

ANTH 5050.810/820

Preparation for Capstone and the Career Fall 2025

INSTRUCTOR: Dr. Susan Squires
OFFICE HOURS: By appointment - Please email: Susan.Squires@unt.edu

Course Designers: Christina Wasson and Lisa Henry

OVERVIEW OF THE CLASS

Welcome! This class will provide a foundational training in the professional aspects of applied anthropological work. We will draw on scholarly readings and interactions with guest speakers to explore the diversity of contemporary applied anthropological research, and we will address some of the major theoretical, disciplinary, and ethical complexities of doing applied anthropological research in today's world. Throughout, students will also receive training in the professional aspects of applied anthropology that you will use to develop and/or progress on your own applied thesis project. We will address aspects such as client development, project design, marketing, and other important skills.

COURSE OBJECTIVES

- Discuss the diversity of applied anthropological work, including theoretical and methodological approaches
- Assess the major debates around, and ethical complexities of, doing applied anthropological work today
- Develop your applied thesis project, including learning more about potential fieldsites, conducting informational interviews, and completing a project statement
- Design a proposal for your thesis (for some this may be a hypothetical proposal)

PREREQUISITES FOR THIS CLASS

Anth 5010, Anth 5021, Anth 5031, Anth 5041

ACCESS AND NAVIGATION

This course is facilitated by Canvas. To get started with the course, please go to: <https://unt.instructure.com/>. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

COURSE COMMUNICATION

The best way to reach me is via email – either at susan.squires@unt.edu or through Canvas. For email correspondence, students can expect a response within 24 hours from Monday-Thursday and 48 hours from Friday-Sunday. Discussion grades will be posted within 7 days. Assignment grades will be posted within 7-12 days.

COURSE NOTIFICATIONS

Canvas has a standard notification setting for every new Canvas user. To change these settings, go to Canvas Guides' document regarding Notifications. It's best to receive (at the very least)

phone notifications and/or emails for announcements, changes to due dates, and emails from the instructor/Instructions Assistants.

REQUIRED READINGS

There is one required text for this course, “Using Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner, by Riall W. Nolan (2017). This book is available for purchase at the UNT Bookstore. All other readings can be found on our [course page via the UNT Libraries](#). There is a direct link to this page within each Lesson on Canvas.

GENERAL COURSE INFORMATION

Late work: I generally do not accept late assignments unless you have made specific arrangements with me in advance, have a doctor’s note, and/or otherwise have received my approval. However, I am not a tyrant. If you are struggling, please see me and I will do my best to work with you.

Academic Honesty, or, Just Don’t Cheat: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which can result in your dismissal from the university. For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see <http://anthropology.unt.edu/resources/writing-guide>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Non-Discrimination Policy: It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on

individual differences (including sexual orientation) inconsistent with its mission and education goals. Direct questions and concerns to the Equal Opportunity Office, 940-565-2456, or the Dean of Students, 940-565-2648. TDD access is available through Relay Texas, 800-735-2989.

F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES:

Federal Regulation: To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (I) (G)" and can be found buried within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance: To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

WEEKLY CYCLE

The course runs on a weekly cycle. There is one lesson for each week. Discussions for each lesson will last one week, from Monday morning through Sunday night, but of course you can post sooner and keep the conversation going longer.

- All students must read the lesson and the assigned readings. Also, they must start posting to the discussion board no later than Tuesday of each week.

- All assignments are due by 11:59 PM CT on Sunday on the week they are due.
- There will be a multiple one-hour videoconferences throughout the semester. These will be opportunities to discuss course topics and readings, ask questions about preparation for the applied thesis, and to hear guest presenters. We will need to arrange a consistent time and day for videoconferences that works for everyone.

COURSE REQUIREMENTS

1. **Discussion (25%, 250 points):** Participation in classroom discussions through the Canvas Discussion forum. As a graduate seminar, your participation is vital to the success of this class. The goal of our online written discussions is to duplicate a face-to-face conversation as much as possible, in terms of having a good back-and-forth among class participants. I will be assessing you for the overall quality of the whole conversation, rather than the magnificence of an individual post.

Your participation grade will be based on the content of your posts, including:

- Do you demonstrate that you have completed the assigned readings?
- Do you offer thoughtful analyses, reflections, and critiques of the topics discussed in class?
- Do your comments build on the comments of other class members?

Your participation grade will also be based on the structure and timing of your posts:

- Post your first message(s) by Tuesday of every week.
- Try to check the discussions daily; focus on contributing to just a few threads if your time is limited.
- Only one idea per message!
- Frequent small posts are better than humongous messages at rare intervals. This will enable more back-and-forth between you and your classmates.
- If you have a new thought that you want to share, start a new conversational thread. If everyone just hits “Reply” to previous messages the overall structure of the conversation will become confusing.
- Change the subject line when you are replying to a message but shifting the focus.
- If other people have already said what you wanted to say about one topic, move on to a different topic.
- Don’t put your thoughts in a Word attachment, write them directly in the message field.

Discussion Board Posting Requirements (50 posts, 3 pts each, 150 points total): You need at least 50 substantial discussion posts during the entire semester. Below is a rough guide of how many posts per lesson will get you there.

- Lesson 2: ~2 posts during the week
- Lessons 3-7 ~4-5 posts during each week
- Lesson 8 ~2-3 posts during the week
- Lesson 9-13 ~4-5 posts during each week
- Lessons 14, 15: ~2-3 posts during each week

Zoom Videoconferences (100 points): Attendance and active discussion is required during all videoconferences. You must contribute to the class discussion to earn discussion points during these meetings.

2. Applied Thesis-related Assignments (75%, 750 points): This course has a series of assignments that function like a funnel: they start out broad, and then each subsequent assignment helps you narrow your ideas and plans for the applied thesis, until, in the last assignment (the proposal) you are able to succinctly lay out a concrete plan of action.

- All assignments are due by Sunday at 11:59 PM CT at the end of the week they are due.
- Assignments should be submitted in the Assignments area of the course.
- Instructions for each item are provided at the end of the syllabus and within the assignment.

Assignment	Points	% of Grade
Field of Interest Paper	50	7%
Organizations List	100	13%
Resume	100	13%
Interview Summary #1	100	13%
Project Statement	100	13%
Interview Summary #2	100	13%
Proposal	200	27%

*A Note on Paper Formatting: All written assignments are to be single spaced, with 12-point font and 1-inch margins on all sides. In-text quotes and references should be properly cited using Chicago style. All papers with in-text citations should contain a works cited/references page.

Discussion Board Posting (50 posts, 3 pts each)	150 points
Zoom Videoconferences	100 points
Field of Interest Paper	50 points
Organizations List	100 points
Resume	100 points
Interview Summary #1	100 points
Project Statement	100 points
Interview Summary #2	100 points
Proposal	200 points
Total Points	1000 points
900-1000 (90-100%)	A
800-899 (80-89%)	B
700-799 (70-79%)	C
600-699 (60-69%)	D
Below 600 (0-59%)	F

COURSE SCHEDULE AND READING ASSIGNMENTS

Mon-Sun week	Topic and Assignments	Readings	Assignment Due Sunday 11:30 pm CT
Aug. 18-24	Lesson 1: Welcome	Nolan Preface	
Aug. 25-30	Lesson 2: Introduction to Course	Nolan Ch. 1, 2, & 4	
Sept 1	UNT Closed for Holiday		
Sept. 2-7	Lesson 3: Applied Anthropology as Community of Practice	Lave and Wenger 1991 Nolan Ch. 3 & 5 Wasson 2008	Field of Interest paper
Sept. 8-14	Lesson 4: Community of Practice 2 Career Preparation Finding an Applied Thesis Site	Wasson 2006 Nolan Ch. 6-9 (skip pp. 72-79)	
Sept. 15-21	Lesson 5: Practitioner Case Study Applied Thesis Planning Career Planning Networking	Pinsker 2006 Nolan Ch. 10-11	Organizations List
Sept. 22-28	Lesson 6: Practitioner Case Study Informational Interview Finding Employment	Copeland-Carson 2006 Nolan Ch. 12-14	
Sept. 29-Oct. 5	Lesson 7: Practitioner Case Study Career Building	Butler 2006 Nolan Ch. 15-16	
Oct. 6-12	Lesson 8: Public Anthropology	Borofsky 2000 Singer 2000	Interview Summary #1
Oct. 13-19	Lesson 9: Practitioner Case Studies Elevator Speech	Gluesing 2012 Riopelle 2012	
Oct. 20-26	Lesson 10: Practitioner Case Studies Writing a Project Statement	Trotter 1987 Forsythe 1999	Resume
Oct. 27-Nov. 2	Lesson 11: Client Development Designing the Thesis Project 1	Block 1981a, 1981b, 1981c	

Nov. 3-9	Lesson 12: Practitioner Case Studies Design the Thesis Project 2 Writing the Proposal	Sutherland and Denny 2003 Wasson and Squires 2012	Project Statement
Nov. 10-16	Lesson 13: Practitioner Case Studies	Fiske 2012 McNamara 2012	
Nov. 17-23	Lesson 14: Doing the Applied Thesis Practitioner Case Study		Interview #2 Summary
Nov. 24-30	Thanksgiving Weeks: No Class		
Dec. 1-7	Lesson 15: Review and Wrap up	Nolan Ch. 17	
FINALS Dec. 8-12	Due Wednesday, Dec. 10 ^h at 11:59 pm CT		Proposal

Instructions for Assignments

1. Field of Interest Paper

Write an essay about your field of interest, be it public health, refugees, organizational change, or whatever.

First of all, be as specific as you can about your interests. What is it about this field that draws you to it? Do you have previous experience in this area? What kind of organization might you work in, for your applied thesis and, later on, for your career (if relevant)?

Secondly, describe important issues or problems that organizations in this field are currently dealing with. Be as specific as you can. If you want, you can focus on the situation in a particular community or agency. If you are not that familiar with your field of interest, do some library/web research to identify current issues. How can an applied anthropologist help with these issues?

The essay should be about 2 ½ - 3 pages, single-spaced, with page numbers.

2. Organizations List

Prepare a list of 5 organizations that could be potential sites/clients for your applied thesis. For each organization, include ALL of the following information:

- Name of organization
- Address of organization
- Website of organization
- Name, job title, department, phone number, and email address of at least one contact person who might be able to sponsor your applied thesis (i.e., not the receptionist)
- Brief explanation of how you found out about the organization/contact person

- Brief explanation of what the organization does
- How the organization relates to your research interests

3. Interview Summary #1

In order to complete this assignment, you must first conduct an informational interview. This is an opportunity for you to ask someone in your field of interest for advice about designing your applied thesis. You will also ask them more generally about their job and their field of work. You will learn how to do an informational interview in class. Do not choose someone you already know well – the point is to expand your network. Do not conduct the interview using email. It should be face-to-face or by phone or Skype.

Write a summary of what you learned in the informational interview. What did you learn about the person's field of work? What did you especially like/dislike/find exciting/find boring? What advice did you get on setting up your applied thesis? The summary should be about 2-3 pages, single-spaced.

Note: Start planning your interviews many weeks before the assignments are due, because it can take a surprisingly long time to set them up. Expect that you may have to put a fair amount of effort into finding a good person to interview. Coordinating schedules can take weeks too; many of these people are very busy.

4. Resume

Write a resume based on Nolan Ch. 13 and class discussions. The audience for the resume should be your potential applied thesis sites.

5. Project Statement

Design a one-page summary of your desired applied thesis for potential clients. You may not go over one page but you can be creative with fonts, line spacing, and so forth. Make the page visually appealing, so potential clients will want to read it through. You will learn more about how to design a project statement in class, before the assignment is due. The point of the statement is to have something to hand organizations when you approach them, that tells them what you want to do and how they will benefit. The most common mistake students make with this assignment is to focus too much on themselves and not enough on what they can do for the client. Make sure to look over the information in the module before doing this assignment. You need to look at the examples.

6. Interview Summary #2

Same instructions as Interview Summary #1. As an alternative, you can proceed to actually contacting organizations about your applied thesis and setting up interviews. In that case, write about your initial applied thesis-seeking meeting(s).

7. Proposal

The proposal may be either somewhat hypothetical or the one you will actually put to use. Even if you are not ready to start your applied thesis, writing out a hypothetical proposal will provide you with a strong foundation for the final version. The proposal format should follow the

guidelines established by the department. They can be accessed on the website for this course. You will learn more about how to write a proposal in class.

Full References for Articles

- Block, Peter. 1981a. Chapter 2: Techniques are Not Enough. In *Flawless Consulting: A Guide to Getting Your Expertise Used*. San Francisco: Jossey-Bass, 13-36.
- Block, Peter. 1981b. Chapter 4: Contracting Overview. In *Flawless Consulting: A Guide to Getting Your Expertise Used*. San Francisco: Jossey-Bass, 53-68.
- Block, Peter. 1981c. Chapter 5: The Contracting Meeting. In *Flawless Consulting: A Guide to Getting Your Expertise Used*. San Francisco: Jossey-Bass, 69-106.
- Borofsky, Robert. 2000. Public Anthropology. Where To? What Next? *Anthropology News* 41(5):9-10.
- Butler, Mary Odell. 2006. Random Walk. *NAPA Bulletin* 26:20-31.
- Copeland-Carson, Jacqueline. 2006. Seeing Double: An Anthropologist's Vision Quest. *NAPA Bulletin* 26:55-81.
- Fiske, Shirley. 2012. Global Climate Change from the Bottom Up. In *Applying Anthropology in the Global Village*, ed. Christina Wasson, Mary Odell Butler and Jacqueline Copeland-Carson. Walnut Creek: Left Coast Press, 143-172.
- Forsythe, Diana E. 1999. Ethics and Politics of Studying Up in Technoscience. *Anthropology of Work Review* 20(1):6-11.
- Gluesing, Julia. 2013. Being There: The Power of Conventional Ethnographic Methods. In *Advancing Ethnography in Corporate Environments: Challenges and Opportunities*, ed. Brigitte Jordan. Walnut Creek: Left Coast Press, 23-37.
- Lave, Jean and Etienne Wenger. 1991. Legitimate Peripheral Participation. In *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press, 27-43.
- McNamara, Laura A. 2012. Interdisciplinary Research in the National Laboratories. In *Anthropologists in the Securityscape: Ethics, Practice and Professional Identity*, ed. Robert Albrow, George E. Marcus, Laura A. McNamara, and Monica Schoch-Spana. Walnut Creek: Left Coast Press, 87-100.
- Pinsker, Eve C. 2006. Theory and Practice: Improvising Life as a Practicing Anthropologist. *NAPA Bulletin* 26:135-151.
- Riopelle, Kenneth. 2013. Being There: The Power of Technology-Based Methods. In *Advancing Ethnography in Corporate Environments: Challenges and Opportunities*, ed. Brigitte Jordan. Walnut Creek: Left Coast Press, 38-55.
- Singer, Merrill. 2000. Why I am Not a Public Anthropologist. *Anthropology News* 41(6):6-7.

Sunderland, Patricia and Rita Denny. 2003. Psychology vs Anthropology: Where is Culture in Marketplace Ethnography? In *Advertising Cultures*, ed. Timothy deWaal Malefyt and Brian Moeran. Oxford: Berg, 187-202.

Trotter, Robert T. 1987. A Case of Lead Poisoning from Folk Remedies in Mexican American Communities. In *Anthropological Praxis: Translating Knowledge into Action*, ed. Robert M. Wulff and Shirley J. Fiske. Boulder: Westview Press, 146-159.