Syllabus for Organizational Anthropology

ANTH 5100 Online ♣ University of North Texas

Dr. Susan Squires

Spring 2015

COURSE DESCRIPTION

This course is designed to introduce students to how anthropologists use the theory and methods from anthropology to understand complex organizations. Students learn about the field of organizational anthropology and practice applying their knowledge through a course project.

COURSE OBJECTIVES

1. To provide the student with an understanding of the field or organizational anthropology and how it compares to the other social scientific studies of organizations.
2. To expose the student to the many approaches to organizational anthropology and to the literature of the field.
3. To expand the students' knowledge of anthropological theory through an understanding of its use in organizational studies.
4. To enrich the student's understanding of anthropological methodology by exploring its use in organizational settings.
5. To give the student practical, hands-on experience conducting an organizational anthropological study for a client.

COMMUNICATION WITH INSTRUCTOR

You are welcome to communicate with me during my office hours on Wednesday from 3 to 5 or at any time via phone or email. My telephone number is 940 369 5404. My email address is Susan.Squires@UNT.edu. You can also use the email option within the online course.

REQUIRED READINGS

Jordan, Ann T. 2013 *Business Anthropology.* Prospect Heights, IL: Wave land Press. (2nd ed.). **This book can be ordered in hard copy from Amazon or as ebook from Waveland Press (http://www.waveland.com/browse.php?t=115&r=a|139).**

All other readings can be found on Blackboard.

COURSE STRUCTURE

The course has two parts that you will be working on simultaneously.

Part A - The Literature on Organizational Anthropology
Assignments: There will be weekly assignments, and a final class project/ presentation. The assignments will acquaint you with the field of Organizational Anthropology and with the major anthropologists working in it. It also covers the types of studies anthropologists conduct in organizations, and with the methods they use. Together the assignments will give you the background knowledge you need to conduct your own organizational anthropological study.

Discussion Leader: Each week's reading assignments will be led by discussion leader. There will be a sign-up sheet with weekly topics. Review the topics and sign up to be the discussion leader for one. Discussion leaders are expected to prepare in advance 1) a brief summary of the article, 2) critique of the article (what is good and bad about it), and 3) lead the class discussion. All students are expected to read the articles and contribute to class discussion of these readings.

Participation is essential for all students. Class participation makes up twenty percent of your final grade. Your contributions to discussions online will all be included in your evaluation. All students should post **two** substantive messages per week in the online discussions; more postings are encouraged. The goal of our discussions is to have a good back-and-forth among class participants. Because I believe so much of your learning will come from each other.

Part B - Field project: Study of a Client Organization

We will be working all semester on a project for a client sponsor. This project will involve developing a field guide, arranging for and conducting interviews, conducting participant observations, transcribing interviews and observation notes, analyzing data, developing themes from the data and writing reports for the client. All of this will involve individual and teamwork as well as participation in the group discussions about the project. You will post copies of fieldnotes, and transcripts of interviews on Blackboard. All class members will discuss the analysis, draw conclusions and develop a final report to deliver to the client organization. I strongly believe in the team process and most of the field project will be undertaken in teams. One of the first things you need to do is find a partner with whom you will team.

Final project: TBD

COURSE REQUIREMENTS

GRADING

Grades will be determined as follows:
1. 30% Complete weekly assignments
2. 20% Participate in discussions and lead discussion during one week of the course
3. 30% Conduct fieldwork and analysis
4. 20% Prepare a final written and oral presentation

The grade book in Blackboard requires me to use a point system. The table below shows how to translated one system to the other. The number of points depends on whether the assignment is worth 20% of your course grade (200 points) or 30% of your course grade (300 points).

Letter Grade	Out of 4 (Traditional Numerical Scale)	Out of 200 (Traditional x 50)	Out of 300 (Traditional x 75)
A	4	200	300
A-	3.7	185	278
B+	3.3	165	248
B	3	150	225
B-	2.7	135	203
C+	2.3	115	173
C	2	100	150
C-	1.7	85	128

D+	1.3	65	98
D	1	50	75
D-	0.7	35	53
F	0	0	0

An A on all assignments would result in a final score of 1000. A final score above 875 (i.e. 3.5 on a traditional scale) will result in an A in the course. According to UNT policy, final grades do not have plusses or minuses.

POLICIES AND GUIDELINES

The following guidelines for online discussions were developed by the 2006 online ANTH 5010 class, as we collaboratively learned how to make best use of the discussion boards. Some of you may not have much experience with asynchronous discussion boards – these simple tips can help the communication process flow smoothly!

1. Post your first message(s) early in the week.
2. Try to check the discussions daily; focus on contributing to just a few threads if your time is limited.
3. Only one idea per message!
4. Frequent small posts are better than humongous messages at rare intervals. This will enable more back-and-forth between you and your classmates.
5. If you have a new thought that you want to share, start a new conversational thread by clicking "Create Message"– this will promote discussion of the topic. If everyone just hits "Reply" to previous messages the overall structure of the conversation will become confusing.
6. Change the subject line when you are replying to a message but shifting the focus. If other people have already said what you wanted to say about one topic, move on to a different topic.
7. Don't put your thoughts in a Word attachment, write them directly in the message field.
8. Each week, the discussion leader team should create a thread called "Questions/Clarifications" in their topic area, where we can post basic "Is this what the authors were thinking?" questions.

Here are some further useful guidelines from the University of Guelph, Canada (http://www.open.uoguelph.ca/online/learning_resources/online_discuss_tips.html):

How to Write Good Messages
- Limit your messages to 1-2 screen lengths.
- Fill in the subject line for each message.

- Build on the ideas of others, as well as initiating new ideas. If your message builds on an existing thread, use REPLY. If you are starting a new thread, use CREATE MESSAGE.
- Remember that quality is better than quantity. "Me too" and "I agree" type messages add little.
- Quote the relevant part of a message in yours so that others know what you are referring to.
- Ensure a respectful tone in all messages.
- If your message is not relevant to the whole group, send it privately via e-mail.

Interactive Learning Skills

- Focus on the subject of the discussion and bring it back to the main purpose if there is topic drift.
- Suggest people take their messages to alternative places such as the Cosmic Cafe for the "off topic" messages.
- Encourage all to participate.
- Respond to another classmates' question.
- Weave several messages together and then push the discussion further with a question or thought provoker.
- Present another perspective on the issue being discussed.
- Provide a practical application for an idea.
- Be willing to participate in a debate.
- Illustrate your point with a story (short).
- Actively seek out other perspectives, e.g. "This is what I think, but I'm sure others have another perspective to share."
- Provide group regulatory functions, e.g. "We seem to be getting off topic here. Could we return to…".
- Accept and understand diversity in learning and personal styles. Respect different points of view.

Dealing with Conflict Online: Did you have a strong reaction to a message? Take a step back. Write your response but don't send it. Wait 24 hours. Have someone else read it first. Is there another interpretation? Perhaps clarification is in order. While online interaction can enhance learning, it has some limitations; non-verbal cues are missing. Politely agree to disagree and walk away. Disagreements over points of view are a necessary part of learning, but personal attacks on the motivations and intelligence of others cannot be tolerated. Remember that there are people behind the words that we see and treat others with the respect we all want and deserve.

Plagiarism Policy: The department of anthropology considers graduate students to be new members of the community of professional anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the American Anthropological Association's code of ethics: *"Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e., fabricate evidence, falsify, plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others"* (http://www.aaanet.org/committees/ethics/ethcode.htm). Any work not meeting this standard will be evaluated in a hearing before the student; infractions will merit dismissal from the master's program. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see http://anthropology.unt.edu/resources-writingpaper.php. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, http://www.unt.edu/csrr/.

Non-Discrimination Policy: It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and education goals. Direct questions and concerns to the Equal Opportunity Office, 940 565 2456, or the Dean of Students, 940 565 2648. TDD access is available through Relay Texas, 800 735 2989. Anthropology does not discriminate on the basis of an individual's disability as required by the Americans with Disabilities Act. The program provides academic adjustments and aid to individuals with disabilities in its programs and activities. If you have a disability, you are strongly advised to contact the Office of Disability Accommodations (UU 318A) or by telephone at 940 565 4323. **It is the responsibility of the student to make the necessary arrangements with the instructors.**

READING ASSIGNMENT

January 25 - 31: HISTORY OF ORGANIZATIONAL ANTHROPOLOGY

Reading Assignment

Jordan, Ann T.
2013 Chapter 1: An Anthropological Approach and Chapter 2: A History of Anthropology in Western Organizational Life. In *Business Anthropology.* 2nd ed. Prospect Heights, IL: Waveland Press., pp. 1-22.

Jordan, Ann T. and Douglas Caulkins
2013 Expanding the Field of Organizational Anthropology for the Twenty-first Century. In Douglas Caulkins and Ann T. Jordan (Eds), *Companion to Organizational Anthropology*. Wiley Blackwell Publishing Co. pp.1-24.

Whyte, W.F.
1948 Incentives for Productivity: The Case of the Bundy Tubing Company *Applied Anthropology* 7(2):1-16

Gardner, Burleigh B.
1978 Doing Business with Management. In *Applied Anthropology in America,* Elizabeth M. Eddy and William Partridge (Eds.).New York: Columbia University Press. Pp.245-260.

FEBRUARY 1 - 7: ETHICS

Reading Assignment

Ann T. Jordan
2013 Ethical Concerns. In *Business Anthropology*. Waveland Press. Pp. 61-70.

AAA Code of Ethics http://www.aaanet.org/coe/Code_of_Ethics.pdf
NAPA Ethical Guidelines http://practicinganthropology.org/ethical-guidelines/
SfAA Ethical Responsibilities http://www.sfaa.net/sfaaethic.html

FEBRUARY 8 - 14: ORGANIZATIONAL CULTURE AND WORK PROCESSES

Reading Assignment:

Jordan, Ann T.
2013 Chapter 4: Seeing Cultural Groupings and Chapter 8: Organizational Anthropology. In *Business Anthropology.* 2nd ed. Prospect Heights, IL: Waveland Press., pp. 43-60, 99-107.

Ho, Karen
2009 Disciplining Investment Bankers, Disciplining the Economy: Wall Street's Institutional Culture of Crisis and the Downsizing of "Corporate America". *American Anthropologist* 111(2) pp.177-189.

Baba, Marietta L.
1995 The Cultural Ecology of the Corporation. *Journal of Applied Behavioral Science* 31 (2) Pp. 202-233.

Darrah, Charles N. and Alicia Dornadic
2013. Working on Work Organizations. In Douglas Caulkins and Ann T. Jordan (Eds), *Companion to Organizational Anthropology*. Wiley Blackwell Publishing Co. pp. 259-274.

February 15 - 21: FIELD METHODS AND ORGANIZATIONS

Reading Assignment:

Jordan, Ann T.
2013 *Business Anthropology.* Prospect Heights, IL: Wave land Press. Chapter 3: Techniques for Conducting Fieldwork for Business Organizations, pp. 23-42.

Briody, Elizabeth
2013 Managing Conflict for Organizational Partnerships. In Douglass Caulkins and Ann T. Jordan (Eds), *Companion to Organizational Anthropology*. Wiley Blackwell Publishing Co.

Jordan, Brigitte and Austin Henderson
and *Interaction Analysis: Foundations and Practice.* The Journal of the Learning Sciences, Vol. 4, No. 1 (1995), pp. 39-103.

Neyland, Daniel
2013 An Ethnography of Numbers. In Douglass Caulkins and Ann T. Jordan (Eds), *Companion to Organizational Anthropology*. Wiley Blackwell Publishing Co.

February 22 - 28: INNOVATION AND CHANGE

Reading Assignment:

Darrouzet, Christopher, Helga Wild, and Susann Wilkinson
2010 Participatory Ethnography at Work: Practicing in the Puzzle Palaces of a Large, Complex Healthcare Organization. In Melissa Cefkin (Ed), *Ethnography and the Corporate Encounter*. Berghahn Books. Pp. 61-94.

Krause-Jensen, Jakob (2010): *Flexible Firm - The Design of Culture at Bang & Olufsen*. Berghahn Books.
Chapter 5: Breakpoint: Metaphors of Change
Chapter 6: From 'Corporate Identity Components' to 'Fundamental Values'

Sobo, E.J., Bowman, C., Aarons, G.A., et al.
2008 Enhancing organizational change and improvement prospects: Lessons from an HIV testing intervention for veterans. *Human Organization* 67(4) pp.443-454.

MARCH 1 - 7: VIRTUAL ORGANIZATIONS

Reading Assignment:

Wasson, Christina
2013 Virtual Organizations. In Douglas Caulkins and Ann T. Jordan (Eds), *Companion to Organizational Anthropology*. Wiley Blackwell Publishing Co. pp. 346-361.

Nardi, Bonnie A.
2007 Placeless Organizations: Collaborating for Transformation. *Mind, Culture and Activity* 14(1-2), pp5-22.

Kozinets Robert
2005 The Method of Netnography. In: *Netnography: Doing Ethnographic Research Online*. SAGE Publications Ltd. Pp. 58 – 73.

MARCH 8 - 14: SOCIAL NETWORKS

Reading Assignment:

Orr, Julian E.
1990 Sharing Knowledge, Celebrating Identity: Community Memory in a Service Culture. In *Collective Remembering*. David Middleton and Derek Edwards eds. London: Sage.

Trotter, Robert T., Sengir, Gulcin H., and Briody, Elizabeth K.
2008 The Cultural Processes of Partnerships. In E.K. Briody and R.T. Trotter (Eds.), *Partnering for Organizational Performance*. Lanham: Rowman & Littlefield Publishers, Inc.. pp. 15-54.

Gluesing, Julia C.
2013. A Mixed-Methods Approach: Using Ethnography and Social Network Analysis to Understand Global Networked Organizations. . In Douglas Caulkins and Ann T. Jordan (Eds), *Companion to Organizational Anthropology*. Wiley Blackwell Publishing Co. pp. 167-192.

MARCH 15 - 21: SPRING BREAK

March 22 – 28: GLOBALIZATION

Reading Assignment:

Jordan, Ann T.
2013 Chapter 9: Understanding Issues of Globalization. In *Business Anthropology.* 2nd ed. Prospect Heights, IL: Waveland Press., pp. 109-125.

Ertuna, Bengi
2013. Corporate Social Responsibility: Interaction between Market and Community. In Douglas Caulkins and Ann T. Jordan (Eds), *Companion to Organizational Anthropology*. Wiley Blackwell Publishing Co. pp. 438-454.

Svendsen, Gunnar Lind Haase and Christian Waldstrøm
2013. Organizational Networks and Social Capital. In Douglas Caulkins and Ann T. Jordan (Eds), *Companion to Organizational Anthropology*. Wiley Blackwell Publishing Co. p. 311-327.

Dahles, Heidi and Merel Bruckwilder
2005. A Multicultural Joint Venture under the Post-Developmental State in Singapore*. Asia Pacific Business Review* 11(4), 501-518.

March 29 – April 4: THE LARGER FIELD OF BUSINESS ANTHROPOLOGY

Reading Assignment:

Jordan, Ann T.

2013 *Business Anthropology.* Prospect Heights, IL: Waveland Press. Chapter 6: Marketing and Consumer Behavior, pp. 73-87; Chapter 7: Design Anthropology, pp. 88-99; Chapter 10: The Importance of Holism, pp. 126-131; Chapter 11: Where Do We Go From Here? pp.132-133.

CLASS PROJECT SCHEDULE

February
Meet Client Sponsor
Activity: discussion of research questions and research design.
Activity: discussion of interview subjects and questions.

March
Fieldwork Assignment: Conduct Fieldwork # 1
Fieldwork Assignment: Transcribe Fieldwork 1.
Fieldwork Assignment: Conduct Fieldwork # 2.
Fieldwork Assignment: Transcript, Fieldwork 2.
Fieldwork Assignment**:** Conduct Fieldwork 3
Fieldwork Assignment: Transcript, Fieldwork 3

April
Class Activity: discussion of codes
Fieldwork Assignment: Coding of Field data
Fieldwork Assignment**: A**nalysis of Codes

APRIL 19 – May 2: REPORT AND PRESENTATION PREPARATION

Week of May 3: PRESENTATION OF FIELDWORK REPORT TO CLIENT