San José State University
Department of Anthropology

ANTH 232(1) Applications Core B (22254) Spring 2011

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Office Hours:	Mondays 11:00-13:00 & 16:00-17:00, Tuesdays 10:00-12:00, Wednesdays 13:00-14:00, and by arrangement
Class Days/Time:	Mondays 18:00-20:45
Classroom:	Clark Hall 204
Prerequisites:	Graduate standing or instructor permission

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.

Department Goals

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas:

Knowledge

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.

Skills

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.

Professional Values

10. Knowledge of political and ethical implications of social research

Course Content 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;
8. be able to prepare proposals for grants and contracts, including preparing a basic project budget; and
9. 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

Textbook

1. Fetterman, David (2001). Foundations of empowerment evaluation. Thousand Oaks, CA: Sage Publications.
2. Kindon, Sara, et al. (2010). Participatory action research: Research approaches and methods. New York: Routledge.
3. Mosse, David (2005). Cultivating development: An ethnography of aid policy and practice. (Ann Arbor, MI: Pluto Press.
4. Sunderland, Patricia and Denny, Rita (2007). Doing anthropology in consumer research. Walnut Creek, CA: Left Coast Press.
5. Zeisel, John (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 reasonably-priced book. It is a classic in design research that covers many facets of ethnography as well as any ethnography text.)

Other Readings

Human Organization articles (available online)

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

Garrett, J. L. & Downen, J. (2002). Strengthening rapid assessments in urban areas: Lessons from Bangladesh and Tanzania" (61(4).

Taplin, D. H., Scheld, S., & Low, S. (2002). Rapid enthrographic assessment in urban parks: A case study of Independence National Historical Park" 61(4).

Utarini, A., Winkvist, A., & Pelto, G. H. (2001). "Appraising studies in healthy using rapid assessment procedures (RAP): Eleven critical criteria" 60(4).

Wasson, C.: "Ethnography in the field of design" 59(4).

EPIC Conference Proceedings (available online)

Greenman, A. and Smith, S.: "Embed: Mapping the future of work and play: A case for embedding non-ethnographers in the field"

Book Chapters

Andreason, A.: "Chapter 1 Social change, social problems and 21st century social marketing" and "Chapter 2 Creating and framing the agenda" in Social marketing in the 21st century.

Beebe, J. (2001). Rapid assessment process: An introduction". Walnut Creek, CA: AltaMira.

Bryson, J. R., Daniels, P. W., & Warf, B.: "Chapters 1 & 8" in Service worlds: People, organizations, technologies.

Butler, M. O.: "Translating evaluation anthropology" in Creating evaluation anthropology by M. O. Butler and J. Copeland-Carson, eds. (NAPA Bulletin 24).

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

Kingery, D. (2001). The Design Process as a Critical Component of the Anthropology or Technology. Pp. 123-138. In Michael Brian 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.: "Getting real about what it takes to conduct evaluation research: What do you need to know?" in Creating evaluation anthropology by M. O. Butler and J. Copeland-Carson, eds. (NAPA Bulletin 24).

Squires, S.: "Chapter 6 Doing the work: Customer research in the product development and design industry" in Creating breakthrough ideas by S. Squires and B. Byrne, eds. (Westport, CN: Bergin and Garvey, 2002).

Teboul, J.: "Chapters 1-3 and 6" in Service is front stage (New York: Palgrave MacMillan, 2006). Pages 4-40 and 70-76.

Ulrich, K. & Eppinger, S.: "Chapter 3 Product planning" in Product design and development.

Van Willigen, J.: "Chapter 10 Social marketing" in Applied anthropology 3rd ed. (Westport, CN: Bergin and Garvey, 2002).

Miscellaneous Papers

Blomberg, J. (n.d.): "On participation and service innovation".

Blomberg, J., Suchman, L., & Trigg, R.: "Reflections on a work-oriented design project" in HCI.

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.

Demaid, A. & Quintas, P. (2006). Knowledge across cultures in the construction industry: sustainability, innovation and design. Technovation 26.

Dourish, P.: "Implications for Design" in HCI.

Manzini, E. & Vezzoli, C. (n.d.). "Product-service systems and sustainability: Opportunities for sustainable solutions". Paris: United Nations Environment Programme, Division of Technology Industry and Economics, Production and Consumption Branch.

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.

The format for each class will be similar to that used in the second half of ANTH 231. We will typically begin by forming into discussion groups to discuss the readings. Each group will then report out and ideas, questions, issues, etc. may or may not be posted on the whiteboard. Our material this semester is different in content and we may be spending more time in class in exercises or simulations getting a feel for what has been presented in readings. This will vary from week to week since different topics lend themselves to different treatments.

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. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/ **.** Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

1. Discussion Recorder (15%). Each student will be asked to record the class discussion once during the semester. As recorder, you may speak and contribute to the discussion, but your role is fundamentally to take notes after the group discussions 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. 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 (see below. Several things to think about: (1) you cannot participate without attending and (2) thoughtful contributions are more valuable than just airtime, much less BS. Participation is also demonstrated during our professionalism discussions at the end of each session and by acting as discussion facilitator at twice during the semester.

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, "Whatta 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.

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

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. 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.

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.

Course Number / Title, Semester, 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.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 31	Course Overview and Anthropological Evaluation Where does this course fit into the graduate program and how will we be communicating in class during the semester? As the field of evaluation develops, what are the opportunities for applied-practicing anthropologists? Readings: Butler, M. O.: "Translating evaluation anthropology" Goodman, C., Trainor, B., & Divorski, S.: Uing ethnographic methods to evaluate the Department of Veterans Affairs Patient Safety Program" Simon, E. L. & Christman, J. B.: "Getting real about what it takes to conduct evaluation research: What do you need to know?"
2	February 7	Empowerment Evaluation What is empowerment evaluation and how is it facilitated in order to improve organizations and programs? Readings: Fetterman, D.: Chs. 1-10.
3	February 14	Projects as Managed Rationality How are projects rational instruments designed to take policies and plans and implement them? Reading: Potts, D.: "Chapters 1-3" in Project planning and analysis for development. Dennis FIND THE PPT AND LIST IT
4	February 21	Social Marketing How are techniques of marketing used in social programs to change behavior toward socially/culturally desirable ends?

Week	Date	Topics, Readings, Assignments, Deadlines
		Readings: Van Willigen: "Chapter 10 Social Marketing" in Applied anthropology (3rd ed.). Andreason, A.: "Chapter 1 Social change, social problems and 21st century social marketing" and "Chapter 2 Creating and framing the agenda" in Social marketing in the 21st century. Bryant, C., Lindenberger, J., Brown, C, Kent, E., Schreiber, J. M., Bustillo, M., & Canright, M. W.: "A social marketing approach to increasing enrollment in a public health program: A case study of the Texas WIC program" Human Organization.
5	February 28	Participatory Action Research How can anthropologists conduct research with and not on people so that relevant inquiry is linked with action? Readings: Kindon *et al*.: Chs. 1-5. Plus group A reads 7, 10 & 13; group B, 8, 11 & 14; and group C, 9, 12 & 15
6	March 7	Participatory Action Research and Advocacy How can anthropologists conduct research with and not on people so that relevant inquiry is linked with action? Readings: Kindon *et al*.: group A reads 16, 19, 22, & 25; group B reads 17, 20, 23 & 26; and group C reads 18, 21, 24 & 26
7	March 14	From the Bottom Up: Brokering, Translating & Negotiating How do projects actually play out on the ground and what are the implications for anthropologists? Mosse, D.: Cultivating development : Chapters 1-5
8	March 21	More Bottom Up and Grantwriting Mosse, D.: Cultivating development : Chapters 6-10

Week	Date	Topics, Readings, Assignments, Deadlines
		And remember that Spring Break is 3/28-4/1
9	April 4	Rapid Assessment Readings: Beebe, W.: "To RAP or not to RAP" Garrett, J. L. et al.: "Strengthening rapid assessments in urban areas" Taplin, D. et al.: "Rapid ethnographic assessment in urban parks" Utarini, A. et al.: Appraising studies in health using rapid assessment procedures (RAP)"
10	April 11	Design Processes How are applied-practicing anthropologists involved designing and developing products and services? Visitor: John McClusky, Industrial Design, SJSU Readings: Kingery, D. "The Design Process as a Critical Component of the Anthropology or Technology" in Anthropological Perspectives on Technology. Zeisel, J.: Chapters 1-4 in Inquiry by design. Ulrich, K. & Eppinger, S.: "Chapter 3 Product planning" in Product design and development. (skim)
11	April 18	Staying at the Table How can anthropologists get involved earlier and remain longer on projects, and what are the implications for being an applied practitioner? Visitors: Nicole Conand and Alicia Dornadic Readings: Pink: "Engaging the visual" in The future of visual anthropology Squires, S.: "Chapter 6 Doing the work: Customer research in the product development and design industry in Creating breakthrough ideas Wasson, C.: "Ethnography in the field of design" in Human Organization.

Week	Date	Topics, Readings, Assignments, Deadlines
12	April 25	Services: Arenas for Action What are services and how can applied anthropologists be involved in designing service encounters and systems? Readings: Bryson, J. R., Daniels, P. W., & Warf, B.: "Chapter 1" in Service worlds: People, organizations, technologies. University of Cambridge Service Science, Management and Engineering Symposium (2007): "Succeeding through service innovation" Manzini, E. & Vezzoli, C.: Product-service systems and sustainability" Bryson, J. R., Daniels, P. W., & Warf, B.: "Chapter 1" in Service worlds: People, organizations, technologies.
13	May 2	Services: Methods and Analysis How can applied-practicing anthropologists discover opportunities to contribute to the design of services? Readings: Bryson, J. R., Daniels, P. W., & Warf, B.: "Chapter 8" in Service worlds: People, organizations, technologies. Teboul, J.: "Chapters 1-3 and 6" in Service is front stage Blomberg, J., Suchman, L., & Trigg, R.: "Reflections on a work-oriented design project" in HCI. Blomberg, J. "On participation and service innovation"
14	May 9	Understanding Consumption How can anthropology help us understand consumers and what are some consequences of doing so? Reading: Sunderland, P. and Denny, R.: Doing anthropology in consumer research (read numbered chapters 1-9, but not the part introductions)

Week	Date	Topics, Readings, Assignments, Deadlines
15	May 12	Positioning Ourselves Now that everyone loves anthropology and ethnography, where does that leave us? Readings: Greenman, A. and Smith, S.: “Embed: Mapping the future of work and play: A case for embedding non-ethnographers in the field” Sunderland, P. and Denny, R.: “Chapter 10” in Doing anthropology in consumer research Dourish, P.: “Implications for Design” in HCI. Demain & Quintas: “Knowledge across cultures in the construction industry: Sustainability, innovation and design”
Final Exam	May 19	18:00-19:30 in Clark 204