

Anth 105W-05 Applied Anthropology of Entrepreneurship (SP06) - TUESDAYS 6:00-8:45pm

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Office Hours: Tuesdays 11:00-1:00; Wednesdays 12:00-3:00 and by appointment.

We can't solve problems by using the same kind of thinking we used when we created them.

-Albert Einstein, physicist, Nobel laureate (1879-1955)

Course Description

This course introduces students to applied anthropology as both a sub-discipline of anthropology and as a profession through an in depth investigation of the culturally productive nature of entrepreneurial behavior. Approaching entrepreneurial achievements from comparative, cross-cultural and evolutionary perspectives, class members will learn how to apply anthropological approaches to solving human problems during the semester.

The inductive nature of ethnography is uniquely suited to study the emergent qualities of entrepreneurial behavior. By investigating entrepreneurial achievements as social phenomena, students will be introduced to ethnographic methods of data generation and analysis. Students will apply anthropology to the study of entrepreneurship through observation and analysis activities, writing projects designed around students' existing strengths and interests in entrepreneurship and group discussions on matters ranging from ethical considerations of international development to social climates that inhibit or encourage innovation.

Since the inception of anthropology, anthropologists have employed both basic (i.e., "pure") and applied research to better understand the human condition and solve human problems. All of the subfields of anthropology have benefited from the theoretical and methodological contributions of applied research and today the majority of professional anthropologists are working in non-academic (i.e., "applied") contexts. As a writing intensive course, special emphasis will be given to students' written work while learning about applied anthropology of entrepreneurship.

This section of Applied Anthropology is now a Web-enhanced course through the use of Blackboard and my web site. Go to:

<http://blackboard.csufresno.edu/index.html> to get started on the Blackboard component of this course.

As well, you can find the syllabus on my web site:

<http://www.csufresno.edu/Anthropology/Faculty/Mullooly>

Course Outcomes

This course also meets the General Education, Area MI

Goal for Area MI: Multicultural/International

The Multicultural/International component of General Education is included to prepare students to live in an international multicultural world.

Student Learning Outcomes for Area MI: Multicultural/International

Students completing courses in Area MI will be prepared to:

1. Function in an international multicultural world, or one that addresses the roles of specific ethnic or gender groups in contemporary America.

Learning Objectives (written as course outcomes)

This course should produce the following outcomes in students.

The ability to:

illustrate the central principles of applied anthropology through entrepreneurial achievements,
employ basic ethnographic field techniques in the investigation of entrepreneurial endeavors,
analyze the local and global consequences of critical innovations in market economies,
articulate social factors that influence entrepreneurial innovations,
evaluate methodological techniques used in applied anthropology,
synthesize information and apply findings to novel situations,
apply anthropological modes of analysis to solving problems,
write college level research papers competently,
“function in an international multicultural world, or one that addresses the roles of specific ethnic
or gender groups in contemporary America” (General Education, Area MI requirement).

Course Structure

The early part of most nights will be dedicated to lectures, student presentations and discussions revolving around the themes of Applied Anthropology and Entrepreneurship listed at the beginning of each day (see Course Schedule). The later part of those classes will be dedicated to applying this knowledge in novel ways and will focus on students’ ongoing projects.

Texts (Required unless otherwise stated)

A combined pack including 1 and 2 (at the bookstore on campus):

1. Kottak, Conrad Phillip. (2006). Assault on Paradise (McGraw-Hill). ISBN: 0073530867
2. A “Primus On line” (McGraw-Hill) book I made. ISBN is 0073449733
3. Wong, Bernard (1998). Ethnicity and Entrepreneurship: The New Chinese Immigrants in the San Francisco Bay Area. (Allyn & Bacon) ISBN: 0-205-16672-5

[This fourth text is not required if you have a similar desk reference book]

4. Ebest, S., et al. (2003) Writing from A to Z. (McGraw-Hill).

Course Requirements

Writing Guidelines

Note: Writing assignments (other than in-class writing activities) imply typed, doubled spaced text of a font comparable to Times New Roman 12 point (i.e., at least 250 words per page). Pages should have one-inch margins on all sides and include page numbers. As well, correct spelling, grammar and uniform scholarly citations are expected. As a writing intensive course, form and structure, as well as content, will influence your grade.

You are expected to write at least 5000 words during the course. That will be described in page numbers for each paper rather than word lengths. Therefore, for the course, you are expected to write the equivalent of at least 20 pages (250 per page). This is not a general guideline but a minimal expectation with regard to this course's identifications as a "W" or Writing course. Therefore, for example, a two page paper will mean a paper that contains at least 500 words.

Also, assignments are due on the dates given (date stamped by 11:30pm at the latest). Late assignments will be marked down one letter grade (e.g., an earned A will become a B) for each week they are late and will NOT receive comments. Feel free to e-mail papers to me to make this deadline. You will have to print them out and hand them in for me to grade them though.

Course grades will be based on 1000 points, described below.

ASSIGNMENT (minimal page length)	VALUE	DATE
A. Attendance	Possibly 15%	Every class
B. Group Topic Presentation (1)	10% (100 points)	Depends on Group
C. Group Problem/Solution Presentations (1)	10% (100 points)	Last day, 5/9
D. Writing Assignment I: What is AA? (3)	15% (150 points)	Week 3 - 2/7
E. Writing Assignment II: What is Entrepreneurship? (3)	15% (150 points)	Week 6 - 2/28
F. Writing Assignment III: Ethnography Comments (3)	10% (100 points)	Last day of Semester
G. Writing Assignment IV: Ethics Discussion (3)	10% (100 points)	Completed by 4/25
H. Writing Assignment V: Revised (6)	10% (100 points)	5/9
I. Quizzes	10% (100 points)	Expect them Weekly
J. Final Exam	10% (100 points)	See Schedule

Course grades will be based on the sum total of 1000 points earned during the semester divided by ten and not on the basis of averaging letter grades for individual assignments. Grades will be earned as follows:

100 - 90 points = A

89 - 80 points = B

79 - 70 points = C

69 - 60 points = D

0 - 59 points = F

Opportunities for Exemption

There will be no midterm (in lieu of all the quizzes and assignments I'm requiring) but their will be a cumulative final exam. There are a number of ways to get an exemption from the final:

-Receive 90% or higher on all papers

-Have perfect attendance in class

-Take the course as credit/no credit and receive at least a B on everything else.

Course Components

A. Attendance and Participation

Your prompt arrival and attendance are essential for the success of this class. Missing more than two Days of classes will constitute a serious difficulty for both of us. This will likely lower your grade substantially (e.g., by one letter).

This course will only be as good as you make it. You have the power to make it meaningful, stimulating, and educational. I trust you to use your power well, for the sake of both your own educational experience, as well as that of your peers.

Regarding Components B and C,

I realize that many of you “hate” group work. You don’t like having to 1) meet outside of class and you don’t like 2) the problem of “all benefiting from the work of a few” as it were. To respond to the first concern, I promise you that I will provide ample time in class for you to prepare your presentations. For the second problem, I will empower groups to vote one member off their team if that member is a “slacker”. Those deemed “slackers” will then make up their own team.

B. Group Topic Presentations (100 points)

Each day of class will represent a different topic within the applied anthropology of entrepreneurship. The goal of the members of the group designated to present on that day is to assist me in helping the rest of the class figure out that area of this emergent field. Rather than read more on the topic than the rest of the class will have done, it would be more productive to focus your efforts on devising innovative approaches to the content that I may not have considered. For most, this will mean thinking up some sort of activity that “indexes” or “activates” the ideas that the authors of the readings for that day are getting at. Beyond conceiving of the idea, you will also administer it. You need not “cover” all the readings of that day (that will be my job). Your goal is to strive to educate your colleagues on the essential features being addressed in that day’s readings.

Group Presentation Ideas:

IDEA: Contest, games, debates, scavenger hunts, ANYTHING BUT LECTURING

IDEA: Video Clip Assignment

Your group will find a video clip that best illustrates the points you are trying to make as part of your presentation. Ideally, this clip will illustrate a core entrepreneurial concept or a concept central to applied anthropology.

Guidelines:

Ideally, you will house all of this in a PowerPoint presentation. In this way, I will be able to use it with future groups or leave on blackboard to assist future groups. The technical work required to do this will count as one group members writing requirement of two pages. The rest of the group needs to submit the content, etc.

Assessment

Your grade will be linked to the level of class engagement you achieve as a result of your presentations. All group members will receive the same presentation grade and a separate grade for the accompanying written document. That is, if the presentation is boring and results in little interest in students or requires a great deal of my assistance to manage, you will all receive a low grade (e.g., simply developing a few questions that provoke a discussion).

To assist your fellow students, you may consider writing a brief summary of the main points of the readings for your day to aid class discussion as well as exam preparation. Feel free to utilize the existing group divisions as part of your presentation. For example, you could have the groups discuss

questions and come up with answers or have groups 1-4 be the 'pro' side and 5-8 be the 'con' side for a debate.

Finally, each member of the group will write up some aspect of the presentation. Four of the group members can write article summaries of the readings for that day. One of the members can write up a description of the activity (If it's a very successful one, I will use it in the future!). Remaining members can either write up article reviews themselves or co-write them with other members of the group.

C. Group Project and Presentation (100 points)

Define and Solve a Problem.

Applied Anthropology is about solving real world problems. Entrepreneurship is about innovation. Your group will find a problem, develop a real solution to the problem and attempt to solve it this semester.

Steps:

1. Define and find the "problem"
2. Analyze the problem (ethnographic observation activity; business plan activity)
3. Devise a solution and attempt the fix.
4. Report on your efforts on last day of class.

Assessment:

Your grade will be linked to the effectiveness of you ability to both define and offer solutions to your problems. Innovation is great as long as it's grounded into some sort of reality, one that you can explain.

D. Writing Assignment I: What is Applied Anthropology? (150 points)

Write a three page paper (i.e., at least 750 words) defining Applied Anthropology. You are expected to use at least three sources for this paper. Some questions that **could** (i.e., not should) guide your work are included below: What is the field?; What are its theoretical foundations?; What were the field's initial motivations?; What are its benefits/harms to society?; What are some examples of applied anthropology? Could applied anthropology be of benefit to your field of expertise?

Assessment will be based on the CSUF Writing Rubric located at the following site:

<http://www.csufresno.edu/Anthropology/gewritingscheme.rtf>

E. Writing Assignment II: What is Entrepreneurship? (150 points)

Write a three page paper (i.e., at least 750 words) defining entrepreneurship. You are expected to use at least three sources for this paper. Some questions that **could** (i.e., not should) guide your work are included below: What is the field?; What are its theoretical foundations?; What were the field's initial motivations?; What are its benefits/harms to society?; What are some examples of applied anthropology? Could applied anthropology be of benefit to your field of expertise?

Assessment will be based on the CSUF Writing Rubric located at the following site:

<http://www.csufresno.edu/Anthropology/gewritingscheme.rtf>

NEW ----- F. Writing Assignment III: Ethnography Comments (3)

Ethnographies are a unique sort of reading material. They are not novels nor are they text books but they have the same impact on the readers as novels and text books at different times.

While reading the two ethnographies for this class (Kottak's Assault on Paradise and Wong's Ethnicity and Entrepreneurship), I would like you to write a total of AT LEAST 3 pages (750 words) about these books. At least one page per ethnography, with the second page going to the one you liked more (or do a page and a half each).

WHAT TO WRITE (my goal here is to engage you in the text and see if you are doing the reading):

-Ideally, essay test/discussion questions (representing many chapters) **with their responses**. [I could post these on Bb next year to aid future students].

-Less Ideally, chapter summaries.

ASSESSMENT: Again, will this show me you got something out of the books.

A Grade of **"A"** will likely go to well developed synthesizing essay test/discussion questions with their answers.

A Grade of **"B or C"**: will likely go to great of mediocre chapter summaries respectively.

OLD ----- THE F BELOW IS NO LONGER REQUIRED IN PLACE OF THE ABOVE F.

F. Writing Assignment III: Ethnographic Observation of an Innovative Activity (150 points)

"Objectivity cannot be equated with mental blankness; rather, objectivity resides in recognizing your preferences and then subjecting them to especially harsh scrutiny - and also in a willingness to revise or abandon your theories when the tests fail (as they usually do)." — Stephen Jay Gould.

There are two parts to this assignment:

Part I is comprised of a sustained 15 minute period of systematic observation and writing on **prolonged social interaction**. **Part II** includes contextual features described in points 1-7.

Students will be expected to systematically observe and "write" interaction for a 15 minute period. To ask you to "record everything" is absurd. At some point during any person's observational process, things are being attended to and others are being ignored. What you need to do is figure this out prior to your observation. Once you know what you will note (and ignore), pick a location and observe and record what you see for 15 minutes.

Assessment of Part I:

I will evaluate **Part I** of this assignment on the detail of the observations. If they are general "summaries" of actions, you will earn no better than a C. If the observations are reports of actual behavior for a sustained period of time, you will receive a B or A depending on how well you filled the notes out after you finished the observational period. That is, you will likely develop a short hand while recording. Directly after the 15 minute period, you should fill out the spaces left empty due to time. Notes must be typed. I will also evaluate the assignment based on if the following points are addressed.

Assessment of Part II: Please follow these guidelines as closely as possible during your observations, and when you write up your observations. Please use the numbers below in your write up, to aid me in my evaluation of your work. If you follow directions and respond to all of these points (some responses may require one or two sentences only), this section will receive full credit.

NB: DO NOT COMBINE PARTS ONE AND TWO IN ANY WAY – JUST FOLLOW DIRECTIONS

1. Where and who are you observing? When were you there?
2. Describe in detail the physical setting in which you observed – pretend that the reader has never been to such a place before and be specific (e.g., how big is the room in feet and inches? How many tables, chairs, desks are there?). Maps and diagrams are helpful.
3. What are the **stated rules** regulating behavior in this setting? Give this some thought as this is a central feature of ethnography and cultural anthropology. Base this on observations not generalizations.

4. What are the **unstated rules** regulating behavior in this setting? Give this some thought as this is a central feature of ethnography and cultural anthropology. Base this on observations not generalizations.
5. Note general patterns of behavior, speech, interaction – what are most people doing most of the time? (This is what I meant by “general summaries” above).
6. Describe those observed in general terms: how many of them are there, what are the gender/ethnicity/linguistic divisions, are there other characteristic that distinguish them as a group (uniforms, physical characteristics, et al.).
7. Reflect on your own feelings and thoughts while you were in this setting.

Advice: -No analysis please.

-Do not include descriptions of clothing.

-Do not observe something you are familiar with (i.e., your family, friends, job etc.).

-Do not observe with others. Do this while you are alone (do not be with others like friends).

-Use time index, duration is essential to note.

-Limit observations to “prolonged” “social” interactions (“prolonged” implies the same few people for the entire 15 minutes, not someone taking orders at a fast food restaurant; “social” implies that you must observe people involved with other people – the focus of your observation is the social interactions of others compensating for others.

G. Writing Assignment IV: Ethical Challenges in Applied Anthropology (100 points)

List Discussion

Participate in a Listserv discussion on this topic. I will distribute a variety of ethical challenges in Applied Anthropology. Your goal will be to participate in a discussion with others in class (on line).

Assessment will be based on your work's quantity (i.e., 750 words minimally, broken up into at least six different messages) and quality (e.g., Are you responding to other people?; Are you raising important concerns? etc). Any of the following would lower your grade: writing less than 750 words overall, poorly developed comments, writing in a monologue, engaging in personal attacks.

H. Writing Assignment V: Revised Paper (100 points)

You are expected to write a concise five page paper (with an additional 50 word abstract) about Applied Anthropology of Entrepreneurship. Based on corrections made to pervious work, you will improve upon items previously submitted. The intention of this exercise is to involve you in editorial processes common to most professional writing experiences. Therefore, your final papers will be assessed (in part) on how well you are able to incorporate suggestions made on earlier parts of papers.

Note: This is not just a re-write, but a revision--new way of seeing, new perspective, new argument, or meaningful addition of one of these into an original paper. **The original papers should be submitted with the revised paper.** That is, merely changing typographical errors that I have noted will warrant a grade of no better than a C. **Assessment** will be based on the CSUF Writing Rubric.

E. Quizzes (100 points)

Expect a quiz based on the readings every day.

H. Final Exam (100 points)

A cumulative final exam will be given during the exam period.

NOTE: Aspects of the course description and reading schedule are subject to modification.

University Policies

I have cited several important sections of the General Catalog for your benefit. **ALL THAT IS STATED BELOW APPLIES TO THIS CLASS.**

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Group Presentation Evaluation Form

Group Presenting (circle one) 1 2 3 4 5 6 7 8

Directions: Circle the number that best indicates your opinion: 1 indicates “least favorable” and 5 indicates “most favorable”.

1. Did members of the group engage the class with their presentation? 1 2 3 4 5
2. Did you learn more about the topic as a result of the presentation? 1 2 3 4 5
3. Did members of the group appear prepared? 1 2 3 4 5
4. Was this an innovative application of this information? 1 2 3 4 5
5. Would future students benefit from this presentation? 1 2 3 4 5

Response total: ___/25 = ___%

Comments:

Assessment of Area MI: The Multicultural/International Component of General Education is included to prepare students to live in an international multicultural world.

Components	Week	How Assessed
I. The following need to be demonstrated in the syllabus for this area.		
Provides for students to function in an international multicultural world, or one that addresses the roles of specific ethnic or gender groups in contemporary America.	Weeks 1-16: The nature of the course is “applied” to the real world heavily ethnological in reading content.	Exams, Quizzes, Research Paper (Scoring Rubric)
II. General syllabus requirements.		
Expose students to primary source readings and material where appropriate.	Weeks 4-16: Accomplished during research process for research papers.	Research Paper (Scoring Rubric)
Name of instructor, office location, telephone number.	See syllabus, p. 1	N/A
Course title and number, number of units and brief course description.	See syllabus, p. 1	N/A
Course description.	See syllabus p. 1	N/A
Course calendar with approximate dates, deadlines, and/or periods of time for topics, readings, projects, exams, etc.	See syllabus, p. 6-8	N/A
Course requirements and basis for final grade.	See syllabus p. 2-5	N/A
Textbooks, equipment, etc.	See syllabus p. 1	N/A
Statement regarding students with disabilities.	See syllabus p. 5	N/A
Statement regarding cheating/plagiarism.	See syllabus p. 5	N/A
Attendance and makeup work when absent.	See syllabus p. 2	N/A
Statement regarding disruptive classroom behavior.	See syllabus p. 6	N/A
Computer usage.	See syllabus p. 6	N/A
III. Writing requirement		
Have a 4000 word writing requirement.	Week 5-16: See syllabus, p. 2 and 3-5	Research Paper Scoring Rubric
Should contain a complete description of the components, methodology, and goals of the assignment, as well as the criteria/standards against which they shall be evaluated.	See syllabus, p. 2-5	Research Paper (Scoring Rubric)
Should include a structured iterative revision process.	Week 5-16: See syllabus, p. 3-5	Research Paper (Scoring Rubric)
Journals constitute partial satisfaction of the writing requirement. Journals comprised of class notes may not be used to meet this requirement.	Not used	Not used

Paper Scoring Rubric and Point Scale

Scoring Level	Knowledge of Conventions	Clarity and Coherence	Rhetorical Choices
4 Accomplished	In addition to meeting the requirements for a “3,” the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	In addition to meeting the requirements for a “3,” writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.	In addition to meeting the requirements for a “3,” the writer’s decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.
3 Competent	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.	The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.
2 Developing	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	The writer’s decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.
1 Beginning	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fail to demonstrate thoroughness and competence in documentation.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.

Rubric Score	Grade	Percentage	50pt scale	75pt scale	100pt scale	150pt scale
12	A	100%	50	75	100	150
11	A	96%	48	72	96	144
10	A	93%	47	70	93	140
9	A	90%	45	68	90	135
8	B	85%	43	64	85	128
7	B	80%	40	60	80	120
6	C	76%	38	57	76	114
5	C	73%	37	55	73	110
4	C	70%	35	53	70	105

Class Schedule (Anth 105W Applied Anthropology of Entrepreneurship, Spring 2006)

The following is a tentative course schedule with topics for lectures and discussions, assignments, and weekly reading assignments. Modifications may be made in the course schedule and topics; the instructor reserves the right to make changes in the syllabus. Unless indicated by an asterisk (*), all readings listed below are from the Primus Book listed as PRIMUS.

1/24

Day 1: WHAT IS APPLIED ANTHROPOLOGY OF ENTREPRENEURSHIP?

Reading:

On-line reading: "What is Applied Anthropology" (by A.M.Reed) found at:

<http://www.indiana.edu/~wanthro/applied.htm> [Although you should have already read this paper and didn't, I suggest you read it anyway in that it will be VERY helpful in writing your first paper.]

Activity: How can we learn each others names? ; Assign study GROUPS

Activity: Don't 'wet noodle' it.

1/31

Day 2: WHAT IS APPLIED ANTHROPOLOGY

Reading:

Cultural Anthropology (Kottak) Chapters 1,7,16 and 17 (Primis pp 1-114)

*Optional Reading: Writing from A to Z Pp 3-21 (Review these pages if they are NOT familiar)

2/7

Day 3: WHAT IS ENTREPRENEURSHIP?

Readings:

Entrepreneurship and Small Firms (Deakins-Freel) Chapter 7,4 and 11 (Primis pp. 115-201)

* Optional Reading: Writing from A to Z Pp 28- 61 (Review these pages if they are NOT familiar)

GROUP 1 Presentation

Due: Writing Assignment I - What is Applied Anthropology?

Group Presentation by Business or Pleasure

2/14

Day 4: ETHNOGRAPHY, EXCHANGE AND FIELDWORK [COULD ADD STERK TO THIS LINEUP IN FACT, CUT EXCHANGE AND GO ALL FILEDWORK Linton, Bourgois, Sterk]

Readings:

In Carlson and Bryant (eds) Through the Looking Glass (Primis pp. 202-213)

Linton, R. "The Scope of Anthropology"

In Mirror of Humanity (Kottak) Chapter 13 (Primis pp. 213-229)

Cronk, L. "Strings Attached"

Bourgois, P. "Just another night on Crack Street"

Group Presentation by The Educators?

2/21

Day 5: EXCHANGE PART II: CAPITALISTS ACROSS THE GLOBE

Readings:

In Peters-Golden (eds) Cultural Sketches, chapters 6, 8 and 14 (Primis pp. 230-282)

Group Presentation by Politically Correct Constructions of...

2/28

Day 6: INTRODUCTION TO GLOBALIZATION

Bodley Cultural Anthropology Chapters Introduction, 11 and 12 (Primis 283-360)

Group Presentation by The Scientists

Due: Writing Assignment II - What is Entrepreneurship?

3/7

Day 7: INTRODUCTION TO GLOBALIZATION (part 2)

Bodley Cultural Anthropology Chapters 13,14 and 15 (Primis 361-462)

Group Presentation by The Triage Team

3/14

Day 8:

**Class will meet downtown in the Memorial Center.
For the Valley InForum's Talk by Twisp**

Reading: Start reading Kottack's Ethnography (first third)

3/21

Day 9: Ethics in Applied Anthropology and Entrepreneurship

Reading: Endicot-Welsch Chapter 17-18, Primis

3/28 NO CLASS – I WILL BE AT THE Applied Anthropology Conference in Vancouver

Reading: Keep reading Kottack's Ethnography (second third)

4/4

Day 11: Global Economy and International Entrepreneurship

Reading: Deakins-Freel Chapter 11

Reading: Finish reading Kottack's Ethnography (second third)

DUE: Writing Assignment III: Ethnographic Observation

4/11 SPRING BREAK NO CLASS

Reading: Start Wong's Ethnography (first third)

4/18

Day 12: Ethnic Minority Entrepreneurship

Reading: Deakins-Freel Chapter 4

Reading: Wong's Ethnography (first third)

4/25

Day 11:

Reading: Wong's Ethnography (second third)

DUE: Completed by this week: Writing Assignment IV: Ethics Discussion

5/2

Day 12: Emerging Markets in the US.

Reading: Finish Wong's Ethnography

Dog house rock this week

5/9

Group Problem/ Solution Presentations

Last Day

DUE: Writing Assignment V: Revised

5/16 - Final Exam