

**San José State University  
College of Social Sciences  
Anthropology 233  
Domains of Application, Fall 2011**

|                         |  |
|-------------------------|--|
| <b>Instructor:</b>      | Dr. Guadalupe Salazar  |
| <b>Office Location:</b> | Clark Hall 402 H   |
| <b>Telephone:</b>       | (408) 924-5730   |
| <b>Email:</b>           | <a href="mailto:guadalupe.salazar@sjsu.edu">guadalupe.salazar@sjsu.edu</a> |
| <b>Office Hours:</b>    | Tuesday 8:00 am – 10:00 am<br>Tuesday / Thursday 1:30 pm – 3:00 pm         |
| <b>Class Days/Time:</b> | Thursday 6:00 – 8:45 pm  |
| <b>Classroom:</b>       | Clark Hall 204   |
| <b>Prerequisites:</b>   | ANTH 231 or instructor's consent   |

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Faculty Web Page links on the SJSU home page ( <http://www.sjsu.edu/people/guadalupe.salazar/courses/anth233> ).

**Course Description**

This course introduces four domains that intersect with anthropological knowledge: (1) health and illness; (2) environmental sustainability; (3) migration and immigration; and (4) business, industry, and labor. We will explore how anthropologists are addressing issues in each of these domains, and how anthropological perspectives might provide insight into social, economic, and political transformations in the San Francisco Bay Area.

Although this graduate course is offered within the context of an applied anthropology M.A. curriculum, the division between "applied" and "theoretical" (or "academic") anthropology is arbitrary. Indeed, the division emerged relatively recently (in the 1930s) in the United States. This distinction has never occurred in some countries. For example, in Mexico nearly all anthropologists have been expected to apply social science knowledge to meet human needs. Consequently in this course we will examine four specific domains but we will also critically examine a host of topics concerning the genesis, development, and consequences of applied anthropology, including:

1. *Perspective.* From what points of view is the anthropologist analyzing

an issue or problem? What are the basic assumptions that are being made? Should the perspectives of "experts" be privileged over those of non-experts? Who provides the anthropologist with data? Who is the anthropologist serving?

2. *Cross-cultural comparison.* How are people in different cultures addressing a particular issue or problem? What ideas can the applied anthropologist take from other cultures to help solve problems at home?

3. *Historical analysis.* How have people in different historical periods addressed a particular issue or problem? How did a given issue or problem develop over time? What ideas can the applied anthropologist take from other time periods to help solve present-day problems?

4. *Power.* What role does power play in the definition, creation, and resolution of social problems? Through what institutions or mechanisms are anthropologists able to apply their knowledge?

We will also discuss several ethical issues related to the field of applied anthropology, including:

1. *Proprietary data and the question of secrecy.* Is it ethical for the social scientist to conduct covert research?

2. *AAA Principles of Professional Responsibility.* How have these changed over time, and what factors have impacted these changes? How do these compare to the professional guidelines of other professional associations (such as the American Medical Association, the American Psychiatric Association, etc.)?

3. *Ethical limits of applied anthropology.* Are there any institutions or agencies for which applied anthropologists should not provide services?

## **Goals of the Anthropology Department**

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution;
2. Awareness of human diversity and the ways humans have categorized diversity;
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline;
4. Knowledge of the history of anthropological thought and its place in modern intellectual history;
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society;
6. Ability to access various forms of anthropological data and literature;
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues;
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline;

9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences;
10. Knowledge of political and ethical implications of social research.

## Course Learning Outcomes

Students who successfully complete this course will have learned:

1. Knowledge about the domains in which applied anthropology is employed;
2. The roles of anthropologists in applied work;
3. How theory and practice apply in applied anthropology;
4. The history and controversies of applied anthropology;
5. Ethical issues concerning applied anthropology;
6. How to use applied anthropology to help resolve contemporary concerns

## Required Texts/Readings

### Textbooks

- 1) S. Kedia and J. van Willigen, (2005) *Applied Anthropology: Domains of Application*
- 2) S. Striffler (2005) *Chicken: The Dangerous Transformation of America's Favorite Food* (available as ebook from the MLK Library)
- 3) Anthropology 233: Domains of Application readings available on my faculty page

The books are available at Spartan Bookstore or Amazon.com. The readings will be available online on my Faculty Web page. Most of the articles in the reader are available in the SJSU King Library Online Journals collection (see <http://sjlibrary.org/research/ejournals/index.htm>). Please come to class with photocopies or printouts of these articles.

## Classroom Protocol

All assignments must be completed in order to pass. **No** late assignments will be accepted unless student presents documentary evidence of illness, death in family, jury duty, etc. **No** assignments will be accepted via e-mail—I must receive hard copies of **all** assignments. No makeup exams will be given unless student presents documentary evidence of illness, death in family, jury duty, etc. Cell phones **must** be turned off during class to avoid disruption.

Plagiarism, cheating, and academic dishonesty will be reported to the University. Your own commitment to learning, as evidenced by your enrollment at SJSU, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs (the University's academic integrity policy can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>).

Disabled students with special needs should make arrangements with me as soon as possible. If you need course adaptations or accommodations because of disability, or if you need 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. SJSU Presidential Directive 97-03 requires that students with disabilities register with DRC (Disability Resource Center) to establish a record of their disability.

Computers may be used only for note taking – if used for non-class related purposes, you will be asked to leave.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Course Format

This course will be conducted as a student-led seminar. In other words, four times during the semester you (along with a partner) will be responsible for presenting the week's readings to your peers. You will also be expected to lead a critical discussion of the week's readings.

## Course Assignments and Grading

Your grade for the semester will be based on the following assignments and activities:

1. *Weekly reading summaries*. Each week, you should prepare a 3-page double-spaced summary of the week's readings. You should concisely summarize the research problem, the main points, the methodology, and the article's conclusion. (3 points for each summary; 45 points total)
2. *Presentations*. Four times during the semester you (along with a partner) will be responsible for presenting the week's readings to your peers. You will also be expected to lead a critical discussion of the week's readings. (5 points for each presentation; 20 points total).
3. *Class project*. You will participate in a class project to be conducted in teams. Each project will focus upon one of the four domains covered during the semester. Teams will be assigned randomly by the instructor. Students will assume the role of applied anthropologists in a consulting group commissioned to solve a specific problem related to health and illness, environmental sustainability, immigration, or industry. Instead of a final exam, each group will present the results of your project on **Thursday, December 15 (5:15-7:30 pm)**, at which time each group should submit a 10-page project summary to the instructor. More information will be given to later in the course. (20 points total)

4. *Participation.* You will be expected to attend the seminar each week and actively participate in discussion. (1 point each week; 15 points total)

**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  |

**University Policies**

**Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

**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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

# ANTH 233 / Fields of Application, Fall 2011

## Course Schedule

Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

**Table 1 Course Schedule**

| <b>Week</b> | <b>Date</b> | <b>Topics, Readings, Assignments, Deadlines</b>  |
|-------------|-------------|--|
| 1           | Aug. 25     | <b>Introduction</b><br>C.W. Mills, "The Promise"<br>L. Nader, "Barriers to Thinking New about Energy"  |
| 2           | Sep. 1      | <b>Development and Applied Anthropology</b><br>*S. Kedia and J. van Willigen, "Applied Anthropology"<br>R. González, "From Indigenismo to Zapatismo"<br>D. Gow, "Anthropology and Development: Evil Twin or Moral Narrative?"  |
| 3           | Sep. 8      | <b>Anthropology: Top-Down or Bottom-up?</b><br>L. Nader, "Up the Anthropologist"<br>A. Ervin, "What Is Policy and How Does It Relate To Anthropology?"<br>J. Spradley, "The Ethnography of Crime in American Society"<br>P. Bourgois, "Culture of Poverty"   |
| 4           | Sep. 15     | <b>Health and Illness (Part 1)</b><br>C. Helman, "Medicine and Culture: The Limits of Biomedical Explanation"<br>*L. Whiteford and L. Bennett, "Applied Anthropology in Health and Medicine"<br>P. Bourgois, "Everyday Violence of Hepatitis C Among Women Who Inject Drugs"<br>M. Singer, "Beyond the Ivory Tower"                                |
| 5           | Sep. 22     | <b>Health and Illness (Part 2)</b><br>L. de la Gorgendière, "Rights and Wrongs: HIV/AIDS Research in Africa"<br>B. Rylko-Bauer and P. Farmer, "Managed Care or Managed Inequality?"<br>L. Nader and R. González, "Framing Teenage Health Care"<br>Fjord and Manderson, "Anthropological Perspectives on Disasters and Disability: An Introduction" |
| 6           | Sep. 29     | <b>Environmental Sustainability (Part 1)</b><br>*T. McGuire, "The Domain of the Environment"<br>B. Berlin and E. Berlin, "Community Autonomy and the Maya ICBG Project in Chiapas"<br>P. Durrenberger and K. Thu, "The Industrialization of Swine Farming in the U.S."   |
| 7           | Oct. 6      | <b>Environmental Sustainability (Part 2)</b><br>J. Gilden, "Small Fish in a Big Pond: An Applied Anthropologist in   |

| Week | Date    | Topics, Readings, Assignments, Deadlines   |
|------|---------|--|
|      |         | Natural Resource Management”<br>C. Kottak, “An Anthropological Take on Sustainable Development”<br>M. Huang, “Sacramento Learns from Bangladesh”   |
| 8    | Oct. 13 | <b>Immigration and Minority Issues (Part 1)</b><br>D. King, “Asylum Seekers/Patron Seekers: Interpreting Iraqi Kurdish Migration”<br>K. Bubinas, “Gandhi <i>Marg</i> ”<br>C. Stack, “Beyond What Are Given as Givens”<br>S. Lee, “Behind the Model-Minority Stereotype”  |
| 9    | Oct. 20 | <b>Immigration and Minority Issues (Part 2)</b><br>L. Chavez et al., “Undocumented Latin American Immigrants and US Health Services”<br>J. Freeman, “Work as Mission in an Immigrant Community and its Homeland”<br>C. Veléz-Ibáñez, “Regions of Refuge in the United States: Issues, Problems and Concerns for the Future of Mexican-Origin Populations in the United States”   |
| 10   | Oct. 27 | <b>Industry, Business and Labor (Part 1)</b><br>*M. Baba, “Anthropological Practice in Business and Industry<br>R.H. Reeves-Ellington, “Using Cultural Skills for Cooperative Advantage in Japan”<br>D. McCurdy, “Using Anthropology”<br>J. Brett, “We Sacrifice and Eat Less: The Structural Complexities of Microfinance Participation”<br>S.R. Schuler and S.M. Hashemi, “Family Planning Outreach and Credit Programs in Rural Bangladesh” |
| 11   | Nov. 3  | <b>Industry, Business and Labor (Part 2)</b><br>S. Striffler, Chicken: The Dangerous Transformation of America’s Favorite Food   |
| 12   | Nov. 10 | <b>Advocacy and Objectivity in the Social Sciences</b><br>S. Cook, “Anthropological Advocacy in Historical Perspective”<br>M. Garcia, “Ethnographic Responsibility and the Anthropological Endeavor: Beyond Identity Discourse”<br>J. MacDonald, “The Narcoeconomy and Small Town Rural Mexico”<br>A. Unterberger, “The Blur: Balancing Applied Anthropology, Activism and Self vis-a- vis Immigrant Communities”                              |
| 13   | Nov. 17 | <b>Anthropology, the Military and Intelligence Agencies</b><br>D. Price, “Gregory Bateson and the OSS: World War II and Bateson’s Assessment of Applied Anthropology”<br>M. McFate, “Counterinsurgency and Four Tools of Political Competition”<br>E. Wolf and J. Jorgensen, “Anthropology on the Warpath in Thailand”<br>D. Price, America the Ambivalent   |

| Week              | Date    | Topics, Readings, Assignments, Deadlines  |
|-------------------|---------|---|
| 14                | Nov. 24 | <b>Happy Thanksgiving!</b>  |
| 15                | Dec. 1  | <b>New Domains in Applied Anthropology</b><br>D. Lewis, "Revealing, Widening, Deepening? A Review of the Existing and Potential Contribution of Anthropological Approaches to 'Third-Sector' Research"<br>B. Rylko-Bauer, M. Singer, and J. VanWilligen, "Reclaiming Anthropology: It's Past, Present and Future"<br>C. Wasson, "Ethnography in the Field of Design"<br>B. Jordan, "Blurring Boundaries: The 'Real' and the 'Virtual' in Hybrid Spaces" |
| 16                | Dec. 8  | <b>Advice from Practicing Anthropologists</b><br>S. Fiske, "Working for the Federal Government: Anthropology Careers"<br>B. Pillsbury, "Applied Anthropology and Executive Leadership"<br>C. Littlefield and E. Gonzalez-Clements, "Creating Your Own Consulting Business"<br>R. Nolan, "Using Anthropology Overseas"<br>G. Maynard-Tucker, "Becoming an International Consultant"<br><br><b>Review and Discussion</b>                                  |
| <b>Final Exam</b> | Dec. 15 | <b>Project Presentations</b><br>Clark Hall 204<br>5:15 – 7:30 pm  |

\*Articles marked with an asterisk may be found in the book *Applied Anthropology* by S. Kedia and J. van Willegen.