

**San José State University**  
**College of Social Sciences**  
**ANTH 232 Applications Core B, Spring 2015 (21117)**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays 1330-1500, Tuesdays 1100-1300, Wednesdays 1000-1130, and by arrangement
<b>Class Days/Time:</b>	Mondays 1800-2045
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	ANTH 231 or instructor consent

**Course Description**

ANTH 232 Applications Core. Methods for the analysis sociocultural systems, ethnographic budgeting, ethics, and contracts (3 units). Prerequisite: ANTH 231 or instructor consent.

This course is the second 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 in ANTH 232 are introduced to evaluation research in general and its place in anthropology, in particular. Special attention is paid to empowerment evaluation, a distinctly anthropological contribution to the field. Next, the course explores ways that anthropologists use their skills and knowledge to create or develop programs, services, and products, answering the perennial question, “How are your findings used to make things in the world?” We explore such topics as social marketing and the design of services and products, and how anthropologists function as members of teams. The course continually addresses issues of ethics and it concludes with modules on project management and funding.

**Course Learning Outcomes**

Students who satisfactorily complete this course will:

1. be able to conduct anthropological and ethnographic evaluations;
2. be able to recognize and understand various forms of qualitative evaluation;
3. be able to facilitate an empowerment evaluation process;

4. understand program development and be able to contribute to it appropriately as a member of a team;
5. be able to work effectively with service or product designers or other users of anthropological and ethnographic research as a member of a team;
6. be able to appropriately use forms of basic professional communication, such as memos, reports, executive summaries, etc.;
7. know the basic skills needed to manage different facets of projects; and
8. be knowledgeable about ethical principles in anthropology and how to protect the rights of various stakeholders in their projects, as well as the threats to ethical social research.

## **Required Texts/Readings**

### **Books**

1. Beebe, J. (2014). *Rapid qualitative inquiry*, second edition. New York: Rowman & Littlefield.
2. Blomberg, J. & Darrah, C. (in press at Morgan & Claypool; manuscript will be distributed in class). *An anthropology of services*.
3. Fetterman, D. (2001). *Foundations of empowerment evaluation*. Thousand Oaks, CA: Sage Publications.
4. Mosse, D. (2005). *Cultivating development: An ethnography of aid policy and practice*. Ann Arbor, MI: Pluto Press.
5. Sunderland, P. and Denny, R. (2007). *Doing anthropology in consumer research*. Walnut Creek, CA: Left Coast Press.
6. Zeisel, J. (2006). *Inquiry by design*, revised edition. New York: Norton Press. (Actually, the first four chapters are required reading, but I strongly encourage you to own this

## Other Readings

### Human Organization articles (available online)

Bryant, C., Lindenberger, J., Brown, C., Kent, E., Schreiber, J. M., Bustillo, M., & Canright, M. W. (2001). A social marketing approach to increasing enrollment in a public health program: A case study of the Texas WIC program. Human Organization, 60(3).

### Book Chapters

Andreason, A. (2005). Chapter 1 Social change, social problems and 21<sup>st</sup> century social marketing” and “Chapter 2 Creating and framing the agenda” in Social marketing in the 21<sup>st</sup> century.

Butler, M. O. (2005). Translating evaluation anthropology. In M. O. Butler & J. Copeland-Carson (Eds.). Creating evaluation anthropology, (NAPA Bulletin 24).

Cefkin, M. (2013). The limits to speed in ethnography. In B. Jordan (Ed.). Advancing ethnography in corporate environments. Walnut Creek, CA: Left Coast Press.

Darrah, C. N. & Dornadic, A. (2014). Doing anthropology, doing business. R. Denny & P. Sunderland (Eds.). Sourcebook of anthropology in business. Walnut Creek, CA: Left Coast Press.

Goodman, C., Trainor, B., & Divorski, S. (2005). Using ethnographic methods to evaluate the Department of Veterans Affairs Patient Safety Program. In M. O. Butler & J. Copeland-Carson (Eds.). Creating evaluation anthropology, (NAPA Bulletin 24).

Gunn, W. & Donovan, J. (2012). Design anthropology: An introduction. In W. Gunn & J. Donovan (Eds.). Design and anthropology, Burlington, VT: Ashgate Publishers.

Kingery, D. (2001). The design process as a critical component of the anthropology of technology. In M. B. Schiffer (Ed.), Anthropological perspectives on technology. Albuquerque, NM: University of New Mexico Press.

Potts, D.: “Chapters 1-3” in Project planning and analysis for development

Simon, E. L. & Christman, J. B. (2005). Getting real about what it takes to conduct evaluation research: What do you need to know?. In M. O. Butler & J. Copeland-Carson (Eds.). Creating evaluation anthropology, (NAPA Bulletin 24).

Ulrich, K. & Eppinger, S. (2000). Chapter 3 Product planning. In Ulrich, K. & Eppinger, S. Product design and development, second edition. San Francisco: McGraw-Hill.

Van Willigen, J. (2002). Social marketing in Applied anthropology 3<sup>rd</sup> ed. Westport, CN: Bergin and Garvey, 2002.

### Manuscripts, Papers and Other Articles

Bjögvinsson, E., Ehn, P., & Hillgren, P-A. (2012). Design things and design thinking: Contemporary participatory design challenges. Design Issues 28(3).

Brandt, E. (nd). How tangible mock-ups support design collaboration.

Cambridge Service Science, Management and Engineering Symposium (2007). Succeeding through service innovation: A service perspective for education, research, business and government”. Cambridge, UK: University of Cambridge Institute for Manufacturing.

Dourish, P. (2006) Implications for design. Proc. ACM Conference Human Factors in Computing Systems CHI 2006, Montreal, 541-550.

- Kilbourn, K. & Buur, J. (2007). The patient as skilled practitioner. Nordic Design Research Conference, May 28, 1-10.
- Leong, B. D. & Clark, H. (2003). Culture-based knowledge towards new design thinking and practice. *Design Issues*, 19(3), 48-58.
- Ljungblad, S., & Holmquist, L. E. (2007). Transfer scenarios: Grounding innovation with marginal practices. CHI/ACM, San Jose, April 28-May 3.
- Morelli, N. (2003). Product-service systems, a perspective shift for designers: A case study: The design of a telecentre. *Design Studies*, 24, 73-99.
- Sengers, P. & Gaver, B. (2006). Staying open to interpretation: Engaging multiple meanings in design and evaluation. DIS./ACM.

### **Library Liaison**

Our library liaison is Silke Higgins ([silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu)), who is a graduate of our undergraduate program in anthropology and therefore knows our department well.

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **Classroom Protocol**

Each class will address a single, albeit often complex topic. Readings are assigned as per the class calendar below and you are responsible for completing them before class meets. You simply cannot contribute in a meaningful way without having read the material and either mastered it or be able to identify the questions that would help you master it. The goal for each class meeting is to synthesize the implications for the readings for the application and practice of anthropology in real world settings. Think of it as providing a high level introduction to some facet of application that you may then wish to explore in more depth as your own interests coalesce.

### **Assignments and Grading Policy**

1. Discussion Recorder (15%). Each student will be asked to record the class discussion twice during the semester. As recorder, you may speak and contribute to the discussion, but your role is fundamentally to take notes in order to prepare a synthesis that you will later provide to your colleagues. The model here is that someone (your boss, a colleague) knows that you are going to a meeting and asks you to be able to synthesize what went on and to be able to provide a neutral report about the meeting and its . That summary is due within two weeks and you must also provide copies of it for each colleague in the class.
2. Weekly Participation (15%). Students will be graded on their participation during sessions when they are not recorders or facilitators. There will be many group discussions and exercises throughout the semester and (1) you cannot participate without attending and (2) thoughtful contributions are more valuable than just airtime.
3. Readings Syntheses (25%). Students will prepare a concise summary of each week's readings: summarize each reading (article or chapter; individual chapters, if the reading is a book) in 3-5 sentences. Then propose at least five issues for the entire collection of readings that will serve to focus the evening's discussion. "Issues" may include questions (and their rationales), points of critique, implications, connections, good or interesting ideas, etc. The model here is that you are in an important meeting sometime in the future, equipped y0our M.A. in Applied Anthropology and someone (e.g. supervisor or

client) turns to you and says, “Whattaya you think about that?” Maybe discussion has ground to a halt due to differences of opinion. Maybe there’s a really tough issue out there. Maybe the group cannot sort out a complex situation. Regardless, you often have to think on your feet and “I dunno” is not an option. . You are especially encouraged to (1) think of how one article or chapter connects to another and (2) how the readings from different weeks connect. As always, you may collaborate on preparing reading notes, but only individual submissions will be graded. These must be turned in the week the readings are due since it is patently unfair to pen profound “issues” following the class discussion! If you have trouble with this format, please let me know so we can address it quickly. The week number of the readings that your paper addresses is your paper title; the individual readings should also be fully cited before the body of the paper.

4. Application Scenarios (30%). Students will prepare three application papers based on scenarios provided by the instructor and following a template provided in class. The first is a proposal for conducting an ethnographic or empowerment evaluation. The second is an analysis of the feasibility and consequences for a funder faced with a choice between supporting either a social marketing or participatory action research approach to a social problem. The third is a proposal to assemble a team to design a product or service. Class input on length will be solicited, but the goal is to prepare concise, detailed, and “actionable” papers.
5. Final Exam (15%). Based on all readings and discussions, students will update their personal portfolio of applied-practicing anthropology methods and techniques that constitute the basis for their practitioner toolkit. This toolkit will extend the one submitted in ANTH 231 and it will develop an action plan for preparing a thesis or project proposal in consultation with a faculty chair.

## Grading Policy

Course grades will be assigned as follows: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; and below 60% = F. Plus and minus grades may be assigned at the instructor’s discretion.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or

- o orally and whether for the whole semester or on a class by class basis.
- o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.



# ANTH 232 / Applications Core B, Spring 2015

## Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 26	<p>Course Overview and Anthropological Evaluation</p> <p>Where does this course fit into the graduate program and how will we be communicating in class during the semester?</p> <p>As the field of evaluation develops, what are the opportunities for applied-practicing anthropologists?</p> <p>Readings:</p> <p>Butler, M. O.: "Translating evaluation anthropology"</p> <p>Goodman, C., Trainor, B., &amp; Divorski, S.: Using ethnographic methods to evaluate the Department of Veterans Affairs Patient Safety Program"</p> <p>Simon, E. L. &amp; Christman, J. B.: "Getting real about what it takes to conduct evaluation research: What do you need to know?"</p> <p>SCENARIO #1 DISTRIBUTED</p>
2	February 2	<p>Empowerment Evaluation</p> <p>What is empowerment evaluation and how is it facilitated in order to improve organizations and programs?</p> <p>Reading: Fetterman, D.: <u>Foundation of empowerment evaluation</u>, Chs. 1-10 and hospital case study</p>
3	February 9	<p>Let's take it from the top: Projects as Managed Rationality</p> <p>How are projects rational instruments designed to take policies and plans and implement them?</p> <p>Readings:</p> <p>Potts, D.: "Chapters 1-3" in <u>Project planning and analysis for development</u>. Project Management Guide (PowerPoint)</p>
4	February 16	Social Marketing



Week	Date	Topics, Readings, Assignments, Deadlines
		<p>How are techniques of marketing used in social programs to change behavior toward socially/culturally desirable ends?</p> <p>Readings:</p> <p>Van Willigen: "Social Marketing" in <u>Applied anthropology</u> (3rd ed.).</p> <p>Andreason, A.: "Social change, social problems and 21<sup>st</sup> century social marketing" and "Creating and framing the agenda" in <u>Social marketing in the 21<sup>st</sup> century</u>.</p> <p>Bryant, C., Lindenberger, J., Brown, C, Kent, E., Schreiber, J. M., Bustillo, M., &amp; Canright, M. W.: "A social marketing approach to increasing enrollment in a public health program: A case study of the Texas WIC program" <u>Human Organization</u>.</p>
5	February 23	<p>From the bottom up: Participatory Action Research</p> <p>How can anthropologists conduct research <i>with</i> and not <i>on</i> people so that inquiry is linked with action?</p> <p>Readings:</p> <p>Reason, P. and Bradbury, H.: "Introduction: Inquiry and participation in search of a world worthy of human aspiration"</p> <p>Perez, C. A.: Participatory research: Implications for applied anthropology"</p> <p>Van Willigen, J.: "Chapter 7 Advocacy anthropology"</p> <p>Wilson, J. R.: "Design decision groups: A participative process for developing workplaces"</p> <p>SCENARIO #1 DUE</p>
6	March 2	<p>From the view from Middle Earth: Brokering, Translating &amp; Negotiating</p> <p>How do projects actually play out on the ground and what are the implications for anthropologists?</p> <p>Reading: Mosse, D.: <u>Cultivating development</u>, chs. 1-5</p>
7	March 9	<p>Still stuck in the middle: More Bottom Up and Advocacy</p> <p>Readings:</p> <p>Mosse, D.: <u>Cultivating development</u>, chs. 6-10</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		SCENARIO #2 DISTRIBUTED
8	March 16	<p>“It’s a bird, no it’s a plane, no it’s .....Captain Rapid Inquiry”</p> <p>If research is part of applied anthropology and if deadlines always loom and if we have insufficient funds, can we just speed things up?</p> <p>Readings:</p> <p>Beebe, J.: <u>Rapid qualitative inquiry</u> (all)</p>
9	March 23	NO CLASS DUE TO SPRING BREAK
10	March 30	<p>Making a Living: Staying at the Table, Grant Writing, and Consultancy</p> <p>How can anthropologists get involved earlier and remain longer on projects, and what are the implications for being an applied practitioner who can earn a living?</p> <p>Visitors: Andrea Arjona, Nicole Conand and Alicia Dornadic</p> <p>Readings:</p> <p>Cefkin, M. “The limits to speed in ethnography”</p> <p>Darrah, C. &amp; Dornadic, A.: “Doing anthropology, doing business”</p> <p>This is a catch-up and get-ahead reading week, although some materials may be provided for you to review before the meeting.</p> <p>SCENARIO #2 DUE</p>
11	April 6	<p>Design and Design Thinking</p> <p>What is design as a human capability and its contemporary elaboration into design <i>thinking</i>?</p> <p>Readings (ideally in this order):</p> <p>Kingery, D. “The Design Process as a Critical Component of the Anthropology of Technology” in <u>Anthropological perspectives on technology</u>.</p> <p>Zeisel, J.: Chapters 1-4 in <u>Inquiry by design</u>.</p> <p>Ulrich, K. &amp; Eppinger, S.: “Chapter 3 Product planning” in <u>Product design and development</u> (skim</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>only)</p> <p>Gunn, W. &amp; Donovan, J.: “Design anthropology: An introduction”</p> <p>Brown, T. &amp; Wyatt,: “Design thinking for social innovation”</p> <p>SCENARIO #3 DISTRIBUTED</p>
12	April 13	<p>Consumption and Use</p> <p>How can anthropology help us understand what it means to consume and to use products in the world?</p> <p>Reading: Sunderland, P. L. &amp; Denny, R. M.: <u>Doing anthropology in consumer research</u>, chapters 1-4</p>
13	April 20	<p>More Consuming, More Using</p> <p>Reading: Sunderland, P. L. &amp; Denny, R. M.: <u>Doing anthropology in consumer research</u>, chapters 5, 6, 8, &amp; 9</p>
14	April 27	<p>Service Worlds and An Anthropology of Services</p> <p>What are services, how do they come to constitute ‘worlds’, and what are the implications for applied anthropology?</p> <p>Readings:</p> <p>Blomberg, J. &amp; Darrah, C.: <u>An anthropology of services</u> (all)</p> <p>University of Cambridge Service Science, Management and Engineering Symposium (2007): “Succeeding through service innovation” (skim only)</p>
15	May 4	<p>Designing Things, I</p> <p>How can anthropology and design intersect in ways that contribute to each field and to the creation of things in the world?</p> <p>Readings:</p> <p>Kilbourn, K. &amp; Buur, J.: “The patient as skilled practitioner”</p> <p>Sengers, P. and Gaver, B.: “Staying open to interpretation: Engaging multiple meanings in design and evaluation”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Brandt, E.: "How tangible mock-ups support design collaboration"</p> <p>Ljungblad, S. &amp; Holmquist, L. E.: "Transfer scenarios"</p>
16	May 11	<p>Designing Things, II</p> <p>How can anthropology and design intersect in ways that contribute to each field and to the creation of things in the world?</p> <p>Readings:</p> <p>Dourish, P. "Implications for design"</p> <p>Bjögvinsson, E., Ehn, P., &amp; Hillgren, P-A.: "Design things and design thinking: Contemporary participatory design challenges"</p> <p>Morelli, : "Product-service systems, a perspective shift for designers: A case study: The design of a telecentre'"</p> <p>Leong, B. D. &amp; H. Clark: "Culture-based knowledge towards new design thinking and practice"</p> <p>SCENARIO #3 DUE</p>
Final	May 18	<p>WSQ 004 from 1800-1930:</p> <p>TOOLKIT DUE</p> <p>SCENARIO 3 PRESENTED AND DUE</p>