

San José State University
Department of Anthropology
ANTH 232(1) Applications Core B (23323) Spring 2009

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Office Hours: Mondays 10:00-11:30 and 17:00-18:00; Tuesdays 10:00-11:30; Wednesdays 13:00-14:00; and by arrangement

Class Days/Time: Mondays 18:00-20:45

Classroom: Clark Hall 204

Prerequisites: Graduate standing or instructor permission

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.

Department Goals

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 Content Learning Outcomes

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.

Required Texts/Readings

Textbook

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. Mosse, David (2006). Cultivating development. 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

Human Organization articles (available online)

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.

Wasson, C.: "Ethnography in the field of design" in Human Organization.

EPIC Conference Proceedings (available online)

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

Jones, R.: "Experience models: Where ethnography and design meet"

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"

Book Chapters

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.

Bryson, J. R., Daniels, P. W., & Warf, B.: "Chapters 1 & 8" in Service worlds: People, organizations, technologies.

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

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

Lusch, R. & Vargo, S.: "Evolving to a new dominant logic for marketing" in The service-dominant logic of marketing by R. F. Lusch and S. L. Vargo, eds. (Armonk, NY: M. E. Sharpe, 2006). Pages 3-28.

Potts, D.: "Chapters 1-3" in Project planning and analysis for development

Teboul, J.: "Chapters 1-3 and 6" in Service is front stage (New York: Palgrave MacMillan, 2006). Pages 4-40 and 70-76.

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

Whyte, W., Greenwood, D. & Lazes, P.: "Chapter 2 Participatory action research: Through practice to science in social research" in Participatory action research.

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

Miscellaneous Papers

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

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

Dourish, P.: "Implications for Design" in HCI.

Classroom Protocol

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.

The format for each class will be slightly different than used in ANTH 231 in fall 2008. We will begin each session with presentations by a team of two students who will summarize each reading (including individual book chapters and even sections within them, if appropriate). They will raise questions or issues or concerns about the individual readings and solicit the same from the rest of the class. The instructor's role will be to keep the focus on the individual readings and to make sure that we delve into them in depth. We will take a ten minute break after about an hour and then reconvene to discuss the larger issues raised by the readings considered collectively. This will be very much like the format from ANTH 231. "Issues" here can be cross-cutting or underlying themes; questions or concerns; extensions or applications; and strengths and weaknesses. The key is that we focus on the readings collectively and not on the merits or demerits of individual readings; we will have already done that. Finally, we will spend ten minutes summarizing the lessons learned, including directions for further exploration.

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](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/](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 Leaders (20%). Each student will, accompanied by another student, assume responsibility for summarizing in detail each reading assigned for a week. This will be done orally, using notes, and does not require that you prepare a written document to submit for grade. You will be provided with a guide to the components of a presentation. Each student will be asked to perform this service four times during the semester.
2. Weekly Participation (10%). 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. Your lowest two grades will be dropped.
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. You will have two weeks to complete each scenario.
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.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](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](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	January 26	<p>Course Overview</p> <p>Where does this course fit into the graduate program and how will we be communicating in class during the semester?</p>
2	February 2	<p>Anthropological Evaluation</p> <p>How do archeologists, physical anthropologists, and cultural anthropologists perform evaluation?</p> <p>Readings: Butler, M. O., & Copeland-Carson, J.: Part 2</p>
3	February 9	<p>Future Directions and Empowerment Evaluation</p> <p>As the field of evaluation develops, what are the opportunities for applied-practicing anthropologists?</p> <p>Readings: Butler, M. O., & Copeland-Carson, J.: Part 3. Fetterman, D.: Ch. 1</p>
4	February 16	<p>Empowerment Evaluation</p> <p>What is empowerment evaluation and how is it facilitated in order to improve organizations and programs?</p> <p>Readings: Fetterman, D.: Chs. 2-10.</p>
5	February 23	<p>Projects #1: The Rational View</p> <p>How are projects rational instruments designed to take policies and plans and implement them?</p> <p>Reading: Potts, D.: "Chapters 1-3" in <u>Project planning and analysis for development</u>. (course reader)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	March 2	<p>Social Marketing</p> <p>How are techniques of marketing used in social programs to change behavior toward socially/culturally desirable ends?</p> <p>Readings:</p> <p>Van Willigen: "Chapter 10 Social Marketing" in <u>Applied anthropology</u> (3rd ed.). (course reader)</p> <p>Andreason, A.: "Chapter 1 Social change, social problems and 21st century social marketing" and "Chapter 2 Creating and framing the agenda" in <u>Social marketing in the 21st century</u>. (course reader)</p> <p>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" <u>Human Organization</u>. (course reader)</p>
7	March 9	<p>Participatory Traditions</p> <p>How can anthropologists conduct research with and not on people so that relevant inquiry is linked with action?</p> <p>Readings:</p> <p>Whyte, W., Greenwood, D. & Lazes, P.: "Chapter 1 Participatory action research: Through practice to science in social research" in <u>Participatory action research</u>. (course reader)</p> <p>Walton, R. & Gaffney, M.: "Chapter 8 Research, action, and participation: The merchant shipping case" in <u>Participatory action research</u>. (course reader)</p>
8	March 16	<p>Projects #2: The View From the Ground</p> <p>How do projects actually play out on the ground and what are the implications for anthropologists if "implication" is a doubtful metaphor?</p> <p>Reading: Mosse, D.: <u>Cultivating development</u> (Chs. 1-5)</p> <p>REMEMBER: NO CLASS MARCH 23 DUE TO SPRING BREAK</p>
9	March 30	<p>Projects #2 (Continued) and Rapid Assessment</p> <p>Reading: Mosse, D.: <u>Cultivating development</u> (Chs. 6-10)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	April 6	<p>Design Processes</p> <p>How are applied-practicing anthropologists involved designing and developing products and services?</p> <p>Visitor: John McClusky, Industrial Design, SJSU</p> <p>Readings:</p> <p>Zeisel, J.: Chapters 1-4</p> <p>Ulrich, K. & Eppinger, S.: "Chapter 3 Product planning" in <u>Product design and development</u>. (course reader)</p>
11	April 13	<p>Design and Anthropology</p> <p>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?</p> <p>Readings:</p> <p>Wasson, C.: "Ethnography in the field of design" in <u>Human Organization</u>. (course reader)</p> <p>Bell, G., Blythe, M., & Sengers, P.: "Making by making strange: Defamiliarization and the design of domestic technologies" in <u>ACM</u> (course reader)</p> <p>Squires, S.: "Chapter 6 Doing the work: Customer research in the product development and design industry in <u>Creating breakthrough ideas</u> (course reader)</p> <p>Dourish, P.: "Implications for Design" in HCI. (course reader)</p>
12	April 20	<p>Participatory Design</p> <p>What is participatory design and how can anthropology be involved in seeing that users are involved in the design of the systems they use?</p> <p>Visitor: Jeanette Blomberg, IBM Almaden</p> <p>Readings:</p> <p>Ehn, P." Scandinavian design: On participation and skill" in <u>Participatory design</u>.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Blomberg, J., Suchman, L., & Trigg, R.: "Reflections on a work-oriented design project" in <u>HCI</u>. (course reader)</p> <p>Kogi, K.: "Chapter 4 Participatory training for low-cost improvements in small enterprises in developing countries" in <u>Participatory ergonomics</u>. (course reader)</p> <p>Wilson, J. R.: "Chapter 5 Design decision groups—a participative process for developing countries" in <u>Participatory ergonomics</u>. (course reader)</p>
13	April 27	<p>Understanding Consumption</p> <p>How can anthropology help us understand consumers and what are some consequences of doing so?</p> <p>Visitor: Melissa Cefkin, IBM Almaden</p> <p>Reading: Sunderland, P. and Denny, R.: <u>Doing anthropology in consumer research</u> (read numbered chapters 1-9, but not the part introductions)</p>
14	May 4	<p>Products and Services</p> <p>How can applied-practicing anthropologists discover opportunities to contribute to the design of products and services?</p> <p>Readings:</p> <p>Bryson, J. R., Daniels, P. W., & Warf, B.: "Chapters 1 & 8" in <u>Service worlds: People, organizations, technologies</u>. (course reader)</p> <p>Teboul, J.: "Chapters 1-3 and 6" in <u>Service is front stage</u></p> <p>Vargo, S. & Lusch, R. "Evolving to a new dominant logic for marketing"</p>
15	May 11	<p>Positioning Ourselves</p> <p>Now that everyone loves ethnography, where does that leave us?</p> <p>Readings:</p> <p>Greenman, A. and Smith, S.: "Embed: Mapping the future of work and play: A case for embedding non-ethnographers in the field" (course reader)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Nafus, D. and Anderson, K.: "The real problem: Rhetorics of knowing in corporate ethnographic research"</p> <p>Rangaswamy, N. and Toyama, K.: "'Global events local impacts': India's rural emerging markets"</p> <p>Sunderland, P. and Denny, R.: "Chapter 10" in <u>Doing anthropology in consumer research</u></p>
16		
Final Exam	May 18	18:00-19:30 in Clark 204