San José State University
College of Social Sciences
ORGS 103 Organizational Studies Capstone, Section 01, Spring 2018

Instructor:	A.J. Faas, Ph.D.
Office Location:	Clark Hall 404L
Telephone:	(408) 924-5732
Email:	aj.faas@sjsu.edu
Office Hours:	Tuesdays and Thursdays 11am-1pm
Class Days/Time:	Tuesdays and Thursdays, 1:30-2:45pm
Classroom:	CL 202
Prerequisites:	ORGS 101, ORGS 102; or instructor permission

Course Description

This is a capstone course required of all Organizational Studies (ORGS) majors. The course emphasizes team projects working with community or institutional partners to address issues through organizational design or change. Credits: 4 units.

Course Goals and Student Learning Objectives

The project-based capstone requirement allows students to integrate their skills and knowledge by applying them to organizational problems and issues. The course will integrate skills and knowledge in the major courses on organizations and identity, organizations and society, and organizational processes. As a capstone course for the ORGS major, the course supports the program goals to create educational settings that link classroom instruction with real-world problem solving and develop skills in research, problem solving, and teamwork.

Course Content Learning Outcomes

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

1. Use quantitative and qualitative research methods to understand organizations and their environments;
2. Work effectively at problem solving with others in a variety of roles as leaders and followers on teams;

3. Prepare a portfolio that will support the transition to a professional education or career;
4. Access important sources of information relevant about organizational studies and data relevant to them;
5. Recognize the moral dimensions of human actions and be able to act ethically and effectively within organizations; and
6. Demonstrate skills in addressing real-world organizational problems.

Required Texts/Readings

All readings are available to download from the course Canvas page

Course Requirements and Assignments

Assignments for this course include the following: (1) SJSU Plagiarism Tutorial (no credit); (2) Class Participation (10% of course grade); (3) Fieldwork (20% of course grade); (4) Take-Home Midterm Exam (20% of course grade); (5) Proposal Presentation (10% of course grade); (6) Grant application (5% of course grade); (7) Project Presentation (10% of course grade); (8) Project Reports (25% of course grade).

- Download the guidelines for the course assignments. Read the guidelines carefully to ensure that you complete course assignments according to instructions.

- 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, recognized religious observance, etc.***

- No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

- 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.

SJSU Plagiarism Tutorial. All students must complete the SJSU plagiarism tutorial online and submit a printout of a passing grade on the quiz to the professor by February 1. The tutorial takes about 15 minutes to complete. Please note that I will not accept any assignments from students until I receive the plagiarism tutorial printout. The tutorial can be found here: http://goo.gl/7s6Tka.

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. You are expected to be respectful of other students, the professor, and opinions, be mindful and courteous in your participation, and avoid dominating discussions.

Fieldwork (20% of final grade). As part of this course, you will be required to conduct two-hours of fieldwork assignments each week. You will have some choice in when you

perform these activities, but you will sign up for and commit to a schedule on our third class meeting. Once we establish project teams at the end of February, you will work with your teammates to revise your schedules so that they work for all of you. You will report your fieldwork hours and activities on a form shared with class. There will be no Friday class meetings on fieldwork weeks.

Midterm Exam (20% of final grade). There will be a take-home midterm examination—essay questions requiring some independent research—based on lectures and readings. You will have a week to work on and submit your exam. The midterm will cover all material up to that point.

Proposal Presentation (10% of final grade). Each student will prepare a five-minute (no more, no less) presentation proposing a small team project (3-4 team members) for the months of March and April (3 hours each per week) that will help meet our community partners' needs. Students and community partner representatives will cast anonymous votes and we will select the top 3 projects to carry them out. Proposal presentations should focus on: (a) addressing a clear need expressed by partners; (b) presenting a mission and goals; (c) organizing specific activities; (d) producing clear results; (e) budget; and (f) planned results and deliverables. Students are encouraged (but not required) to use visual aids (e.g., PowerPoint, Google Slides), but all presentations must be emailed (as PowerPoints) to the professor no later than 10pm the night before the presentation (in order to minimize time spent loading each presentation in class.

Grant Proposal (5% of final grade). Once project teams are assigned, students will establish a project budget (<$500) and write a one-page proposal to the Laura Good Grant program (application available on Canvas).

Project Presentation (10% of final grade). Students in each project group will prepare a presentation on their activities. This is a group project, though students will receive individual grades. Presentations should be drafted using the following headings: (a) Introduction and Problem Statement; (b) Project Description; (c) Project Outcomes; (d) Conclusions and Suggestions for Future Projects. Please also follow these guidelines:

- Practice your presentation and make sure it fills fifteen minutes and no more. Keep an eye on the clock, direct the flow of discussion, and do not go over 15 minutes.

- All presenters should actively contribute to the crafting and delivery of the presentation.

- Make sure you clearly and concisely introduce and present your material in each section of the presentation.

- Face and engage the audience in your presentation. It's ok to have notes, but remember that you are the stars of the show! We don't want to see the back of your head as you read from slides or the top of your head as you read from a dense script.

- Avoid using too much text on slides or having too many slides for the allotted time.

Project Reports **(25% of final grade)** Each group will complete a report on their work with Japantown Prepared. This is a group project, though students will receive individual grades.

> Project reports will be a minimum of seven and a maximum of eight double-spaced pages (Times New Roman, 12-point font, one-inch margins). *Page totals do not include references.*
>
> Reports should be drafted using the following headings: (a) Introduction and Problem Statement; (b) Literature Review; (c) Project Description; (d) Project Outcomes; (e) Conclusions and Suggestions for Future Projects (or continuing efforts on the current project – specify the role(s) of our partners in ongoing efforts).
>
> Students are expected to use at least 5 academic sources (journal articles or books) in the paper. These should be to clearly state the concepts you borrowed and extended to developing your project and interpreting the outcomes. The review of concepts should be written for a general (i.e., not academic) audience.
>
> For all references, you should conform to the American Anthropological Association Style Guide, available on the Canvas page for this course.

All assignments 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. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

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.

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.
2. Students arriving habitually late to class will be asked to leave as this is disruptive to the learning process.
3. **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**.

4. Students may record lectures for their own private use only, **not to be redistributed or sold**.
5. 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**.
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. 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.
8. Students are responsible for being aware of exam dates and assignment deadlines.
9. 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.

ORGS 103 Organizational Studies Capstone, Course Schedule

Schedule is subject to change with fair notice.

COURSE MEETING	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
Thursday, January 25	***Class Introduction and Overview of Material and Assignments*** What is this course about and what can you get from it? Please print out the course syllabus and bring it to class
Tuesday, January 30	***In-Class Workshop with Community Partners*** *Visiting partners will introduce Japantown Prepared!* *What are the issues, projects, and opportunities for building disaster preparedness organization(s) in the Japantown Neighborhood?* ***Discussion:*** Interview protocols. *Students will sign up for fieldwork activities.* <u>Reading</u> Read any two (not just the first two) interviews of Japantown neighborhood community members
Thursday, February 1	***Introducing Core Concepts in Disasters*** *What are some of the core concepts and concerns in the anthropological approach to disasters? What are the principal ways of conceiving of disaster vulnerability? How does vulnerability frame the way anthropologists study disasters?* ***Discussion:*** Fieldwork and data collection <u>Reading</u> Faas (2016) Disaster Vulnerability in Anthropological Perspective *Optional*: Faas and Barrios (2015) Applied Anthropology of Risk, Hazards, and Disasters **Plagiarism Tutorial Due**
Friday, February 2	***Walking Tour of Japantown*** Please meet at Roy's Station (Corner of Jackson St. and 5th St.) at 1pm. The tour will last approximately 90 minutes.
Tuesday, February 6	***Japantown Prepared*** *What are the issues, projects, and opportunities for building disaster preparedness organization(s) in Japantown?* ***In-Class Panel with Past Students*** <u>Reading</u> Read ORGS 103 Spring 2017 final reports

Thursday, February 8	***Community-Based Interventions I*** *What are the different types of community-based interventions?* ***Discussion:*** Organizational needs and opportunities. <u>Reading</u> Read any two (not the same as last week) interviews of Japantown
Tuesday, February 13	***Community-Based Interventions I*** *What are the different types of community-based interventions?* ***Discussion:*** Developing project proposals. <u>Reading</u> Whitehead (2002) Community-Based Interventions: Definitions & Types
Thursday, February 15	***Development Strategies I*** *What are the different approaches to organizational development in community-based organizations?* ***Discussion:*** Missions and goals <u>Readings</u> Lentfer and Yachkaschi (2009) The Glass is Half Full? Understanding Organizational Development Within Community-Based Organizations
Tuesday, February 20	***Development Strategies II*** *What are the different approaches to organizational development in community-based organizations?* ***Discussion:*** Developing project proposals. <u>Readings</u> Wetta-Hall et al. (2004) Strategies for Community-Based Organization Capacity Building Planning on a Shoestring Budget.
Thursday, February 22	***Working with Grassroots Community Organizations*** *What social science skills are useful in working with grassroots community organizations?* ***Discussion:*** Developing project proposals. <u>Reading</u> Sieber (2016) Putting Anthropological Skills to Use in Engagement with Grassroots Community Organizations
Tuesday, February 27	***Social Marketing*** *How can we use social science knowledge and skills to recruit and motivate people to join in efforts for public wellbeing?* <u>Reading</u> Brown (1997) Anthropology and Social Marketing

Thursday, March 1	***Student Project Presentations and Project Voting***
Tuesday, March 6	***Project Team Assignments and Group Strategy Meeting*** ***In-Class Project Workshop***: Project Plans and Action Plans
Thursday, March 8	***In-Class Project Workshop:*** Funding proposals **MIDTERM DISTRIBUTED**
Tuesday, March 13	***Community-Based Interventions II*** *What are the different types of community-based interventions?* <u>Reading</u> McLeroy et al. (2003) Editorial: Community-Based Interventions
Thursday, March 15	**No Class Meeting** **MIDTERM DUE BY 1:30 PM in box at CL 404L**
Tuesday, March 20	***Stakeholders I*** *What are stakeholders? How do organizations and community-based initiatives meet the challenges of working with a diversity of stakeholders?* <u>Reading</u> Eisenberg (2014) Social Science, Public Policy, and Amnesty for Chickens ***Laura Good Grant Proposals Due***
Thursday, March 22	***In-Class Workshop: Information literacy – borrowing and extending*** ***Brief Project De-Briefs***
March 26-30	**NO CLASS: SPRING BREAK and Cesar Chavez Day**
Tuesday, April 3	***Stakeholders II*** *What are stakeholders? How do organizations and community-based initiatives meet the challenges of working with a diversity of stakeholders?* <u>Reading</u> Hippert et al. (2014) Multiple Stakeholders' Experiences with a Farm 2 School Project
Thursday, April 5	***In-Class Project Workshop*** **NO CLASS MEETING – ANNUAL MEETING OF THE SOCIETY FOR APPLIED ANTHROPOLOGY**

Tuesday, April 10	***Working across Community Divides*** *How do we confront the challenges involved in working with a diversity of community constituencies?* <u>Reading</u> Timmer (2013) Working with "Problem Populations"
Thursday, April 12	***In-Class Project Workshop***
Tuesday, April 17	***Brokers and Bridges: Interorganizational Networks and Making Connections Among the Disconnected*** *What does it take to connect people from different groups and sectors?* <u>Readings</u> Faas et al. (2016) Patterns of Preference and Practice
Thursday, April 19	***In-Class Project Workshop***
Tuesday, April 24	***Issues in Local Development*** *What are some of the issues with "participatory" strategies for community and organizational development?* <u>Reading</u> McConnell et al. (2014) Participatory Development in Maragoli, Kenya
Thursday, April 26	***In-Class Project Workshop***
Tuesday, May 1	***Mobilizing Communities and Organizations*** <u>Reading</u> Mazzeo and Chierici (2013) Social Foundations for a Community-Based Public Health Cholera Campaign
Thursday, May 3	***In-Class Project Workshop***
Tuesday, May 8	***People's Knowledge and Participation*** *What is the role of local knowledge in community development schemes? How does participation work in practice?* <u>Reading</u> Mosse (2001) People's Knowledge and Participation
Thursday, May 10	***In-Class Project Workshop*** ***Semester Debrief and Q & A*** **Project Reports Due**
Monday, May 22	**12:15-2:30pm FINAL EXAM Project Presentations**

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"