

**San José State University**  
**Anthropology Department**  
**Anth 231, Applications Core (41612), Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jan English-Lueck
<b>Office Location:</b>	Clark 459
<b>Telephone:</b>	(408) 924-5347
<b>Email:</b>	Jan.English-Lueck@sjsu.edu
<b>Office Hours:</b>	Monday, Tuesday 1:30-4:00
<b>Class Days/Time:</b>	Tuesday 6:00-8:45 PM
<b>Classroom:</b>	WSQ04
<b>Prerequisites:</b>	Anth 105, Anth 232 or Instructor Consent

**Course Format**

**Faculty Web Page and MYSJSU Messaging (Optional)**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

**Course Description (Required)**

This course covers methods for the analysis of sociocultural systems, ethnographic evaluation, and program/design development. Emphasis on professionalism, project management, budgeting, ethics, and contracts.

This course is the first 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 will be introduced to applied-practicing anthropology, followed by an exploration of various frameworks for application. We emphasize skills development for the practice of anthropology in various contexts, with a particular focus on assessing the needs, assets and organizational constraints of community partners, and how to assess the impacts brought about by interventions. Along with Anth 233, Domains of Application, we will develop professional approaches to fieldwork and project development. This course will be useful in developing the “project” facet of your individual research proposals.

Dr. Jan English-Lueck is a Professor of Anthropology and a Distinguished Fellow at the Institute for the Future. English-Lueck has written ethnographies about cultural futures ranging from

California's alternative healers to China's scientists, including *Health in the New Age*. She has been a participant in the Google Food Lab and consulted for organizations ranging from Herman Miller to Kaiser Permanente. She is past President of the Southwestern Anthropological Association and President of the Society for the Anthropology of Work. English-Lueck is also the author of several books on Silicon Valley including *Cultures@SiliconValley*, winner of the American Anthropological Association's 2006 Diana Forsythe Prize for the anthropology of science and technology. That book is now out in a second edition. She is also a co-author of *Busier than Ever! Why American Families can't Slow Down* (with Charles Darrah and James Freeman), and author of *Being and Well-being: Health and the Working Bodies of Silicon Valley*.

### **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 Learning Outcomes (CLO) (Required)**

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

CLO 1. Identify the history of applied-practicing anthropology and its relationship to specific organizations, public policies, and a larger social context;

CLO 2. Discern and appropriately apply major models of applied-practicing anthropology;

CLO 3. Analyze the structure, functions, and processes of social systems using basic anthropological and social scientific concepts (e.g. social structure, roles, reciprocity, values, etc.);

- CLO 4. Investigate larger environments which affect social systems through literature searches, use of secondary data sources, and Internet resources;
- CLO 5. Identify and apply basic principles and forms of evaluation;
- CLO 6. Conceptualize and conduct basic needs assessments and social impact assessments;
- CLO 7. Appropriately use forms of basic professional communication, such as memos, reports, executive summaries, pitches to clients, etc.;
- CLO 8. Familiar with ethical principles in anthropology and how to protect the rights of various stakeholders in their projects, as well as to recognize threats to ethical social research.

## **Required Texts/Readings (Required)**

### **Textbook**

Briody, Elizabeth. 2014. *Transforming Culture*. ISBN 9781137408198

Hacker, Karen. 2013. *Community-based Participatory Research*. ISBN 9781452205816

Odell Butler, Mary. 2015. *Evaluation: A Cultural Systems Approach*. ISBN:9781629580838

Schensul, Stephen, Jean Schensul and Margaret LeCompte. 2012. *Initiating Ethnographic Research Edition 2*. ISBN 9780759122017

### **Other Readings**

The following articles can be found on Canvas.

Batteau, Allen and Bradley Trainor. 2017. "The Ethics of the Profession of Business Anthropology." In *Ethics in the Anthropology of Business: Explorations in Theory, Practice and Pedagogy*. Edited by Timothy de Waal Malefyt and Robert Morais. 54-69. New York: Routledge.

Berry, Nicole. 2014. "Did We do Good? NGOs, Conflicts of Interest, and the Evaluation of Short-term Medical Missions in Sololá, Guatemala." *Social Science and Medicine*. 120 344-351.

Carruth, Lauren. 2018. "The Data Hustle: How Beneficiaries Benefit from Continual Data Collection and Humanitarian Aid Research in Somali Region of Ethiopia." *Medical Anthropology Quarterly*. 32 (1): 1-25.

Lamphere, Louise. 2004. "The Convergence of Applied, Practicing, and Public Anthropology in the 21<sup>st</sup> Century." *Human Organization*. 63 (4): 431-443.

Lamphere, Louise. 2018. "The Transformation of Ethnography: From Malinowski's Tent to the Practice of Collaborative/Activist Anthropology." *Human Organization*. 77(1):64-76.

Kirko, Hector. 2017. "Kinship Appeals and Conservation Social Marketing." *Biodiversity Conservation* 26:1009-1026.

Barbara Rylko-Bauer, Merrill Singer and John van Willigen. "Reclaiming Applied Anthropology: It's Past, Present and Future." *American Anthropologist* 108(1): 178-190.

Strober, Elizabeth. 2005. "Is Power-sharing Possible?" Using 'empowerment Evaluation with Parents and Nurses in a Pediatric Hospital Transplantation Setting." *Human Organization*. 64(2): 201-210.

Stroulia, Anna. 2016. "Public Archaeology: About the Present and as a Present." *Practicing Anthropology* Spring 2016, 38(2): 32-36.

Whiteford, Linda. 2015. Global Health, Medical Anthropology, and Social Marketing: Steps to the Ecology of Collaboration. *Collegium Antropologicum*. 39(2): 285-288.

### **Other technology requirements / equipment / material**

You must have computer access to Canvas in order to read feedback and other materials appropriately.

### **Library Liaison**

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

### **Course Requirements and Assignments (Required)**

Applied anthropologists and practicing anthropologists must constantly write, give oral presentations, create visual aids, and lead exploratory workshops with clients. We will practice these skills in class.

1. Each week marked with an \* students will respond to a specific prompt on the readings. For most readings that will mean that the student should identify and describe the main points of the readings, one at a time, the role of the anthropologist in the reading, the methods discussed in the reading and if appropriate, the communities involved in the case study. At other times, the prompt will be more specific. Check the Canvas assignment to view the specific prompts, which may vary from week to week. The document should be no longer than 500 words. Each document will have a reference section in [Chicago \(author-date\)](#). Each essay is worth 10 points (3% of the grade), 120 points total (43% of the grade). [CLO 2, 3, 5, 6, 7]
2. Each week marked with an †† shall be led by a student facilitator who will guide discussion of the readings leading students to identify the key ideas, the role of the anthropologist and the community, and the key methods. Student facilitators *will not recap for their peers, but create activities for all students to apply a key role or method discussed in the readings*. This assignment is worth 50 points for the facilitator(s), 18% of the grade [CLO 4,7]
3. Stakeholder Analysis Venn diagram. After identifying a relevant domain, the students will research the ecosystem of governmental, non-profit and private groups/organizations that would be involved in a project. A copy of this diagram will be submitted on Canvas and shown as a PowerPoint slide on screen for question and answer. This assignment is worth 20 points, 7% of the grade. [CLO 3]

4. Each student will develop a practice pitch that would be used to introduce a potential MA project to a potential partner. This assignment is worth 20 points, 7% of the grade. [CLO 7]
5. The key deliverable of the course is a project design that will help the student identify methods, deliverables, partner/collaborators, resources needed, and potential ethical protections needed. This project design will be accompanied by pitches conducted during the final exam period. The pitch is worth 20 and the paper 50 points, 70 points total. 33% of the grade[CLO 8]

*University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.  
Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at  
<http://www.sjsu.edu/gup/syllabusinfo/>*

All papers will be written in the approved American Anthropological Association style, the Chicago Manual of Style. See [this link](#) for examples of that style.

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Final Examination or Evaluation**

[University policy S17-1](#) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

In our seminar the completion of the project design and the project pitch will constitute the culminating event.

### **Grading Information**

#### **Participation**

NOTE that [University policy F69-24](#) 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.” I understand illness, jury duty and other conflicts emerge, but I expect that you will notify me no later than the day of the class if you will miss class. If possible, we will try to include you in the discussions electronically if that is possible. You are still responsible for the work. I understand life happens and I will accommodate unavoidable excused absences for each student up to two times. If more than two discussions are missed, this privilege will be revoked.

#### **Late Work**

Similarly, I will accept only **two** late weekly submissions, as long as those weekly summaries are done by the next class and with appropriate consultation with the professor. There will be a one

grade penalty for any late summaries. No other late work will be accepted. All work must be submitted through Canvas.

### **Incompletes**

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the class work must have been completed to get an incomplete. Students with missing major assignments will receive a WU (an Unauthorized Withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

### **Determination 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.

### **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.” Scores of individual assignments are posted to Canvas. 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.

More guidelines on grading information and class attendance can be found from the following two university policies:

[University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

[University Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

### **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 presentations since they are distracting to the rest of the classroom. Class will begin on time, and a professional tone is to be adopted during discussions and communications. Ad hoc team members will contribute with appropriate effort and timely communication to their peers. I will assess team participation and ability to work within a group context. I will ask team members to evaluate themselves and their teammates throughout the course.

### **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/>” **Make sure to review these policies and resources.**

### **Department Policies**

**Graduate students are responsible for understanding the [guidelines](#) posted on the main Anthropology Department website.**

## Anth 231, Applications Core (A), Fall 2018, Course Schedule

*The schedule is subject to change with fair notice which will be made by email and Canvas Announcement.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 21	Introduction and course overview Where does this class fit into the overall structure of the Applied Anthropology Program?  Task: Sign up for facilitation, create interest support groups
2	August 28	[Class online, English-Lueck in the field] History and development of Applied Anthropology  Tasks: Read Lamphere 2004, Lamphere 2018 and Rylko-Bauer et al. *Respond to prompt on Canvas in creating your reading response.
3	September 4	Part 1. Ethics, the IRB and beyond the IRB. View videos on Canvas.  ††Tasks: Read Batteau and Trainor; Odell Butler Chapter 5; Hacker Chapter 6. *Respond to prompt on Canvas
4	September 11	Project Brainstorming, working with collaborators and partners  Partner roundtable: Discussion with people who work with graduate students in Applied Anthropology Task: Read Schensul, Schensul and LeCompte Chapters 1, 2 *Respond to prompt on Canvas
5	September 18	Social Marketing  ††Tasks: Read Whiteford; Qirko *Respond to prompt on Canvas
6	September 25	*Policy and Evaluation  ††Tasks: Read Odell Butler 2,3,4,6 *Respond to prompt on Canvas
7	October 2	Evaluation's consequences  ††Tasks: Read Berry, Carruth, Stroper *Respond to prompt on Canvas
8	October 9	[class online, English-Lueck at EPIC] Defining Networks, Organizations and Communities  Tasks: View online lecture; Read Hacker chapters 1, 2 *Respond to prompt on Canvas
9	October 16	*Community-Based Research  ††Tasks: Read Hacker chapters 3, 4, 5



10	October 23	<p>*Design and Anthropological Methodologies (Behaviors, Practices, Objects, Spaces)</p> <p>††Tasks: Read Briody et al. chapters 1, 2, 3, 4</p> <p>*Respond to prompt on Canvas</p>
11	October 30	<p>*Organizational Analysis</p> <p>††Tasks: Read Briody et al. chapters 5, 6, 7, 8</p> <p>*Respond to prompt on Canvas</p>
12	November 6	<p>Initiating Research Collaborations, Partnerships, Finding the Right Job for the Partner</p> <p>††Tasks: Read Schensul et al. chapters 3, 6</p> <p>*Respond to prompt on Canvas, Venn Diagram due</p>
13	November 13	<p>Organizational Partner Profiles, Target Research Population Profiles</p> <p>††Tasks: Read Schensul et al. chapters 7, 8</p> <p>*Respond to prompt on Canvas</p>
14	November 20	<p>Finding the right tool for the job, Practitioner Project Design</p> <p>Task: Participate in seminar workshop</p>
15	November 27	<p>Healthy partnerships</p> <p>††Tasks: Read Stroulia</p> <p>*Respond to prompt on Canvas Project</p>
16	December 4	<p>Partner Pitches</p> <p>Task: Prepare your practice pitch to a potential partner</p>
Final Exam	December 18	<p>5:15-7:30 PM (Note change of time)</p> <p>Project Designs Due, Project Pitches</p>