Jocelyn 1999. "Damned if you do, Damned if you don't: the dilemma of applied anthropology (two case studies from Indonesia)" in *Applied anthropology in Australasia*. S. Toussaint and J. Taylor, editors. Nedlands, W.A.: University of Western Australia Press.

Fetterman, David M. 1983. Guilty Knowledge, Dirty Hands, and Other Ethical Dilemmas: The Hazards of Contract Research. *Human Organization* 42(3):214-224.

Gow, David D. 1991. Collaboration in Development Consulting: Stooges, Hired Guns, or Musketeers? *Human Organization* 51(1):1-15.

Kothari, B., and F. S. I. (FSI). 1997. Rights to Benefits of Research: Compensating Indigenous Peoples for their Intellectual Contribution. *Human Organization* 56:127-137.

!!Take-home Final Exams Due by 5:30 p.m. 5/9/01!!
Have a good summer.

This syllabus is subject to change. All changes will be discussed in class and students are responsible for those changes.