

DEPARTMENT OF ANTHROPOLOGY
San Jose State University

ANTH 232 Applications Core
Spring 2008 (24248)

INSTRUCTOR & COURSE: ANTH 232 meets 6-8:45 p.m. on Tuesdays in Clark 204. The instructor is Chuck Darrah, and you can reach me at 924-5314 or by dropping by Clark Hall 469 during office hours (Mondays and Wednesdays 9-9:30 a.m. and 12:30-2 p.m., and 5-6 p.m. Tuesdays, and by arrangement. I am usually around all day Monday-Wednesday and I often am in the office on Fridays. Students in my graduate classes are welcome to come by and chat. You can do so by calling or emailing me to set up a time or just dropping by and poking your head in my office to see if I can talk (Just don't be offended if I tell you I can't!). You can also reach me by email: I suggest sending messages to both darrahc@email.sjsu.edu and darrah.c@sbcglobal.net, but do not submit assignments for grade via email or email attachments: *I will not read them without prior arrangement.*

COURSE DESCRIPTION

ANTH 232 Applications 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 231 or instructor consent.

This course is the second 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 in ANTH 232 are introduced to evaluation research in general and its place in anthropology, in particular. Special attention is paid to empowerment evaluation, a distinctly anthropological contribution to the field. Next, the course explores ways that anthropologists use their skills and knowledge to create or develop programs, services, and products, answering the perennial question, "How are your findings used to make things in the world?" We explore such topics as social marketing and the design of services and products, and how anthropologists function as members of teams. The course continually addresses issues of ethics and it concludes with modules on project management and funding.

COURSE OBJECTIVES

Students who satisfactorily complete this course will:

1. be able to conduct anthropological and ethnographic evaluations;
2. be able to recognize and understand various forms of qualitative evaluation;
3. be able to facilitate an empowerment evaluation process;
4. understand program development and be able to contribute to it appropriately as a member of a team;
5. be able to work effectively with service or product designers or other users of anthropological and ethnographic research as a member of a team;
6. be able to appropriately use forms of basic professional communication, such as memos, reports, executive summaries, etc.;

7. know the basic skills needed to manage different facets of projects;
8. be able to prepare proposals for grants and contracts, including preparing a basic project budget; and
9. be knowledgeable about ethical principles in anthropology and how to protect the rights of various stakeholders in their projects, as well as the 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. (required)
2. Fetterman, David (2001). *Foundations of empowerment evaluation*. Thousand Oaks, CA: Sage. (required)
3. Lewis, David and Mosse, David, eds. (2006). *Development brokers and translators*. Bloomfield, CT: Kumarian. (required)
4. Sunderland, Patricia and Denny, Rita (2007). *Doing anthropology in consumer research*. Walnut Creek, CA: Left Coast Press. (required)
5. Zeisel, John (2006). *Inquiry by design*, revised edition. New York: Norton. (required. Actually, the first four chapters are required reading, but I strongly encourage you to own this reasonably-priced book. It is a classic in design research that covers many facets of ethnography as well as any ethnography text.)

Other readings are contained in the "course reader" pocket in the department conference room.

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

Skills

5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.
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 or by making a photo of the whiteboard) the class discussion once 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/photos 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 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. Several things to think about: (1) you cannot participate without attending and (2) thoughtful contributions are more valuable than just airtime, much less 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. 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 first is a proposal for conducting an ethnographic or empowerment evaluation. The second is an analysis of the feasibility and consequences for a funder faced with a choice between supporting either a social marketing or participatory action research approach to a social problem. The third is a proposal to assemble a team to design a product or service. 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 extend the one submitted in ANTH 231 and it will develop an action plan for preparing a thesis or project proposal in consultation with a faculty chair.

Course grades will be assigned as follows: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; and below 60% = F.

MISCELLANEOUS

Disability Accommodations. If you need course accommodations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please see me during office hours as soon as possible.

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. Visit <http://www.sjsu.edu/depts/SocialSciences/integrity.htm> if you have any doubt that you understand this concept.

The SJSU Office of Judicial Affairs reminds 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*" (italics added). You can find the complete policy on academic integrity on the Office of Judicial Affairs website; familiarize yourself with it.

COURSE CALENDAR

Note that the dates of classroom visits are tentative.

Week 1 Course Overview
January 29

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

Week 2 Anthropological Evaluation
February 5

How do archeologists, physical anthropologists, and cultural anthropologists perform evaluation?

Readings:

Butler, M. O., & Copeland-Carson, J.: Part 2

Week 3 **Future Directions and Empowerment Evaluation**
February 12

As the field of evaluation develops, what are the opportunities for applied-practicing anthropologists?

Readings:

Butler, M. O., & Copeland-Carson, J.: Part 3.
 Fetterman, D.: Ch. 1

Week 4 **Empowerment Evaluation**
February 19

What is empowerment evaluation and how is it facilitated in order to improve organizations and programs?

Readings:

Fetterman, D.: Chs. 2-10.

Week 5 **Projects #1: The Rational View**
February 26

How are projects rational instruments designed to take policies and plans and implement them?

Reading: Potts, D.: "Chapters 1-3" in Project planning and analysis for development. (course reader)

Week 6 **Social Marketing**
March 4

How are techniques of marketing used in social programs to change behavior toward socially/culturally desirable ends?

Readings:

Van Willigen: "Chapter 10 Social Marketing" in Applied anthropology (3rd ed.). (course reader)

Andreason, A.: "Chapter 1 Social change, social problems and 21st century social marketing" and "Chapter 2 Creating and framing the agenda" in Social marketing in the 21st century. (course reader)

Bryant, C., Lindenberger, J., Brown, C, Kent, E., Schreiber, J. M., Bustillo, M., & Canright, M. W.: "A social marketing approach to increasing enrollment in a public health program: A case study of the Texas WIC program" Human Organization. (course reader)

Week 7 **Participatory Traditions**
March 11

How can anthropologists conduct research with and not on people so that relevant inquiry is linked with action?

Readings:

Whyte, W., Greenwood, D. & Lazes, P.: "Chapter 1 Participatory action research: Through practice to science in social research" in Participatory action research. (course reader)

Walton, R. & Gaffney, M.: "Chapter 8 Research, action, and participation: The merchant shipping case" in Participatory action research. (course reader)

Week 8 **Projects #2: The View From the Ground**
March 18

How do projects actually play out on the ground and what are the implications for anthropologists if "implication" is a doubtful metaphor?

Reading: Lewis, D. and Mosse, D., eds.: Development brokers and translators (read all chapters)

March 25 Spring Break

Week 9 **Design Processes**
April 1

How are applied-practicing anthropologists involved designing and developing products and services?

Visitor: John McClusky, Industrial Design, SJSU

Readings:

Zeisel, J.: Chapters 1-4

Ulrich, K. & Eppinger, S.: "Chapter 3 Product planning" in Product design and development. (course reader)

Week 10 Design and Anthropology
April 8

How does anthropology allow us to contribute to design processes and how do anthropologists best connect their capabilities to those of others in the design process? them?

Visitor: Mike Griffin, Ricoh

Readings:

Wasson, C.: "Ethnography in the field of design" in Human Organization. (course reader)

Bell, G., Blythe, M., & Sengers, P.: "Making by making strange: Defamiliarization and the design of domestic technologies" in ACM (course reader)

Squires, S.: "Chapter 6 Doing the work: Customer research in the product development and design industry in Creating breakthrough ideas (course reader)

Dourish, P.: "Implications for Design" in HCI. (course reader)

Week 11 **Participatory Design**
April 15

What is participatory design and how can anthropology be involved in seeing that users are involved in the design of the systems they use?

Visitor: Jeanette Blomberg, IBM Almaden Research

Readings:

Ehn, P.: "Scandinavian design: On participation and skill" in Participatory design.

Blomberg, J., Suchman, L., & Trigg, R.: "Reflections on a work-oriented design project" in HCI. (course reader)

Kogi, K.: "Chapter 4 Participatory training for low-cost improvements in small enterprises in developing countries" in Participatory ergonomics. (course reader)

Wilson, J. R.: "Chapter 5 Design decision groups—a participative process for developing countries" in Participatory ergonomics. (course reader)

Week 12 **Understanding Consumption**
April 22

How can anthropology help us understand consumers and what are some consequences of doing so?

Reading:

Sunderland, P. and Denny, R.: Doing anthropology in consumer research (read numbered chapters 1-9, but not the part introductions)

Week 13
April 29 **Products and Services**

How can applied-practicing anthropologists discover opportunities to contribute to the design of products and services?

Readings:

Bryson, J. R., Daniels, P. W., & Warf, B.: "Chapters 7 & 8" in Service worlds: People, organizations, technologies. (course reader)

Teboul, J.: "Chapters 1-3 and 6" in Service is front stage

Beers, R. and Whitney, P.: "From ethnographic insight to user-centered design tools"

Week 14
May 6 **Talking Projects**

Week 15
May 13 **Positioning Ourselves**

Now that everyone loves ethnography, where does that leave us?

Readings:

Greenman, A. and Smith, S.: "Embed: Mapping the future of work and play: A case for embedding non-ethnographers in the field" (course reader)

Nafus, D. and Anderson, K.: "The real problem: Rhetorics of knowing in corporate ethnographic research"

Rangaswamy, N. and Toyama, K.: "'Global events local impacts': India's rural emerging markets"

Sunderland, P. and Denny, R.: "Chapter 10" in Doing anthropology in consumer research

FINAL EXAMINATION: May 20 5:15-7:30