San José State University
Department of Anthropology
ANTH 231(1) Applications Core, Fall 2010 (42211)

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Class Days/Time:	Tuesdays 6-8:45
Classroom:	Clark Hall 204
Prerequisites:	Graduate Standing or instructor consent.

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).

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 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 Goals and Student Learning 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 major models of applied-practicing anthropology;

3. 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.);

4. be able to learn about the larger environments which affect social systems through literature searches, use of secondary data sources, and Internet resources;

5. understand basic principles and forms of evaluation;

6. be able to conceptualize and conduct basic needs assessments and social impact assessments;

7. be able to appropriately use forms of basic professional communication, such as memos, reports, executive summaries, etc.; and

8. 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.

Departmental Goals

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

<u>Knowledge</u>

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.

<u>Skills</u>

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.

<u>Professional Values</u>

10.   Knowledge of political and ethical implications of social research

Required Texts/Readings

1.   Birkland, Thomas A. (2005). An Introduction to the Policy Process, 2E. Armonck, NY: M. E. Sharpe.

2.   Davidson, E. Jane (2005). *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation.* Thousand Oaks, CA: Sage.

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.

7.   Whiteford, Linda M. & Trotter, Robert T. (2008). *Ethics for Anthropological Research and Practice.* Long Grove, IL: Waveland.

Other readings are as follows:

Human Organization journal articles (all available online at King Library)

Austin, D. (2004). Partnerships, not projects! Improving the environment through collaborative research and action. 63(4): pp. 419-430.

Baba, M. (1999). Dangerous Liaisons: Trust, distrust, and information technology in American work organizations. 58(3): 331-346.

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. 66(2): pp. 125-139.

Darrah, C. & Dornadic, A. (in press). Working on working organizations.

Fisher, W. (1994). Megadevelopment, environmentalism, and resistance: The institutional context of Kayapo indigenous politics in Central Brazil. 53(3): 220-232.

Foster, T., Olsen, L., Dale, V., & Cohen, A. (2010). Studying the past for the future: Managing modern biodiversity from historic and prehistoric data. 69(2): pp. 149-157.

Hackenberg, R., & B. Hackenberg, B. (1999). You CAN do something!: Forming policy from applied projects, then and now. 58(1): pp. 1-15.

Hackenberg, R. & B. Hackenberg (2004). Notes toward a new future: Applied anthropology in Century XXI. 63(4): pp. 385-399.

Hadley, C. & Wutich, A. (2009). Experience-based measures of food and water security: Biocultural approaches to grounded measure of insecurity. (68(4): pp. 451-460.

Jian, L. (2009). Socioeconomic barriers to biogas development in rural southwest China. (68(4): pp. 415-430.

Jordan, B. (2009). Blurring boundaries: The "real" and the "virtual" in hybrid spaces. (68(2): pp. 181-193.

Lane, M., Ross, H., and Dale, A. (1997). Social impact research: Integrating the technical, political and planning paradigms. 56(3): pp. 302-310.

Moore, R. J., Gathman, E. C. H., & Ducheneaut (2009). From 3D space to Third Space: The social life of small virtual spaces. (68(2): pp. 230-240.

Natcher, D. & C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability. 61(4): pp. 350-363.

Palinkas, L., Downs, M., Peterson, J., and Russell, J. (1999). Social, cultural and psychological impacts of the Exxon Valdez oil spill. 52(1): pp. 1-13.

Porter, G., Lyon, F., Adamu, F., & Obafemi, L. (2010). Conflict and cooperation in market spaces: Learning from the operation of local networks of civic engagement in African market trade. (69(1): pp. 31-42.

Ratner, B. (2004). Reasserting community: The social challenge of wastewater management in Panajachel, Guatemala. 63(1): pp. 47-56.

Sankar, A., & Luborsky, M. (2003). Developing a community-based definition of needs for persons living with chronic HIV. 62(2): 153-165.

Tilt, B. (2006). Perceptions of risk from industrial pollution in China: A comparison of occupational groups. 65(2): pp. 115-127.

Treitler, I & Midgett, D. (2007). It's about water: Anthropological perspectives on water and policy. 66(2): 140-149.

Wallace, B. (2009). Critical reflections: Confessions from the director of a fifteen-year agroforestry research and development project in the Philippines. (68(1): 55-63.

West, C. T. & Vasquez-Leon, M. (2008). Misreading the Arizona landscape: Reframing analyses of environmental degradation in Southwestern Arizona. 67(4): 373-383.

Other readings (available electronically):

Mathie, A., & Cunningham, G. (2003). Who is driving development? Reflections on the transformative potential of asset-based community development. Coady International Institute Occasional Paper Series #5. Antigonish, Nova Scotia: Coady International Institute.

Mathie, A. & Puntenney, D. (2009). From clients to citizens: Deepening the practice of asset-based and citizen-led development. Antigonish, Nova Scotia: Coady International Institute.

Peters, B., Gonsamo, M., Molla, S., & Mathie, A. (2009). Applying an asset-based community development (ABCD) approach in Ethiopia. Antigonish, Nova Scotia: Coady International Institute.

Wedel, J. R., Shore, C., Feldman, G., & Lathrop, S. (2005). Toward an anthropology of policy. The ANNALS of the American Academy of Political and Social Science. [http://ann.sagepub.com/cgi/content/abstract/600/1/30])

Classroom Protocol

Each class addresses 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.

We will begin each session with a presentation by the instructor that may take the form of a lecture-discussion about the topic *du jour* or a summary of important points in the night's readings. In the latter case, the emphasis will be on extracting those facets of the readings that frequently seem to get overlooked by students as tedious or commonplace but which can be extremely helpful in the world of practice and application. The initial presentations will probably range from 30-60+ minutes, with varying patterns of lecture and discussion. Then we will take the briefest of breaks and then reconvene and discuss the larger issues raised by the readings considered individually and collectively. "Issues" here can be cross-cutting or underlying themes; questions or concerns; extensions or applications; epiphanies or insights; and strengths and weaknesses. Some critique is fine, but endless critique that results in a sort of paralysis of action is to be avoided. Eventually, you *do* something in applied anthropology and the goal of the course is to cultivate skills in getting on with it. You will be well-prepared to contribute issues since you will be developing them each week after you complete the readings.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/ . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

1. Discussion Synthesis (10%). Each of you will be asked to take notes on the issues discussion once during the semester and to then prepare a synthesis of what was said that is useful to your colleagues. You will distribute it via paper or email the following week, and make sure I get two paper copies.

2. Weekly Participation (20%). This is a graduate class and it only works if everyone comes prepared and participates. Passive presence is nice, but it shifts the burden to other students so contributing your ideas is expected. Don't think about pleading introversion or shyness—I'm afflicted with both myself but manage to overcome them in professional settings like a class. However, don't obsess either. The semester is long and there will be many opportunities to participate. Always remember that (1) you cannot participate without attending and (2) thoughtful contributions are more valuable than seizing airtime, much less sharing BS.

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. The test of a good summary is whether you could tell—say about a year later—what the material that you summarized was about and whether it would be worth rereading it for some purpose. 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. You may collaborate on preparing reading notes, but only individual submissions will be graded and there is a risk that cutting and pasting will be interpreted as cheating. Make sure your issues reflect the workings of your own mind. *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.

University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is availabe at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 requires that

students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Course Number / Title, Semester, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/31	Introductions and Course Overview Where does this course fit into the graduate program and how will we be communicating in class during the semester? FINAL EXAM DISTRIBUTED
2	9/7	History (and Future?) 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). <u>Applied anthropology: Tools and perspectives for contemporary practice</u> (2nd ed.). Boston: Allyn and Bacon/Pearson Educational. (Chapters 1, 2, & 11-15) Hackenberg, R. & B. Hackenberg (2004). Notes toward a new future: Applied anthropology in Century XXI.
3	9/14	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: Whiteford, Linda M. & Trotter, Robert T. (2008). *Ethics for Anthropological Research and Practice*. Long Grove, IL: Waveland.
4	9/21	Social Systems: Organizations as Systems How can we analyze organizations (company, non-profit, agency, department, etc.) as social systems? Readings:

Week	Date	Topics, Readings, Assignments, Deadlines
		Harrison, M. (2004). <u>Diagnosing organizations</u> (3rd ed.). Thousand Oaks, CA: Sage. (Read Chapters 1-4) Then read any two three of the following articles from <u>Human Organization:</u> 1. Baba, M. (1999). Dangerous Liaisons: Trust, distrust, and information technology in American work organizations. 2. Darrah, C. & Dornadic, A. (in press). Working on workplace orgamnizations SCENARIO #1 DISTRIBUTED
5	9/28	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 <u>Human Organization</u>. 1. Natcher, D. & C. Hickey (2002). Putting community back into community-based resource management: A criteria and indicators approach to sustainability. 2. Ratner, B. (2004). Reasserting community: The social challenge of wastewater management in Panajachel, Guatemala. 3. Porter, G. et al. (2010). Conflict and cooperation in market spaces. 4. Jordan, G. (2009). Blurring boundaries. 5. Moore, R. (2009). From 3D space to Third Place.
6	10/5	Social Systems: Distributed Perspectives How can we capture social complexity beyond organizations and communities? Reading: Moeran, B. (2005). <u>The business of ethnography</u> SCENARIO #1 DUE

Week	Date	Topics, Readings, Assignments, Deadlines
7	10/12	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). <u>Diagnosing organizations</u> (3rd ed.). Thousand Oaks, CA: Sage. (Chapters 5 & 6) Then read any two of the following: 1. Tilt, B. (2006). Perceptions of risk from industrial pollution in China: A comparison of occupational groups. 2. Jian, L. (2009). Socioeconomic barriers to biogas development in rural southwest China 3. Hadley, C. & Wutich, A. (2009). Experience-based measures of food and water security. 4. Foster, T. (2010). Studying the past for the future.
8	10/19	And non-"natural" Environments How do we understand the broader social environment? Readings: 1. 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. 2. West, C. T. & Vasquez-Leon, M. (2008). Misreading the Arizona landscape: Reframing analyses of environmental degradation in Southwestern Arizona. 3. Fisher, W. (1994). Megadevelopment, environmentalism, and resistance: The institutional context of Kayapo indigenous politics in Central Brazil. 4. Treitler, I & Midgett, D. (2007). It's about water: Anthropological perspectives on water and policy.

Week	Date	Topics, Readings, Assignments, Deadlines
		SCENARIO #2 DISTRIBUTED
9	10/26	Policy and Policy Research What is policy and how does it form a context within which social science research is used and applied? Readings: Birkland Chapters 3-7
10	11/2	Anthropology and Policy How are applied-practicing anthropologists involved in policy related activities? Readings, in suggested order: 1. Birkland Chapters 8 & 9 2. 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]) 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
11	11/9	Needs Assessment and Evaluation How do applied-practicing anthropologists conduct needs assessments and what are the conditions under which doing so is appropriate? How is it related to evaluation? SCENARIO #2 DUE Readings: 1. Davidson, E. Jane 2005). *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation.* Thousand Oaks, CA: Sage. (Chs. 1-4 only) 2. Ervin, A. (2005). <u>Applied anthropology: Tools and perspectives for contemporary practice</u> (2nd ed.). Boston: Allyn and Bacon/Pearson Educational. (*skim* Chapter 6 only) 3. Sankar, A., & Luborsky, M. (2003). Developing a community-based definition of needs for persons living with chronic HIV.
12	11/16	Evaluation and Asset-Based Community Development

Week	Date	Topics, Readings, Assignments, Deadlines
		What is the field of evaluation research and the fundamental goals and types of evaluation projects? How do needs-based approaches contrast with asset-based approaches? Readings: Davidson, E. Jane 2005). *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation.* Thousand Oaks, CA: Sage. (Chs. 5-11 only) Then read one of the following three reports: 1. Peters, B. et al. (2009). Applying an asset-based community development (ABCD) approach in Ethiopia. 1. Mathie, A. & Puntenney, D. (2009). From clients to citizens. 2. Mathie, A. & Cunningham, G (2003). Who is driving development? SCENARIO #3 DISTRIBUTED
13	11/23	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. Read first several chapters and skim rest.
14	11/30	NO CLASS
15	12/7	Social Impact Assessment Readings: 1. Lane, M., Ross, H., and Dale, A. (1997). Social impact research: Integrating the technical, political and planning paradigms. 2. Palinkas, L., Downs, M., Peterson, J., and Russell, J. (1999). Social, cultural and psychological impacts of the Exxon Valdez oil spill. SCENARIO #3 DUE
Final Exam	12/14 17:15-19:30	Organizing the Toolkit