

Community Based Anthropology

Anthropology 315

Andrea Abrams

Fall 2018

Class: T/Th 2:20-3:50 Classroom: Crouse 302
Office: Old Centre 206 Office Hours: Thursday 12:00-2:00
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DESCRIPTION

This course is about the anthropology of community and the practice of community engagement. The anthropology of community employs a comparative approach to consider the means through which community dynamics influence each other. Community engagement includes the application of knowledge and skills to move a community toward positive change. This semester, the course topic is desegregation, diversity and inclusion as remembered by the Danville community and Centre College.

More specifically, students will participate in the Doherty Library project, Pathway to Diversity: Uncovering Our Collections, which seeks to reconstruct the histories of racial integration at Centre College, to examine the racial dynamics between the college and the surrounding community, and to explore the ways in which the past speaks to current efforts toward diversity and inclusion. The project will be to compare the integration of Danville public schools to the integration of Centre College. In so doing, we will consider competing narratives of race and belonging with particular attention to what and how things are remembered by different communities.

In order to accomplish these projects, we will analyze archival documents of Centre College, the Danville-Boyle County African American Historical Society, the Boyle County Public Library and other sources AND we will conduct oral histories with Danville community members as well as former Centre students, faculty and staff. In addition to the methodologies of content analysis and oral history, students will learn about the politics of public and collective memory as well as feminist and race-based research epistemologies.

TEXTS

Crawfish Bottom: Recovering a Lost Kentucky Community by Douglas A. Boyd

Been Coming through Some Hard Times: Race, History and Memory in Western Kentucky by Jack Glazier

reading handouts

FIELDWORK

Content Analysis: Each student will complete a substantive content analysis on archival or other documents related to racial politics, integration and collective memory as concerns Centre College and/or Danville's African American community.

Oral History: Students will interview 2-3 Danville and/or Centre College community members on their memories and experiences related to the course projects. Transcripts and/or recordings of the oral histories will be given to the library.

SCHEDULE

Fieldwork Days: Rather than meet in the classroom, students will work on their content analysis and oral history projects.

Workshop Days: The class will work through the themes and insights garnered from the fieldwork reports and plan the next steps of the project.

REQUIREMENTS

Participation: The participation grade is based on regular attendance, thoughtful engagement in class discussions, and productive contribution to workshopping sessions.

Discussion Cards: To encourage reading and facilitate conversation, students are required to submit discussion cards on 5 of the seven reading days marked with asterisks. Each card should contain 2-3 discussion provoking questions that meaningfully incorporate the assigned reading material. If it seems that discussions cards are not being carefully crafted or that class members are not rigorously engaging the reading, I reserve the right to institute pop quizzes. 15%

Field Reports: Reports will provide detailed documentation and analysis of the archival and oral history fieldwork. The reports will also be due by 9am on the Monday prior to Workshop Days. 30%

Reflection Diary: A reflection diary is a space to think critically about and analyze emotional responses to community engagement activities in the context of course content. An entry will be due by midnight on 3 Sundays of your choice (the latest submitted by 11/11). 10%

Presentation and Ethnography: Working individually or in teams, students will produce an ethnographic monograph that provides a description and analysis of the oral histories, content analyses, reflection diaries and course literature. There will also be a class presentation. 20%

Final Exam: There will be a cumulative take home exam on all assigned readings and lectures. 25%

A 100-93

B 92-85

C 84-75

D 74-65

U 64-0

	METHODOLOGY
Thurs, Aug 30	Our Standard True AND First Black Women at Centre Pathway to Diversity: Uncovering Our Collections Project (Beth Morgan and Oyin Aderoba)
Tues, Sept 4*	Racing Research, Researching Race Feminist Ethnography
Thurs, Sept 6	Feminist Content Analysis AND AAA Code of Ethics
Tues, Sept 11*	The Oral History Reader (select chapters)
Thurs, Sept 13	Oral History Interviews: From Inception to Closure Interviewing Techniques and Strategies
	COMMUNITY and PUBLIC MEMORIES
Tues, Sept 18	Danville/ Boyle County African American Historical Society (Michael Hughes)
Thurs, Sept 20	workshop (getting organized)
Tues, Sept 25*	Contradictions on the Landscape: Myth and Creation at the Manassas National Battlefield AND Black Memorials and the Bulldozer Revolution AND Confederate Monuments and Memorials
Thurs, Sept 27	<i>fieldwork</i>
Tues, Oct 2*	<u>Crawfish Bottom</u> : Recovering a Lost Kentucky Community (Introduction, Chapters 2 and 3)
Thurs, Oct 4*	<u>Crawfish Bottom</u> (Chapters 4, 5 and Conclusion)
Tues, Oct 9	workshop (field report due Monday 10/8)
Thurs, Oct 11	Fall Break
Tues, Oct 16*	<u>Been Coming through Some Hard Times</u> (Chapters 1, 3, and 4)
Thurs, Oct 18	<i>fieldwork</i>
Tues, Oct 23*	<u>Been Coming Through Some Hard Times</u> (Chapters 5 and 6)
Thurs, Oct 25	workshop (field report due Monday 10/22) Jim Davis
Tues, Oct 30	Writing an Ethnography
Thurs, Nov 1	<i>fieldwork</i>
Tues, Nov 6	No Class (GA election)
Thurs, Nov 8	workshop (field report due Monday 11/5)
	ANALYSIS
Nov 13 & 15	No Class (AAA conference)
Tues, Nov 20	DRAFT Ethnographic Monograph Due/ Peer Review
Thurs, Nov 22	Thanksgiving
Tues, Nov 27	Presentations
Thurs, Nov 29	REVISED Ethnographic Monograph Due/ Debriefing
Friday, Dec 7	FINAL EXAM