

San José State University
Anthropology Department
ORGS 103 Organizational Studies Capstone (Section 1/2)
Spring 2021

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
Office Location:	Via Zoom. https://sjsu.zoom.us/j/88588923206?pwd=VDFKdVlsZjhydXZ4Rjc3ZjVXQ0VFQT09 [PW 667795]
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Office Hours:	Zoom on Thursday 3-5 pm, Thursday 3:00-5:00 pm, or by appt.
Class Days/Time:	Online and Via Zoom Thursday 9:00-10:15 am
Classroom:	Via Zoom https://sjsu.zoom.us/j/82597067646?pwd=N3BkL3g4RXVkbUhkdEx5blRCZTM1QT09 [PW 624875]
Prerequisites:	Prerequisite: ORGS 101, ORGS 102; or instructor permission
Class Number	Lecture 22652 and Activity 22710

Course Format

THIS COURSE HAS AN ASYNCHRONOUS ONLINE COMPONENT AND A SYNCHRONOUS ZOOM WEEKLY ACTIVITY MEETING. Canvas is our Learning Management System and access to the Internet is necessary for full participation.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my the Canvas learning management system course website for this course. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates. The class will meet synchronously on Zoom, although other content will be available asynchronously on Canvas. Zoom links are listed above for my office hours and for the seminar. You can make appointments with me to meet at other times on Zoom.

Dr. Jan English-Lueck is a Professor of Anthropology and a Distinguished Fellow at the Institute for the Future. English-Lueck has written ethnographies about cultural futures ranging from California's alternative healers to China's scientists, including *Health in the New Age*. She is a past participant in Google's Innovation Lab for Food Experiences. She is past President of the Southwestern Anthropological Association and the Society for the Anthropology of Work. English-Lueck is also the author of several books on Silicon Valley including *Cultures@SiliconValley*, winner of the American Anthropological Association's 2006 Diana Forsythe Prize for the anthropology of science and technology, with a forthcoming updated second edition. That book is now out in a second edition. She is also a co-author of *Busier than Ever! Why American Families can't Slow Down* (with Charles Darrah and James Freeman), and author of *Being and Well-being: Health and the Working Bodies of Silicon Valley*. She is currently revising a manuscript on the tension between capitalism and the counterculture in Food Tech, virtual reality and other Internet of Things technologies.

Course Description

This is a capstone course required of all Organizational Studies (ORGS) majors. The course emphasizes team projects working with community or institutional partners to address issues through organizational design or change. The project-based capstone requirement allows students to integrate their skills and knowledge by applying them to organizational problems and issues.

This semester we will collaborate with Japantown Prepared. Credits: 4 units.

Learning Outcomes

- PLO 1 Identify the variety of organizations humans have created to achieve their goals.
- PLO 2 Understand the relationships between organizational structure and process, and the social and natural environments in which they operate.
- PLO 3 Use quantitative and qualitative research methods to understand organizations and their environments.
- PLO 4 Identify the importance of understanding human diversity within organizations.
- PLO 5 Recognize the moral dimensions of human actions, and be able act ethically and effectively within organizations.
- PLO 6 Demonstrate skills in addressing real-world organizational problems.

Course Learning Outcomes (CLO)

The course will integrate skills and knowledge in the major courses on organizations and identity, organizations and society, and organizational processes. As a capstone course for the ORGS major, the course supports the program goals to create educational settings that link classroom instruction with real-world problem solving and develop skills in research, problem solving, and teamwork.

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

- CLO1. Use quantitative and qualitative research methods to understand organizations and their environments;
- CLO2. Work effectively at problem solving with others in a variety of roles as leaders and followers on teams;
- CLO3. Prepare a portfolio that will support the transition to a professional education or career;
- CLO4. Access important sources of information relevant about organizational studies and data relevant to them;
- CLO5. Recognize the moral dimensions of human actions and be able to act ethically and effectively within organizations; and
- CLO6. Demonstrate skills in addressing real-world organizational problems.

Required Texts/Readings

Textbook

Nagareda, James. 2017. *San Jose's Japantown*. Images of America. Charleston, SC: Arcadia. ISBN: 9781540215703. Available through the SJSU bookstore and Amazon.

Other Readings

In addition, there will be required readings available on Canvas.

Ali, Inayat. 2020. "Anthropology in Emergencies: The Roles of Anthropologists During the COVID-19 Pandemic." *Practicing Anthropology*. 42(3): 16-22.

Brown, Christopher. 1997. "Anthropology and Social Marketing." *Practicing Anthropology* 19(4): 27-29.

Eisenberg, Merrill. 2014. "Social Science, Public Policy, and Amnesty for Chickens." *Practicing Anthropology* 36(1): 6-10.

English-Lueck, J.A. and Miriam Avery. 2014. "Corporate Care Reimagined: Farms to Firms to Families." *Ethnographic Praxis in Industry Conference Proceedings* 2014. 38-49.

Faas, A.J. 2016. "Disaster Vulnerability in Anthropological Perspective." *Annals of Anthropological Practice* 40(1): 14-27.

Faas, A.J., Anne-Lise Velez, Clare FitzGerald, Branda Nowell, and Toddi Steelman. 2016. "Patterns of Preference and Practice: Bridging Actors in Wildfire Response Networks in the American Northwest." *Disasters* 41(3): 527-548.

Lentfer, Jennifer and Yachkaschi, Schirin. 2009. "The glass is half full? Understanding organizational development within community-based organizations." Retrieved from: <http://hiidunia.com/The%20glass%20half%20full%20Understanding%20organizational%20development%20within%20community%20based%20organizations%20pdf.pdf>

Marino, Elizabeth, Joyce Rivera-Gonzalez, Mara Benadusi, Alexa Dietrich, Mo Hamza, Alessandra Jerolleman, Adam Koons. 2020. COVID -19 and All the Things that Kill Us: Research Ethics in the Time of Pandemic. *Practicing Anthropology* (2020) 42 (4): 36–40.

Kenneth R. McLeroy, Barbara L. Norton, Michelle C. Kegler, James N. Burdine, Ciro V. Sumaya. 2003. "Community-Based Interventions." *American Journal of Public Health* 93(4): 529-533.

Sieber, Tim. 2016. "Putting Anthropological Skills to Use in Engagement with Grassroots Community Organizations." *Practicing Anthropology* 38(2): 22-25.

Timmer, Andria. 2013. "Working with 'Problem Populations': Participatory Interventions for the Roma in Hungary." *Human Organization* 72(4): 2013.

Wetta-Hall, Ruth, Elizabeth Ablah, Julie Oler-Manske, Mark Berry, Craig Molgaard. 2004. "Strategies for Community-Based Organization Capacity Building: Planning on a Shoestring Budget." *Health Care Manager* 23(4): 302–309.

Whitehead, Tony. "Introduction to the Cultural Ecology of Health and Change." CEHC Working Papers. TL Whitehead Associates.
<https://static1.squarespace.com/static/542d69f6e4b0a8f6e9b48384/t/56495924e4b0e20612093a6a/1447647524347/CBI.pdf>.

You will also read the DRAFT journal manuscripts from 2020 OrgS 103.

This Must Be the Place: Campus-Community Partnerships for Disaster Preparedness in San José's Historic Japantown. Draft 2020. Rich Saito, A.J. Faas, Jim McClure, and Jeff Oldham

Japantown Prepared and Organizational Studies: Campus-Community Partnerships for Disaster Preparedness. Draft 2021. Cheryl Cowan, Kalyn Mumma, Johnny Nguyen, and A.J. Faas

Other technology requirements / equipment / material

Students must have access to computers and cameras and other devices necessary in conducting digital fieldwork.

Library Liaison

Your resource Librarian is Silke Higgins, (408) 808-2118, Silke.Higgins@sjsu.edu.

Course Requirements and Assignments

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 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, in our case, time spent on the class project conducting, analyzing and conveying findings through design storytelling. More details about student workload can be found in at <http://www.sjsu.edu/senate/docs/S16-9.pdf> and the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Assignments for this course include the following:

THE CAPSTONE CHALLENGE

The core project of this course is a Capstone Challenge. In partnership with *Japantown Prepared*, a disaster preparedness organization in San Jose's historic Japantown, students will research the organization and community and propose an intervention that improves: (a) the structure and functioning of the organization; and/or (b) their capacity to accomplish their mission and objectives. This is a client-focused, community-based participatory project, with real stakes for a real organization and community. It is also a form of experiential education and professional development for students involved—it does not simply go on your transcript; you can include your work here on your resume or curriculum vitae. The Capstone Challenge is broken up into four parts: (1) Proposal Presentation (8% of course grade); (2) Grant application (4% of course grade); (3) Project Video Presentation (20% of course grade); (4) Project Reports (20% of course grade). Please see descriptions below and on Canvas.

Additional assignments for this course include the following: (1) SJSU Plagiarism Tutorial (no credit); (2) Class Participation (12% of course grade); (3) Remote Activities and Service (12% of course grade); (4) Take-Home Midterm Exam (20% of course grade); (5) Resume (4% of course grade).

- Download the guidelines for the course assignments. Read the guidelines carefully to ensure that you complete course assignments according to instructions.
- You must complete all major assignments and exams listed above in order to pass.
- No assignments will be accepted via e-mail—All assignments are uploaded to Canvas.
- Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.

SJSU Plagiarism Tutorial. All students must complete the SJSU plagiarism tutorial online and submit a printout of a passing grade on the quiz to the professor by January 30. The tutorial takes about 15 minutes to complete. Please note that I will not accept any assignments from

students until I receive the plagiarism tutorial printout. The tutorial can be found here: <http://goo.gl/7s6Tka>.

Class Participation and Minute Papers (30 points 12% of final grade). Students are required to have completed assigned readings by the date indicated in the course schedule (see schedule below) and be prepared to discuss the material in class, either in group discussion or class-wide question and answer. Students will be assessed on their participation during (or after) meetings with classmates and community partners in the activity segment of the course. I also monitor the CANVAS participation metrics. I will pay attention to *professional demeanor* and *the ability to stay on task*. You are expected to be respectful of other students, the professor, and opinions, be mindful and courteous in your participation, and avoid dominating discussions. There will be many group discussions and exercises throughout the semester and active thoughtful participation benefits all. This activity is used in assessing CLOs 1 and 6. The discussion of ethics in various contexts is used to assess CLO 5.

Service and Remote Activities (30 points 12% of final grade). As part of this course, you will be required to conduct two hours of digital fieldwork assignments each week. You will have some choice in when you perform these activities, but you will sign up for and commit to a schedule on our third class meeting. Once we establish project teams at the end of February, you will work with your teammates to revise your schedules so that they work for all of you. You will report your digital fieldwork hours and activities on a form shared with class. This activity is used in assessing CLOs 1, 2, 5 and 6.

Midterm Exam (50 points 20% of final grade). There will be a take-home midterm examination—essay questions requiring some independent research—based on lectures and readings. You will have a week to work on and submit your exam. The midterm will cover all material up to that point. This activity is used to assess CLO4.

Capstone Challenge: Project Proposal Presentation (20 points 8% of final grade). Each student will prepare a five-minute (no more, no less) presentation proposing a small team project (3-4 team members) for the months of March and April (3 hours each per week) that will help meet our community partners' needs. Students and community partner representatives will cast anonymous votes and we will select the top 3 projects to carry them out. Proposal presentations should focus on: (a) addressing a clear need expressed by partners; (b) presenting a mission and goals; (c) organizing specific activities; (d) producing clear results; (e) budget; and (f) planned results and deliverables. Students are required to use visual aids (e.g., PowerPoint, Google Slides), and all presentations must be uploaded (as PowerPoints) to the professor no later than 10pm the night before the presentation (in order to minimize time spent loading each presentation in class. This activity is used in assessing CLOs 1, 2, 5 and 6.

Grant Application (20 points 8% of final grade). Once project teams are assigned, students will establish a project budget (<\$500) and write a one-page proposal to the Laura Good Grant program (application available on Canvas). This activity is used in assessing CLOs 1, 2, and 6.

Capstone Challenge: Project Video Presentation and Q and A (50 points 20% of final grade). Students in each project group will prepare a presentation on their activities. This is a group project, though students will receive individual grades. You should draft your presentations using the following headings: (a) Introduction and Problem Statement; (b) Project Description; (c) Project Outcomes; (d) Conclusions and Suggestions for Future Projects.

Please also follow these guidelines:

- Practice your presentation and make sure it fills fifteen minutes and no more. Keep an eye on the clock, direct the flow of discussion, and do not go over 10 minutes.
- All presenters should actively contribute to crafting and delivering the presentation.
- Make sure you clearly and concisely introduce and present your material in each section of the presentation.
- Avoid using too much text on slides or having too many slides for the allotted time.

After we show your video to the class and our community partners, you will have a live five-minute Q and A session.

You do these Capstone Challenge activities as a TEAM. Please upload file to Canvas by May 12 at 11:59 pm. This activity is used in assessing CLOs 1, 2, 5 and 6.

RESUME (10points 4% of final grade). As part of this course, you will each create your own resume following the guidelines available on the SJSU Career Center Website. This activity is used in assessing CLO3.

FINAL EXAM -

Capstone Challenge: Project Reports (50 points 20% of final grade) Each group will complete a report on their work with Japantown Prepared. This is a group project, though students will receive individual grades.

Project reports will be a minimum of seven and a maximum of eight double-spaced pages (1750- 2000 words, 12-point font, Times New Roman, one-inch margins). *Page totals do not include references.*

You should draft your reports using the following headings:

- (a) Introduction and Problem Statement;
 - (b) Literature Review;
 - (c) Project Description;
 - (d) Project Outcomes;
 - (e) Conclusions and Suggestions for Future Projects (or continuing efforts on the current project – specify the role(s) of our partners in ongoing efforts).
- Students are expected to use at least 5 academic sources (journal articles or books) in the paper. These should be to clearly state the concepts you borrowed and extended to developing your project and interpreting the outcomes. The review of concepts should be written for a general (i.e., not academic) audience.

For all references, you should conform to the Chicago Manual of Style Guide, available on the Canvas page for this course.

I will grade individual submissions. Reference the readings in your paper cite fully in the body of the paper. Papers will be turned in online through Canvas. Write your *name, class title, and date* and *number your pages*. Practice writing in the CMOS author-date framework This activity is used in assessing CLOs 1, 2, 5, and 6.

Final Examination or Evaluation

According to [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) "There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional." In our course, the uploading of the Capstone Challenge Project Report constitutes the culminating activity.

Grading Information

Participation

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." I understand illness, jury duty and other conflicts emerge, but I expect that you will notify me no later than the day of the class if you will miss class. If possible, we will try to include you in the discussions electronically if that is possible. You are still responsible for the work. I understand life happens and I will accommodate unavoidable excused absences for each student up to two times. If more than two discussions are missed, this privilege will be revoked.

Late Work

Similarly, I will accept late submissions if there is a compelling reason to do so. If you communicate with me by email asking for an extension, I will grant you a one-week extension only (unless there is documentation suggesting further extension). There will be a one grade penalty for any late summaries. **No other late work will be accepted.** *All written work must be submitted through Canvas.* All project related work will also be posted to the appropriate Google Docs.

Incompletes

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the class work must have been successfully completed to get an incomplete. **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

Notification of Grades

If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone). You may also track your grade in Canvas.

Marking Criteria

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

A "C" may show a fair level of competence but may be uneven. Work will address the task adequately, but only with parts of the task. It is organized adequately and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the assignment.

A plus 98 to 100% (245 to 250 points)

A 94 to 97 % (235 to 244 points)

A minus 90 to 93% (225 to 234 points)

B plus 88 to 89% (220 to 224 points)

B 84 to 87% (210 to 219 points)

B minus 80 to 83% (200 to 209 points)

C plus 78 to 79% (195 to 199 points)

C 74 to 77% (185 to 194 points)

C minus 70 to 73% (175 to 184 points)

D plus 68 to 69% (170 to 174 points)

D 64 to 67% (160 to 169 points)

D minus (150 to 158 points)

F < 60% (149 points and below)

Grade	Points	Percentage
A+	245 to 250 points	98 to 100%
A	235 to 244 points	94 to 97 %
A-	225 to 234 points	90 to 93%
B+	220 to 224 points	88 to 89%
B	210 to 219 points	84 to 87%
B-	200 to 209 points	80 to 83%
C+	195 to 199 points	78 to 79%
C	185 to 194 points	74 to 77%
C-	175 to 184 points	70 to 73%
D+	170 to 174 points	68 to 69%
D	160 to 169 points	64 to 67%
D-	150 to 158 points	60 to 63%
F	149 points and below	Below 59%

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” Scores of individual assignments are posted to Canvas. See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

More guidelines on grading information and class attendance can be found from the following two university policies:

[University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

[University Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Classroom Protocol

There is no ban on devices, but I expect them to be on mute and used only in conjunction with class activities. Class will begin on time, and you will adopt a professional tone during discussions and communications. Team members will contribute with appropriate effort and timely communication to their peers. I will assess team participation and ability to work within a group context. I will ask team members to evaluate themselves and their teammates throughout the course.

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.

ORGS 103, Organizational Studies Capstone Spring 2021, Course Schedule

The schedule is subject to change with fair notice and notifications will be made by MySJSU email and through Canvas announcements. You are responsible for monitoring such communications.

Course Schedule

WEEK	COURSE MEETING	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
1	Thursday, January 28 Zoom	<p><i>Class Introduction and Overview of Material and Assignments</i></p> <p><i>What is this course about and what can you get from it?</i></p> <p>Please have your syllabus handy</p>
2	Online January 29 to February 3	<p><i>Introducing Core Concepts in Disasters</i></p> <p><i>What are some of the core concepts and concerns in the anthropological approach to disasters? What are the principal ways of conceiving of disaster vulnerability? How does vulnerability frame the way anthropologists study disasters?</i></p> <p><i>Discussion:</i> Digital Fieldwork and data collection</p> <p><u>Readings:</u> Faas (2016) Disaster Vulnerability in Anthropological Perspective Ali (2020) Anthropology in Emergencies: The Role of Anthropologists during the COVID-19 Pandemic</p> <p>Watch mini-lecture: Thinking and Acting with the Anthropological Imagination</p> <p>PLAGIARISM TUTORIAL DUE FEB. 3</p>

2	Thursday, February 4 Zoom	<p><i>In-Class Workshop with Community Partners</i></p> <p><i>Visiting partners will introduce Japantown Prepared!</i></p> <p><i>What are the issues, projects, and opportunities for building disaster preparedness organization(s) in the Japantown Neighborhood?</i></p> <p><i>Discussion:</i> COVID-19 Fieldwork protocols. <i>Students will sign up for external activities.</i></p> <p><u>Readings:</u></p> <p>This Must Be the Place: Campus-Community Partnerships for Disaster Preparedness in San José’s Historic Japantown (draft 2021) Rich Saito, A.J. Faas, Jim McClure, and Jeff Oldham</p> <p>Marino, Elizabeth, Joyce Rivera-Gonzalez, Mara Benadusi, Alexa Dietrich, Mo Hamza, Alessandra Jerolleman, Adam Koons(2020) COVID -19 and All the Things that Kill Us: Research Ethics in the Time of Pandemic.</p>
3	Online February 5-10	<p><i>View Digital Walking Tour of Japantown</i></p> <p>[view Canvas Page for links, complete minute paper on insight]</p> <p><u>Reading:</u></p> <p>Nagareda, <i>San Jose’s Japantown</i>: Carefully read pages 1-35, 107-127, browse the rest of the book.</p>
3	Zoom on Thursday, February 11	<p>Japantown Prepared</p> <p><i>What are the issues, projects, and opportunities for building disaster preparedness organization(s) in Japantown?</i></p> <p>Q and A with Japantown Prepared on the digital tour</p>
4	Online February 12-17	<p><i>Community-Based Interventions I</i></p> <p><i>What are the different types of community-based interventions?</i></p> <p><u>Reading:</u></p> <p>Whitehead (2002) Community-Based Interventions: Definitions & Types</p> <p>View Online mini-lecture. Take Quiz.</p>
4	Zoom on Thursday, February 18	<p><i>Japantown Prepared Presentation on Disaster Preparedness Rich Saito</i></p>

		<p>Discussion: Organizational needs and opportunities. Developing project proposals.</p> <p><u>Reading:</u> Japantown Prepared and Organizational Studies: Campus-Community Partnerships for Disaster Preparedness (Draft 2021) Cheryl Cowan, Kalyn Mumma, Johnny Nguyen, and A.J. Faas</p>
5	Online February 19-24	<p>Development Strategies</p> <p><i>What are the different approaches to organizational development in community-based organizations?</i></p> <p>View Mini lecture. Take Quiz.</p> <p><u>Reading:</u> Lentfer and Yachkaschi (2009) The Glass is Half Full. Understanding Organizational Development Within Community-Based Organizations</p>
5	Zoom on Thursday, February 25	<p>Alumni Panel</p> <p>Discussion: Developing project proposals.</p>
6	Online February 26-March 3	<p>Working with Grassroots Community Organizations: What social science skills are useful in working with grassroots community organizations?</p> <p><i>What does it take to connect people from different groups and sectors</i></p> <p>Mini lecture and minute paper: Name that skill</p> <p><u>Readings:</u> Sieber (2016) Putting Anthropological Skills to Use in Engagement with Grassroots Community Organizations Faas et al. (2016) Patterns of Preference and Practice</p>
6	Zoom on Thursday, March 4	<p>Japantown Prepared Presentation on Earthquake Awareness and Preparation. Jim McClure</p>
7	Online March 5-10	<p>Social Marketing: How can we use social science knowledge and skills to recruit and motivate people to join in efforts for public wellbeing?</p> <p>Mini lecture and minute paper: Find a social media example and comment</p> <p><u>Reading:</u> Brown (1997) Anthropology and Social Marketing</p>

7	Zoom on Thursday, March 11	Student Project Proposal Presentations and Project Voting
8	Online March 11-17	<p>Community-Based Interventions II</p> <p><i>What are the different types of community-based interventions?</i></p> <p><u>Readings:</u> McLeroy et al. (2003) Editorial: Community-Based Interventions Wetta-Hall et al. (2004) Strategies for Community-Based Organization Capacity Building Planning on a Shoestring Budget.</p> <p>Mini lecture and minute paper: Setting or agent?</p>
8	Zoom on Thursday, March 18	<p>Project Team Assignments and Group Strategy Meeting</p> <p>In-Class Project Workshops: Project Plans and Action Plans, Funding proposals</p>
9	Online March 19-24	<p>Stakeholders I</p> <p><i>What are stakeholders? How do organizations and community-based initiatives meet the challenges of working with a diversity of stakeholders?</i></p> <p>Mini lecture and minute paper: Name those stakeholders</p> <p><u>Reading:</u> Eisenberg (2014) Social Science, Public Policy, and Amnesty for Chickens</p> <p>Team Zoom meetings with Professor. Signups online.</p>
9	Zoom on Thursday, March 25	<p>LAURA GOOD GRANT APPLICATIONS DUE</p> <p>Brief Project De-Briefs</p>
10	March 29-April 2	NO CLASS: SPRING BREAK and Cesar Chavez Day

11	Online March 26- April 7	<p>Stakeholders II</p> <p><i>What are stakeholders? How do organizations and community-based initiatives meet the challenges of working with a diversity of stakeholders?</i></p> <p>Mini lecture: Farms to Firms to Families Project</p> <p><u>Reading:</u> English-Lueck and Avery (2014): Corporate Care Reimagined: Farms to Firms to Families</p> <p>MIDTERM DISTRIBUTED</p>
11	Zoom on Thursday, April 8	<p>In-Class Workshop: Information literacy – borrowing and extending</p> <p>Bring your repertoire of academic resources you are using in your reports to the workshop.</p>
12	Online April 9-14	<p>Working across Community Divides</p> <p><i>How do we confront the challenges involved in working with a diversity of community constituencies?</i></p> <p>Mini lecture and minute paper: What hidden populations would we want to reach in Japantown?</p> <p><u>Reading:</u> Timmer (2013) Working with “Problem Populations”</p>
12	Zoom on Thursday, April 15	<p>In-Class Project Workshop</p>
13	Online April 16-21	<p>Pitching Organizational Studies and Crafting a Resume</p> <p><i>How do you explain organizational studies to employers, colleagues, and peers? How do you craft a winning resume?</i></p> <p><u>Reading</u> SJSU Career Center Resume and Cover Letter Guide, pages 2-11. Available at: http://www.sjsu.edu/careercenter/students/launch-yourcareer/Guide_Resume.pdf</p> <p>MIDTERM DUE APRIL 21</p>

13	Zoom on Thursday, April 22	<i>In-Class Project Workshop</i> Have an annotated unofficial transcript at hand.
14	Online April 23-28	Work on your resume and projects. Peer review another person's resume. <i>Crafting a Cover Letter and Representing Yourself</i> <i>How do you explain organizational studies to employers, colleagues, and peers? How do you craft a winning cover letter?</i> <u>Reading:</u> SJSU Career Center Resume and Cover Letter Guide, pages 12-15. Available at: http://www.sjsu.edu/careercenter/students/launch-yourcareer/Guide_Resume.pdf
14	Zoom on Thursday, April 29	Resumes Due In-Class Project Workshop on Presentations and Reports
15	Online April 30-May 5	Work on your videos and reports with your team. Team Zoom meetings with Professor. Signups online.
15	Zoom on Thursday, May 6	In-Class Project Workshop Semester Debrief and Q & A
16	Online May 7-12	Work on your videos and reports with your team.
16	Zoom on Thursday, May 13	VIDEO UPLOAD DUE MAY 12 Video Presentation and Q and A with Japantown Prepared
Final	Friday, May 20	7:15-9:30 am FINAL EXAM Project Reports Due On Canvas