

San José State University
College of Social Sciences
Anthropology 231, Applications Core, Section 1, Fall 2019

Instructor:	Dr. Charlotte Sunseri
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Office Hours:	Thursday 1:30-3:30PM, or by appt.
Class Days/Time:	Thursday 6:00-8:45PM
Classroom:	Washington Square 004
Prerequisites:	Corequisite: ANTH 232, ANTH 105, or instructor consent

Course Description

This course covers methods for the analysis of sociocultural systems, ethnographic evaluation, and program/design development. Emphasis on professionalism, project management, budgeting, ethics, and contracts.

This course is the first of the two-course Applications Core sequence in the graduate program in applied-practicing anthropology; the sequence is fundamentally about building basic skills in applying anthropology to “real world” problems. Students will be introduced to the history of applied-practicing anthropology, followed by an exploration of various frameworks for application. There is an emphasis on skills development for the practice of anthropology in various environmental contexts, with a particular focus on needs assessment and social impact assessment, as well as professionalism in the field and project development.

Course Goals

Course Content Learning Outcomes

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

CLO 1. Identify the history of applied-practicing anthropology and its relationship to specific organizations, public policies, and a larger social context;

CLO 2. Discern and appropriately apply major models of applied-practicing anthropology;

CLO 3. Analyze the structure, functions, and processes of social systems using basic anthropological and social scientific concepts (e.g. social structure, roles, reciprocity, values, etc.);

CLO 4. Investigate larger environments which affect social systems through literature searches, use of secondary data sources, and Internet resources;

CLO 5. Identify and apply basic principles and forms of evaluation;

CLO 6. Conceptualize and conduct basic needs assessments and social impact assessments;

CLO 7. Appropriately use forms of basic professional communication, such as memos, reports, executive summaries, pitches to clients, etc.;

CLO 8. Familiar with ethical principles in anthropology and how to protect the rights of various stakeholders in their projects, as well as to recognize threats to ethical social research.

Required Texts/Readings

Textbooks

Loseke, Donileen R. 2012. *Methodological Thinking: Basic Principles of Social Research Design*. Second Edition (First edition is also fine to use!). SAGE Publications, Inc. ISBN-10: 1412997208

Other Readings

Supplementary course readings on Canvas website:

Belcher, W.L. 2009. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. [Chapter 5] Sage Publications, Los Angeles.

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

Sankar, A., & Luborsky, M. (2003). Developing a community- based definition of needs for persons living with chronic HIV.

Treitler, I & Midgett, D. 2007. It's about water: Anthropological perspectives on water and policy. *Human Organization* 66(2): 140-149.

Recommended readings available through library or instructor request:

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

Locke, L.F., W.W. Spirduso and S.J. Silverman. 1987. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. Sage Publications, Newbury Park

Pelto, Pertti J. and Gretel H. Pelto. 1978. *Anthropological research: the structure of inquiry*. Cambridge University Press, Cambridge.

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. *Annotations of Readings*: Each week, you should prepare an annotated bibliography to summarize the main points and contributions of each reading selection for the week that is an academic article or MA report/thesis (note: this excludes unpublished grant proposals in our reading list). 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. This assignment is due in printed form in class. (1 point each author per week; **17 points total**)
3. *Presentation and Seminar Facilitation*. Once during the semester you (along with 1-2 partners) will be responsible for facilitating a discussion of the week's readings with your peers. Your team will be expected to lead a critical discussion of the week's readings in a professional powerpoint presentation of the main points—please don't design a powerpoint *lecture*, but rather some slides to guide a *roundtable discussion* with your peers. Along with the powerpoint slides to organize ideas on the main points of the day's conversation, the team should facilitate a round-table discussion or activity on the main issues. You should plan approximately 1.5 hours for your total seminar presentation and discussion BUT the majority of this time should be comprised of an activity to prompt discussion about applications of the ideas/methods in the readings. 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 (**5 points total**).
 - a. *Note on grading*: A grade of no higher than a B will be earned for seminar presentations that include only/mainly summary of the readings, lack cohesion between readings, or illustrate expertise by each student in a separate reading. To earn a B+ or higher your team must: present the type of applied anthropology covered in the set of readings with some context and background, illustrate these ideas with the case studies from the week, focus on common ideas/themes between the readings more than summarizing each reading, and illustrate expertise by all presenters in all articles/readings.
4. *Alumni Panel Interview*. Once during the semester all students will work together to host and interview a set of alumni. This panel is visiting in person or virtually to speak with us about 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 to guide the panel meeting. On your assigned panel day, you are expected to act as campus host to our distinguished alumni and engage with them professionally, have a plan about the panel or interview format, and facilitate a panel discussion for 1.5-2 hours (**5 points total**).
5. *Analyzing Project Examples*: A series of assignments throughout the semester will require students to read and synthesize research proposals or reports by MA students in our program or other scholars. The goal of these assignments is to help students see what types of projects are possible and to expand their list of options as they consider what they might do for their own MA research. These assignments include: Outline of MA Report (wk 4), Outline of MA Thesis (wk 4), Outline and Project Design Chart for five MA proposals (wk 5-6), Project Design Chart for four other research/grant proposals (wk 8,9,10,14), Broader Impacts Table for sample grants (wk 12) (17 assignment elements, **34 pts total**).
6. *Project Development Assignments*: A series of assignments throughout the semester will aid students in the development of their own potential MA project or thesis idea. These components will be due October- November. The submitted work will result in incremental feedback from the instructor on a proposed: Statement of Problem; Literature Review Bibliography, Data Sets & Variables Rubric, Methods Rubric, and Significance Rubric. Work on each of these portions will begin in class during project development workshops and be due the following week—it is critical that students complete all of these assignments to not fall behind in their project design and get feedback from the instructor along the way. (5 assignment elements, **20 pts total**)

7. *Stakeholder Analysis*: Near the end of the semester, students will consider their project ideas more holistically to consider all the benefits and needs of each stakeholders involved the proposed research. This assignment will help students specify how their MA project or thesis involves partner organization(s) and has impacts outside the academy. A report and visual representation of the relationships between stakeholders, organizations, and participants is required, and will involve consideration of the perceived needs and potential issues of each stakeholder. **(5 pts total)**
8. *Project Design Draft*: In this class we will focus on thinking through a potential MA project's design. You will create a draft project design in outline form, and it's expected that this will help with developing a project for the Master's degree more generally. The assignments regarding components of the project design (Statement of Problem; Literature Review, Data Sets & Variables, Methods, and Significance) will all result in comments from the instructor from which to develop their culminating Project Design draft. Students are encouraged to discuss concerns and progress by meeting the instructor in office hours throughout the semester and in individual check-ins scheduled midway in this process. The Project Design draft to be submitted during the finals period will be a 2-3 page outline containing sufficient detail on each element of the design and displaying methodological logic and topical relevance to applied anthropologists. The outline should follow the MA project proposal guidelines from week 5 **(30 points total)**.

Total points in course = 130

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 Project Design Draft, 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 Project Design draft submission 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 plus >99%, A 94-99%, A minus 90-93 %
B plus 88-89%, B 84-87%, B minus 80-83%
C plus 78-79%, C 74-77%, C minus 70-73%
D plus 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. This includes weekly reading annotations, outlines/charts on assigned proposals, and development of the elements of project design. 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 231/ Applications Core, Fall 2019, 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 22	Introduction to course, assignment of seminar dates, discussion of semester products; discussion of MA website (project archive, proposal FAQ)
2	Aug 29	Part I: Frameworks for Application Policy analysis and Evaluation Read: [Articles] Treitler and Midgett 2007, English-Lueck et al.; [MA Reports] Choose two of the MA report options on Canvas Due: Annotations (English-Lueck et al.; Treitler and Midgett; two selected MA reports); Seminar facilitation/participation (in class)
3	Sept 5	Needs Assessment and Empowerment Evaluation Read: [Articles] Sankar 2003; [MA Reports] choose one needs assessment MA report & one empowerment evaluation MA report from Canvas options Due: Annotations (Sankar; two selected MA reports); Seminar facilitation/participation (in class)
4	Sept 12	Creative options for MA Projects Read: [MA Reports] Choose one Exhibit/Material culture MA report, one, Multi-project report, one MA Thesis, one UX/Marketing MA report Due: Annotations (four selected MA reports); Outline of Report + Outline of Thesis—select one project report and one thesis (from anytime this semester) to each outline for discussion (2-3 single-spaced pages in each outline)
5	Sept 19	Part II, Developing an Applied Anthropology Methodology Project or Thesis planning, proposals for research Read: Loseke Ch. 1-2; MA Proposal Guidelines; Sample MA proposals Due: Annotation (Loseke); Outline and Project Design Chart for sample MA proposals; in class discuss plans for upcoming panel discussion
6	Sept 26	Statement of Problem: Designing problem statements (or research questions and hypotheses) based on literature; Analyze examples of MA proposals Read: Sample MA proposals Due: Outline and Project Design Chart for each sample MA proposal
7	Oct 3	Professionalism in the Field: Alumni Research Panel Read: Loseke Ch.3 Due: Annotation (Loseke); Statement of Problem (1-page single spaced draft)
8	Oct 10	Reviewing the Literature: Discuss appropriate research sources on themes of interest; how to find sources in article databases; How to develop the theory & background sections to set the stage for your project; how to do library research on themes Read: Loseke Ch. 4; Belcher (ch 5); Sample grant proposal Due: Annotation (Loseke, Belcher); Project Design Chart for sample proposal
9	Oct 17	Data Sets: Goals of various methodologies in anthropological research; Types of data sets; How data sets logically link to inferences about behavior or belief Read: Loseke Ch. 5; Sample grant proposal Due: Annotation (Loseke); Project Design Chart for sample proposal; Your project/thesis Proposed Literature (bibliography of 15 sources; relevant themes listed after each source; must be 3-4 central themes throughout)

Week	Date	Topics, Readings, Assignments, Deadlines
10	Oct 24	Methods: Goals of various methodologies in anthropological research; how methods link to data sets; sampling strategies Read: Loseke Ch. 6-7; Sample grant proposal (pay special attention to the Methods section of this one!); review methods section of Sankar 2003 (from week 3) Due: Annotation (Loseke); Project Design Chart for sample proposal; Your project/thesis Data Sets & Variables Rubric
11	Oct 31	Individual check-ins with instructor this week – no classroom meeting
12	Nov 7	Broader Impacts & Significance Read: Sample grant proposals Due: Broader Impacts Table (use canvas readings for this week to fill this out); Your project/thesis Methods Rubric
13	Nov 14	Stakeholder Analysis Read: Stakeholder Analysis assignment (you don't need to fill out, but read and think about before class) Due: Your project/thesis Significance Rubric
14	Nov 21	Overall Methodology of Research Design: Cluster group discussion of how anthropologists might study various themes of: economics, power, class, ethnicity, gender; groups will present relevant research questions, theoretical approaches, data sets, and methods for each theme Read: Loseke Ch. 8; Sample grant proposal Due: Annotation (Loseke); Project Design Chart for sample proposal; Stakeholder Analysis
15	Nov 28	No class (University holiday)
16	Dec 5	Wrap up course, discuss Project Design draft (culminating assignment) Due: Bring to class these previously graded assignments: Statement of Problem; Proposed Literature Review Biblio, Data Sets & Variables Rubric, Methods Rubric, Significance Rubric
Final Exam	Thursday, Dec 12	5:15-7:30 pm -- Project Design Draft due