

San José State University
Anthropology Department
Anth 233, Fields of Application, Section 1, Fall 2015

Course and Contact Information

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| Instructor: | Dr. Jan English-Lueck |
| Office Location: | Clark 459 |
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| Email: | Jan.English-Lueck@sjsu.edu |
| Office Hours: | Thursday 8:45-11:45, 1:30-2:30 |
| Class Days/Time: | Tuesday 6:00-8:45 pm |
| Classroom: | WSQ 004 |
| Prerequisites: | Corequisite: ANTH 231 or instructor consent. |
| Course number: | 41799 |

Course Format

This course is a seminar, with augmentation by online resources, found on Canvas. Internet connectivity and computers are required to access Canvas.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus can be found on my faculty web page at <http://www.sjsu.edu/people/Jan.English-Lueck> and more detailed handouts are to be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course is a survey of domains in which anthropological skills and knowledge are applied. Topics include health, business and industry, sustainable regions, and immigration. Emphasis is on opportunities for anthropological contributions.

In this section we will focus on the issues and experiences of anthropological practitioners, particularly as they relate to the integrated focus areas of the anthropology of wellness, material culture and adaptability and knowledge in action.

Learning Outcomes (Required) and Course Goals (Optional)

Learning Outcomes and Course Goals

Program Learning Outcomes (PLO) of the Graduate Program in Applied Anthropology

Students who successfully complete this graduate program will:

PLO 1 Understand a range of anthropological research methods and be able to conduct research relevant to problem solving in various settings and for different clients/partners;

PLO 2 Know basic models of applying anthropology in different settings and have the skills to be able to function as practitioners of several;

PLO 3 Be knowledgeable about (a) the discipline of anthropology in general and how it contributes to understanding and improving contemporary society, and (b) a particular field of anthropology in greater depth;

PLO 4 Be able to function effectively in at least one content area;

PLO 5 understand personal, political and ethical issues inherent in research and application;

PLO 6 Develop professionally as practitioners with skills in contracting, project management, and budgeting, as well as the ability to communicate about project goals and findings and the discipline of anthropology to diverse audiences; and

PLO 7 Be knowledgeable about the region as a social and cultural system with complex state, national and global interconnections.

Course Content Learning Outcomes

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

CLO 1. Integrate techniques from across anthropology to apply knowledge related to the material culture and adaptation, wellness, and knowledge in action, the umbrellas that define the anthropological approach at SJSU.

CLO 2. Generate ways that anthropology can be used in communities and organizations to address real-world issues for human betterment, in applications as diverse as innovation and design, consumerism and household finance, architecture and housing, and wellness, disease and health care.

CLO 3. Analyze structural social and cultural differences to determine the appropriate applications and to judge their potential effectiveness.

CLO 4. Appraise how diverse stakeholders evaluate and promote better outcomes and modify communication to match stakeholder expectations. Students should expect to work in a variety of relationships with the people they serve, including advocacy, public anthropology, and consultation.

CLO 5. Determine the most appropriate ethical approach to knowledge generation and application.

Required Texts/Readings

Textbooks

Carla Guerrón-Montera, Editor. *Careers in Applied Anthropology in the 21st Century: Perspectives from Academics and Practitioners*. NAPA Bulletin Series. ISBN 9781405190152. (Available from Spartan online. Individual articles are available free from Anthrosource through the SJSU library database.)

Daniel Miller. *Stuff*. Polity Press. ISBN. 9780745644240. Available through Spartan shops for purchase or rental, and Amazon.)

Megan Carney. *The Unending Hunger: Tracing Women and Food Insecurity across Borders*. University of California Press. ISBN 9780520285477. Available through Spartan shops and Amazon.)

Other Readings

This required reading is to be found on Canvas and through Anthrosource and other databases in the SJSU library.

Sherlyn Briller, Sandrea Sandar. 2013. *Engaging Opportunities in Urban Revitalization: Practicing Detroit Anthropology*. *Annals of Anthropological Practice*. 37.1. Pp. 156-178. American Anthropological Association.

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

Gemmae Fix. 2014. *Anthropologist and Government Employee: A description of Career Paths to becoming an Applied Anthropologist with the U.S. Department of Veteran Affairs*. *Annals of Anthropological Practice*. 37.2. Pp.20-39. American Anthropological Association.

Brigitte Jordan. 2008. *Living a Distributed Life: Multilocality and Working at a Distance*. *Annals of Anthropological Practice*. 30 Pp. 28-55. American Anthropological Association.

Daniel Lende and Greg Downey. 2012. *Neuroanthropology and its Applications: An Introduction*. *Annals of Anthropological Practice*. 36. Pp. 1-25. American Anthropological Association.

Joseph Lindley. 2014. *Anticipatory Ethnography and Design Fiction*. *EPIC*. Pp. 237–253

Erin O'Loughlin et al. 2014 *Transforming a Financial Institution: The Value of UX Professionals*. *EPIC*. Pp. 254–266

Nancy Parezo. 2015. *Museum: Sites for Producing Anthropology that Matters*. *Practicing Anthropology*. 37(3) Pp. 10-13.

Jonathan Ventura. 2013. *Industrial Design, Ethnography and Anthropological Thought*. *Anthropology in Action*, 20, no. 1. Pp. 31–41.

Other equipment / material requirements (optional)

Students will need to have access to computers to use Canvas, and prepare assignments.

Library Liaison

Your resource Librarian is Silke Higgins, (408) 808-2118, Silke.Higgins@sjsu.edu.

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>.

Course Assignments

1. Blog posts. (100 points per blog, 20% of grade) Each student will be individually assigned one or more readings for which s/he will be the facilitator. He or she will compose a “blog post” in which the article is summarized. The student will also find a case study that expands on that article, and write about the opportunities the article implies for practicing anthropologists. This is not a precis, or a summary, but an engaging 350-500 words that will provoke thought for your cohort. It will be posted to the Canvas shell for the course. Course learning objectives met by this assignment include CLO 1, 2.
2. Discussion facilitation. (50 points per facilitation, 105 of grade). Along with 1-2 other people, students will be responsible for facilitating a discussion, often beginning with an activity or ice breaker, and then using prompts to continue discussion. You must be physically present during your allotted facilitation slot. Course learning objectives met by this assignment include CLO 2,3,4 and 5.
3. Role playing project. (100 points for the group, 100 points for designated individual contribution, group and individual contribution each worth 20% of grade). Very few actual projects are individual. Most are done in teams. Students will work in a 3-5 person team to identify a potential project within the domains of applied anthropology. You would research and plan this project as if you were actually doing it, although you are only simulating the project. You would map an action plan to define the project, identify the stakeholders, consider how to best collaborate and consider the ethical implications for the various stakeholders. You would also map out the internal expertise of your team. What can you bring? What sort of business plan would best suit the scope of your project? Your project would be presented in an unconference format with appropriate powerpoints, handouts, such as bibliographies, artifacts or prototypes on Dec. 15. Course learning objectives met by this assignment include CLO 2,3,4 and 5.
4. Participation and Miscellaneous Activities (approximately 150 pts., or 30% of grade) Participation in class activities, project updates, simulations, and a variety of other exercises can be worth more than 150 points. Participation in class discussions and activities is the basis of awarding credit. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and/or late entry or exit in an activity, and no credit for non-participation. Class discussions and short written exercises (for example, input into class brainstorming activities) will be used to track participation. Course learning objectives met by this assignment include CLO 1 and 2.

TO BE EXCUSED, if you cannot make it to class to participate in an exercise, you must leave a voicemail or E-mail message **THAT day or earlier**, giving your **name**, **class** and **reason for missing the activity**. Verbal messages alone will not be recorded (i.e. telling the instructor in class or in the hallway). You will receive full credit (E) as long as the reason is significant and the privilege is not abused.

The tentative course calendar includes assignment due dates, exam discussion and due dates, and the date of final culminating activity, subject to change with fair notice.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Grading

Incompletes

Incomplete grades will be granted only if the instructor has been notified and has approved. Students with missing major assignments (over 50 points) will receive a WU (an Unauthorized Withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

Notification of Grades

If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone). You may also track your grade in Canvas. Note graduate students must maintain a 3.0 or better average to remain in good standing.

Marking Criteria

A+ 98-100%

A 94-97 %

A- 90-93%

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+ 88-89%

B 84-87%

B- 80-83%

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 78-79%

C 74-77%

C- 70-73%

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 68-69%
D 64-67%
D- 60-63%
F < 60%

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the assignment.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Grades will be posted on Canvas within one week of grading.

Classroom Protocol

There is no ban on devices, but I expect them to be on mute and used only in conjunction with class activities. No device use during guest speaker visits since that might be distracting to the rest of the classroom. Class will begin on time, and a professional tone is to be adopted during discussions and communications.

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-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/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/. 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 orally and whether for the whole semester or on a class by class basis.
 - 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 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.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources (Optional)

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Anth 233 Fields of Application Fall 2015

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------|--|
| 1 | August 25 | Introduction of the cohort and class |
| 2 | Sept. 1 | Panel of Alumni Read: Redding, Master the Art of the M.A. Program and Beyond (Careers) |
| 3 | Sept. 8 | The breadth of the evolving field Read: Guerrin-Montero, Preparing Anthropologists for the 21 st Century(Careers) Kedia, Recent Changes and Trends in the Practice of Anthropology (Careers) Initial brainstorming of Role Playing Projects. |
| 4 | Sept. 15 | Collaboration and evaluation between universities and communities Read: Lassiter Moving Past Public Anthropology and doing Collaborative Research (Careers) J.A. English-Lueck et al. CommUniverCity San José: Evaluating a Community-University Partnership. (Canvas) |
| 5 | Sept. 22 | Reframing classic development anthropology Read: Nolan, Using Anthropology Overseas (Careers) Maynard-Tucker, Becoming an International Consultant Careers) |
| 6 | Sept. 29 | Working with business and being a business Read: Pillsbury Applied Anthropology and Executive Leadership (Careers) Littlefield and González-Clements. Creating your own Consulting Business (Careers) Brigitte Jordan. Living a Distributed Life (Canvas) Coalesce teams for Role Playing Project. |
| 7 | Oct. 6 | Working with material culture Read: Daniel Miller. Stuff, Chapters 1-3 |
| 8 | Oct. 13 | Discerning the social life of material culture continued Read: Daniel Miller. Stuff, Chapters 4-5 |
| 9 | Oct. 20 | Design Anthropology and Storytelling with Stuff Read: Jonathan Ventura. Industrial Design (Canvas) Lindley Participatory Ethnography and Design Fiction (Canvas) |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|---------|---|
| 10 | Oct. 27 | User Experience and domain expertise, case study in economic anthropology Read: O'Loughlin. Transforming a Financial Institution: The Value of UX Professionals (Canvas) |
| 11 | Nov. 3 | Working across disciplines, from Museology to Neuroscience Read: Parezo. Museum: Sites for Producing Anthropology that Matters. (Canvas) Gilden, Small Fish in Big Pond: An Applied Anthropologist in Natural resource Management (Careers) Daniel Lende and Greg Downey. Neuroanthropology and its Applications (Canvas) Q and A for teams for the Role Playing Project. |
| 12 | Nov. 10 | Government agency Read: Fiske, Working for the Federal Government: Anthropology Careers (Careers) Gemmae Fix. Anthropologist and Government Employee (Canvas) |
| 13 | Nov. 17 | Mobilizing the local Read: Briller and Sandar. Engaging Opportunities in Urban Revitalization: Practicing Detroit Anthropology. (Canvas) |
| 14 | Nov. 24 | Migration, food and wellness Read: Carney. The Unending Hunger: Tracing Women and Food Insecurity across Borders. Chapters 1-3 |
| 15 | Dec. 1 | Political economy and wellness Read: Carney. The Unending Hunger: Tracing Women and Food Insecurity across Borders. Chapters 4-5 Q and A for teams for the Role Playing Project. |
| 16 | Dec. 8 | Workshop, Forecasting your professional futures |
| Final Exam | Dec. 15 | Note time change: 5:15 to 7:30 PM Unconference on Applied Anthropological Projects |