

San José State University
Department of Anthropology
ANTH 105 Applied Anthropology Spring 2016

Instructor:	A.J. Faas, Ph.D.
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Office Hours:	Tuesdays and Thursdays, 2:15-4pm, or by appointment
Class Days/Time:	Tuesdays and Thursdays, 12 – 1:15pm
Classroom:	Washington Square Hall 004
Prerequisites:	ANTH 011 or instructor consent

Course Description

Use of anthropological knowledge in problem solving and policy making. Survey of applied anthropology, models of applying anthropology and affecting policymaking, and use of anthropology by non-professionals in diverse careers.

Anthropologists bring a unique perspective to the study of social life, one emphasizing the importance of the "insider's" view of things, fieldwork conducted in the ordinary settings where social life occurs, and the need to address the broader context of issues or problems. Applied anthropologists bring this perspective to bear on problems in diverse contemporary settings.

Course Content Learning Outcomes

The student who successfully completes this course will be able to:

1. describe the development of the field of applied anthropology, and its place within the discipline of anthropology;
2. differentiate basic characteristics of services as a context within which anthropology is conducted;
3. explicate and use models of intervention by which anthropological knowledge can be used to analyze, modify, and create systems of services;
4. learn about careers available to anthropologists, and the skills required to undertake them;
5. assess his or her skills and knowledge in order to apply anthropological concepts and methods in a variety of public and private settings.

Required Texts/Readings

Textbooks

Ervin, A. (2005). Applied anthropology: Tools and perspectives for contemporary practice, 2nd edition. Boston: Allyn and Bacon.

Kedia, Satish, and John van Willigen (2005) Applied Anthropology: Domains of Application. Westport, CT: Praeger.

Additional readings, indicated by “**” in the course schedule, will be available on Canvas.

Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking Canvas and your email to learn of any updates.

Classroom Protocol and Student Responsibilities

1. It is expected that students will be attentive and respectful of their fellow students, the instructor and cultures and traditions which are not their own. Students arriving habitually late to class will be asked to leave as this is disruptive to the learning process.
2. **Mobile phones, laptops, and tablets must be turned off during class and must be out of sight or else the instructor will collect the device from the student until the end of class.** *With instructor approval*, laptops and smart phones may be used for certain in-class assignments.
3. All assignments and exams must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. The student must present notice in writing to me by thesecondclassmeeting. If you know in advance that you will be unable to attend an exam, it is your responsibility to contact me immediately. *Email is the best and fastest way to reach me. Only students with a documented excuse will be able to take a make-up exam or submit a late assignment.*
4. With the exception of the final paper, no assignments will be accepted via e-mail—I must receive hard copies of all assignments.
5. Students may record lectures for their own private use only, **not to be redistributed or sold.**
6. In the event that the building is evacuated because of an emergency during class time, the class will convene in the parking lot directly adjacent to the building. No assignment will be canceled because of any such emergency.
7. Students are required to read SJSU’s Academic Integrity Policy S07-2 (see below). **This university policy on plagiarism and cheating will be strictly honored.**
8. If you miss a class, ask your fellow students for copies of their notes. If you need further help, please see me in my office hours.
9. Download the guidelines for the course assignments. Read the guidelines carefully to ensure that you complete course assignments according to instructions.
10. Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.
11. Students are responsible for being aware of exam dates and assignment deadlines.

12. If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

Course Requirements and Assignments

Class Participation (10% of final grade). Students are required to have completed assigned readings by the date indicated in the course schedule (see schedule below) and be prepared to discuss the material in class, either in group discussion or class-wide question and answer.

Midterm and Final Exams (each counts for 12.5% of final grade, 25% total). There will be take-home midterm and final examinations—essay questions requiring some independent research—based on lectures and readings. You will have a week to work on and submit your exams. The midterm will cover all material up to that point, while the final will cover all material after the midterm and likely include a question based on cumulative material.

Weekly questions and answers based on readings and class discussion (20% of final grade). Discussion forums will be established to serve as the medium of this requirement. Each week, no later than **midnight on Saturday**, students will post a question based on the reading assignment for the coming week. Questions should be brief—no more than 2 to 4 sentences—about issues and problems that you derive from one or more of the week's readings. These questions should reflect substantive concerns that arise in the course of doing the reading – criticism, confusion, disagreement, or curiosity about implications. From the questions posed by fellow students, you will choose one and write a response. Your response must be posted on the forum no later than **midnight on Monday**, the day before class. Responses should be relatively short (300-500 words). Though you may draw on outside experience, responses will be graded based on student's insight into course material and engagement with course readings. We will do these questions and answers each week, beginning January 26 and ending the week of May 5. **You are required to post at least 10 questions and 6 answers during the course of the semester. Five questions and three answers must be posted prior to the midterm.** They do not need to occur in the same weeks, and **you are not allowed to answer your own question. You cannot post more than one question and one answer per week.** If you answer more than 6 questions, I will choose the highest 6 grades. Answers will receive letter grades, including use of plus/minus, and count for a total of 10 points each; questions count for one point each, although questions deemed inapplicable by the instructor may not count.

Term Paper: Profile of Domain of Application (30% of final grade) Each student will complete a term paper on a domain of applied anthropology of their choosing (e.g., development, business, environment, poverty, etc.). Term papers will be roughly twelve double-spaced pages (Times New Roman, 12-point font, one-inch margins) and report on the following: (1) Background and Core Issues in the chosen domain (1000 words); (2) five leading figures; (3) six key works and important projects; (4) six central concepts; (5) methodologies (~500 words); (6) accomplishments (100-300 words); (7) criticisms (100-300 words); (8) recommended reading (3-5 important works); (9) sources and bibliography (all sources referenced, plus any other relevant key works); (10) relevant web resources (2-5 respectable web resources on the topic). Page total does not include references. For all references, you should conform to the American Anthropological Association Style Guide, available on the Canvas page for this course. Student papers will be posted on the website of the SJSU Department of Anthropology as part of an

Applied Anthropology reference project. Students will be offered the opportunity to be named as authors or remain anonymous in a signed release. You will submit a rough draft, which counts for 20 percent of the paper grade and allows for the instructor to give you feedback before you submit the final paper.

Group Presentation on Domains of Application (15% of final grade) Each student will be assigned a group (2-3 students in each) and presentation date early in the semester. Groups will be required to come to class prepared to facilitate class discussion on a reading on a domain of applied anthropology on their assigned date. Small group presentations will form a core structure of the course—therefore it is essential that group members come prepared. Teams are expected to meet outside of class in order to prepare, and will lead discussion for approximately 45 minutes of the class meeting time. This will entail making a concise presentation on the week's reading assignments, highlighting key concepts in the reading. Group members will then facilitate the classroom discussion on the reading by leading the class through a series of questions prepared by group members. Presentation format is flexible, and students are encouraged to provide handouts, create slide presentations, or produce innovative means of presenting materials (skits, videos, and games have been used to good effect in previous semesters). When a small group makes a presentation, each member of the group should submit a brief (3-page double-spaced) summary to the instructor. Written summaries will include original summaries of key concepts in the readings and the student's own observations of the significance of the concepts and how they relate to one another. Summaries—both written and spoken—will be evaluated and graded by the instructor. Written summaries will be worth 50% of each presentation; in-class summaries will be worth 50%.

The presenting group **should**:

- Prepare for a total of 40-45 minutes, divided into *roughly* equal parts summary and discussion.
- *Consider* utilizing PowerPoint or Prezi to guide presentation and discussion.
- Provide a *brief* summary of the readings, including important concepts, kinds of evidence, modes of argumentation and highlighting important passages.
- Creative complements to the text are encouraged (illustrations, news articles, short YouTube videos, etc.).
- Provide a critique based on previous course readings or suggestions from reviews.
- Propose a series of discussion questions to the class and work to include everyone in the discussion.
- Keep an eye on the clock and direct the flow of discussion.

The presenting group **should not**:

- Split up chapter sections amongst yourselves; all presenters should be prepared to talk about the chapters as a complete set.
- Spend excessive time summarizing the chapters one by one. Remember, we have all read them already – take the discussion to the next level.
- Use too much text on slides or have too many slides for the allotted time.

- Use text directly from the book. Though you may reference key quotes, you must put the summary in your own words.

Grading Distribution

100 - 97 A+	79 - 77 C+
96 - 93 A	76 - 73 C
92 - 90 A-	72 - 70 C-
89 - 87 B+	69 - 67 D+
86 - 83 B	66 - 63 D
83 - 80 B-	Below 63 F

Plus and minus grades will be assigned (e.g. roughly 70-72.9 = C-, 73-76.9 = C, and 77-79.9 = C+), but extra credit will not be accepted.

ANTH 105 Spring 2016 Course Schedule

Changes to the following schedule will be made if necessary. Students will be notified in class and by e-mail (using the official class roster e-mail addresses), and all students are responsible for any changes in the calendar.

COURSE MEETING	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
Thursday, January 28	<p><i>Class Introduction and Overview of Material and Assignments</i> What is this course about and what can you get from it?</p> <p>Group sign-up and project themes</p>
Tuesday, February 2	<p><i>Development of Applied Anthropology</i> How have anthropologists applied their discipline? What are problems and how do we use them in applying anthropology?</p> <p><u>Readings</u> Ervin Chapters 1 & 2 K&vW Chapter 1 - Context for Domains of Application</p> <p>In-Class Workshop: Information literacy and citation</p>
Thursday, February 4	<p><i>The Realms of Policy and Design</i> What is the realm of policy and how does it affect the application of anthropology?</p> <p><u>Readings</u> Ervin Chapters 4 & 5</p> <p>In-class discussion: In what ways are policies cultural phenomena? How might anthropologists contribute to crafting better policies?</p>
Tuesday, February 9	<p><i>Ethics</i> What are some ethical issues in applying anthropology and how can you address them?</p> <p><u>Readings</u> Ervin Chapter 3 Beeman (1992) Proprietary Research and Anthropological Ethics** Faas (2007) Case Study: Ted Downing and the Bio Bio**</p> <p>In-Class Exercise: Confronting ethical dilemmas in applied anthropology</p>
Thursday, February 11	<p><i>Domains of Application: Development Anthropology</i></p> <p><u>Readings</u> K&vW Chapter 2: Anthropology and Development</p> <p>Group 1 Presentation: Anthropology and Development</p>
Tuesday, February 16	<p><i>Points of Departure: Organizational Work in Needs Assessment and Evaluation</i> How do we work from the perspectives of formal organizations? How do you know what to do and whether you've done it?</p> <p><u>Readings</u> Ervin Chapters 6 and 7 McCarty (1987) The Rough Rock Demonstration School** Melissa Cefkin, a profile - https://goo.gl/rU4uuK</p> <p>Guest Speaker: Melissa Cefkin, Practicing Anthropologist with Nissan Laboratories</p>

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Thursday, February 18	<p><i>Domains of Application: Agricultural Anthropology</i></p> <p><u>Readings</u> K&vW Chapter 3: Agricultural Anthropology</p> <p>Group 2 Presentation: Agricultural Anthropology</p>
Tuesday, February 23	<p><i>Points of Departure: Studying Up</i> How do we approach the study of organizations?</p> <p><u>Readings</u> Nader (1973) Up the Anthropologist** Jordan (1995) Managing Diversity: Translating Anthropological Insights for Organization Studies**</p> <p>In-Class Exercise: The TEAM Project - Studying Organizations</p>
Thursday, February 25	<p><i>Domains of Application: Environmental Anthropology</i></p> <p><u>Readings</u> K&vW Chapter 4: The Domain of the Environment</p> <p>Group 3 Presentation: Environmental Anthropology</p>
Tuesday, March 1	<p><i>Points of Departure: Studying Impacts</i> How can we anticipate the impact of change to people's lives?</p> <p><u>Readings</u> Ervin Chapter 8 Westman (2013) Social Impact Assessment of Canada's Tar Sands**</p> <p>In-Class Exercise: Impact assessment</p>
Thursday, March 3	<p><i>Domains of Application: Health and Medicine</i></p> <p><u>Readings</u> K&vW Chapter 5: Applied Anthropology and Health and Medicine</p> <p>Group 4 Presentation: Health and Medicine</p>
Tuesday, March 8	<p><i>Points of Departure: Participatory Research from the Bottom Up</i> How do we collaborate with local communities in applied research?</p> <p><u>Readings</u> Ervin Chapter 15 Mosse (2001) People's Knowledge and Participation**</p> <p>In-Class Discussion: Identifying stakeholders and key participants</p> <p>MIDTERM DISTRIBUTED</p>
Thursday, March 10	<p><i>Domains of Application: Development-Induced Displacement and Resettlement</i></p> <p><u>Readings</u> K&vW Chapter 7: Applied Anthropology and Development-Induced Displacement and Resettlement</p> <p>Group 5 Presentation: Development-Induced Displacement & Resettlement</p>

Tuesday, March 15	<p><i>Taking Positions: Advocacy and Social Marketing</i> What positions do we adopt within our application of anthropology?</p> <p><u>Readings</u> Ervin Chapter 10 Gwynne (2003) Social Marketing** Schuller (2014) Activist Anthropological Engagement in Haiti after the Earthquake**</p> <p>In-Class Exercise: Advocacy case study</p> <p>MIDTERM DUE BY 5 P.M.</p>
Thursday, March 17	<p><i>Domains of Application: Business Anthropology</i></p> <p><u>Readings</u> K&vW Chapter 8: Anthropological Practice in Business and Industry</p> <p>Group 6 Presentation: Applied Anthropology in Business and Industry</p>
Tuesday, March 22	<p><i>Ethnography Part I: Participant Observation and Key Informant Interviews</i> What do anthropologists learn from “being there” and how can this add value to communities and organizations?</p> <p><u>Readings</u> Ervin Chapter 11 Singer (1999) Towards the Use of Ethnography in Health Care Program Evaluation**</p>
Thursday, March 24	<p><i>Domains of Application: Anthropology and Education</i></p> <p><u>Readings</u> K&vW Chapter 9: Anthropology and Education</p> <p>Group 7 Presentation: Applied Anthropology in Education</p>
March 27-31	NO CLASS: SPRING BREAK and Cesar Chavez Day
Tuesday, April 5	<p><i>Ethnography Part II: Cases from the Field</i> How does applied ethnography work, exactly?</p> <p><u>Readings</u> Checker (1997) But I Know it’s True** Armijos and Walnycki (2014) Communal Drinking Water and Management** Jordan et al. (2015) Ethnographic Study Lifts the Hood on What REALLY Goes On Inside that Car https://goo.gl/BlhLRC</p> <p>Guest Speaker: Brigitte Jordan, Practicing Anthropologist with Nissan Laboratories</p> <p>In-Class Discussion: Interview the professor and guest speaker about applied fieldwork</p>
Thursday, April 7	<p><i>Domains of Application: Anthropology and the Aged</i></p> <p><u>Readings</u> K&vW Chapter 9: Applied Anthropology and the Aged</p> <p>Group 8 Presentation: Applied Anthropology and the Aged</p>

Tuesday, April 12	<p><i>Group Techniques for Data Collection</i> What can we learn by eliciting data from groups?</p> <p><u>Readings</u> Ervin Chapter 12 Faas (2014) <i>Excerpt from All the Years Combine</i>**</p> <p>In-Class Exercise: Focus group case studies (Penipe and San Jose)</p>
Thursday, April 14	<p><i>Domains of Application: The Applied Anthropology of Disasters</i></p> <p><u>Readings</u> Henry (2005) <i>Anthropological Contributions to the Study of Disasters</i>**</p> <p>Group 9 Presentation: The Applied Anthropology of Disasters</p> <p>In-Class Discussion: Interview the professor about disaster anthropology</p>
Tuesday, April 19	<p><i>In-Class Discussion and Workshop for Domains of Application Paper</i></p> <p>Please come with prepared to discuss progress on your final paper, ask specific question about how to proceed, and complete web releases for your final project.</p> <p>Domains of Application Paper Rough Drafts Due</p>
Thursday, April 21	<p><i>Domains of Application: Anthropology of Nutrition</i></p> <p><u>Readings</u> K&vW Chapter 6: Nutritional Anthropology</p> <p>Group 10 Presentation: Anthropology of Nutrition</p>
Tuesday, April 26	<p><i>Quantitative Approaches to Applied Anthropology</i> How do we understand applied anthropological problems using numbers?</p> <p><u>Readings</u> Ervin Chapter 13 Prell et al. (2009) <i>Stakeholder Analysis and Social Network Analysis in Natural Resource Management</i>**</p>
Thursday, April 28	<p><i>Rapid Assessment Procedures</i> How can we apply anthropology under constraints of time and money?</p> <p><u>Readings</u> Ervin Chapter 14 Beebe (1995) <i>Basic Concepts and Techniques of Rapid Appraisal</i>**</p> <p>In-Class Exercise: Case Study in Rapid Appraisal</p>
Tuesday, May 3	<p><i>Applied Anthropology and Theory: The Next Level</i></p> <p><u>Readings</u> Baba (1999) <i>Theories of Practice in Anthropology</i>**</p> <p>In-Class Discussion: What is the relationship between theory and practice in anthropology?</p>

Thursday, May 5	<i>Best Practices and Emerging Trends</i> <u>Readings</u> Ervin Chapter 16 K&vW Chapter 11
Tuesday, May 10	<i>Skills, Careers, and Summing Up</i> How do you prepare for and maintain a career in applied or practicing anthropology? How do you apply anthropology in your life and career? <u>Readings</u> Ervin Chapter 17
Thursday, May 12	<i>Semester Debrief and Q & A</i> Domains of Application Papers Due FINAL EXAM DISTRIBUTED
Friday, May 20	Final exam due by 2:00pm in Clark Hall 404L

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable

effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

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

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

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

and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

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