Anthropology Department
ANTH 232 Applications Core B, Spring 2014

Contact Information

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Office Hours: Mondays 9-10 and 3-4; Wednesdays 10-11; and by arrangement

Class Days/Time: Mondays 1800-2045

Classroom: WSQ 004

Prerequisites: ANTH 231 or instructor consent

Course Description

ANTH 232 Applications Core. Methods for the analysis sociocultural systems, ethnographic 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 Goals and Learning 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; and

8. 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

Textbooks

1. Fetterman, D. (2001). Foundations of empowerment evaluation. Thousand Oaks, CA: Sage Publications.

2. Mosse, D. (2005). Cultivating development: An ethnography of aid policy and practice. (Ann Arbor, MI: Pluto Press.

3. Sunderland, P. and Denny, R. (2007). Doing anthropology in consumer research. Walnut Creek, CA: Left Coast Press.

4. Zeisel, J. (2006). Inquiry by design, revised edition. New York: Norton Press. (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. (2001). A social marketing approach to increasing enrollment in a public health program: A case study of the Texas WIC program. Human Organization, 60(3).

Garrett, J. L. & Downen, J. (2002). Strengthening rapid assessments in urban areas: Lessons from Bangladesh and Tanzania. Human Organization, 61(4).

Taplin, D. H., Scheld, S., & Low, S. (2002). Rapid ethnographic assessment in urban parks: A case study of Independence National Historical Park. Human Organization 61(4).

Utarini, A., Winkvist, A., & Pelto, G. H. (2001). Appraising studies in healthy using rapid assessment procedures (RAP): Eleven critical criteria. Human Organization 60(4).

Book Chapters

Andreason, A. (2005). 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.

Beebe, J. (2001). Rapid assessment process: An introduction. Walnut Creek, CA: AltaMira Press.

Bryson, J. R., Daniels, P. W., & Warf, B. (2004). Chapter 1 in Service worlds: People, organizations, technologies. London, UK: Routledge.

Butler, M. O. (2005). Translating evaluation anthropology. In M. O. Butler & J. Copeland-Carson (Eds.). Creating evaluation anthropology, (NAPA Bulletin 24).

Cefkin, M. (2013). The limits to speed in ethnography. In B. Jordan (Ed.). Advancing ethnography in corporate environments. Walnut Creek, CA: Left Coast Press.

Darrah, C. N. & Dornadic, A. (in press). Doing anthropology, doing business. R. Denny & P. Sunderland (Eds.). Sourcebook of anthropology in business. Walnut Creek, CA: Left Coast Press.

Goodman, C., Trainor, B., & Divorski, S. (2005). Using ethnographic methods to evaluate the Department of Veterans Affairs Patient Safety Program. In M. O. Butler & J. Copeland-Carson (Eds.). Creating evaluation anthropology, (NAPA Bulletin 24).

Gunn, W. & Donovan, J. (2012). Design anthropology: An introduction. In W. Gunn & J. Donovan (Eds.). Design and anthropology, Burlington, VT: Ashgate Publishers.

Kingery, D. (2001). The design process as a critical component of the anthropology of technology. In M. B. Schiffer (Ed.), Anthropological perspectives on technology. Albuquerque, NM: University of New Mexico Press.

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

Simon, E. L. & Christman, J. B. (2005). Getting real about what it takes to conduct evaluation research: What do you need to know?. In M. O. Butler & J. Copeland-Carson (Eds.). Creating evaluation anthropology, (NAPA Bulletin 24).

Van Willigen, J. (2002). Social marketing in Applied anthropology 3rd ed. Westport, CN: Bergin and Garvey, 2002.

Manuscripts, Papers and Other Articles

Bitner, M. J., Ostrom, A. L., and Morgan, F. N. (2008). Service blueprinting: A practical technique for service innovation. California Management Review, 50(3), 66-94.

Blomberg, J. (2008). Negotiating meaning of shared information in service system encounters. European Management Journal, 26, 213-222.

Blomberg, J. & Darrah, C. N. (in preparation). A practice approach to designing services. Morgan & Claypool Publishers.

Brandt, E. (nd). How tangible mock-ups support design collaboration.

Cambridge Service Science, Management and Engineering Symposium (2007). Succeeding through service innovation: A service perspective for education, research, business and government". Cambridge, UK: University of Cambridge Institute for Manufacturing.

Kilbourn, K. & Buur, J. (2007). The patient as skilled practitioner. Nordic Design Research Conference, May 28, 1-10.

Leong, B. D. & Clark, H. (2003). Culture-based knowledge towards new design thinking and practice. Design Issues, 19(3), 48-58.

Ljungblad, S., & Holmquist, L. E. (2007). Transfer scenarios: Grounding innovation with marginal practices. CHI/ACM, San Jose, April 28-May 3.

Morelli, N. (2003). Product-service systems, a perspective shift for designers: A case study: The design of a telecentre. Design Studies, 24, 73-99.

Razzouk, R. & Shute, V. (2012). What is design thinking and why is it important?. Review of Educational Research, 82(3), 330-350.

Secomandi, F. & Snelders, D. (2011). The object of service design. Design Issues, 27(3), 20-34.

Sengers, P. & Gaver, B. (2006). Staying open to interpretation: Engaging multiple meanings in design and evaluation. DIS./ACM.

Van Veggel, R. (2005). Where the two sides of ethnography collide. Design Studies, 21(3), 3-16.

Library Liaison

The department's library liaison is Silke Higgins (silke.higgins@sjsu.edu), who is a graduate of our undergraduate program in anthropology and therefore knows the department well.

Course Requirements and Assignments

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.

Assignments and Grading Policy

1. Discussion Recorder (15%). Each student will be asked to record the class discussion twice during the semester. As recorder, you may speak and contribute to the discussion, but your role is fundamentally to take notes in order to prepare a synthesis that you will later provide to your colleagues. The model here is that someone (your boss, a colleague) knows that you are going to a meeting and asks you to be able to *synthesize* what went on and to be able to provide a neutral report about the meeting and its . 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. There will be many group discussions and exercises throughout the semester and (1) you cannot participate without attending and (2) thoughtful contributions are more valuable than just airtime.

3. Readings Syntheses (25%). 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 3-5 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 (and their rationales), points of critique, implications, connections, good or interesting ideas, etc. The model here is that you are in an important meeting sometime in the future, equipped y0our M.A. in Applied Anthropology and someone (e.g. supervisor or client) turns to you and says, "Whatta you think about that?" Maybe discussion has ground to a halt due to differences of opinion. Maybe there's a really tough issue out there. Maybe

the group cannot sort out a complex situation. Regardless, you often have to think on your feet and "I dunno" is not an option. . 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 fully cited 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 (15%). 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.

Grading Policy

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.

Departmental Goals _____

Learn about the goals of the anthropology department and how it can benefit your education.
Goals   http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html

Credit Hours
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies _____

Here are some of the basic university policies that students must follow.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies   http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines   http://www.sjsu.edu/provost/services/academic_calendars/

Late Drop Policy   http://www.sjsu.edu/aars/policies/latedrops/policy/

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.
University Policy S12-7   http://www.sjsu.edu/senate/docs/S12-7.pdf

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

University Academic Integrity Policy S07-2   http://www.sjsu.edu/senate/docs/S07-2.pdf

Student Conduct and Ethical Development website   http://www.sjsu.edu/studentconduct/

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

Presidential Directive 97-03   http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

 Accessible Education Center   http://www.sjsu.edu/aec

Resources_____

The university provides resources that can help you succeed academically. Just look here.
Academic Success Center   http://www.sjsu.edu/at/asc/

Peer Connections website   http://peerconnections.sjsu.edu

Writing Center website   http://www.sjsu.edu/writingcenter

Counseling Services website   http://www.sjsu.edu/counseling

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 27	Course Overview and Anthropological Evaluation Where does this course fit into the graduate program and how will we be communicating in class during the semester? As the field of evaluation develops, what are the opportunities for applied-practicing anthropologists? Readings: Butler, M. O.: "Translating evaluation anthropology" Goodman, C., Trainor, B., & Divorski, S.: Using ethnographic methods to evaluate the Department of Veterans Affairs Patient Safety Program" Simon, E. L. & Christman, J. B.: "Getting real about what it takes to conduct evaluation research: What do you need to know?"

Week	Date	Topics, Readings, Assignments, Deadlines
		SCENARIO #1 DISTRIBUTED
2	February 3	Empowerment Evaluation What is empowerment evaluation and how is it facilitated in order to improve organizations and programs? Reading: Fetterman, D.: <u>Foundation of empowerment evaluation</u>, Chs. 1-10 and hospital case study
3	February 10	Projects as Managed Rationality How are projects rational instruments designed to take policies and plans and implement them? Readings: Potts, D.: "Chapters 1-3" in <u>Project planning and analysis for development.</u> Project Management Guide (PowerPoint)
4	February 17	Social Marketing How are techniques of marketing used in social programs to change behavior toward socially/culturally desirable ends? Readings: Van Willigen: "Social Marketing" in <u>Applied anthropology</u> (3rd ed.). Andreason, A.: "Social change, social problems and 21st century social marketing" and "Creating and framing the agenda" in <u>Social marketing in the 21st century</u>. 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>.
5	February 24	Participatory Action Research How can anthropologists conduct research *with* and not *on* people so that inquiry is linked with action? Readings: Reason, P. and Bradbury, H.: "Introduction: Inquiry and participation in

Week	Date	Topics, Readings, Assignments, Deadlines
		search of a world worthy of human aspiration"
		Perez, C. A.: Participatory research: Implications for applied anthropology"
		Goto, K. et al.: "It really opened my eyes: The effects on youth peer educators of participating in an action research project"
		Wilson, J. R.: "Design decision groups: A participative process for developing workplaces"
		SCENARIO #1 DUE
6	March 3	From the Bottom Up: Brokering, Translating & Negotiating
		How do projects actually play out on the ground and what are the implications for anthropologists?
		Reading: Mosse, D.: Cultivating development, chs. 1-5
7	March 10	More Bottom Up and Advocacy
		Readings:
		Mosse, D.: Cultivating development, chs. 6-10
		Van Willigen, J.: "Chapter 7 Advocacy anthropology"
		SCENARIO #2 DISTRIBUTED
8	March 17	Presto! It's Rapid Assessment
		If research is part of applied anthropology and if deadlines always loom and if we have insufficient funds, can we just speed things up?
		Readings:
		Beebe, W.: "To RAP or not to RAP"
		Cefkin, M. "The limits to speed in ethnography"
		Garrett, J. L. et al.: "Strengthening rapid assessments in urban areas"
		Utarini, A. et al.: Appraising studies in health using rapid assessment procedures (RAP)"

Week	Date	Topics, Readings, Assignments, Deadlines
9	March 24	NO CLASS DUE TO SPRING BREAK Reading Alert: Sunderland, P. L. & Denny, R. M.: <u>Doing anthropology in consumer research</u>, chapters 1-6, 8, and 9 is due Week 12 but note that there is no reading scheduled weeks 9-11, giving you plenty of time to complete it in advance.
10	March 31	NO CLASS DUE TO CESAR CHAVEZ DAY Reading Alert: Sunderland, P. L. & Denny, R. M.: <u>Doing anthropology in consumer research</u>, chapters 1-6, 8, and 9 is due Week 12 but note that there is no reading scheduled weeks 9-11, giving you plenty of time to complete it in advance.
11	April 7	Making a Living: Staying at the Table, Grant Writing, and Consultancy How can anthropologists get involved earlier and remain longer on projects, and what are the implications for being an applied practitioner who can earn a living? Visitors: Andrea Arjona, Nicole Conand and Alicia Dornadic Readings: This is a catch-up and get-ahead reading week, although some materials may be provided for you to review before the meeting. SCENARIO #2 DUE
12	April 14	Consumption and Use How can anthropology help us understand what it means to consume and to use products in the world? Reading: Sunderland, P. L. & Denny, R. M.: <u>Doing anthropology in consumer research</u>, chapters 1-6, 8, and 9
13	April 21	Design and Design Thinking What is design as a human capability and its contemporary elaboration into design *thinking*? Readings: Zeisel, J.: Chapters 1-4 in <u>Inquiry by design</u>. Kingery, D. "The Design Process as a Critical Component of the Anthropology of Technology" in <u>Anthropological perspectives on technology</u>. Gunn, W. & Donovan, J.: "Design anthropology: An introduction" Brown, T. & Wyatt,: "Design thinking for social innovation"

Week	Date	Topics, Readings, Assignments, Deadlines
		Razzouk, R. & Shute, V.: "What is design thinking and why is it important?" SCENARIO #3 DISTRIBUTED
14	April 28	Designing Things How can anthropology and design intersect in ways that contribute to each field and to the creation of things in the world? Readings: Kilbourn, K. & Buur, J.: "The patient as skilled practitioner" Sengers, P. and Gaver, B.: "Staying open to interpretation: Engaging multiple meanings in design and evaluation" Leong, B. D. & H. Clark: "Culture-based knowledge towards new design thinking and practice" Brandt, E.: "How tangible mock-ups support design collaboration" Ljungblad, S. & Holmquist, L. E.: "Transfer scenarios"
15	May 5	Service Worlds What are services, how do they come to constitute 'worlds', and what are the implications for applied anthropology? Readings: Bryson, J. R., Daniels, P. W., & Warf, B.: "Chapter 1" in <u>Service worlds: People, organizations, technologies</u>. University of Cambridge Service Science, Management and Engineering Symposium (2007): "Succeeding through service innovation" Blomberg, J. & Darrah, C.: <u>A practice approach to designing services</u> University of Cambridge Service Science, Management and Engineering Symposium (2007): "Succeeding through service innovation"
16	May 12	Designing Services What does it mean to design in services and how can we participate?

Week	Date	Topics, Readings, Assignments, Deadlines
		Readings: Darrah, C. & Dornadic, A.: "Doing anthropology, doing business" Van Veggel, R.: "Where the two sides of ethnography collide" Secomandi, F. & Snelders, D.: "The object of service design" Bitner et al.: "Service blueprinting" Morelli, N.: "Product-service systems" Blomberg, J.: "Negotiating meaning of shared information" SCENARIO #3 DUE
Final Exam	May 19	WSQ 004 from 1800-1930