

**San José State University**  
**Department of Anthropology**  
**ANTH 105 Applied Anthropology Spring 2017**

<b>Instructor:</b>	A.J. Faas, Ph.D.
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<b>Office Hours:</b>	Tuesdays 3-5pm, Thursdays 3-4pm
<b>Class Days/Time:</b>	Tuesdays and Thursdays, 12 – 1:15pm
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	ANTH 011 or instructor consent

### **Course Description**

Use of anthropological knowledge in problem solving and policy making. Survey of applied anthropology, models of applying anthropology and affecting policymaking, and use of anthropology by non-professionals in diverse careers.

Anthropologists bring a unique perspective to the study of social life, one emphasizing the importance of the "insider's" view of things, fieldwork conducted in the ordinary settings where social life occurs, and the need to address the broader context of issues or problems. Applied anthropologists bring this perspective to bear on problems in diverse contemporary settings.

### **Course Content Learning Outcomes**

The student who successfully completes this course will be able to:

1. describe the development of the field of applied anthropology, and its place within the discipline of anthropology;
2. differentiate basic characteristics of services as a context within which anthropology is conducted;
3. explicate and use models of intervention by which anthropological knowledge can be used to analyze, modify, and create systems of services;
4. learn about careers available to anthropologists, and the skills required to undertake them;
5. assess his or her skills and knowledge in order to apply anthropological concepts and methods in a variety of public and private settings.

## Required Texts/Readings

### Textbooks

All course readings are available on Canvas.

### Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking Canvas and your email to learn of any updates.

### Classroom Protocol and Student Responsibilities

1. It is expected that students will be attentive and respectful of their fellow students, the instructor and cultures and traditions which are not their own. Students arriving habitually late to class will be asked to leave as this is disruptive to the learning process.
2. **Mobile phones, laptops, and tablets must be turned off during class and must be out of sight or else the instructor will collect the device from the student until the end of class.** *With instructor approval*, laptops and smart phones may be used for certain in-class assignments.
3. All assignments and exams must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. The student must present notice in writing to me by the second class meeting. If you know in advance that you will be unable to attend an exam, it is your responsibility to contact me immediately. *Email is the best and fastest way to reach me. Only students with a documented excuse will be able to take a make-up exam or submit a late assignment.*
4. With the exception of the final paper, no assignments will be accepted via e-mail—I must receive hard copies of all assignments.
5. Students may record lectures for their own private use only, **not to be redistributed or sold**.
6. In the event that the building is evacuated because of an emergency during class time, the class will convene in the parking lot directly adjacent to the building. No assignment will be canceled because of any such emergency.
7. Students are required to read SJSU's Academic Integrity Policy S07-2 (see below). **This university policy on plagiarism and cheating will be strictly honored.**
8. If you miss a class, ask your fellow students for copies of their notes. If you need further help, please see me in my office hours.
9. Download the guidelines for the course assignments. Read the guidelines carefully to ensure that you complete course assignments according to instructions.
10. Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.
11. Students are responsible for being aware of exam dates and assignment deadlines.
12. If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

## Course Requirements and Assignments

Assignments for this course include the following: (1) complete SJSU plagiarism tutorial (no credit); (2) class participation (10% of course grade); (3) take-home midterm and final exams (each counts for 15% of course grade, 30% total); (4) reading journal (20% of course grade); (5) class presentation (10% of grade); (6) Domains of application paper (30% of course grade).

- Download the guidelines for the course assignments. Read the guidelines carefully to ensure that you complete course assignments according to instructions.
- All assignments and exams must be completed in order to pass. ***I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, recognized religious observance, etc.***
- No assignments will be accepted via e-mail—I must receive hard copies of all assignments.
- Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.

***SJSU Plagiarism Tutorial.*** All students must complete the SJSU plagiarism tutorial online and submit a printout of a passing grade on the quiz to the professor by September 1. The tutorial takes about 15 minutes to complete. Please note that I will not accept any assignments from students until I receive the plagiarism tutorial printout. The tutorial can be found here:

<http://goo.gl/7s6Tka>.

***Class Participation (10% of final grade).*** Students are required to have completed assigned readings by the date indicated in the course schedule (see schedule below) and be prepared to discuss the material in class, either in group discussion or class-wide question and answer. You are expected to be respectful of other students, the professor, and opinions, be mindful and courteous in your participation, and avoid dominating discussions.

***Midterm and Final Exams (each counts for 15% of final grade, 30% total).*** There will be take-home midterm and final examinations—essay questions requiring some independent research—based on lectures and readings. You will have a week to work on and submit your exams. The midterm will cover all material up to that point, while the final will cover all material after the midterm and likely include a question based on cumulative material.

***University Policy S06-4*** (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

***Reading Journal (20% of final grade).*** Students are required to keep an electronic reading journal in which they write summaries of each reading assigned in class. Keep this journal current and bring it with you to each class. I will collect and grade all journals on two surprise dates during the semester and one final date (May 11).

*What to write?* Please summarize the main argument of each reading, including: (a) The main thesis or objective (what the author is trying to argue); (b) the evidence the author presents to support the argument; (c) core conclusions of the article; (d) you may (this is optional) record your opinions of the reading and any questions you may have (please clearly distinguish this section).

*How long?* 250-500 words.

*Grading:* Each surprise deadline counts for 25% of the assignment grade and the final deadline counts for 50% of the assignment grade. You will be graded on completeness, including all articles since last due date and all components (a, b, c above); and comprehension, or evidence that you have read carefully and have either clear summary or good questions that demonstrate you are working to understand the reading.

*If you are absent or forget your journal on a surprise deadline:* You lose 10% if you submit the journal by 6pm on the day. No credit if turned in later without a documented emergency.

**Term Paper: Profile of Domain of Application (30% of final grade)** Each student will complete a term paper on a domain of applied anthropology of their choosing (e.g., development, business, environment, poverty, etc.). Term papers will be roughly twelve double-spaced pages (Times New Roman, 12-point font, one-inch margins) and report on the following: (1) Background and Core Issues in the chosen domain (1000 words); (2) five leading figures; (3) six key works and important projects; (4) six central concepts; (5) methodologies (~500 words); (6) accomplishments (100-300 words); (7) criticisms (100-300 words); (8) recommended reading (3-5 important works); (9) sources and bibliography (all sources referenced, plus any other relevant key works); (10) relevant web resources (2-5 respectable web resources on the topic). Page total does not include references. For all references, you should conform to the American Anthropological Association Style Guide, available on the Canvas page for this course. Student papers will be posted on the website of the SJSU Department of Anthropology as part of an Applied Anthropology reference project. Students will be offered the opportunity to be named as authors or remain anonymous in a signed release. You will submit a rough draft, which counts for 20 percent of the paper grade and allows for the instructor to give you feedback before you submit the final paper.

**Group Presentation on Domains of Application (10% of final grade)** Each student will be assigned a group (2-3 students in each) and presentation date early in the semester. Groups will be required to come to class prepared to facilitate class discussion on a reading on a domain of applied anthropology on their assigned date. Small group presentations will form a core structure of the course—therefore it is essential that group members come prepared. Teams are expected to meet outside of class in order to prepare, and will lead discussion for approximately 45 minutes of the class meeting time. This will entail making a concise presentation on the week's reading assignments, highlighting key concepts in the reading. Group members will then facilitate the classroom discussion on the reading by leading the class through a series of questions prepared by group members. Presentation format is flexible, and students are encouraged to provide handouts, create slide presentations, or produce innovative means of presenting materials (skits, videos, and games have been used to good effect in previous semesters).

The presenting group **should**:

- Prepare for a total of 40 minutes, divided into *roughly* equal parts summary and discussion.
- *Consider* utilizing PowerPoint or Prezi to guide presentation and discussion.

- Provide a *brief* summary of the readings, including important concepts, kinds of evidence, modes of argumentation and highlighting important passages.
- Creative complements to the text are encouraged (illustrations, news articles, short YouTube videos, etc.).
- Provide a critique based on previous course readings or suggestions from reviews.
- Propose a series of discussion questions to the class and work to include everyone in the discussion.
- Keep an eye on the clock and direct the flow of discussion.

The presenting group **should not**:

- Split up chapter sections amongst yourselves; all presenters should be prepared to talk about the chapters as a complete set.
- Spend excessive time summarizing the chapters one by one. Remember, we have all read them already – take the discussion to the next level.
- Use too much text on slides or have too many slides for the allotted time.
- Use text directly from the book. Though you may reference key quotes, you must put the summary in your own words.

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.

### **Grading Distribution**

100 - 97 A+	79 - 77 C+
96 - 93 A	76 - 73 C
92 - 90 A-	72 - 70 C-
89 - 87 B+	69 - 67 D+
86 - 83 B	66 - 63 D
83 - 80 B-	Below 63 F

Plus and minus grades will be assigned (e.g. roughly 70-72.9 = C-, 73-76.9 = C, and 77-79.9 = C+), but extra credit will not be accepted.

## ANTH 105 Spring 2017 Course Schedule

Changes to the following schedule will be made if necessary. Students will be notified in class and by e-mail (using the official class roster e-mail addresses), and all students are responsible for any changes in the calendar.

COURSE MEETING	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
Thursday, January 26	<p><b><i>Class Introduction and Overview of Material and Assignments</i></b> What is this course about and what can you get from it?</p> <p><b>Group sign-up and project themes</b></p>
Tuesday, January 31	<p><b><i>Development of Applied Anthropology</i></b> <i>How have anthropologists applied their discipline? What are problems and how do we use them in applying anthropology?</i></p> <p><u>Readings</u> Ervin Chapters 1 &amp; 2 K&amp;vW Chapter 1 - Context for Domains of Application</p> <p>In-Class Workshop: Information literacy and citation</p>
Thursday, February 2	<p><b><i>The Realms of Policy and Design</i></b> <i>What is the realm of policy and how does it affect the application of anthropology?</i></p> <p><u>Readings</u> Ervin Chapters 4 &amp; 5</p> <p>In-class discussion: In what ways are policies cultural phenomena? How might anthropologists contribute to crafting better policies?</p>
Tuesday, February 7	<p><b><i>Ethics</i></b> <i>What are some ethical issues in applying anthropology and how can you address them?</i></p> <p><u>Readings</u> Ervin Chapter 3 Beeman (1992) Proprietary Research and Anthropological Ethics** Faas (2007) Case Study: Ted Downing and the Bio Bio**</p> <p>In-Class Exercise: Confronting ethical dilemmas in applied anthropology</p>
Thursday, February 9	<p><b><i>Domains of Application: Development Anthropology</i></b></p> <p><u>Readings</u> K&amp;vW Chapter 2: Anthropology and Development</p> <p><b>Group 1 Presentation: Anthropology and Development</b></p>

Tuesday, February 14	<p><b><i>Points of Departure: Organizational Work in Needs Assessment and Evaluation</i></b>  <i>How do we work from the perspectives of formal organizations? How do you know what to do and whether you've done it?</i></p> <p><u>Readings</u>  Ervin Chapters 6 and 7  McCarty (1987) The Rough Rock Demonstration School**</p> <p>In-Class Exercise: Needs and evaluation assessment case study</p>
Thursday, February 16	<p><b><i>Domains of Application: Agricultural Anthropology</i></b></p> <p><u>Readings</u>  K&amp;vW Chapter 3: Agricultural Anthropology</p> <p><b>Group 2 Presentation: Agricultural Anthropology</b></p>
Tuesday, February 21	<p><b><i>Points of Departure: Studying Up</i></b>  <i>How do we approach the study of organizations?</i></p> <p><u>Readings</u>  Nader (1973) Up the Anthropologist**  Jordan (1995) Managing Diversity **  TEAM Case Study**</p> <p>In-Class Exercise: The TEAM Project - Studying Organizations</p>
Thursday, February 23	<p><b><i>Domains of Application: Environmental Anthropology</i></b></p> <p><u>Readings</u>  K&amp;vW Chapter 4: The Domain of the Environment</p> <p><b>Group 3 Presentation: Environmental Anthropology</b></p>
Tuesday, February 28	<p><b><i>Points of Departure: Studying Impacts</i></b>  <i>How can we anticipate the impact of change to people's lives?</i></p> <p><u>Readings</u>  Ervin Chapter 8  Westman (2013) Social Impact Assessment of Canada's Tar Sands**</p> <p>In-Class Exercise: Impact assessment</p>
Thursday, March 2	<p><b><i>Domains of Application: Health and Medicine</i></b></p> <p><u>Readings</u>  K&amp;vW Chapter 5: Applied Anthropology and Health and Medicine</p> <p><b>Group 4 Presentation: Health and Medicine</b></p>
Tuesday, March 7	<p><b><i>Points of Departure: Participatory Research from the Bottom Up</i></b>  <i>How do we collaborate with local communities in applied research?</i></p> <p><u>Readings</u>  Ervin Chapter 15  Mosse (2001) People's Knowledge and Participation**</p> <p>In-Class Discussion: Identifying stakeholders and key participants</p> <p><b>MIDTERM DISTRIBUTED</b></p>

Thursday, March 9	<p><b><i>Domains of Application: Development-Induced Displacement and Resettlement</i></b></p> <p><u>Readings</u> K&amp;vW Chapter 7: Applied Anthropology and Development-Induced Displacement and Resettlement</p> <p><b>Group 5 Presentation: Development-Induced Displacement &amp; Resettlement</b></p>
Tuesday, March 14	<p><b>MIDTERM DUE BY 12 P.M.</b></p>
Thursday, March 16	<p><b><i>Taking Positions: Advocacy and Social Marketing</i></b> <i>What positions do we adopt within our application of anthropology?</i></p> <p><u>Readings</u> Ervin Chapter 10 Gwynne (2003) Social Marketing** Schuller (2014) Activist Anthropological Engagement in Haiti after the Earthquake**</p> <p>In-Class Exercise: Advocacy case study</p>
Tuesday, March 21	<p><b><i>Domains of Application: Business Anthropology</i></b></p> <p><u>Readings</u> K&amp;vW Chapter 8: Anthropological Practice in Business and Industry</p> <p><b>Group 6 Presentation: Applied Anthropology in Business and Industry</b></p>
Thursday, March 23	<p><b><i>Ethnography Part I: Participant Observation and Key Informant Interviews</i></b> <i>What do anthropologists learn from “being there” and how can this add value to communities and organizations?</i></p> <p><u>Readings</u> Ervin Chapter 11 Singer (1999) Towards the Use of Ethnography in Health Care Program Evaluation**</p>
March 27-31	<p><b>NO CLASS: SPRING BREAK and Cesar Chavez Day</b></p>
Tuesday, April 4	<p><b><i>Ethnography Part II: Cases from the Field</i></b> <i>How does applied ethnography work, exactly?</i></p> <p><u>Readings</u> Checker (1997) But I Know it’s True** Armijos and Walnycki (2014) Communal Drinking Water and Management**</p> <p>In-Class Discussion: Interview the professor about doing applied anthropology</p>
Thursday, April 6	<p><b><i>Domains of Application: Anthropology and Education</i></b></p> <p><u>Readings</u> K&amp;vW Chapter 9: Anthropology and Education</p> <p><b>Group 7 Presentation: Applied Anthropology in Education</b></p>

Tuesday, April 11	<p><b><i>Group Techniques for Data Collection</i></b>  <i>What can we learn by eliciting data from groups?</i></p> <p><u>Readings</u>  Ervin Chapter 12  Faas (2014) <i>Excerpt from All the Years Combine</i>**</p> <p>In-Class Exercise: Focus group case studies (Penipe and San Jose)</p>
Thursday, April 13	<p><b><i>Domains of Application: Anthropology and the Aged</i></b></p> <p><u>Readings</u>  K&amp;vW Chapter 9: Applied Anthropology and the Aged</p> <p><b>Group 8 Presentation: Applied Anthropology and the Aged</b></p>
Tuesday, April 18	<p><b><i>Quantitative Approaches to Applied Anthropology</i></b>  <i>How do we understand applied anthropological problems using numbers?</i></p> <p><u>Readings</u>  Ervin Chapter 13  Prell et al. (2009) Stakeholder Analysis and Social Network Analysis in Natural Resource Management**</p> <p><b>Domains of Application Paper Rough Drafts Due</b></p>
Thursday, April 20	<p><b>No Class Meeting: Students should use this time to pair up and review each other's term paper drafts</b></p>
Tuesday, April 25	<p><b><i>Rapid Assessment Procedures</i></b>  <i>How can we apply anthropology under constraints of time and money?</i></p> <p><u>Readings</u>  Ervin Chapter 14  Beebe (1995) Basic Concepts and Techniques of Rapid Appraisal**</p> <p>In-Class Exercise: Case Study in Rapid Appraisal</p>
Thursday, April 27	<p><b><i>Domains of Application: The Applied Anthropology of Disasters</i></b></p> <p><u>Readings</u>  Henry (2005) Anthropological Contributions to the Study of Disasters**</p> <p><b>Group 9 Presentation: The Applied Anthropology of Disasters</b></p> <p>In-Class Discussion: Interview the professor about disaster anthropology</p>
Tuesday, May 2	<p><b><i>Applied Anthropology and Theory: The Next Level</i></b></p> <p><u>Readings</u>  Baba (1999) Theories of Practice in Anthropology**</p> <p>In-Class Discussion: What is the relationship between theory and practice in anthropology?</p>

Thursday, May 4	<b><i>Domains of Application: Anthropology of Nutrition</i></b> <u>Readings</u> K&vW Chapter 6: Nutritional Anthropology <b>Group 10 Presentation: Anthropology of Nutrition</b>
Tuesday, May 9	<b><i>Best Practices and Emerging Trends</i></b> <u>Readings</u> Ervin Chapter 16 K&vW Chapter 11
Thursday, May 11	<b><i>Skills, Careers, and Summing Up</i></b> <i>How do you prepare for and maintain a career in applied or practicing anthropology?</i> <i>How do you apply anthropology in your life and career?</i> <u>Readings</u> Ervin Chapter 17 <b>Reading Journals Due</b>
Tuesday, May 16	<b><i>Semester Debrief and Q &amp; A</i></b> <b>Domains of Application Papers Due</b> <b>FINAL EXAM DISTRIBUTED</b>
Monday, May 22	Final exam due by 12:00pm in Clark Hall 404L

## University Policies

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>