

San José State University
College of Social Sciences
Anthropology 233, Fields of Application, Section 1, Fall 2018

Instructor: Dr. Charlotte Sunseri

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Office Hours: Tuesday, Thursday 10:45AM-11:45AM, or by appt.

Class Days/Time: Thursday 6:00-8:45PM

Classroom: Clark Hall 204

Prerequisites: Corequisite: ANTH 231 or instructor consent

Course Description

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 class we focus on the issues and experiences of anthropological practitioners, as they relate to the role of the anthropologist as a researcher, advocate or activist, or policy-maker. We will focus on case studies of domains that intersect with anthropological knowledge, particularly the anthropology of wellness, environmental sustainability, migration and immigration, and industry and labor.

Course Goals

Course Content Learning Outcomes

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

LO1 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.

LO2 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.

LO3 Analyze structural social and cultural differences to determine the appropriate applications and to judge their potential effectiveness.

LO4 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.

LO5 Determine the most appropriate ethical approach to knowledge generation and application.

Required Texts/Readings

Textbooks

Schuller, Mark and Paul Farmer. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press.

(Available as eBook from the MLK Library: <https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=1042976&query=Killing+with+Kindness%3A+Haiti%2C+International+Aid%2C+and+NGOs>)

Striffler, Steve. 2005. *Chicken: The Dangerous Transformation of America's Favorite Food*. Yale University Press.

(Available as eBook from the MLK Library: <https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=3420197>)

Other Readings

Supplementary course readings or handouts in PDF format. [Available on Canvas website:](#)

Atalay, S. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. University of California Press. [pdf excerpts from eBook in library]

Bardach, Eugene (2012). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. Los Angeles: Sage. [excerpt as pdf]

Brighton, S. A. (2011). Applied archaeology and community collaboration: Uncovering the past and empowering the present. *Human Organization* 70(4): 344-354.

Britt, Kelly. 2007. Archaeology - the "Missing Link" to Civic Engagement? An Introspective Look at the Tools of Re-invention and Re-Engagement in Lancaster, Pennsylvania. In *Archaeology as a tool of civic engagement*, edited by Barbara J. Little and Paul A. Shackel. AltaMira Press.

Chavez, L. et al., 1992. "Undocumented Latin American Immigrants and US Health Services" *Medical Anthropology Quarterly* 6 (1): 6-26

Cook, Samuel. 2003. Anthropological Advocacy in Historical Perspective: The Case of Anthropologists and Virginia Indians. *Human Organization* 62(2): 191-201.

Dean, E. 2011. Birds of One Tree: Participatory Forestry and Land Claims in Tanzania. *Human Organization* (70)3:300-309

Gomberg-Munoz and Nussbaum-Barberena. 2011. Is Immigration Policy Labor Policy?: Immigration Enforcement, Undocumented Workers, and the State. *Human Organization* 70 (4):366-375.

Gonzalez, R. 2004. From Indigenismo to Zapatismo: Theory and Practice in Mexican Anthropology. *Human Organization* 63(2): Summer 2004.

- Gow, David D. 2002. Anthropology and development: Evil twin or moral narrative? *Human Organization* 61(4): 299-313.
- Graffam, G. (2010) Design Anthropology Meets Marketing. *Anthropologica* (52)1:155-164
- Kottak, Conrad P. 2004. An Anthropological Take on Sustainable Development. *Human Organization* 63(4):501-510.
- Levine, Mary Ann, Kelly M. Britt, James A. Delle. 2005. Heritage Tourism and Community Outreach: Public Archaeology at the Thaddeus Stevens and Lydia Hamilton Smith Site in Lancaster, Pennsylvania, USA. *International Journal of Heritage Studies* 11(5):399-414.
- Lewis, Krista. 2018. Finding Archaeology in 2017: What is Archaeology and Why Are We Doing It? Why Should We Be Doing It? *American Anthropologist* 120 (2): 291-304.
- Marshall, Y. 2002. What Is Community Archaeology? *World Archaeology* (34)2:211-219.
- McCullough, Megan, Bridget Hahm and Sarah Ono. 2013. Observers Observed: Exploring the Practice of Anthropology at the VA. *Annals of Anthropological Practice* 37 (2): 5-19.
- Messerschmidt, D. 2008. Evaluating appreciative inquiry as an organizational transformation tool: An assessment from Nepal. 67(4): 454-468.
- Parezo, Nancy. 2015. Museum: Sites for Producing Anthropology that Matters. *Practicing Anthropology*. 37(3) Pp. 10-13.
- Rolston, J. S. (2010). Risky business: Neoliberalism and workplace safety in Wyoming coal mines. *Human Organization* Vol. 69, No. 4 (Winter 2010), pp. 331-342.
- Sabloff, Jeremy A. 2008. Archaeology Matters: Action Archaeology in the Modern World. Left Coast Press, Inc. [excerpt, Chapter 1]
- Sankar, A., & Luborsky, M. (2003). Developing a community- based definition of needs for persons living with chronic HIV.
- Schensul, J. J. (2010). Engaged universities, community based research organizations and Third Sector Science in a global system. *Human Organization* 69 (4): 307-320
- Schuller, M. 2010. From Activist to Applied Anthropologist to Anthropologist? On the Politics of Collaboration. *Practicing Anthropology* 32(1):43-47.
- Shackel, Paul A. and Erve J. Chambers. 2004. *Places in Mind: Public Archaeology as Applied Anthropology*. New York: Routledge. [excerpts from library ebook]
- Singer, Merrill. 1995. Beyond the Ivory Tower: Critical Praxis in Medical Anthropology. *Medical Anthropology Quarterly* 9(1):80-106
- Smith-Nonini, S. 1997. Primary Health Care and its Unfulfilled Promise of Community Participation: Lessons from a Salvadoran War Zone. *Human Organization* (56)3: 364-374.
- Speed, S. 2006. At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research. *American Anthropologist* 108(1): 66-76.
- Treitler, I & Midgett, D. 2007. It's about water: Anthropological perspectives on water and policy. *Human Organization* 66(2): 140-149.

Course Requirements and Assignments

Students will be evaluated on the basis of:

1. *Seminar participation*: It is expected that all students will read all the readings each week and will be able to participate in discussions during each class session. This critical component of the seminar requires that students read all of the readings in advance of class and be prepared to engage in substantive discussions. This is the heart of what a graduate seminar is about. As such, you will be expected to attend the seminar each week and actively participate in discussion. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and/or late attendance, and no credit for non-participation or lack of preparation. (1 point each week; 14 points total)
2. *Weekly reading summaries and thematic discussion prompts*: Each week, you should prepare an annotated bibliography to summarize the main points and contributions of each reading selection for the week, along with three discussion prompts regarding their main themes. This assignment is due in printed form in class. (3 points for each summary/questions; 33 points total)
 - a. *For annotations*: You should concisely summarize the research problem, the main points, the methodology, and the article's conclusion. A sample annotation is included in the Canvas page (listed under week 1 readings)—use this to format your annotations like a bibliography (including all necessary citation elements and organized alphabetically by author) with single-spaced annotations below each entry. Do not regurgitate the abstract included at the beginning of each article—rather, write an original summary of its main points, focusing on what is most relevant to this class.
 - b. *For discussion questions*: At the end of your annotated bibliography each week, include three questions that prompt discussion regarding the main themes of the readings. You might wish to compare or contrast the approaches, conclusions, or goals of the articles, or otherwise show engagement in the potential links between them. You don't need to answer these overarching questions, just list them. Being able to formulate questions here will show critical engagement with why the readings were selected together for each week.
3. *Presentation and Seminar Facilitation*. Two times during the semester you (along with 1-2 partners) will be responsible for presenting the week's readings to your peers. Your team will also be expected to lead a critical discussion of the week's readings in a professional powerpoint presentation of the main points, and then to facilitate a round-table discussion or activity on the main issues. The schedule estimates the time allotment you should plan for your seminar presentation and discussion each week (typically 1-2 hours), considering other activities planned for that week's class. Your individually-written discussion questions from the weekly summaries may guide some element of the seminar discussion, or you may choose other means for your team to facilitate discussion with the class. It is recommended that you plan a number of prompts or small activities to facilitate discussion, and then manage time effectively during the presentation and seminar discussion to keep conversation going but not exceed allotted class time (10 points for each presentation; 20 points total).
4. *Guest Speaker/Panel Interview*. Once during the semester you (along with a team) will be responsible for interviewing a panel of alumni who were invited to speak with us on a particular set of topics. Before this class meeting your team will be expected to gather a list of relevant questions or topics of interest from your peers and instructor to guide the panel meeting, and during class you will facilitate the panel discussion. On your assigned panel day, you are expected to act as campus host to our distinguished alumni and engage with them professionally, and have a plan about the panel or interview format (10 points for each panel facilitation).
5. *Organizational Partner MOU and Project Design*: In this class we will focus on finding organizational partners and thinking through an MOU with a potential partner. It is expected that this activity is relevant to their progress on developing a project for the Master's degree more generally. Students will contact various organizations and narrow down to one main potential partner, discuss their interests/needs with stakeholders to collaboratively explore project ideas, and then draft a memorandum

of understanding (MOU) for working with that partner. While it is not necessary that the partner organization sign the MOU by the end of the semester, it is the intent of this exercise that all students will have a draft MOU for if/when they are ready to move forward on the project. As the final exam, students will submit their MOU document to the instructor and give a short class presentation detailing the proposed project, how it is of value or of interest to their organizational partner, and the significance of the project to various stakeholders. We will have in-class workshops to help move this project forward, students will be expected to occasionally report on out-of-class progress (5 x 20 points = 100 pts), and the activities will culminate in a MOU submission and project presentation (100 pts). (200 points total)

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

The Organizational Partner MOU and Project Presentation, outlined above, will be the final examination for the course. [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) *which states that* “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” In our seminar the completion of the project MOU and the presentation on its components will constitute the culminating event.

Grading Information

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A+ >99%, A 94-99%, A- 90-93 %
B+ 88-89%, B 84-87%, B- 80-83%
C+ 78-79%, C 74-77%, C- 70-73%
D+ 68-69%, D 63-67%, F <63%

Grading Policies:

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- **No** late assignments will be accepted without prior instructor approval and documented cause. Unless otherwise specified in the instructions, assignments will not be accepted by email or after the last scheduled class.
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.

University Policies

Here are some of the basic university policies that students must follow.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/) http://www.sjsu.edu/provost/services/academic_calendars/

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

ANTH 233 / Fields of Application, Fall 2018, Course Schedule

Schedule (including assignment due dates, exam dates) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 23	Introduction to course, assignment of seminar dates, discussion of semester products
2	Aug 30	<i>Part I, Applied Anthropology Domains</i> Domains of Applied Research, Part I Read: Gow 2002, Gonzalez 2004, Graffam 2010, Kottak 2004, Singer 1995 In class: Seminar (1.5 hrs)
3	Sept 6	Domains of Applied Research, Part II Read: Brighton 2011, Chavez et al. 1992, Lewis 2018, Parezo 2015 In class: Seminar (1.5 hrs), prep for upcoming panel discussion
4	Sept 13	<i>Part II, Anthropologists as Activists and Advocates</i> In class: <i>Advocacy Panel with Alumni</i> , prep for upcoming panel discussion
5	Sept 20	Activism and Advocacy, Part I Read: Cook 2003, McCullough et al. 2013, Schuller 2010, Speed 2006 In class: <i>Research Panel with Alumni</i> , Seminar (1 hr)
6	Sept 27	Activism and Advocacy, Part II Read: Britt 2007, Levine et al. 2005, Sabloff 2008, Shackel and Chambers 2004 In class: Seminar (1.5 hrs), prep for panel, Project work (finding organizational partners)
7	Oct 4	<i>Part III, Applied Anthropologists as Research Partners</i> Community-based research Read: Dean 2011, Marshall 2002, Schensul 2010, Smith-Nonini 1997 In class: <i>Research Partners and MOU Coordination Panel with Alumni</i> , Seminar (1 hr)
8	Oct 11	Community-based research, finding partner organizations Read: Atalay 2012 In class: Seminar (1.5 hrs), Project work (contact with partners)
9	Oct 18	<i>Part IV, Applied Anthropologists and Policy</i> Realities of research in applied settings Read: Schuller and Farmer 2012 (ebook on library website): pages 1-106 In class: Seminar (1.5 hrs), prep for upcoming panel discussion
10	Oct 25	Analysis of policy impacts, case study: disasters Read: Schuller and Farmer 2012 (ebook on library website): pages 107-194 In class: Seminar (1.5 hrs), Project work (elements of MOU)
11	Nov 1	Research in workplaces, case study: immigration Read: Striffler 2005 (ebook in library) In class: <i>Careers Panel with Alumni</i> , Seminar (1 hr)
12	Nov 8	Policy analysis, case study: evaluation Read: Bardach 2012, Messerschmidt 2008, Rolston 2010 In class: Seminar (1.5 hrs), Project work (stakeholders and significance)
13	Nov 15	No class – American Anthropological Association conference
14	Nov 22	No class (University holiday)

Week	Date	Topics, Readings, Assignments, Deadlines
15	Nov 29	Policy analysis, case study: needs assessment Read: Gomberg-Munoz and Nussbaum-Barberena 2011, Sankar 2003, Treitler and Midgett 2007 In class: Seminar (1.5 hrs), Project work (drafting MOU)
16	Dec 6	Wrap up course, Presentations on projects
Final Exam	Thursday, Dec 13	5:15-7:30 pm