

San José State University
College of Social Sciences
Anthropology 233, Fields of Application, Section 1, Fall 2019

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Tuesday, Thursday 10:30 AM-11:30AM Tuesday, Wednesday 2:00-3:30 PM or by appt.
Class Days/Time:	Tuesday 6:00-8:45PM
Classroom:	Clark Hall 204
Prerequisites:	Corequisite: ANTH 231 or instructor consent
Class Number	40995

Course Description

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 class we focus on the issues and experiences of anthropological practitioners, as they relate to the role of the anthropologist as a researcher, advocate or activist, or policy-maker. We will focus on case studies of domains that intersect with anthropological knowledge, particularly the anthropology of wellness, environmental sustainability, migration and immigration, and industry and labor.

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

Schuller, Mark and Paul Farmer. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press.

Available as eBook from the MLK Library: <https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=1042976&query=Killing+with+Kindness%3A+Haiti%2C+International+Aid%2C+and+NGOs>

Moeran, Brian. 2014. *The Business of Creativity: Toward and Anthropology of Worth*. Walnut Creek: Left Coast Press. Available as eBook from MLK Library: <https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=1585262&query=The+business+of+Creativity>

Other Readings

Supplementary course readings or handouts in PDF format. [Available on Canvas website:](#)

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

Atalay, S. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. University of California Press. [Available on Canvas and through pdf excerpts from eBook in library]

Beresford, Melissa et al. 2014. Children's Perceived Water Futures in the United States Southwest. *Human Organization*. 73(3): 235-246.

Brighton, S. A. (2011). Applied archaeology and community collaboration: Uncovering the past and empowering the present. *Human Organization* 70(4): 344-354.

Escobar, Arturo. 2018. Stirring the Anthropological Imagination: Ontological Design in Spaces of Transition. In Alison Clarke, editor. Pp. 201-216. *Design Anthropology: Object Cultures in Transition*. New York: Bloomsbury.

Field, Les, with Alan Leventhal and Rosemary Cambra. 2013. Mapping Erasure: The Power of Nominative Cartography in the Past and Present of the Muwekma Ohlones of the San Francisco Bay Area. In Den Ouden, Amy E., Editors. *Recognition, Sovereignty Struggles, and Indigenous Rights in the United States: A Sourcebook*. Chapel Hill: University of North Carolina Press.

Gonzalez, Roberto J. 2004. From Indigenismo to Zapatismo: Theory and Practice in Mexican Anthropology. *Human Organization*. 63: 141-150.

Gonzalez, Roberto J. 2018. Cruel and Unusual. *Anthropology Today*.
<https://rai.onlinelibrary.wiley.com/doi/full/10.1111/1467-8322.12457>

Vidar Hepsø. 2013 Doing Corporate Ethnography as an Insider (Employee). In *Advancing Ethnography in Corporate Environments. Challenges and emerging Opportunities*. Brigitte Jordan ed. Pp. 151-162. Walnut Creek: Left Coast Press.

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

Megan McCullough, Bridget Hahm and Sarah Ono. 2013. Observers Observed: Exploring the Practice of Anthropology at the VA. *Annals of Anthropological Practice*. 37 (2): 5-19.

Messerschmidt, D. 2008. Evaluating appreciative inquiry as an organizational transformation tool: An assessment from Nepal. *Human Organization*. 67(4): 454-468.

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

Wedel, Janine and Gregory Feldman. 2008. Why an Anthropology of Public Policy? *Anthropology Today*. 21: 1-2.

Weiss, Elizabeth, ed. 2009. *Bioarchaeological Science: What We Have Learned from Human Skeletal Remains*. New York: Nova Science Publishers, Incorporated. Excerpt Chapter 7, The Future of Bioarchaeology.

Course Requirements and Assignments

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, in our case, time spent on the class project conducting, analyzing and conveying findings through design storytelling. More details about student workload can be found in at <http://www.sjsu.edu/senate/docs/S16-9.pdf> and the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Students will be assessed through the following activities:

Developing your toolkit

1. Seminar participation: It is expected that all students will read all the readings each week and will be able to participate in discussions during each class session. This critical component of the seminar requires that students read all the readings in advance of class and be prepared to engage in substantive discussions. This is the heart of what a graduate seminar is about. As such, you will be expected to attend the seminar each week and actively participate in discussion. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and/or late attendance, and no credit for non-participation or lack of preparation. 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. Discuss episodic remote participation with your instructor. (5 point each week; 65 points total, 15% of the grade). Discussions will cover CLO 1, 2, 3, 4, and 5)

2. Weekly Reading Precis and Application. (10 points each, 80 points, 18% of the grade). For each week marked with an * (asterisk), each student will summarize, without opining, the key points or findings of the week's readings. This constitutes the first part of the weekly paper. In the second section, the student will link a facet of one of the readings that might link to the student's personal strategy for professional development. How would you apply that element to your career strategy, your project development, your post-graduation presentation, or your sense of your own professional identity. Precis and application papers touch on CLO 1, 2, 3, 4, and 5)

3. Discussion facilitation. (50 points per facilitation, 11% of grade). For weeks marked with a † symbol, each student will be responsible for facilitating one discussion. In each facilitation you would begin with an ice-breaker, summarize the key points of the articles, (no more than 10 minutes total), and develop an activity to emphasize the professional application of the topic at hand. The emphasis of the activity must be on how applied anthropologists would develop a skill, practice or partner relationship, not evaluating the article or

discussing opinions. You must be physically present during your allotted facilitation slot. Course learning objectives met by this assignment include CLO 2,3,4 and 5.

Presenting Yourself

4. Professional Portfolio Plan. (20 points, 4% of the grade) When you hit the employment market in two years (or so), you will need to present a professional portfolio. We will explore what such a portfolio would mean in an academic and non-academic marketplace and you will develop a simulated portfolio plan that you can implement in the course of your graduate program. We will have an alumni panel associated with this topic.
5. Practice Pitches. In a role play, you will be pitching yourself to a potential partner. (10 points, % of the grade)

Developing Partner Relationships

6. Informational Interviews with Potential Partners. (40 points, 9% of the grade). You will conduct and summarize two informational interviews with potential partners. This person may not be your final project partner, but you will get a chance to meet and understand people who want to work with anthropology students. We will collectively develop a protocol for talking to potential partners. We will have a partner panel in conjunction with this effort. (Course learning objectives met by this assignment include CLO 2,3,4 and 5.)
7. Role playing project on partner needs. (40 points for the group, worth 9% of grade). Very few actual applied projects are individual. Most are done in teams. Students will work in one or two teams to identify a potential project within the domains of applied anthropology. In class you will outline a domain, problem and plan. Your team will create a PowerPoint presentation RFP from the point of view of a potential community partner (50 points). You would research and plan this project as if you were actually the partner organization, although you are only simulating the project. Your group would consider: What would your organization want to accomplish? What sort of language is typically used by this organization? What sort of business plan would best suit the scope of your project? Your project would include applied anthropological consultants. What value would they add? What kind of deliverable would you expect? Individual efforts may vary in participation points. (Course learning objectives met by this assignment include CLO 1, 2,3,4 and 5.)
8. Potential Organizational Partner MOU: (10 points draft MOU, 50 points final MOU, 20 points for presentation, 80 points total, 18% of the grade). In this class we will focus on finding organizational partners and thinking through an MOU with a potential partner. It is expected that this activity is relevant to their progress on developing a project for the Master's degree more generally. Students will contact various organizations and narrow down to one main potential partner, discuss their interests/needs with stakeholders to collaboratively explore project ideas, and then draft a memorandum of understanding (MOU) for working with that partner. As the final exam, students will submit their MOU document to the instructor and give a short class presentation detailing the proposed project, how it is of value or of interest to their organizational partner, and the significance of the project to various stakeholders. will have in-class workshops to help move this project forward, students will be expected to occasionally report on out-of-class progress, and the activities will culminate in a MOU submission and project presentation. The MOU will consist of the following parts.

- **Introduction:** statement of project, identification of stakeholder parties
- **Purpose** of this agreement: planned objectives or outcomes of project, intent to build effective partnership between the parties in this MOU

- **Timeline:** schedule for tasks and overall timeline, effective dates of MOU
- ***Roles and responsibilities:** responsibilities of each party, joint responsibilities, who provides things to the project, expertise provided by each party, periods of review and check-in
- **Other:** conflicts of interest, dispute resolution including how good faith will be shown to resolve any disagreements or issues, handling of sensitive or confidential information, risk sharing, solutions if something goes wrong
- **Administration** of MOU: who signs, how will be amended/terminated, designation of representatives of each party, and signatures of agreeing parties

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

The Potential Organizational Partner MOU and Project Presentation, outlined above, will be the final examination for the course. [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<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 MOU and the presentation on its components will constitute the culminating event.

Grading Information

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus = 98, 436 to 445 points

A = 94-97%, 418 to 435 points

A minus = 90-93%, 400 to 417 points

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 plus = 88-89%, 391 to 399 points

B = 84-87%, 374 to 390 points

B minus = 80-83%, 356 to 373 points

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 plus =78-79%, 347 to 355 points
C= 74-77%, 329 to 346 points
C minus= 70-73%, 311 to 328 points

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 plus =68-69%, 302 to 310 points
D = 64-67, 284 to 301 points
D minus = 60-63%, 267 to 283 points
F = less than 59%, less than 266 points

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 question or topic.

Grading Policies:

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- **No** late assignments will be accepted without prior instructor approval and documented cause. Similarly, I will accept only **two** late weekly submissions, as long as those weekly summaries are done by the next class. There will be a one grade penalty for any late summaries. No other late work will be accepted. All summaries must be submitted through Canvas.
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.
- 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!!!**

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 films 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. 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 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is 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 university policies and resources with students.

Here are some of the basic university policies that students must follow.

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class. [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

ANTH 233 / Fields of Application, Fall 2018, Course Schedule

Schedule (including assignment due dates, exam dates) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 27	Introduction to course, assignment of seminar dates, discussion of semester products [online, instructor in the field] *Read: Gonzalez 2004, Respond to prompt in the online lecture.
2	Sept 3	Tensions in Applying Anthropology Read: Killing with Kindness Introduction through chapter 3 In class: Class introductions, course layout and responsibilities
3	Sept 10	Tensions in Applying Anthropology *†Read: Killing with Kindness Chapter 4 through Conclusion (summary and facilitation/presentation on whole book) In class: Seminar, prep for upcoming panel discussion
4	Sept 17	Professional development In class: Professional Development Panel with Alumni Workshop on Professional and Academic Portfolios
5	Sept 24	Activism and Advocacy, Intersections with Policy *Gonzalez 2018, Wedel and Feldman Workshop in identifying potential partners, Organize Role-playing team (s)
6	Oct 1	Collaboration in Heritage Management †*Read: Atalay; Brighton; Field; Weiss In class: Seminar and Role-Playing Team work time
7	Oct 8	Ethnofutures *†Read: Escobar, Lindley; and Beresford In class: Seminar and prepare for partner panel Professional Portfolio Plan due
8	Oct 15	Applied Anthropologists as Applied Research Partners Community-based research, finding partner organizations In class: Partner Panel, Project work, Creating a protocol for informational interviews (contact with potential partners)
9	Oct 22	Working with Organizations *†Read: Messerschmidt; McCullough, and Hepso; In class: Seminar, Self-Pitch To Potential Partner
10	Oct 29	Representation of communities in organizations *Read: Parezo, View: https://www.numulosgatos.org/past-exhibitions-2 and https://www.youtube.com/watch?v=b9CYF4c41No In class: Discussion and activity. Workshop on RFP Role Playing assignment. First Informational Interview Summary due
11	Nov. 5	Research in workplaces, case study on ceramic production in Japan Read: Moeran, The Business of Creativity: Chapter Overture through Chapter 6) In class: Role Playing RFP Presentations.
12	Nov 12	*†Read: Moeran, The Business of Creativity (ceramics and advertising): Chapter 7 through 11, summary and facilitation of whole book)

Week	Date	Topics, Readings, Assignments, Deadlines
		In class: Seminar and review MOU examples
13	Nov 19	In class: MOU Project work Second Informational interview due
14	Nov 26	In class: Report on informational interviews. Workshop MOU components
15	Dec. 3	Peer Review Draft MOU documents Bring draft MOU to class
Final Exam	Tuesday, Dec 17	5:15-7:30 pm MOU due, MOU presentations