

DEPARTMENT OF ANTHROPOLOGY
San Jose State University

ANTH 231 Application Core
Fall 2007 Greensheet (course code 52011)

Wednesdays 6-8:45 in Washington Square Hall 004

INSTRUCTOR

Dr. Chuck Darrah. My office is in the Department of Anthropology office suite (Clark Hall 469C) and office hours are Mondays and Wednesdays 10:00-11:30 a.m., Mondays 3-4 p.m., Wednesdays 5-6 p.m., and by arrangement. You can reach me by email at darrahc@email.sjsu.edu or at [darrah.c@sbcglobal.net](mailto:darrahc@sbcglobal.net), or 408 924-5314.

COURSE DESCRIPTION

Anth 231 Application Core. Methods for the analysis sociocultural systems, ethnographic evaluation, and program/design development. Emphasis on professionalism, project management, budgeting, ethics, and contracts (3 units). Prerequisite: Anth 105 or instructor consent.

This course is the first of the two-course Applications Core sequence in the graduate program in applied-practicing anthropology; the sequence is fundamentally about building basic skills in applying anthropology to "real world" problems. Students are first introduced to the history of applied-practicing anthropology, a metaphorical tool kit of models for application, and the nature of ethical issues in applied work. We then develop skills in formulating social systems and the complex environments in which they exist. Next, the course explores evaluation research in anthropology, with a special focus on needs assessment and social impact assessment. In both cases the anthropologist leaves the realm of description and understanding, and makes judgments or assessments against some standards.

The course also facilitates the development of professional communication skills, and formulating problems that can be constructively addressed by anthropologists

COURSE OBJECTIVES

Students who successfully complete this course will:

1. understand the history of applied-practicing anthropology and its relationship to specific organizations, public policies, and a larger social context;
2. know the major models of applied-practicing anthropology;
3. be able to collect data and acquire information about social phenomena through observation, interviews, surveys, and archival research;
4. be able to analyze the structure, functions, and processes of social systems using basic anthropological and social scientific concepts (e.g. social structure, roles, reciprocity, values, etc.);
5. be able to learn about the larger environments which affect social systems through literature searches, use of secondary data sources, and Internet resources;
6. understand basic principles and forms of program evaluation;

7. be able to conceptualize and conduct basic needs assessments and social impact assessments;
8. be able to interpret and understand the use of quantitative data in research and evaluation;
9. be able to appropriately use forms of basic professional communication, such as memos, reports, executive summaries, etc.; and
10. be knowledgeable about ethical principles in anthropology and how to protect the rights of various stakeholders in their projects, as well as to recognize threats to ethical social research.

CLASS FORMAT

Each class will address a single, albeit often complex topic. Readings are assigned as per the class calendar below and you are responsible for completing them before class meets. You simply cannot contribute in a meaningful way without having read the material and either mastered it or be able to identify the questions that *would* help you master it. The goal for each class meeting is to synthesize the implications for the readings for the application and practice of anthropology in real world settings. Think of it as providing a high level introduction to some facet of application that you may then wish to explore in more depth as your own interests coalesce.

READINGS

1. Butler, Mary Odell and Copeland-Carson, Jacqueline, eds. (2005). *Creating Evaluation Anthropology*, NAPA Bulletin 24. NAPA/University of California Press.
2. Colebatch, H. K. 1998). *Policy*. Minneapolis: University of Minnesota.
3. Ervin, Alexander (2005). *Applied Anthropology: Tools and Perspectives for Contemporary Practice*, 2E. Boston: Allyn and Bacon/Pearson Educational.
4. Goldman, Lawrence R. (2000). *Social Impact Assessment: An Applied Anthropology Manual*. Oxford, UK: Berg.
5. Harrison, Michael (2004). *Diagnosing Organizations*, 3E. Thousand Oaks, CA: Sage.
6. Moeran, Brian (2005) *The Business of Ethnography: Strategic Exchanges, People and Organizations*. New York: Berg.

There are many readings this semester drawn from the journal *Human Organization*, which is available online in the King Library. Packets of the readings will also be available in the department conference room in Clark Hall 469.

DEPARTMENT OBJECTIVES

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas.

Knowledge

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.

3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

Skills

6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

Professional Values

10. Knowledge of political and ethical implications of social research

COURSE REQUIREMENTS AND GRADING

1. **Discussion Recorder (15%).** Each student will be asked to record (on butcher paper taped to the whiteboard) the class discussion twice during the semester. As recorder, you will rarely speak or otherwise contribute to the discussion because you will be too busy recording. You will depart with the butcher paper and then prepare a thorough summary of the discussion in a format co-determined by your colleagues and the instructor. That summary is due within two weeks and you must also provide copies of it for each colleague in the class.
2. **Weekly Participation (15%).** Students will be graded on their participation during sessions when they are not recorders or facilitators (see below). Several things to think about: (1) you cannot participate without attending and (2) thoughtful contributions are more valuable than just airtime, much less BS. Participation is also demonstrated during our professionalism discussions at the end of each session and by acting as discussion facilitator at twice during the semester.
3. **Readings Syntheses (20%).** Students will prepare a concise summary of each week's readings: summarize each reading (article or chapter; individual chapters, if the reading is a book) in 2-3 sentences. Then propose at least five issues for the entire collection of readings that will serve to focus the evening's discussion. "Issues" may include questions, points of critique, implications, connections, good or interesting ideas, etc. You are especially encouraged to (1) think of how one article or chapter connects to another and (2) how the readings from different weeks connect. As always, you may collaborate on preparing reading notes, but only individual submissions will be graded. *These must be turned in the week the readings are due* since it is patently unfair to pen profound "issues" following the class discussion! If you have trouble with this format, please let me know so we can address it quickly. The week *number* of the readings that your paper

addresses is your paper title; the individual readings should also be provided as references before the body of the paper.

4. **Application Scenarios (30%).** Students will prepare three application papers based on scenarios provided by the instructor and following a template provided in class. The scenarios will be based on the topics we discuss throughout the semester and you will have at least a week to work on each assignment. Class input on length will be solicited, but the goal is to prepare concise, detailed, and "actionable" papers.
5. **Final Exam (20%).** Based on all readings and discussions, students will update their personal portfolio of applied-practicing anthropology methods and techniques that constitute the basis for their practitioner toolkit. This toolkit will be extended in ANTH 232.

Course grades will be assigned as follows: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; and below 60% = F. Plus and minus grades may be assigned at the instructor's discretion.

MISCELLANEOUS

Participation. This is a graduate course, and while attendance per se is not graded, you must be present to participate—and participation *is* graded.

Disability Accommodations. If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

Academic Integrity and Plagiarism. If you pass off someone else's work as yours then you are plagiarizing. The work you submit this semester must reflect your original research and thought. It must conform to the instructions provided with each assignment. Do not submit work in this class if any part of it has been submitted for grade in another class without my approval.

The SJSU Office of Judicial Affairs asks me to remind you: "Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs." You can find the complete policy on academic integrity on the Office of Judicial Affairs website; familiarize yourself with it.

COURSE CALENDAR

Week 1 (August 29) Introductions and Course Overview

Where does this course fit into the graduate program and how will we be communicating in class during the semester?

Week 2 (September 5) History of Applied-Practicing Anthropology

How has applied-practicing anthropology developed within the discipline of anthropology and in the context of changing relationships of humans to their complex environments?

Readings:

1. Ervin, A. (2005). Applied anthropology: Tools and perspectives for contemporary practice (2nd ed.). Boston: Allyn and Bacon/Pearson Educational. (Chapters 1, 2, & 11-15)
2. Hackenberg, R. & B. Hackenberg (2004). Notes toward a new future: Applied anthropology in Century XXI.

Week 3 (September 12) Ethics, Writ Small and Large

What are the large and small ethical issues that applied-practicing anthropologists encounter and how do they affect how anthropological skills and knowledge are used?

Readings:

1. Ervin, A. (2005). Applied anthropology: Tools and perspectives for contemporary practice (2nd ed.). Boston: Allyn and Bacon/Pearson Educational. (skim Chapter 3)
2. Fluehr-Lobban, C. (2003). Ethics and the profession of anthropology (2nd Ed.). Walnut Creek, CA: AltaMira. (Chapters 1, 5, 7, 10 and Appendices A-D)

Week 4 (September 19) Social Systems: Organizations as Systems

How can we analyze organizations (company, non-profit, agency, department, etc.) as social systems?

ASSIGNMENT DISTRIBUTED: SCENARIO #1

Readings:

Harrison, M. (2004). Diagnosing organizations (3rd ed.). Thousand Oaks, CA: Sage. (Read Chapters 1-4)

Then read any two three of the following articles from Human Organization:

1. Baba, M. (1999). Dangerous Liaisons: Trust, distrust, and information technology in American work organizations.
2. Darrah, C. (1995). Workplace training, workplace learning: A case study.
3. Foner, N. (1995). The hidden injuries of bureaucracy: Work in an American nursing home.

Week 5 (September 26) Social Systems: Communities

How can we analyze communities (company, non-profit, agency, department, etc.) as social systems?

Read any three of the following articles from Human Organization, but do not read *both* the Bhattacharyya articles.

1. Bhattacharyya, J. (1995). Solidarity and agency: Rethinking community development.
2. Bhattacharyya, K. & J. Murray (2000). Community assessment and planning for material and child health programs: A participatory approach in Ethiopia.
3. Brown, P. (1997). Institutions, inequalities, and the impact of agrarian reform on rural Mexican communities.
4. Hampshire, K, E. Hills, & N. Iqbal (2005). Power relations in participatory research and community development: A case study from Northern England.
5. Honneland, G. (1999). Co-management and communities in the Barents Sea fisheries.
6. Natcher, D. & C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability.
7. Ratner, B. (2004). Reasserting community: The social challenge of wastewater management in Panajachel, Guatemala.

Week 6 (October 3) Social Systems: Distributed Perspectives

How can we capture social complexity beyond organizations and communities?

ASSIGNMENT DUE: SCENARIO #1

Reading:

Moeran, B. (2005). The business of ethnography

Week 7 (October 10) Environment

What are the "natural" constraints that actually or potentially affect a specific social system, such as an organization or community, and how do people understand them?

Readings:

Harrison, M. (2004). Diagnosing organizations (3rd ed.). Thousand Oaks, CA: Sage. (Chapters 5 & 6)

Then read any two of the following:

1. Juarez, A. (2002). Ecological degradation, global tourism, and inequality: Maya interpretations of the changing environment in Quintana Roo, Mexico.
2. Tilt, B. (2006). Perceptions of risk from industrial pollution in China: A comparison of occupational groups.

3. Fisher, W. (1994). Megadevelopment, environmentalism, and resistance: The institutional context of Kayapo indigenous politics in Central Brazil.
4. Stonich, S. & C. Bailey (2000). Resisting the blue revolution: Contending coalitions surrounding industrial shrimp farming.

Week 8 (October 17 And non-"natural" Environments

How do we understand the broader social environment?

Readings:

1. Alvarez, R. (2006): The transnational state and empire: U.S. certification in the Mexican mango and Persian lime industries.
2. Casagrande, D. G., Hope, D., Farley-Metzger, E., Cook, W., Yabiku, S., & Redman, C, (2007). Problem and opportunity: Integrating anthropology, ecology, and policy through adaptive experimentation in the urban U.S. Southwest.
3. Gozdziaik, E. M. & MacDonnell, M. (2007). Closing the gaps: The need to improve identification and services to child victims of trafficking.
4. Olson, J. (2006). Changing property, spatializing difference: The sea scallop fishery in New Bedford, Massachusetts.

Week 9 (October 24) Policy and Policy Research

What is policy and how does it form a context within which social science research is used and applied?

ASSIGNMENT DISTRIBUTED: SCENARIO #2

Readings:

1. Bardach, E. (2005). "The eightfold path" (photocopy only)
2. Colebatch, H. K. (1998). Policy. Minneapolis: University of Minnesota.

Week 10 (October 31) Anthropology and Policy

How are applied-practicing anthropologists involved in policy related activities?

Readings, in suggested order:

1. Wedel, J. R., Shore, C., Feldman, G., & Lathrop, S. (2005). Toward an anthropology of policy (2005 The ANNALS of the American Academy of Political and Social Science [<http://ann.sagepub.com/cgi/content/abstract/600/1/30>])
2. Darrah, C. N., English-Lueck, J. A., & Freeman, J. M. (2002). Anthropologists and middle class working families: Framing the context of inquiry (photocopy and electronically as email attachment)

3. Hackenberg, R., & B. Hackenberg, B. (1999). You CAN do something!: Forming policy from applied projects, then and now.
4. Austin, D. (2004). Partnerships, not projects! Improving the environment through collaborative research and action.
5. Sanjek, R. (2004). Going public: Responsibilities and strategies in the aftermath of ethnography.

Week 11(November 7) Evaluation: Basic Concepts

What is the field of evaluation research, and the fundamental goals and types of evaluation projects?

ASSIGNMENT DUE: SCENARIO #2

Readings:

1. Butler, M. O., & Copeland-Carson, J. (Eds.). (2005). Creating evaluation anthropology, NAPA Bulletin 24. NAPA/University of California Press. (Introduction and Part 2 only)
2. Ervin, A. (2005). Applied anthropology: Tools and perspectives for contemporary practice (2nd ed.). Boston: Allyn and Bacon/Pearson Educational. (Chapter 7)

Week 12 (November 14) Needs Assessment

How do applied-practicing anthropologists conduct needs assessments and what are the conditions under which doing so is appropriate?

ASSIGNMENT DISTRIBUTED: SCENARIO #3

Readings:

1. Bradshaw, J. (1972). The concept of social need. New Society, 30, 640-643 (photocopy only)
2. Ervin, A. (2005). Applied anthropology: Tools and perspectives for contemporary practice (2nd ed.). Boston: Allyn and Bacon/Pearson Educational. (Chapter 6 only)
3. McKillip, J. (1998). Needs analysis: Forces and techniques. In L. Bickman & D. Rog (Eds.), Handbook of Applied Research Methods (pp. 261-285). Thousand Oaks, CA: Sage. (photocopy only)
4. Sankar, A., & Luborsky, M. (2003). Developing a community-based definition of needs for persons living with chronic HIV.

November 21 NO CLASS/PRELUDE TO THANKSGIVING

Week 13 (November 28) Social Impact Assessment

How do applied-practicing anthropologists conduct social impact assessments and what are the conditions under which doing so is appropriate?

Readings:

Goldman, L. R. (2000). *Social impact assessment: An applied anthropology manual*. Oxford, UK: Berg.

Week 14 (December 5) Social Impact Assessment

ASSIGNMENT DUE: SCENARIO #3

- 1. Lane, M., Ross, H., and Dale, A. (1997). *Social impact research: Integrating the technical, political and planning paradigms*.**
- 2. Miller, Cynthia (1998). *The social impacts of televised media among the Yucatec Maya*.**
- 3. Palinkas, L., Downs, M., Peterson, J., and Russell, J. (1999). *Social, cultural and psychological impacts of the Exxon Valdez oil spill*.**

**FINAL EXAMINATION: December 12 from 5:15- 7:30 p.m.
Organizing the Toolkit**