San José State University
Department of Anthropology
ORGS 103 Organizational Studies Capstone, Section 01, Spring 2022

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Office Hours:	Mondays and Wednesdays 3-5, https://sjsu.zoom.us/j/84373881220
Class Days/Time:	Mondays and Wednesdays, 1:30-2:45pm
Classroom:	Clark Hall 202, on Zoom until February 14 or further notice
	https://sjsu.zoom.us/j/81463016897?pwd=QWl0YzE0S3lCSDI4WnAvb3c0aHArQT09
	Passcode: 893492
Prerequisites:	ORGS 102 or instructor consent

Course Format

Technology
The course will use a Canvas site for access to articles.

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates.

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. Credits: 4 units.

Departmental Program Learning Outcomes

The project-based capstone requirement allows students to integrate their skills and knowledge by applying them to organizational problems and issues. 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.

Course Learning Outcomes (CLO)

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

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

Required Texts/Readings

All readings are available to download from the course Canvas page.

Library Liaison

The Anthropology Library Liaison is Silke Higgins, Silke.Higgins@sjsu.edu.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

THE CAPTSTONE CHALLENGE: Queering Disaster Preparedness

The core project of this course is a Capstone Challenge. In partnership with The Billy DeFrank LGBTQ+ Community Center and Japantown Prepared, a disaster preparedness organization in San Jose's historic Japantown, students will research both organizations and communities and propose a project that helps The Billy DeFrank Center and Japantown Prepared develop queer-sensitive and appropriate disaster preparedness and response operations. 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; your work here can be represented on your resume or curriculum vitae. The Capstone Challenge is broken up into four parts: (1) Proposal Presentation (10% of final grade); (2) Grant Proposal (5% of final grade); (3) Project Work and Logging (15% of final grade); and (4) Project Presentation (10% of final grade). Please see descriptions below and on Canvas.

Additional assignments for this course—all individual—include the following: (1) SJSU Plagiarism Tutorial (no credit); (2) Class Participation (10% of course grade); (3) Take-Home Midterm Exam (20% of course grade); (4); Take-Home Final (20% of final grade); (5) Resume (10% of course grade).

- For each group project, all group members will complete peer evaluations for their teammates that will factor into individual grade assessments.

- Download the guidelines for the course assignments. Read the guidelines carefully to ensure that you complete course assignments according to instructions.

- All assignments and exams must be completed in order to pass. ***I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, recognized religious observance, etc.***

- Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in spelling, grammar, syntax, and clarity.

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 ***February 2***. The tutorial takes about 15 minutes to complete. Please note that <u>I will not accept any assignments from students until I receive the plagiarism tutorial printout</u>. The tutorial can be found here: http://goo.gl/7s6Tka.

***Class Participation* (10% 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. You are expected to be respectful of other students, the professor, and opinions, be mindful and courteous in your participation, and avoid dominating discussions.

***Capstone Challenge* (40% of final grade):**

- ***Proposal Presentation* (10% 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—*queering disaster preparedness*. Students and community partner representatives will cast anonymous votes and we will select the top 2-3 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 emailed (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).

- ***Grant Proposal* (5% 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).

- ***Project Work and Logging* (15% of final grade):** Student teams will create a project tracking sheet on Google Docs and share it with all team members and the professor. This project tracking sheet will specify the tasks and objectives assigned to each team member and team members will log their work each week so all other can track their progress. Project work should amount to roughly three hours of work outside of class each week after teams are formed.

- ***Project Presentation* (10% 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. Presentations should be drafted 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:

Resume **(10% of final grade)**. As part of this course, students will create their own resume's following the guidelines available on the SJSU Career Center Website.

Midterm Exam **(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.

Final Exam **(20% of final grade).** There will be a take-home final 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.

Determination of Grades

A *plus* 98>, A 94-97, A *minus* 90-93

> An "A" demonstrates originality, not merely efficient memory, addresses assignment guidelines effectively, shows effective organization and logical argumentation, uses clear, appropriate, and accurate examples and a high level of writing competence and knowledge. The student completes the task(s) and consistently does extra work that is self-initiated.

B *plus* 88-89, B 84-87, B *minus* 80-83

> 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.

C *plus* 78-79, C 74-77, C *minus* 70-73

> 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 adequately organized 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.

D *plus* 68-69, D 64-67, D *minus* 60-63,

> 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.
>
> F < 60
>
> A failure will only occur if the work performed does not correspond to assignment guidelines or does not meet basic assignment criteria.

Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking Canvas and your email to learn of any updates.

Classroom Protocol

1. It is expected that students will be attentive and respectful of their fellow students, the instructor and cultures and traditions which are not their own.

2. Students arriving habitually late to class will be asked to leave as this is disruptive to the learning process.
3. **Mobile phones, laptops, and tablets must be turned off during class and must be out of sight or else the instructor will ask the student to leave for the remainder of the class meeting**.
4. Students may record lectures for their own private use only, **not to be redistributed or sold**.
5. Students are required to read SJSU's Academic Integrity Policy S07-2 (see below). **This university policy on plagiarism and cheating will be strictly honored**.
6. In the event that the building is evacuated because of an emergency during class time, the class will convene in the parking lot directly adjacent to the building. No assignment will be canceled because of any such emergency.
7. If you send me a seriously cool picture of Zora Neal Hurston by January 29, I will add 2 points extra credit to your midterm exam.
8. If you miss a class, ask your fellow students for copies of their notes. If you need further help, please see me in my office hours.
9. Students are responsible for being aware of exam dates and assignment deadlines.
10. If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

ORGS 103 Organizational Studies Capstone, Course Schedule Spring 2022

Schedule is subject to change with fair notice.

COURSE MEETING	TOPICS, READINGS, ASSIGNMENTS, DEADLINES
Wednesday, January 26	***Class Introduction and Overview of Material and Assignments*** What is this course about and what can you get from it? Please print out the course syllabus and bring it to class
Monday, January 31	***In-Class Workshop with The Billy DeFrank Center*** *Visiting partners will introduce The Billy DeFrank Center* *What are the issues and opportunities for queering disaster preparedness?* <u>Reading</u> Chapters 1-2 in Parreno, Jhaid. 2021. *Queerifying Hazards, Vulnerability, and Disasters in San José, California*. MA Project Report. San Jose: SJSU Department of Anthropology.
Wednesday, February 2	***In-Class Workshop with Japantown Prepared*** *What projects have students ORGS students crafted to advance disaster preparedness?* ***Discussion:*** Fieldwork and data collection <u>Reading</u> Saito, Rich, A. J. Faas, and Jim McClure. 2021. "This Must Be the Place: Partnerships for Disaster Preparedness in San José's Historic Japantown." *Practicing Anthropology* 43(4). Cowan, Cheryl, Kalyn Mumma, Johnny Nguyen, and A. J. Faas. 2021. "Japantown Prepared and Organizational Studies: Campus-Community Partnerships for Disaster Preparedness." *Practicing Anthropology* 43(4). ***Plagiarism Tutorial Due***
Monday, February 7	***Queering Disaster 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?* *What are the most important hazards and vulnerabilities affecting The Billy DeFrank community and organization? What actions do they take around these issues? What would they like to see done?* <u>Reading</u> ***Watch*** A.J. Faas *Varieties of Vulnerability Thinking: A (Dis)Orientation to the Anthropology of Disasters* https://earthquake.usgs.gov/contactus/menlo/seminars/1213 Faas, A.J., Jhaid Parreno, and Anne Wein. 2021. *Community Science Vulnerability Assessment with The Billy DeFrank LGBTQ+ Community Center, San José.*

Wednesday, February 9	***Queering Disaster II*** *What does it mean to "queer" disaster?* ***Discussion:*** Organizational needs and opportunities. <u>Reading</u> Leap, William L, Ellen Lewin, and Natasha Wilson. 2007. "Queering the Disaster: A Presidential Session." *North American Dialogue* 10, no. 2: 11–14.
Monday, February 14	***Community-Based Interventions I*** *What are the different types of community-based interventions?* ***Discussion:*** Developing proposals. <u>Reading</u> Whitehead (2002) Community-Based Interventions: Definitions & Types Ghasemian, Ashkan, Jennifer Sánchez, A. J. Faas, Cheryl Cowan, and Mateen Tabrizi. 2021. "Building Community-Level Disaster Preparedness through Small Business Corporate Social Responsibility and Social Marketing." *Practicing Anthropology* 43(4).
Wednesday, February 16	***Development Strategies I*** *What are the different approaches to organizational development in community-based organizations?* ***Discussion:*** Missions and goals <u>Readings</u> Lentfer and Yachkaschi (2009) The Glass is Half Full? Understanding Organizational Development Within Community-Based Organizations
FRIDAY, February 18	***12pm Walking Tour of The Billy DeFrank LGBTQ+ Community Center*** <mark>PENDING CONFIRMATION</mark> Please meet in front of The Billy DeFrank Center (938 The Alameda, San Jose) at 12pm. The tour will last approximately 90 minutes. <u>Reading</u> "About the Billy DeFrank LGBTQ+ Community Center" https://www.defrankcenter.org/about-summary-menu
Monday, February 21	***Development Strategies II*** *What are the different approaches to organizational development in community-based organizations?* ***Discussion:*** Developing project proposals. <u>Readings</u> Wetta-Hall et al. (2004) Strategies for Community-Based Organization Capacity Building Planning on a Shoestring Budget.

Wednesday, February 23	***Working with Grassroots Community Organizations*** *What social science skills are useful in working with grassroots community organizations?* ***Discussion:*** Developing project proposals. <u>Reading</u> Sieber (2016) Putting Anthropological Skills to Use in Engagement with Grassroots Community Organizations
Monday, February 28	**CAPSTONE CHALLENGE: PROPOSAL PRESENTATION!**
Wednesday, March 2	***Learning from Practitioners*** *How do organizational professionals and anthropologists share best practices and lessons learned with others?* <u>Reading</u> Faas et al. (2018) What Can We Learn from Practitioner's Stories? ***Team Assignments and Orientation***
Monday, March 7	***In-Class Project Workshop*** **Grant proposal distributed**
Wednesday, March 9	***Queering the Disaster III*** *What does it mean to "queer" disaster?* <u>Reading</u> Dominey-Howes, Dale, Andrew Gorman-Murray, and Scott McKinnon. 2014. "Queering Disasters: On the Need to Account for LGBTI Experiences in Natural Disaster Contexts." *Gender, Place and Culture: A Journal of Feminist Geography* 21 (7): 905-918.
Monday, March 14	***Community-Based Interventions II*** *What are the different types of community-based interventions?* <u>Reading</u> McLeroy et al. (2003) Editorial: Community-Based Interventions **Grant Proposals Due** **MIDTERM DISTRIBUTED**
Wednesday, March 16	***In-Class Project Workshop***

Monday, March 21	***Stakeholders I*** *What are stakeholders? How do organizations and community-based initiatives meet the challenges of working with a diversity of stakeholders?* <u>Reading</u> Eisenberg (2014) Social Science, Public Policy, and Amnesty for Chickens
Wednesday, March 23	**No Class Meeting - Annual Meetings of the Society for Applied Anthropology** **MIDTERM DUE BY Via Canvas by 1:30 PM**
March 28-April 1	**NO CLASS: SPRING BREAK and Cesar Chavez Day**
Monday, April 4	***Stakeholders II*** *What are stakeholders? How do organizations and community-based initiatives meet the challenges of working with a diversity of stakeholders?* <u>Reading</u> Hippert et al. (2014) Multiple Stakeholders' Experiences with a Farm 2 School Project
Wednesday, April 6	***In-Class Project Workshop***
Monday, April 11	***Thinking Critically About Community*** *How do we confront the challenges involved in working with a diversity of community constituencies?* <u>Reading</u> Faas, A. J., and Elizabeth Marino. 2020. "Mythopolitics of "Community": An Unstable but Necessary Category." *Disaster Prevention and Management* 29(4):481-484.
Wednesday, April 13	***In-Class Project Workshop***
Monday, April 18	***Thinking Critically About Disaster*** *How can organizational leaders reframe common understandings of disaster?* <u>Reading</u> Marino, Elizabeth, and A. J. Faas. 2020. "Is Vulnerability an Outdated Concept? After Subjects and Spaces." *Annals of Anthropological Practice* 44(1):33-46.

Wednesday, April 20	***Pitching Organizational Studies and Crafting a Resume*** *How do you explain organizational studies to employers, colleagues, and peers? How do you craft a winning resume?* <u>Reading</u> SJSU Career Center Resume and Cover Letter Guide, pages 2-11. Available at: http://www.sjsu.edu/careercenter/students/launch-your-career/Guide_Resume.pdf ***In-Class Project Workshop***
Monday, April 25	***Issues in Local Development*** *What are some of the issues with "participatory" strategies for community and organizational development?* <u>Reading</u> McConnell et al. (2014) Participatory Development in Maragoli, Kenya
Wednesday, April 27	***Crafting a Cover Letter and Representing Yourself*** *How do you explain organizational studies to employers, colleagues, and peers? How do you craft a winning cover letter?* <u>Reading</u> SJSU Career Center Resume and Cover Letter Guide, pages 12-15. Available at: http://www.sjsu.edu/careercenter/students/launch-your-career/Guide_Resume.pdf ***Resumes Due***
Monday, May 2	***Thinking Critically About the COVID-19 Pandemic*** *How can organizational leaders reframe common understandings of disaster?* <u>Reading</u> Faas, A. J., Roberto Barrios, Virginia García-Acosta, Adriana Garriga-López, Seven Mattes, and Jennifer Trivedi. 2020. "Entangled Roots and Otherwise Possibilities: The Anthropology of Disasters COVID-19 Research Agenda." Special Issue on COVID-19. *Human Organization* 79(4): 333–342.
Wednesday, May 4	***In-Class Project Workshop***
Monday, May 9	***Mobilizing Communities and Organizations*** <u>Reading</u> Mazzeo and Chierici (2013) Social Foundations for a Community-Based Public Health Cholera Campaign **Final Exam Essay Distributed**
Wednesday, May 11	***Presentation Workshop***
Monday, May 16	***Semester Debrief and Q & A*** **Final Exam Essays Due**
Friday, May 20	**12:15pm-2:30pm FINAL Project Presentations in regular classroom**