

San José State University
Department of Anthropology

ORGS 103 Organizational Studies Capstone, Section 01, Spring 2020

Instructor:	A.J. Faas, Ph.D.
Office Location:	Clark Hall 404L
Telephones:	408 924 5732
Email:	aj.faas@sjsu.edu
Office Hours:	Mondays and Wednesdays 3-5
Class Days/Time:	Mondays and Wednesdays, 12:00-1:15pm
Classroom:	Clark Hall 204
Prerequisites:	ORGS 102 or instructor consent

Course Format

Technology

The course will use a Canvas site for access to articles.

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

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.

Departmental Program Learning Outcomes

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 Learning Outcomes (CLO)

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.

Library Liaison

The Anthropology Library Liaison is Silke Higgins, Silke.Higgins@sjsu.edu.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

THE CAPSTONE CHALLENGE: Action into Knowledge

The core project of this course is a Capstone Challenge. In partnership with *Japantown Prepared*, a disaster preparedness organization in San Jose's historic Japantown, students will propose and produce original articles on our past three years of work promoting disaster preparedness and organizational development in a community-based partnership. For three years (beginning in Spring 2017), this course has partnered with Japantown Prepared to translate organizational studies *knowledge into action* by designing and carrying out projects that improve: (a) the structure and functioning of the organization; and/or (b) their capacity to accomplish their mission and objectives. This semester, it's time to assess what we've learned and practice reporting our findings to the broader community of organizational and social science practitioners. That means we will be translating *action into knowledge* by crafting short articles on past projects that we will publish in the journal *Practicing Anthropology*.

This is a client-focused, community-based participatory project, with real stakes for a real organization and community and for the Organizational Studies Program. It is also a form of experiential education and professional development for students involved—it does not simply go on your transcript; your work here can be (should be!) represented on your resume or curriculum vitae. The Capstone Challenge is broken up into four parts: (1) Proposal Presentation (*individual assignment*, 10% of course grade); (2) Biweekly drafts (*group project*, 15% of course grade); (3) Final Article Draft (*group project*, 25% of course grade); (4) Culminating Presentation (*individual assignment*, 15% of course grade). Please see descriptions below and on Canvas.

Additional assignments for this course include the following: (1) SJSU Plagiarism Tutorial (no credit); (2) Class Participation (10% of course grade); (3) Take-Home Midterm Exam (20% of course grade); (4) Resume (5% 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.***
- Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in spelling, grammar, syntax, and clarity.

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 3***. 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. We will also be sharing portions of our article drafts in several class meetings, which also factors into participation grades—both for sharing work and participating in discussions of this work. You are expected to be respectful of other students and the professor. I also ask that you be mindful and courteous in your participation, and avoid dominating discussions. Take space, make space. If you participate often, make some space for others. If you rarely participate, take some space to join the conversation!

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.

Capstone Challenge: Proposal Presentation (10% of final grade). Each student will prepare a five-minute (no more, no less) presentation proposing an article for *Practicing Anthropology* reporting on and assessing the outcomes of one or more past ORGS projects with *Japantown Prepared*. These are short articles (3000-4000 words, including references, abstract, and short author bios, that will be drafted as part of a team project (3 team members) for the months of March and April. Students and community partner representatives will cast anonymous votes on the presentation (grading is done by professor alone) and we will select the top three proposals to carry them out. Proposal presentations should focus on addressing one or more of the following questions: *How did the given organizational strategy (or strategies) work to develop Japantown Prepared as an organization? How did the given organizational strategy (or strategies) work to promote disaster preparedness in Japantown? What worked well and what did not? How do we explain why?*

A general presentation outline is as follows: (a) introducing the projects you will report on (and why); (b) the concepts/topics you will apply from organizational studies, the anthropology of disasters, and/or community-based partnerships; (c) a preview of findings and conclusions (i.e.,

what lessons do we learn about organizations and/or community-based; and (d) any further sources of data or literature you plan to collect or consult. Students are required to use visual aids (e.g., PowerPoint, Google Slides), and 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).

Biweekly Article Drafts (15% of final grade). Your team will submit a draft of a portion of your article every two weeks. You are expected to work with your team for 2-3 hours per week drafting and revising your articles. For each biweekly submission, you will present one part of your article. You may begin by drafting the introduction and project description, the literature review, or the analysis. It is good to start on one place and build outward. The introduction is not always the first thing we write. We will begin with a selection of project(s) and a thesis, but the remainder of the introduction is often written later, when we have a clearer sense of the findings and conclusions. Though we will change the subtitles (and sometimes the overall paper outline), your paper outline will generally be as follows: Articles 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).

In addition to submitting your drafts electronically, each team will present their draft to the class (just an informal reading in a circle) and students, faculty, and, occasionally, guests from Japantown Prepared, will provide verbal peer review feedback. These are informal, critical discussions meant to contribute to improvements in articles and student grasp of organizational studies concepts and professional writing.

***In order to minimize inequalities in the division of labor on project groups, group members will complete peer-reviews of their team members three times in the course of the semester. These peer reviews will inform my grading of individual student work.

Resume (5% of final grade). As part of this course, students will create their own resumes following the guidelines available on the SJSU Career Center Website.

Capstone Challenge: Final Article Drafts (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.

Articles will follow the guidelines of the journal *Practicing Anthropology*. Articles will be approximately 3000-4000 words, including abstract, references, and short author bios (under 50 words each). All submissions must be formatted in Times New Roman, 12-point font, with one-inch margins.

Articles 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 *four* academic sources (journal articles or books) in the paper. These should be to clearly state the concepts employed by the project teams (for the projects you are reviewing) and those you borrow and extend to assess project outcomes. The review of concepts should be written for a general (i.e., not academic) audience.

For all references, you should conform to the Chicago Manual of Style Guide, available on the Canvas page for this course.

FINAL EXAM - Capstone Challenge: Culminating Presentation (15% of final grade).

Students in each project group will prepare a presentation that proposes a future team project with Japantown Prepared that improves: (a) the structure and functioning of the organization; and/or (b) their capacity to accomplish their mission and objectives (disaster preparedness in Japantown). This is an *individual assignment, not a group project*. Presentations should be drafted using the following headings: (a) addressing a clear need expressed by partners; (b) presenting a mission and goals; (c) organizing specific activities; (d) producing clear results; (e) budget (\$500 or less); and (f) planned results and deliverables. Students are required to use visual aids (e.g., PowerPoint, Google Slides), and 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.

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 10 minutes. Additional guidelines are as follows:

- Ensure the level of complexity is appropriate for your audience
- Problem and key concepts in book presented clearly
- Make sure you clearly and concisely introduce and present your material in each section of the presentation.
- Clear, catchy slides, not overcrowded
- Legible figures conveying concepts effectively
- Smooth transition from issue to issue
- Audience contact, eye contact – 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.

Determination of Grades

A plus 98->, *A* 94-97, *A minus* 90-93

An "A" demonstrates originality, not merely efficient memory, addresses assignment guidelines effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. The student completes the task(s) and consistently does extra work that is self-initiated.

B plus 88-89, *B* 84-87, *B minus* 80-83

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.

C plus 78-79, *C* 74-77, *C minus* 70-73

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D plus 68-69, *D* 64-67, *D minus* 60-63,

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.

F < 60

A failure will only occur if the work performed does not correspond to assignment guidelines or does not meet basic assignment criteria.

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

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 ask the student to leave for the remainder of the class meeting.**
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 send me a seriously cool picture of James Baldwin by January 29, I will add 2 points extra credit to your midterm exam.
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. Students are responsible for being aware of exam dates and assignment deadlines.
10. 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.

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

ORGS 103 Organizational Studies Capstone, Course Schedule Spring 2020

Schedule is subject to change with fair notice.

COURSE MEETING	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
Monday, January 27	<p><i>Class Introduction and Overview of Material and Assignments</i> What is this course about and what can you get from it? Please print out the course syllabus and bring it to class</p>
Wednesday, January 29	<p><i>In-Class Workshop with Community Partners</i> <i>Visiting partners will introduce Japantown Prepared!</i> <i>What are the issues, projects, and opportunities for building disaster preparedness organization(s) in the Japantown Neighborhood?</i> <i>Discussion:</i> Interview protocols. <i>Students will sign up for fieldwork activities.</i> <u>Reading</u> Block Captains Project Report Liaison Team project reports</p>
Monday, February 3	<p><i>Introducing Core Concepts in Disasters</i> <i>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?</i> <i>Discussion:</i> Fieldwork and data collection <u>Reading</u> Watch A.J. Faas <i>Varieties of Vulnerability Thinking: A (Dis)Orientation to the Anthropology of Disasters</i> https://earthquake.usgs.gov/contactus/menlo/seminars/1213 Branding Team Project Report <i>Optional:</i> Faas and Barrios (2015) <i>Applied Anthropology of Risk, Hazards, and Disasters</i> Plagiarism Tutorial Due</p>

<p>Wednesday, February 5</p>	<p><i>Japantown Prepared</i> <i>What are the issues, projects, and opportunities for building disaster preparedness organization(s) in Japantown?</i></p> <p><i>In-Class Panel with Past Students</i></p> <p><u>Reading</u> Business Certification Project Report Maldonado and Lazrus (2019) A Story of Rising Voices</p>
<p>FRIDAY, February 7</p>	<p><i>12pm Walking Tour of Japantown</i> Please meet at Roy's Station (Corner of Jackson St. and 5th St.) at 12pm. The tour will last approximately 90 minutes.</p> <p><u>Reading</u> A short History of San José's historic Japantown http://jtown.org/history</p>
<p>Monday, February 10</p>	<p><i>Information Literacy</i> <i>How do we engage literature in our articles? How do we craft and outline an article for Practicing Anthropology?</i></p> <p><i>Discussion:</i> Organizational needs and opportunities.</p> <p><u>Reading</u> Website Team Report Social Media Intern Report Marketing Team Report</p>
<p>Wednesday, February 12</p>	<p><i>Community-Based Interventions I</i> <i>What are the different types of community-based interventions?</i></p> <p><i>Discussion:</i> Developing proposals.</p> <p><u>Reading</u> Whitehead (2002) Community-Based Interventions: Definitions & Types</p>
<p>Monday, February 17</p>	<p><i>Development Strategies I</i> <i>What are the different approaches to organizational development in community-based organizations?</i></p> <p><i>Discussion:</i> Missions and goals</p> <p><u>Readings</u> Lentfer and Yachkaschi (2009) The Glass is Half Full? Understanding Organizational Development Within Community-Based Organizations</p>

Wednesday, February 19	<p><i>Development Strategies II</i></p> <p><i>What are the different approaches to organizational development in community-based organizations?</i></p> <p>Discussion: Developing project proposals.</p> <p><u>Readings</u> Wetta-Hall et al. (2004) Strategies for Community-Based Organization Capacity Building Planning on a Shoestring Budget.</p>
Monday, February 24	<p><i>Working with Grassroots Community Organizations</i></p> <p><i>What social science skills are useful in working with grassroots community organizations?</i></p> <p>Discussion: Developing project proposals.</p> <p><u>Reading</u> Sieber (2016) Putting Anthropological Skills to Use in Engagement with Grassroots Community Organizations</p>
Wednesday, February 26	<p>CAPSTONE CHALLENGE: PROPOSAL PRESENTATION!</p>
Monday, March 2	<p><i>Learning from Practitioners</i></p> <p><i>How do organizational professionals and anthropologists share best practices and lessons learned with others?</i></p> <p><u>Reading</u> Faas et al. (2018) What Can We Learn from Practitioner's Stories?</p> <p>Team Assignments and Orientation</p>
Wednesday, March 4	<p><i>In-Class Writing Workshop</i></p>
Monday, March 9	<p><i>Thinking about Public Anthropology</i></p> <p><u>Reading</u> McGranahan (2006) Introduction: Public Anthropology</p>
Wednesday, March 11	<p><i>In-Class Writing Workshop: Draft Sharing</i></p> <p>MIDTERM DISTRIBUTED</p>
Monday, March 16	<p><i>Community-Based Interventions II</i></p> <p><i>What are the different types of community-based interventions?</i></p> <p><u>Reading</u> McLeroy et al. (2003) Editorial: Community-Based Interventions</p>

Wednesday, March 18	No Class Meeting - Annual Meetings of the Society for Applied Anthropology MIDTERM DUE BY 1:30 PM in CL 469
Monday, March 23	<i>Stakeholders I</i> <i>What are stakeholders? How do organizations and community-based initiatives meet the challenges of working with a diversity of stakeholders?</i> <u>Reading</u> Eisenberg (2014) Social Science, Public Policy, and Amnesty for Chickens
Wednesday, March 25	<i>In-Class Writing Workshop: Information literacy – borrowing and extending</i> <i>Draft Sharing</i>
March 30- April 3	NO CLASS: SPRING BREAK and Cesar Chavez Day
Monday, April 6	<i>Stakeholders II</i> <i>What are stakeholders? How do organizations and community-based initiatives meet the challenges of working with a diversity of stakeholders?</i> <u>Reading</u> Hippert et al. (2014) Multiple Stakeholders’ Experiences with a Farm 2 School Project
Wednesday, April 8	<i>In-Class Writing Workshop: Draft Sharing</i>
Monday, April 13	<i>Working across Community Divides</i> <i>How do we confront the challenges involved in working with a diversity of community constituencies?</i> <u>Reading</u> Timmer (2013) Working with “Problem Populations”
Wednesday, April 15	<i>In-Class Writing Workshop: Draft Sharing</i>
Monday, April 20	<i>Brokers and Bridges: Interorganizational Networks and Making Connections Among the Disconnected</i> <i>What does it take to connect people from different groups and sectors?</i> <u>Reading</u> Faas et al. (2016) Patterns of Preference and Practice

Wednesday, April 22	<p><i>Pitching Organizational Studies and Crafting a Resume</i></p> <p><i>How do you explain organizational studies to employers, colleagues, and peers? How do you craft a winning resume?</i></p> <p><u>Reading</u> SJSU Career Center Resume and Cover Letter Guide, pages 2-11. Available at: http://www.sjsu.edu/careercenter/students/launch-your-career/Guide_Resume.pdf</p> <p><i>In-Class Writing Workshop</i></p>
Monday, April 27	<p><i>Issues in Local Development</i></p> <p><i>What are some of the issues with “participatory” strategies for community and organizational development?</i></p> <p><u>Reading</u> McConnell et al. (2014) Participatory Development in Maragoli, Kenya</p>
Wednesday, April 29	<p><i>Crafting a Cover Letter and Representing Yourself</i></p> <p><i>How do you explain organizational studies to employers, colleagues, and peers? How do you craft a winning cover letter?</i></p> <p><u>Reading</u> SJSU Career Center Resume and Cover Letter Guide, pages 12-15. Available at: http://www.sjsu.edu/careercenter/students/launch-your-career/Guide_Resume.pdf</p> <p><i>Resumes Due</i></p> <p><i>In-Class Writing Workshop</i></p>
Monday, May 4	<p><i>Mobilizing Communities and Organizations</i></p> <p><u>Reading</u> Mazzeo and Chierici (2013) Social Foundations for a Community-Based Public Health Cholera Campaign</p>
Wednesday, May 6	<p><i>Presentation Workshop</i></p> <p>Final Article Drafts Due</p>
Monday, May 11	<p><i>Semester Debrief and Q & A</i></p>
Tuesday, May 19	<p>9:45am-12:00pm FINAL EXAM Project Presentations in regular classroom</p>