

**San José State University**  
**College of Social Sciences**  
**Anthropology 233, Fields of Application, Section 1, Fall 2022**

**Instructor:** Dr. Jan English-Lueck

**Office Location:** Clark Hall 459 by apt only, or on Zoom: <https://sjsu.zoom.us/j/86429158113>

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**Office Hours:** Thursday 3:00-5:00 or by appt.

**Class Days/Time:** Tuesday 6:00-8:45 PM

**Classroom:** Clark 204

**Prerequisites:** Co-requisite: ANTH 231 or instructor consent

**Class Number:** 40726

**Course Mode, In Person, some Synchronous and Asynchronous Context**

The course is in person with some online components. You will need to use your SJSU email address and access Canvas through an internet connection. You are responsible for viewing all mini-lectures, reading all the work assigned in Canvas, and completing the exercises outlined in the workbook, *Designing an Anthropological Career*, as assigned. I will be available for Zoom or face-to-face consultation by appointment.

**Faculty Bio**

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 Google's Food Lab. She is past President of the Southwestern Anthropological Association and Past-President of the Society for the Anthropology of Work. She is the Co-Chair of EPIC (Ethnographic Praxis in Industry) in 2021, and manages the Ethnobreakfast Bay Area Practitioners group. English-Lueck is also the author of several books on Silicon Valley including the first and second editions of [\*Cultures@SiliconValley\*](#), winner of the American Anthropological Association's 2006 Diana Forsythe Prize for the anthropology of science and technology, *Busier than Ever! Why American Families can't Slow Down* (with Charles Darrah and James Freeman) and *Being and Well-being: Health and the Working Bodies of Silicon Valley*. She is currently working on a new book on Silicon Valley cultures, *Reengineering Silicon Valley, Subverting Capitalism and Coopting Countercultures*.

**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, policy-advisor/maker or manager. 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

(EE) LeCompte, Margaret and Jean Schensul. 2015. *Ethics in Ethnography*. AltaMira Press: Boulder, Co. ISBN. 978079122093.

(DAC) Briller, Sherylyn and Amy Goldmacher. 2021. *Designing an Anthropological Career: Professional Development Exercises* (second edition). Rowman & Littlefield: Landham, MD. ISBN 9781538143285.

### Other Readings

Supplementary course readings or handouts in PDF format. [Available on Canvas Learning Management System](#). You can find this required reading 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.

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.

González, Roberto and John Marlovits. 2020. Life under Lockdown: Notes on COVID-19 in Silicon Valley. *Anthropology Today* 36(3): 11-15.

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.

Video: *Solve Problems with Appreciative Inquiry*. Anonymous Seven Dimensions, 2019.

<https://video.alexanderstreet.com/watch/solve-problems-with-appreciative-inquiry>

## 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](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

Students will be assessed through the following activities:

## Developing your Toolkit and Professional Identity

1. Seminar participation: I expect 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, I expect you to attend the seminar each week and actively participate in discussion. I will assess your participation 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 you miss more than two discussions, this privilege will be revoked. **Discuss episodic remote participation with your instructor before class begins.** (5 point each week; 75 points total, 19% of the grade). Discussions will cover CLO 1, 2, 3, 4, and 5)

2. Weekly Reading Application Analysis Precis. (10 points each, 50 points, and 13% of the grade). For each week marked with an \* (asterisk). Each precis will have two parts. Part 1, Summary: Summarize, without opining, the key context and problem set forth by the authors. What were the objectives of the project? What were the organizations involved? What is the audience? What is the deliverable? What disciplines were involved? Part 2, Reflection: What approaches, strategies, or tactics might be useful in your own future career? In other words, 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? Application Analysis Precis touch on CLO 1, 2, 3, 4, and 5.

3. Activity facilitation. (20 points per facilitation, 5% of grade). For weeks marked with a † symbol, each student will be responsible for facilitating one activity, probably in a team. In each facilitation, you would begin with an icebreaker, and develop an activity to emphasize the professional application of the readings' topics to

be conducted in breakout groups, introduced and synthesized in the whole group. 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. Course learning objectives met by this assignment include CLO 2, 3, 4 and 5.

4. Understanding ethics and IRBs. Even if you are not doing what Federal agencies would consider “generalizable human subjects research,” you will work within the constraints of the University’s IRB in pursuing your degree. You will complete the CITI training for students. Find the appropriate information at <https://www.sjsu.edu/research/research-compliance/irb/irb-researcher-training.php>. Every student will complete an Exclusion Sheet and outline the information they would need to put together to complete an IRB proposal. Submit your completion certificate and exclusion sheet, 10 points each, 20 points total, or 5% of the grade. These assignments meet CLO 1 and 5.

## Presenting Yourself

### 5. Professional Development Exercises from Designing an Anthropological Career

- a. In-class breakout Professional Development Exercises from Designing an Anthropological Career. Exercises 1 (Identity), 3 (Job Titles), 5 (Impact), 6 (Collaboration), the exercises are 40 points total, 10% of the grade)
- b. Assigned Professional Development Exercises from Designing an Anthropological Career. Exercise 2 (Transcript), 9 (Networking), 10 (Ideal Job-we also share in class), 12 (Resume). Bring all worksheets and drafts to the seminar. Final drafts are due two days later. (These exercises are collectively 40 points, 10% of grade.)
- c. 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. Modify Professional Project 1, Portfolio, to produce and outline of your potential portfolio. (15 points, 4% of the grade)
- d. Practice Pitches. Adapt Designing an Anthropological Career exercise 11 to contact one potential partner. In a recorded role-play video, you will be pitching yourself to a potential partner. (25 points, 6% of the grade).

## Developing Partner Relationships

6. Informational Interview with Potential Partners. (50 points, 132% of the grade). You will conduct and summarize an online informational interview with a potential partner. This person may or 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. You will submit a written summary of that discussion (Course learning objectives met by this assignment include CLO 2, 3, 4 and 5.)

7. Draft MOU: (5 points/1% draft MOU, 40 points/10% /final MOU, 20 points/5% for presentation, 65 points total, 16% of the grade). In this class, we will focus on finding organizational partners and thinking through an MOU with a potential partner. I expect 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 draft MOU document to the instructor and give a short class presentation detailing the proposed project, the range of possible deliverables (if appropriate), how it is of value or of interest to their organizational partner, and the significance of the project to various stakeholders. We 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.

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. I expect all writing to conform to academic standards (Chicago Manual of Style Author-Date, without misspellings and grammatical errors. Proof read carefully. Do not use slang.)

A plus = 98, 392 to 400 points  
A = 94 to 97%, 376 to 391 points  
A minus = 90 to 93%, 360 to 375 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%, 352 to 359 points  
B = 84 to 87%, 336 to 351 points  
B minus = 80 to 83%, 320 to 335 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 to 79%, 312 to 319 points  
C = 74 to 77%, 296 to 311 points

C minus= 70 to 73, 280 to 295 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 to 69%, 272 to 300 points

D = 64 to 67%, 256 to 271 points

D minus = 60 to 63%, 240 to 255 points

F = less than 59%, less than 239 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.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>392 to 400</i>	<i>98 to 100%</i>
<i>A</i>	<i>376 to 391</i>	<i>94 to 97%</i>
<i>A minus</i>	<i>360 to 375</i>	<i>90 to 93%</i>
<i>B plus</i>	<i>352 to 359</i>	<i>88 to 89 %</i>
<i>B</i>	<i>336 to 351</i>	<i>84 to 87%</i>
<i>B minus</i>	<i>320 to 335</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>312 to 319</i>	<i>78 to 79%</i>
<i>C</i>	<i>296 to 311</i>	<i>74 to 77%</i>
<i>C minus</i>	<i>280 to 295</i>	<i>70 to 73%</i>
<i>D plus</i>	<i>272 to 300</i>	<i>68 to 69%</i>
<i>D</i>	<i>256 to 271</i>	<i>64 to 67%</i>
<i>D minus</i>	<i>240 to 255</i>	<i>60 to 63%</i>

#### 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**

Class will begin on time, and you will adopt a professional tone 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. Please keep your cameras on during Zoom breakouts, and as much as possible, during seminars.

## **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> The instructor will record the Zoom or audio record the plenary portions of the seminar upon request in advance.

### **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](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.

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>  
Graduate Writing Support Services. <https://www.sjsu.edu/essc/gess/grad-writing.php>

## ANTH 233 / Fields of Application, Fall 2022 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. I will use the home page of Canvas as a live document as well.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>MODULE 1 TENSIONS IN APPLICATION</b>
1	Aug 23	CLASS INTRODUCTIONS, COURSE LAYOUT AND RESPONSIBILITIES INTRODUCTION TO COURSE, ASSIGNMENT OF SEMINAR DATES, DISCUSSION OF SEMESTER PRODUCTS Read Syllabus and bring (DAC) <b>Exercise 1 (Identity); Discuss in class</b> Decide allocation of facilitation duties
2	Aug. 30 (asynchronous Online only, no class meeting)	TENSIONS IN APPLYING ANTHROPOLOGY Read: (EE) LeCompte Chapters 1, 2, Discuss Ethics Case 2, Who Owns the Fieldnotes, <a href="https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=12919&amp;RToken=54559&amp;navItemNumber=731">https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=12919&amp;RToken=54559&amp;navItemNumber=731</a> View online lecture by Jan English-Lueck View online lecture by Roberto Gonzalez (see Canvas Page) View assigned Workplace Matters Video (see Canvas Page)
3	Sept 6	TENSIONS IN APPLYING ANTHROPOLOGY, ETHICS Read: (EE) LeCompte, Chapters 5, 6 In class: discuss (DAC) exercises 6 (Collaboration); <b>Write a response to Exercise 9, due Sept 7 (Networking)</b>
4	Sept 13	PROFESSIONAL DEVELOPMENT Workshop on Professional and Academic Portfolios Review facilitation protocols. Discuss (DAC) exercise 5 (Impact); <b>Write a response to exercise 2 (Transcript)</b>
		<b>MODULE 2 AREAS OF APPLICATION</b>
5	Sept 20	ACTIVISM AND ADVOCACY, INTERSECTIONS WITH POLICY †*Read: Gonzalez and Marlovits; Wedel and Feldman Workshop in identifying potential partners <b>Turn in Application Analysis Precis, due Sept 21</b> <b>View North American Applied Anthropology Mini-lecture and Exercise.</b>
6	Sept 27	COLLABORATION IN HERITAGE MANAGEMENT †*Read: Atalay; Brighton; Field et al. <b>Turn in Application Analysis Precis, due Sept 28</b>

7	Oct 4	ETHNOFUTURES *†Read: Lindley; and Beresford In class: Seminar and prepare for partner panel <b>Turn in Application Analysis Precis, due Oct 5</b> Discuss Exercises 3 (Job Titles) and 10 (Ideal Job).
8	Oct 11 Class on Zoom	APPLIED ANTHROPOLOGISTS AS APPLIED RESEARCH PARTNERS Community-based research, finding partner organizations In class: Partner Panel, Project work, Create a protocol for informational interviews (contacting potential partners) <b>Turn in written response to Exercise 10, due Oct 12</b>
		<b>MODULE 3 WORKING WITH ORGANIZATIONS</b>
9	Oct 18	*†Read: Messerschmidt; McCullough et al. In class: <b>Self-Pitch To Potential Partner Due</b> <b>Turn in Application Analysis Precis, due Oct. 19</b>
10	Oct 25	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. Design an exhibit. <b>Turn in Application Analysis Precis, due Oct. 26</b>
11	Nov. 1	WORKSHOP IN PRESENTING THE PROFESSIONAL YOU In class: Discuss DAC exercise 5 (Impact); <b>Turn in resume, exercise 12, due Nov. 2</b>
12	Nov 8	MOAs and MOUs examples <b>Turn in Portfolio outline, adapted from Professional Project 1, due Nov. 9</b>
13	Nov 15	PROJECT WORK Read (EE) LeCompte, Chapter 3 on formal and informal responsibilities and consent <b>Informational Interview Summary due Nov. 16</b>
14	Nov 22	WORKSHOP IRB AND MOU COMPONENTS <b>Submit CITI and IRB Exclusion documents Nov. 23</b>
15	Nov 29	PEER REVIEW DRAFT MOU DOCUMENTS <b>Upload, Bring draft MOU to class for breakout session feedback</b>
Final Exam	Tuesday, Dec 13	6:00-7:30 pm <b>MOU due, MOU project presentations outlining partner, probable objective, deliverable, and relationship rationale</b>