

**San José State  
University  
College of Social Sciences  
Anthropology 233, Fields of Application, Section 1,  
Fall 2020**

<b>Instructor:</b>	Dr. Marco G. Meniketti
<b>Office Location:</b>	Clark Hall 465
<b>Telephone:</b>	(408) 924-5787 (easier by email)
<b>Email:</b>	<a href="mailto:marco.meniketti@sjsu.edu">marco.meniketti@sjsu.edu</a>
<b>Office Hours:</b>	M/W 10:00-11:00 online chat, and by arrangement. Tues “Happy Hour” 2:00-3:00
<b>Class Days/Time:</b>	Monday 6:00-8:465 pm (zoom)
<b>Classroom:</b>	Zoom environment (usually WSQ004)
<b>Prerequisites:</b>	Corequisite: ANTH 231 or instructor consent
<b>Class Number</b>	40900

### **Course Description**

Survey of domains in which anthropological skills and knowledge are applied. Topics include health, business and industry, heritage management, sustainable regions, historic preservation, immigration, and technology. Emphasis is on opportunities for anthropological contributions and evaluative expertise.

#### Anthropologists as influencers.

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, heritage management, immigration, 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.

### **Readings\***

To reduce costs and the problems created by a closed library I have tried to use sources entirely available online. Required reading is to be found on Canvas and through Anthrosource and other databases in the SJSU library. A few will be in pdf format. Check the Modules

Developing an Effective Evaluation Plan. The Center for Disease Control. Workbook pdf. On Canvas.

Historic Preservation and Resource Laws.

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 *Design Anthropology: Object Cultures in Transition*. Alison Clarke, editor, pp. 201-216. 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>

Hart, Chris. 1998. *Doing a literature Review*. London: Sage Publications

King, Thomas. 2008. *Cultural Resources Laws and Practice*. Lanham, Alta Mira Press.

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

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

Floden, Robert and Meniketti, Marco. 2005. The American Educational Research Association. Pdf.\*

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.

Schuller, Mark. 2012. *Killing with Kindness*. Rutgers University Press.

Hepsø, Vidar. 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.

## 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

**Workshops.** Workshops are designed to help you develop specific skill sets to for you to have useful take-aways. These are hands-on activities as opposed to discussion seminars. The objective of workshops is for you to be introduced to practicum from which you can extract practices suitable to your own research agenda.

### **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, regardless of whether we do this in person or on Zoom. 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. 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. 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. (5 point each week; 60 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, 20% 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. Each Precis should be about 800-1000 words. Precis and application papers touch on CLO 1, 2, 3, 4, and 5)
3. Discussion facilitation. (40 points per facilitation, Total 80 points. 20% of grade). For weeks marked with a † symbol, one student will be responsible for facilitating one discussion. Each student will so this twice. 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 (even Zoom presence) during your allotted facilitation slot. Course learning objectives met by this assignment include CLO 2,3,4 and 5. [Credit may be adjusted depending on enrollment and the need for equitable distribution of assignment.]
4. Evaluative effectiveness. Sooner or later each of you will be called on in your professional career to assist in evaluating the effectiveness of a program or an organization's mission. You may even need to evaluate your own project or thesis. We will engage in a mock evaluation using a workbook created by the Center for Disease Control. It can be easily modified to suit a variety of programs. Several exercises from the workbook will enable you to develop professional program assessment skills through modifications. (50 points 12.5% of grade) (Course learning objectives met by this assignment include CLO 1,

### **Presenting Yourself**

5. Professional Portfolio Plan. (20 points, 5% 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. Discussion: Your Online Presence.

6. **Rapid Presentation.** The Pacha Kucha is being used widely in industry and among organizations as a means of offering concise, breezy, and directed presentations that do not take up a lot of time. These consist of three-minute powerpoint presentations with no more than 5 slides on screen no longer than 30 seconds. Owing to the online nature of the course this fall we may have to modify the presentation. Its nominal purpose is to let you demonstrate your cool and your thorough knowledge of a concept or project outcome in a less technical manner than formal presentations. You will be able to prerecord your presentation in Canvas Studio or other available resource. 10 points 2.5% of grade.

## **Developing Partner Relationships**

7. **Informational Interviews with Potential Partners.** (20 points, 5% 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.)
8. **Role playing project on partner needs.** (20 points for the group, worth 5% 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). 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.)
9. **Potential Organizational Partner MOU:** (10 points draft MOU, 40 points final MOU, 10 points for presentation, 60 points total, 15% of the grade). In this class we will focus on finding organizational partners and thinking through an MOU with a potential partner. 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. 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

## 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 = 98-100% 392-400, points

A = 94-97%, 376-391 points

A minus = 90-93%, 360-375 points

An "A" demonstrates originality, excellence, and thoughtful reflection, 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%, 352-359 points

B = 84-87%, 336-351 points

B minus = 80-83%, 320-335 points

A "B" may show a good level of developing 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%, 312-319 points

C = 74-77%, 296-311 points

C minus = 70-73%, 280-295 points

A "C" may show a fair level of developing 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. An intervention may be necessary by instructor.

F = less than 69%, 279 or fewer points

A "D/F" 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:

- ▣ 35% of grade comes directly from written work.  
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!!!**

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.

## Classroom Protocol

There is no ban on devices, but I expect them to be used only in conjunction with class activities. 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.

Everyone must be “physically” present online—no lurkers. I will ask team members to evaluate themselves and their teammates throughout the course. As this class will be synchronous and Zoom-based we will have breaks during class and opportunities for break-out sessions for small group discussions

- Readings for this course may be changed (with appropriate advance warning) to address current issues that may arise during the semester or to concentrate more fully on specific issues of concern to the students.



## ANTH 233 / Fields of Application, Fall 2020, 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 19	University First Day of Classes. <u>Not our Class.</u> I will send out Zoom invitations for our first class.
2	Aug 24	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.
3	Aug 31	Tensions in Applying Anthropology Read: Killing with Kindness Introduction through chapter 3 In class: Class introductions, course layout and responsibilities. Groups.
4	Sept 7 Labor Day	No Class Familiarize materials for coming weeks.
5	Sept 14	Tensions in Applying Anthropology *†Read: Killing with Kindness Chapter 4 through Conclusion (summary and facilitation/presentation on whole book)
6	Sept 21	Professional development In class: Professional Development Panel with Alumni Workshop on Professional and Academic Portfolios
7	Sept 28	Activism and Advocacy, Intersections with Policy *Gonzalez 2018; Field, Leventhal, and Cambra Workshop in identifying potential partners, Organize Role-playing team (s)
8	Oct 5	Collaboration in Heritage Management †*Read: Atalay; Brighton In class: Seminar and Role-Playing Teamwork time
9	Oct 12	Ethnofutures *†Read: Escobar, Lindley; and Beresford In class: Seminar and preparation for partner panel Professional Portfolio Plan due

10	Oct 19	<a href="https://managementhelp.org/evaluation/program-evaluation-guide.htm#anchor1586742">https://managementhelp.org/evaluation/program-evaluation-guide.htm#anchor1586742</a> Read: Floden and Meniketti. Metastudy on Teacher Education Hart Chapters 1-2 Applied Anthropologists as Applied Research Partners Community-based research, finding partner organizations
11	Oct 26	Working with Organizations *†Read: Messerschmidt; McCullough et al.; Hepso; In class: Seminar, Self-Pitch to Potential Partner
12	Nov. 2	Representation of communities in organizations *Read: Parezo, View: <a href="https://www.numulosgatos.org/past-exhibitions-2">https://www.numulosgatos.org/past-exhibitions-2</a> and <a href="https://www.youtube.com/watch?v=b9CYF4c41No">https://www.youtube.com/watch?v=b9CYF4c41No</a> In class: Discussion and activity. Workshop on RFP Role Playing assignment.
13	Nov 9	Read: King Chapter 1-2; Hart Chapter 3 Archaeology as Applied Anthropology In class: Role Playing RFP Presentations.

Week	Date	Topics, Readings, Assignments, Deadlines
		In class: Seminar and review MOU examples
14	Nov 16	*†Read: King Chapters 3 and 7 Discussion
15	Nov 23	In class: MOU Project work Second Informational interview due
16	Nov 30	Peer Review Draft MOU documents <b>Submit draft MOU to class</b>
17	Dec 7	Discussion. The Heritage Market Working with partners in heritage.
Final Exam	Monday Dec 14	5:15-7:30 pm <b>MOU due, MOU presentations</b>





