

**San José State University**  
**Anthropology Department**  
**Anth 233, Fields of Application, Section 1, Fall 2017**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jan English-Lueck
<b>Office Location:</b>	Clark 459
<b>Telephone:</b>	(408) 924-5347
<b>Email:</b>	Jan.English-Lueck@sjsu.edu
<b>Office Hours:</b>	Monday 10:30-11:45am, 3:00-5:00 pm; Wednesday 10:30-11:45 am or by appt.
<b>Class Days/Time:</b>	Tuesday 6:00-8:45 pm
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	Corequisite: ANTH 231 or instructor consent.
<b>Course number:</b>	41290

**Course Format**

This course is a seminar, with augmentation by online resources, found on Canvas. Internet connectivity and computers are required to access Canvas.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

**Course Description**

This course is a survey of domains in which anthropological skills and knowledge are applied. Topics include health, business and industry, sustainable regions, and immigration. Emphasis is on opportunities for anthropological contributions.

In this section we will focus on the issues and experiences of anthropological practitioners, particularly as they relate to the integrated focus areas of the anthropology of wellness, material culture and adaptability and knowledge in action.

Students will create a project, identify a stakeholder and learn to propose research relevant to that stakeholder. Students will work in teams and learn to be facile with the language and style of an organizational stakeholder.

## **Learning Outcomes**

### **Learning Outcomes and Course Goals**

#### **Program Learning Outcomes (PLO) of the Graduate Program in Applied Anthropology**

Students who successfully complete this graduate program will:

PLO 1\* Understand a range of anthropological research methods and be able to conduct research relevant to problem solving in various settings and for different clients/partners;

PLO 2\* Know basic models of applying anthropology in different settings and have the skills to be able to function as practitioners of several;

PLO 3 Be knowledgeable about (a) the discipline of anthropology in general and how it contributes to understanding and improving contemporary society, and (b) a particular field of anthropology in greater depth;

PLO 4 Be able to function effectively in at least one content area;

PLO 5\* understand personal, political and ethical issues inherent in research and application;

PLO 6\* Develop professionally as practitioners with skills in contracting, project management, and budgeting, as well as the ability to communicate about project goals and findings and the discipline of anthropology to diverse audiences; and

PLO 7\* Be knowledgeable about the region as a social and cultural system with complex state, national and global interconnections.

#### **Course Content Learning Outcomes**

Upon successful completion of this course, students will be able to:

CLO 1. Integrate techniques from across anthropology to apply knowledge related to the material culture and adaptation, wellness, and knowledge in action, the umbrellas that define the anthropological approach at SJSU.

CLO 2. Generate ways that anthropology can be used in communities and organizations to address real-world issues for human betterment, in applications as diverse as innovation and design, consumerism and household finance, architecture and housing, and wellness, disease and health care.

CLO 3. Analyze structural social and cultural differences to determine the appropriate applications and to judge their potential effectiveness.

CLO 4. Appraise how diverse stakeholders evaluate and promote better outcomes and modify communication to match stakeholder expectations. Students should expect to work in a variety of relationships with the people they serve, including advocacy, public anthropology, and consultation.

CLO 5. Determine the most appropriate ethical approach to knowledge generation and application.

## Required Texts/Readings

### Textbooks

Carla Guerrón-Montera, Editor. *Careers in Applied Anthropology in the 21<sup>st</sup> Century: Perspectives from Academics and Practitioners*. NAPA Bulletin Series. ISBN 9781405190152. (Available from Spartan online. Individual articles are available free from Anthrosource through the SJSU library database.)

Daniel Miller. *Stuff*. Polity Press. ISBN. 9780745644240. Available through Spartan shops for purchase or rental, and Amazon.)

Megan Carney. *The Unending Hunger: Tracing Women and Food Insecurity across Borders*. University of California Press. ISBN 9780520285477. Available through Spartan shops and Amazon.)

### Other Readings

This required reading is to be found on Canvas and through Anthrosource and other databases in the SJSU library.

Adam Drazin: *Design Anthropology: Working on, with and for Digital Technologies*. In *Digital Anthropology*. Heather Horst and Daniel Miller eds. Pps. 245-265. New York: Berg.

J.A. English-Lueck et al. 2012 *CommUniverCity San José: Evaluating a Community-University Partnership*. *Practicing Anthropology*. 24. Pp. 4-8. Society for Applied Anthropology.

Vidar Hepsø. 2013 *Doing Corporate Ethnography as an Insider (Employee)*. In *Advancing Ethnography in Corporate Environments. Challenges and emerging Opportunities*. Brigitte Jordan ed. Pp. 151-162. Walnut Creek: Left Coast Press.

Joseph Lindley. 2014. *Anticipatory Ethnography and Design Fiction*. *EPIC*. Pp. 237–253

Diana E. Marsh, Ricardo L. Punzalan, and Robert Leopold. 2015. *Studying the Impact of Digitized Ethnographic Collections: Implications for Practitioners*. *Practicing Anthropology* 37(3): 26-31.

Nancy Parezo. 2015. *Museum: Sites for Producing Anthropology that Matters*. *Practicing Anthropology*. 37(3) Pp. 10-13.

Megan McCullough, Bridget Hahm and Sarah Ono. 2013. *Observers Observed: Exploring the Practice of Anthropology at the VA*. *Annals of Anthropological Practice*. 37 (2): 5-19.

### Other equipment / material requirements

Students will need to have access to computers to use Canvas, and prepare assignments.

### Library Liaison

Your resource Librarian is Silke Higgins, (408) 808-2118, [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu).

## Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus, in our case, time spent on the class project conducting, analyzing and conveying findings through design storytelling. More details about student workload can be found in at <http://www.sjsu.edu/senate/docs/S16-9.pdf> and the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

## Course Assignments

1. Blog posts. (100 points per blog, 17.5% of grade) Facilitators will be individually assigned one or more readings. He or she will compose a "blog post" in the discussion section with questions or exercises designed to provoke thinking about how anthropology can be applied. The student will also find a case study that expands on that article, and write about the opportunities the article implies for practicing anthropologists related to that weeks. This is not a precis, or a summary, but an engaging 150 words that will provoke thought for your cohort. It will be submitted as an assignment and be posted to the Canvas discussion shell for the course. The blog's topic will link the discussion facilitation Course learning objectives met by this assignment include CLO 1, 2.
2. Discussion facilitation. (50 points per facilitation, 9% of grade). Along with 1-2 other people if appropriate, students will be responsible for facilitating a discussion, often beginning with an activity or ice breaker, and then using prompts to continue discussion. You must be physically present during your allotted facilitation slot. Course learning objectives met by this assignment include CLO 2,3,4 and 5.
3. Weekly Reading Application. (120 points, 21% of the grade). For each week marked with an asterisk, each student will summarize, without evaluation, the key insights or findings of the week's reading. The student will consider how some facet of that article might link to the student's personal strategy for professional development.
4. Role playing project. (200 points for the group, worth 35% of grade). Very few actual projects are individual. Most are done in teams. Students will work in a 3-5 person team to identify a potential project within the domains of applied anthropology. Four deliverables are built into this experience. First, you outline a domain, problem and plan (50 points). Second, you create an RFP from the point of view of a potential community partner (50 points). Third, you write a proposal in response to that RFP (50 points) and finally you present your proposal on the day of the Final (50 points). You would research and plan this project as if you were actually doing it, although you are only simulating the project. You would map an action plan to define the project, identify the stakeholders, consider how to best collaborate and consider the ethical implications for the various stakeholders. You would also map out the internal expertise of your team. What can you bring? What sort of business plan would best suit the scope of your project? Your project would be presented in conference format with appropriate powerpoints, handouts, such as bibliographies, artifacts or prototypes on Dec. 19. Individual efforts may vary in participation points. Course learning objectives met by this assignment include CLO 2,3,4 and 5.
5. Participation and Miscellaneous Activities (approximately 100, or 17.5% of the grade) Participation in class activities, project updates, simulations, and a variety of other exercises can be worth more than 100 points. Participation in class discussions and activities is the basis of awarding credit. Participation will be assessed by

giving full credit for active participation, partial credit for passive participation and/or late entry or exit in an activity, and no credit for non-participation. These participation points will be assessed in two date groups, August 29-October 17, and October 24-December 19). Class discussions and short written exercises (for example, input into class brainstorming activities) will be used to track participation. Course learning objectives met by this assignment include CLO 1 and 2.

### **Final Examination or Evaluation**

The Role Playing Proposal and Presentation, outlined above, will constitute the cumulative evaluation for the course. [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) which states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

### **Grading Information**

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation. Rubrics will be used in the Canvas submission portal.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” I understand illness, jury duty and other conflicts emerge, but I expect that you will notify me no later than the day of the class if you will miss class. If possible, we will try to include you in the discussions electronically if that is possible. You are still responsible for the work. I understand life happens and I will accommodate unavoidable excused absences for each student up to two times. If more than two discussions are missed, this privilege will be revoked. Similarly, I will accept only **two** late weekly submissions, as long as those weekly summaries are done by the next class. There will be a one grade penalty for any late summaries. No other late work will be accepted. All summaries must be submitted through Canvas.

### **Incompletes**

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the class work must have been completed to get an incomplete. Students with missing major assignments will receive a WU (an Unauthorized Withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

### **Notification of Grades**

If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone). You may also track your grade in Canvas.

### **Marking Criteria**

A+ 98-100%

A 94-97 %

A- 90-93%

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+ 88-89%

B 84-87%

B- 80-83%

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 78-79%

C 74-77%

C- 70-73%

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 68-69%

D 64-67%

D- 60-63%

F < 60%

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the assignment.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades."

Scores of individual assignments are posted to Canvas. See [University Policy F13-1](#) at

<http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. More guidelines on grading information and class attendance can be found from the following two university policies:

[University Syllabus Policy S16-9](#) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

[University Attendance and Participation policy F15-12](#) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

## **Classroom Protocol**

There is no ban on devices, but I expect them to be on mute and used only in conjunction with class activities. No device use during films since they are distracting to the rest of the classroom. Class will begin on time, and a professional tone is to be adopted during discussions and communications. Team members will contribute with appropriate effort and timely communication to their peers. I will assess team participation and ability to work within a group context. I will ask team members to evaluate themselves and their teammates throughout the course.

## **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

## Anth 233 Fields of Application Fall 2017

### Course Schedule

The tentative course calendar includes assignment due dates, exam discussion and due dates, and the date of final culminating activity, subject to change with fair notice.

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 29	Introduction of the cohort and class
2	Sept. 5	Panel of Alumni  Read: Redding, Master the Art of the M.A. Program and Beyond (Careers)
3	Sept. 12	The breadth of the evolving field  *Read: Guerrin-Montero, Preparing Anthropologists for the 21 <sup>st</sup> Century(Careers) Kedia, Recent Changes and Trends in the Practice of Anthropology (Careers)  Initial brainstorming of Role Playing Projects.
4	Sept. 19	Collaboration and evaluation between universities and communities  *Read: Lassiter Moving Past Public Anthropology and doing Collaborative Research (Careers) J.A. English-Lueck et al. CommUniverCity San José: Evaluating a Community-University Partnership. (Canvas)
5	Sept. 26	Reframing classic development anthropology  *Read: Nolan, Using Anthropology Overseas (Careers) Maynard-Tucker, Becoming an International Consultant Careers)
6	Oct. 3	Working with business and being a business  *Read: Pillsbury Applied Anthropology and Executive Leadership (Careers) Littlefield and González-Clements. Creating your own Consulting Business (Careers)  Coalesce teams for Role Playing Project.
7	Oct. 10	Working with material culture  *Read: Daniel Miller. Stuff, Chapters 1-3 (coordinate with discussion facilitator



Week	Date	Topics, Readings, Assignments, Deadlines
		week 8)
8	Oct. 17	Discerning the social life of material culture continued  *Read: Daniel Miller. Stuff, Chapters 4-5 (coordinate with discussion facilitator week 7)
9	Oct. 24	Design Anthropology and Storytelling with Stuff  *Read: Drazin: Design Anthropology: Working on, with and for Digital Technologies. (Canvas) Lindley Participatory Ethnography and Design Fiction (Canvas)
10	Oct. 31	Working across disciplines, Museology  *Read: Parezo. Museum: Sites for Producing Anthropology that Matters. (Canvas) Diana E. Marsh et al., Studying the Impact of Digitized Ethnographic Collections: Implications for Practitioners. (Canvas)  Q and A for teams for the Role Playing Project. Plan due for teams outlining problem, partner and domain.
11	Nov. 7	Government agency  *Read: Fiske, Working for the Federal Government: Anthropology Careers (Careers) McCullough et al, Observer Observed: Exploring the Practice of Anthropology in the VA (Canvas)
12	Nov. 14	Effecting Change in Work Organizations and Practices  *Read: Hepsø. Doing Corporate Ethnography as an Insider (Canvas) Gilden, Small Fish in Big Pond: An Applied Anthropologist in Natural resource Management (Careers)  Discussion of online video of workplace anthropologists
13	Nov. 21	Class time devoted to creating RFP. American Anthropological Association Meetings in progress so no formal class. (Canvas) RFP due Nov. 22 on Canvas.
14	Nov. 28	Migration, food and wellness  *Read: Carney. The Unending Hunger: Tracing Women and Food Insecurity across Borders. Chapters 1-3 (coordinate with discussion facilitator week 15)
15	Dec. 5	Political economy and wellness  *Read: Carney. The Unending Hunger: Tracing Women and Food Insecurity across Borders. Chapters 4-5 (coordinate with discussion facilitator week 14)  Q and A for teams for the Role Playing Project.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		Workshop, Forecasting your professional futures
Final Exam	Dec. 19	Note time change: 5:15 to 7:30 PM Applied Anthropological Projects