

San José State University
College of Social Sciences
Anthropology 231, Applications Core, Section 1, Fall 2022

Instructor:	Dr. Charlotte Sunseri
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Office Hours:	On Zoom, Thursdays 1:30-3:30 PM, or by appt. https://sjsu.zoom.us/j/84719219949
Class Days/Time:	Thursday 6:00PM-8:45PM
Classroom:	WSQ 004
Prerequisites:	ANTH 105, ANTH 232, or instructor consent

Course Description

This course covers methods for the analysis of sociocultural systems, ethnographic evaluation, and program/design development. Emphasis on professionalism, project management, budgeting, ethics, and contracts.

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 will be introduced to the history of applied-practicing anthropology, followed by an exploration of various frameworks for application. There is an emphasis on skills development for the practice of anthropology in various environmental contexts, with a particular focus on needs assessment and social impact assessment, as well as professionalism in the field and project development.

Course Mode, Hybrid Synchronous and Asynchronous Online

The course is in person with some online components using Canvas (including assignment submission and discussion boards) and Zoom (office hours and group conversations).

Course Goals

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO 1. Identify the history of applied-practicing anthropology and its relationship to specific organizations, public policies, and a larger social context;

- CLO 2. Discern and appropriately apply major models of applied-practicing anthropology;
- CLO 3. Analyze the structure, functions, and processes of social systems using basic anthropological and social scientific concepts (e.g. social structure, roles, reciprocity, values, etc.);
- CLO 4. Investigate larger environments which affect social systems through literature searches, use of secondary data sources, and Internet resources;
- CLO 5. Identify and apply basic principles and forms of evaluation;
- CLO 6. Conceptualize and conduct basic needs assessments and social impact assessments;
- CLO 7. Appropriately use forms of basic professional communication, such as memos, reports, executive summaries, pitches to clients, etc.;
- CLO 8. Familiar with 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.

Required Texts/Readings

Textbooks

Loseke, Donileen R. 2012. *Methodological Thinking: Basic Principles of Social Research Design*. Second Edition (First edition is also fine to use!). SAGE Publications, Inc. ISBN-10: 1412997208

Schuller, M. and P. Farmer. 2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press. Available on MLK Library as e-book: <https://www-jstor-org.libaccess.sjlibrary.org/stable/j.ctt5hjfmq>

Other Readings

Supplementary course readings on Canvas website:

Belcher, W.L. 2009. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. [Chapter 5] Sage Publications, Los Angeles.

Britt, Kelly. 2007. Archaeology - the "Missing Link" to Civic Engagement? An Introspective Look at the Tools of Re-invention and Re-Engagement in Lancaster, Pennsylvania. In *Archaeology as a tool of civic engagement*, edited by Barbara J. Little and Paul A. Shackel. AltaMira Press.

English-Lueck, J. A. et al. 2012. CommUniverCity San José: Evaluating a Community-University Partnership. *Practicing Anthropology*. 24. Pp. 4-8. Society for Applied Anthropology.

Gonzalez, R. 2004. From Indigenismo to Zapatismo: Theory and Practice in Mexican Anthropology. *Human Organization* 63(2): Summer 2004.

Murphy, Kevin M. 2016. "Design and Anthropology." *Annual Review of Anthropology* 45: 433- 449.

Parezo, Nancy. 2015. Museum: Sites for Producing Anthropology that Matters. *Practicing Anthropology*. 37(3) Pp. 10-13.

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

Schuller, M. 2010. From Activist to Applied Anthropologist to Anthropologist? On the Politics of Collaboration. *Practicing Anthropology* 32(1):43-47.

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

Recommended readings available through library:

Bardach, Eugene (2012). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Los Angeles: Sage.

Locke, L.F., W.W. Spirduso and S.J. Silverman. 1987. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. Sage Publications, Newbury Park

Pelto, Pertti J. and Gretel H. Pelto. 1978. *Anthropological research: the structure of inquiry*. Cambridge University Press, Cambridge.

Course Requirements and Assignments

Students will be evaluated on the basis of:

1. *Seminar participation*: It is expected that all students will read all the readings each week and will be able to participate in discussions during each class session. This critical component of the seminar requires that students read all of the readings in advance of class and be prepared to engage in substantive discussions. This is the heart of what a graduate seminar is about. As such, you will be expected to attend the seminar each week and actively participate in discussion. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and/or late attendance, and no credit for non-participation or lack of preparation. (1 point each week; **14 points total**)
2. *Annotations of Readings*: Each week, you should prepare an annotated bibliography to summarize the main points and contributions of each reading selection for the week that is an academic article or MA report/thesis (note: this excludes unpublished grant proposals in our reading list). You should concisely summarize the research problem, the main points, the methodology, and the article's conclusion. Format your annotations like a bibliography (including all necessary citation elements at the top) with single-spaced annotations below the citation. Do not regurgitate the abstract included at the beginning of each article—rather, write an original summary of its main points, focusing on what is most relevant to this class. For multiple chapter selections from the textbook, include the notes for these in a single annotation for that module (1 point each; **26 points total**)
3. *Presentation and Seminar Facilitation*. Three times during the semester you (along with a partner) will be responsible for presenting the week's readings to your peers. Your team will also be expected to lead a critical discussion of the week's readings in a professional powerpoint presentation of the main points, and then to facilitate a round-table discussion or activity on the main issues. The schedule estimates the time allotment you should plan for your seminar presentation and discussion each week (typically 1 hour), considering other activities planned for that week's class. Your individually-written discussion questions from the weekly summaries may guide some element of the seminar discussion, or you may choose other means for your team to facilitate discussion with the class. It is recommended that you plan a number of prompts or small activities to facilitate discussion, and then manage time effectively during the presentation and seminar discussion to keep conversation going but not exceed allotted class time (5 points for each presentation; **15 points total**).

- a. *Note on grading:* A grade of no higher than a B will be earned for seminar presentations that include only/mainly summary of the readings, lack cohesion between readings, or illustrate expertise by each student in a separate reading. To earn a B+ or higher your team must: present the type of applied anthropology covered in the set of readings with some context and background, illustrate these ideas with the case studies from the week, focus on common ideas/themes between the readings more than summarizing each reading, and illustrate expertise by all presenters in all articles/readings.
4. *Analyzing Project Examples:* A series of assignments throughout the semester will require students to read and synthesize research proposals or reports by MA students in our program or other scholars. The goal of these assignments is to help students see what types of projects are possible and to expand their list of options as they consider what they might do for their own MA research. These assignments include outlines and “project design charts” to identify the design elements of each project. (13 assignment elements, **26 pts total**).
5. *Project Development Assignments:* A series of assignments throughout the semester will aid students in the development of their own potential MA project or thesis idea. The submitted work will result in incremental feedback from the instructor on a proposed: Statement of Problem; Literature Review Bibliography, Methods Rubric, and Significance Rubric. Work on each of these portions will begin in class during project development discussions and be due for instructor feedback—it is critical that students complete all of these assignments to not fall behind in their project design and get feedback from the instructor along the way. (4 assignment elements, **20 pts total**)
6. *Project Design Draft:* In this class we will focus on thinking through a potential MA project’s design. You will create a draft project design in outline form, and it’s expected that this will help with developing a project for the Master’s degree more generally. The assignments regarding components of the project design (Statement of Problem; Literature Review, Data Sets & Variables, Methods, and Significance) will all result in comments from the instructor from which to develop their culminating Project Design draft. Students are encouraged to discuss concerns and progress by meeting the instructor in office hours throughout the semester and in individual check-ins scheduled midway in this process. The Project Design draft to be submitted during the finals period will be a 2-3 page outline containing sufficient detail on each element of the design and displaying methodological logic and topical relevance to applied anthropologists. The outline should follow the MA project proposal guidelines provided in class (**30 points total**).

Total points in course = 131

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

The Project Design Draft, outlined above, will be the final examination for the course. [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” In our seminar the Project Design draft submission will constitute the culminating event.

Grading Information

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus >99%, A 94-99%, A minus 90-93 %
B plus 88-89%, B 84-87%, B minus 80-83%
C plus 78-79%, C 74-77%, C minus 70-73%
D plus 68-69%, D 63-67%, F <63%

Grading Policies:

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- **No** late assignments will be accepted without prior instructor approval and documented cause. This includes weekly reading annotations, outlines/charts on assigned proposals, and development of the elements of project design. Unless otherwise specified in the instructions, assignments will not be accepted after the last scheduled class.
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

ANTH 231/ Applications Core, Fall 2022, Course Schedule

Schedule (including assignment due dates, exam dates) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 25	<p>Module 0: Introduction to course and Canvas functions, assignment of alumni interview teams and seminar presentation teams, discussion of semester products; discussion of MA website (project archive, proposal FAQ)</p> <p>Discussion: introduce yourself on Canvas to test it!</p>
2	Sept 1	<p>Part I: Frameworks for Application</p> <p>Module 1A: Domains of Applied Research</p> <p>Read: Gonzalez 2004, Murphy 2016, Parezo 2015, Treitler and Midgett 2007</p>
3	Sept 8	<p>Module 1B: Activism and Advocacy</p> <p>Read: Britt 2007, McCullough et al. 2013, Schuller and Farmer 2012 (ebook on library website): pages 1-73</p>
4	Sept 15	<p>Module 1C: Impacting Policy (and Realities of research in applied settings)</p> <p>Read: Schuller 2010, Schuller and Farmer 2012 (ebook on library website): pages 74-194</p>
5	Sept 22	<p>Module 1D: Policy analysis and Evaluation</p> <p>Read & annotate: [Articles] English-Lueck et al.; [MA Reports] Choose two of the MA report options on Canvas</p>
6	Sept 29	<p>Module 1E: Needs Assessment and Empowerment Evaluation</p> <p>Read & annotate: [Articles] Sankar & Luborsky 2003; [MA Reports] choose one needs assessment MA report & one empowerment evaluation MA report from Canvas options</p>
7	Oct 6	<p>Part II, Elements of an Applied Anthropology Project</p> <p>Module 2A: Project or Thesis planning, MA Proposal Guidelines (from FAQ)</p> <p>Read & annotate: Loseke Ch. 1-2</p> <p>Due: Outline and Project Design Chart for two sample MA proposals</p> <p>Discussion: pitching your applied anthropology fieldwork idea as a thesis vs project [no seminar, but workshop!]</p>
8	Oct 13	<p>Module 2B: Creative options for MA Projects, Report vs Thesis</p> <p>Read & annotate: [MA Reports] Choose one Exhibit/Material culture MA report, one Multi-project report, one MA Thesis, one UX/Marketing MA report</p> <p>Due: Outline of Report + Outline of Thesis—select one project report and one thesis to outline for discussion (2-3 single-spaced pages in each outline)</p>
9	Oct 20	<p>Module 2C: Article-based Thesis or Report Examples</p> <p>Read & annotate: Choose two examples of recent MA thesis/projects (skim all!)</p> <p>Due: Outline of one example</p>
10	Oct 27	<p>Part III, Developing Your Applied Anthropology Methodology</p> <p>Module 3: Designing problem statements</p> <p>Read & annotate: Loseke Ch.3</p> <p>Due: Project Design Chart for three sample MA proposals, Statement of Problem (1-page single spaced draft) [draft is due Thur 6pm, revision allowed due Friday 5pm]</p>

11	Nov 3	<p>Module 4: Reviewing the Literature: Discuss appropriate research sources; how to find sources in article databases; How to develop the theory & background sections to set the stage for your project; https://libguides.sjsu.edu/c.php?g=230076&p=4424462</p> <p>Read & annotate: Loseke Ch. 4; Belcher (ch 5)</p> <p>Due: Your project/thesis Proposed Literature (bibliography of 15 sources; relevant themes listed after each source; must be 3-4 central themes) due by end of weekend</p>
12	Nov 10	<p>Module 5: Data Sets and Methods: Goals of various methodologies in anthropological research; how methods link to data sets; sampling strategies</p> <p>Read & annotate: Loseke Ch. 5-8; review Sankar & Luborsky 2003 methods section (no annotation)</p> <p>Due: Project Design Chart for two sample proposals</p>
13	Nov 17	<p>Module 6: Identifying stakeholders, broader impacts & significance</p> <p>Read: two sample grant proposals (no annotations)</p> <p>Due: Other projects' Broader Impacts Table (use canvas readings for this week to fill this out); Your project/thesis Methods Rubric</p> <p>In class: prepare elevator pitch about your project to present to peers</p>
14	(Nov 24)	<p>Thanksgiving Holiday week (No new material or modules posted, make sure are caught up, and work on Project Design Draft!)</p> <p>Due: Your project/thesis Significance Rubric</p>
15	Dec 1	<p>Course wrap up: discuss Project Design draft (culminating assignment)</p> <p>Pull together notes/comments on these previously graded assignments: Statement of Problem; Proposed Literature Review Biblio, Data Sets & Variables Rubric, Methods Rubric, Significance Rubric</p>
Final Exam	Dec 9	Project Design Draft due online by Thur, Dec 8 at 7:30PM