San José State University
College of Social Sciences
Anthropology 231, Applications Core, Section 80, Fall 2021

Instructor:	Dr. Charlotte Sunseri
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Office Hours:	Thursday 10:00AM-12:00PM on Zoom, or by appt. https://sjsu.zoom.us/j/84719219949
Class Days/Time:	Online, asynchronous
Classroom:	Online
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 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

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.

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.

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

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 and will be able to participate in discussions each module. This critical component of the seminar requires that students read all of the readings and engage in substantive discussions online with peers and instructor (2 points each module; **20 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. A sample annotation is included in the Canvas page (listed under week 1 readings)—use this to format your annotations like a bibliography (including all necessary citation elements and organized alphabetically by author) with single-spaced annotations below each entry. 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 author per module; **24 points total**)

3. *Presentation and Seminar Facilitation*. Teams of students will be responsible for facilitating a discussion of the week's readings with peers. Your team will be expected to lead a critical discussion of the week's readings in a professional presentation of the main points. Note that you might elect to do this using voiceover recording on powerpoint slides or using a recorded video call among group members, to present material and concepts. Each week you are assigned to facilitate the seminar, you must send your seminar presentation content to the instructor **by 9AM Monday**. In addition to the presentation of material, the student team will be in charge of facilitating the seminar discussions that week, by prompting discussion board topics and then facilitating a roundtable discussion with peers using discussion board features. It is recommended that you plan your discussion prompts or small activities to facilitate discussion and embed them somewhat in the presentation, and then create a separate discussion board topic on the matter. (**10 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 cohension 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. *Alumni Panel Interview*. Once during the semester students will interview alumni from our graduate program and post this as a video for the class to view. Before this interview you will be expected to gather a list of relevant questions or topics of interest from your peers to guide the discussion, and to professionally engage with our distinguished alumni. Points will be based on the quality of the final interview and participation in discussion forums about these interviews (**6 points interview, 5 points discussion boards**).

5. *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: Outline of MA Report (wk 4), Outline of MA Thesis (wk 4), Outline and Project Design Chart for five MA proposals (wk 5-6), Project Design Chart for three other research/grant proposals (wk 8-10), Broader Impacts Table for sample grants (wk 11) (15 assignment elements, **30 pts total**).

6. *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**)

7. *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 = 145

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) *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)*, 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), 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 2021, 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 19-20	**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) Discussion: test entry to introduce yourself
2	Aug 23-27	*Part I: Frameworks for Application* **Module 1:** Policy analysis and Evaluation Read & annotate: [Articles] Treitler and Midgett 2007, English-Lueck et al.; [MA Reports] Choose two of the MA report options on Canvas Discussion: seminar participation online Synchronous meeting (optional): Informal Mixer (date and link posted to Canvas)
3	Aug 30-Sept 3	**Module 2:** Needs Assessment and Empowerment Evaluation Read & annotate: [Articles] Sankar 2003; [MA Reports] choose one needs assessment MA report & one empowerment evaluation MA report from Canvas options **Seminar Team 1** video/discussion content Discussion: seminar participation online; update class on alumni interview scheduling progress
4	Sept 7- 10	**Module 3:** Creative options for MA Projects, Report vs Thesis Read & annotate: [MA Reports] Choose one Exhibit/Material culture MA report, one Multi-project report, one MA Thesis, one UX/Marketing MA report Due: Outline of Report + Outline of Thesis—select one project report and one thesis (from anytime this semester) to each outline for discussion (2-3 single-spaced pages in each outline) **Seminar Team 2** video/discussion content Discussion: seminar participation online, create list of interview questions for alumni
5 6	Sept 13- 17 Sept 20- 24	***Alumni Interviews Due by Sept 20 (Monday) at 9AM:*** Will be posted by instructor for student viewing of all interviews and online discussion board postings about content. Synchronous meeting (optional): Informal Mixer (date and link posted to Canvas)
7	Sept 27 -Oct 1	*Part II, Developing an Applied Anthropology Methodology* **Module 4:** Project or Thesis planning, MA Proposal Guidelines Read & annotate: Loseke Ch. 1-2; two sample MA proposals Due: Outline and Project Design Chart for two sample MA proposals **Seminar Team 3** video/discussion content Discussion: pitching your applied anthropology fieldwork idea as a thesis vs project
8	Oct 4-8	**Module 5:** Designing problem statements Read & annotate: Loseke Ch.3, three sample MA proposals Due: Outline and Project Design Chart for three sample MA proposals Due: Statement of Problem (1-page single spaced draft) Discussion: seminar participation online about problem statement development
9 10	Oct 11-15 Oct 18-22	**Module 6:** 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 Read & annotate: Loseke Ch. 4; Belcher (ch 5)

Week	Date	Topics, Readings, Assignments, Deadlines
		Due: Your project/thesis Proposed Literature (bibliography of 15 sources; relevant themes listed after each source; must be 3-4 central themes throughout) Discussion: seminar participation online about projects in Covid times Synchronous meeting (optional): Informal Mixer (date and link posted to Canvas)
11 12	Oct 25-29 Nov 1-5	**Module 7:** Data Sets and Methods: Goals of various methodologies in anthropological research; how methods link to data sets; sampling strategies Read & annotate: Loseke Ch. 5-8; review Sankar 2003 methods section (no annotation) Due: Project Design Chart for two sample proposals; Your project/thesis Methods Rubric Discussion: seminar participation online about project variables and methods
13 14	Nov 8-12 Nov 15-19	*Part III, Project Considerations and Implementation* **Module 8:** Identifying stakeholders, broader impacts & significance Read & annotate: two sample grant proposals Due: Other projects' Broader Impacts Table (use canvas readings for this week to fill this out); Your project/thesis Significance Rubric Discussion: prepare elevator pitch about your project to present to peers Synchronous meeting (optional): Informal Mixer (date and link posted to Canvas)
15	Nov 22-26	Thanksgiving Holiday week (No new material or modules posted, make sure are caught up, and work on Project Design Draft!)
16 17	Nov 29-Dec 3 Dec 6	**Module 9:** Course wrap up, discuss Project Design draft (culminating assignment) Pull together notes/comments on these previously graded assignments: Statement of Problem; Proposed Literature Review Biblio, Data Sets & Variables Rubric, Methods Rubric, Significance Rubric Discussion: seminar participation online
Final Exam		Project Design Draft due online by [date TBA at website: https://www.sjsu.edu/classes/final-exam-schedule/fall-2021.php]