San José State University
Anthropology Department
ANTH 232: Application Core (Section 1)
Spring 2020

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Monday 1:30-4:00 pm, Tuesday, Thursday 3:00-4:00 pm, or by appt.
Class Days/Time:	Thursday 6:00-8:45 PM
Classroom:	WSQ 004
Prerequisites:	Prerequisite: ANTH 231 or instructor consent.
Class Number	20587

Course Format

The course is supported by Canvas and access to the Internet is desirable for full participation.

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/Jan.English-Lueck and the Canvas learning management system course website. 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.

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 participant in Google's Innovation Lab for Food Experiences. She is past President of the Southwestern Anthropological Association and President-Elect for 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.*

Course Description

ANTH 232 Applications Core. (3 units).

This course is the second of the two-course Applications Core sequence in the graduate program in applied-practicing anthropology; the sequence is fundamentally about building basic skills in applying anthropology to "real world" problems. Students in ANTH 232 are reintroduced to evaluation research in general and its place in anthropology. Special attention is paid to empowerment evaluation and advocacy, a distinctly anthropological contribution to the field. Focusing on the built world and the landscapes that contain the objects around us the course explores ways that anthropologists use their skills and knowledge to create or develop programs, services, and products, and tell compelling stories about them. We explore such topics as social marketing and the design of services and products, and how anthropologists function as members of teams. The course continually addresses issues of ethics and the practicality of working in real world projects. In this semester we are partnering with Nissan to explore the urban environments of transportation in downtown San Jose.

Learning Outcomes

Program Learning Outcomes (PLO) of the Graduate Program in Applied Anthropology

Students who successfully complete this graduate program will:

PLO 1 Understand a range of anthropological research methods and be able to conduct research relevant to problem solving in various settings and for different clients/partners;

PLO 2 Know basic models of applying anthropology in different settings and have the skills to be able to function as practitioners of several;

PLO 3 Be knowledgeable about (a) the discipline of anthropology in general and how it contributes to understanding and improving contemporary society, and (b) a particular field of anthropology in greater depth;

PLO 4 Be able to function effectively in at least one content area;

PLO 5 understand personal, political and ethical issues inherent in research and application;

PLO 6 Develop professionally as practitioners with skills in contracting, project management, and budgeting, as well as the ability to communicate about project goals and findings and the discipline of anthropology to diverse audiences; and

PLO 7 Be knowledgeable about the region as a social and cultural system with complex state, national and global interconnections.

Course Learning Outcomes (CLO)

Students who successfully complete this course will be able to:

CLO1.   Identify and apply various forms of qualitative evaluation;

CLO2.   Facilitate an empowerment evaluation process;

CLO3.   Develop appropriate tools to facilitate community advocacy, especially in heritage and landscape management;

CLO4.   Effectively contribute to service or product design projects as a member of a team;

CLO5.   Appropriately use forms of basic professional communication, such as memos, reports, executive summaries, etc.;

CLO6.   Apply basic skills needed to manage different facets of projects; and

CLO7.   Be able to apply the ethical principles in anthropology in order to protect the rights of various stakeholders in their projects, as well as identifying threats to ethical social research.

Required Texts/Readings

Textbook
1. Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America. Johns Hopkins University Press. ISBN. 9780801862649. Available through the Spartan bookstore and Amazon.

2. Blomberg, Jeannette and Chuck Darrah (2015) An Anthropology of Services. Morgan and Claypool. (ISBN 9781608452019). Available through the Spartan bookstore and Amazon.

3. Zeisel, J. (2006). Inquiry by design, revised edition. New York: Norton Press. ISBN 9780393731842. Available through the Spartan bookstore and Amazon.

Other Readings

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

Jordan, Brigitte and Christina Wasson. 2015. "Autonomous Vehicle Study Builds Bridges between Industry and Academia, Nissan Research Center, Silicon Valley." *Ethnographic Praxis in Industry Conference Proceedings*. (2015):24–35.

Lawrence-Zuniga, Denise. 2010. "Cosmologies of Bungalow Preservation: Identity, Lifestyle and Civic Virtue." *City and Society* 22(2): 211-236.

Little, Walter E. 2014. "Façade to Street to Façade: Negotiating Public Spatial Legality in a World Heritage City." *City and Society* 26(2): 196–216.

Excerpts from Design Anthropology: Object Cultures in Transition.

Bezaitis, Maria and Rick Robinson. "Valuable to Values: How 'User Research' Ought to Change. In *Design Anthropology: Object Cultures in Transition,* edited by Allison Clark,53-68. New York: Bloomsbury Academic.

Miller, Daniel. 2018. "Interior Decoration—Offline and Online." In *Design Anthropology: Object Cultures in Transition,* edited by Allison Clark, 169-177. New York: Bloomsbury Academic.

Taylor, Erin and Heather Horst. 2018. "Designing Financial Literacy in Haiti." In *Design Anthropology: Object Cultures in Transition,* edited by Allison Clark, 179-199. New York: Bloomsbury Academic.

You will also each be selecting a blog from Living Anthropologically, deconstruct that blog and share your insights in class in order to develop your own blog. https://www.livinganthropologically.com/anthropology-blogs-2019/ along with https://thegeekanthropologist.com/2015/04/10/introduction-the-anthropology-blogging-project/

Other technology requirements / equipment / material

Students must have access to digital recorders, cameras and other devices necessary in conducting ethnographic fieldwork. Each student team must have software necessary for creating and editing videos.

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 at http://www.sjsu.edu/gup/syllabusinfo/

Assignments for this course include the following:

1. Classroom Discussion Facilitator (8%, 20 points per class). Each student will be asked to facilitate class discussion during the semester. Students will be assessed on their mastery of the material in a summary of key points (not to exceed 15 minutes), the ability to engage the class *through hands-on activities*, and ability to create questions that link readings to cohort student interests and the Street Sense class project. Facilitation duties will be assigned the first meeting of the class and are indicated on the weekly schedule by a †. This activity is used in assessing CLOs 5 and 6, and depending on the topic, CLO 1,2,3,4.

2. Weekly Participation (29%, 5 points per class, 75 points total). Students will be graded on their participation during sessions. I will pay attention to *professional demeanor* and *the ability to stay on task*. There will be many group discussions and exercises throughout the semester and active thoughtful participation benefits all. This activity is used in assessing CLOs 5 and 6, and depending on the topic, CLO 1,2,3,4. The discussion of ethics in various contexts is used to assess CLO 7.

3. Readings Syntheses and Reflection (31%, 10 points per summary, 80 points total). Students will prepare a concise summary of each week's readings (noted on schedule with an asterix). Summarize each reading (article or chapter; individual chapters, if the reading is a book) in a well-composed paragraph with topic sentence and example. Then apply two analytical frameworks:
   a) **Reading Synthesis** Describe the reading. How do the readings connect with the others that week, to others in the course, to others you have read in other program seminars?
   b) **Pairing the Toolkit, Theory and Practice** How might this particular practical tool connect ideas or techniques for your current or future practice? If there is little connection, then discuss how the reading connects to the class project. Do not be general, use specific examples.

You may collaborate on preparing reading notes, but only individual submissions will be graded. These must be turned in the week the readings are due unless otherwise specified. Reference the readings in your paper title and cite fully in the body of the paper. Papers will be turned in online through Canvas. All papers should have name, class title, and date and pages must be numbered. Practice writing in the CMOS author-date framework. CLO 5 and depending on the topic, CLOs 1,2,3,4. Any discussion of ethics in various contexts is used to assess CLO 7.

4. Street Sense Class Project: Client-affiliated class project (40%, 100 points total). We have a client this term who need to better understand the role of place and space: [Alliance Innovation Lab Silicon Valley](#)'s Melissa Cefkin and her team (two teams). Both projects involve gathering and analyzing primary data in order to tell stories. The project with Nissan involves a twist of design fiction. These are "soft" clients, who help structure the project we will use to organize our readings and discussions, but whose domain will be generalized to a larger topic. We will be looking at the social life of streets and neighborhoods in the downtown area. Possible areas of inquiry include exploring transportation deserts, identifying the experiences of gentrification on the streetscape, and exploring the experience of streetscape and vehicular experiments around campus. Each has different purposes and research orientations, but both require a video deliverable. This assignment will be used to assess CLOs 3, 4, 5 and 6.

The class will be divided into three teams. Nissan is interested in autonomous vehicles and the impact on the most vulnerable populations, so two teams will focus on 1) the design of projects and services linked to diversity of behaviors in this domain, and 2) evaluating the role of mobility in making communities viable.

First, the teams will develop a table that links research questions with appropriate methods and identifies clearly the sample and unit of analysis. This activity is done as a TEAM.

Second, we will collect ethnographic and archival information. Each student will conduct original research as appropriate to the team's focus. This might include reviewing historic land use changes, conducting interviews and associated observations, attend and observe the appropriate city commission or advisory meeting/hearing. You will put your primary data in the context developed by project related reading materials, including the transportation policy environment of San Jose in the case of Alliance Research. You will share rich summaries with your teammates. In tandem with the video you will write a collective blog post suitable for practitioner scholar blog site (these will be shared with the client) using readings that most closely relate to the area you explored (design, community-engagement and heritage. Take one framework, 1) the design of projects and services linked to diversity of behaviors in this domain, 2) heritage and the meaning of landscapes, and 3) evaluating the role of neighborhood engagement in making physically traversable, and analyze how your new-found knowledge might bring new insights to one of those frameworks. Some of these insights might be pragmatic, related to services and technologies that would benefit key stakeholders, and those that would benefit public and private interests. Describe a potential intervention, action or engagement that would emerge from your findings. As you write your 1000 words, (10 points for the uploaded draft, 40 points for the final version), track the lessons you learned about the social life of streets and neighborhoods as you did this exercise. These insights might develop into storylines for your video. These papers will be written and submitted as individuals. The papers will be submitted on Canvas. At the end of the project, each team member will be evaluated in the participation grade with input from teammates. You are accountable to your team.

Final Exam Video Festival (6%). Each team will produce a short (10 minute) YouTube video for the clients summarizing what they learned about the primary research questions as they worked through the design, evaluation and advocacy applications. These will be uploaded to the YouTube Channel screened during the final exam period on May 14. (50 points for video.) This

activity is done as a TEAM. Please upload file by May 13 at 11:59 pm. This assignment is used to assess CLOs 3, 4, 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 Video summary of the class project is our culminating activity. The video film festival will be the course' culminating activity.

Grading Information

Participation

NOTE that [University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf](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 only **two** late submissions unless there is compelling and documented reasons to do so. If you communicate with me asking for an extension, I will grant you a one-week extension only. 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 Drive or YouTube Channel.

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

A plus 98 to100% (269.5 to 275 points)

A   9 to 97 % (258.5 to 269 points)
A minus 90 to 93% (247.5 to 258 points)

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.

B plus 88 to 89% (242 to 246 points)
B   84 to 87% (231 to 241 points)
B minus   80 to 83% (220 to 230 points)

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.

C plus 78 to 79% (214.5 to 219 points)
C   74 to 77% (203.5 to 214 points)
C minus   70 to 73% (192.5 to 203 points)

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 to 69% (187 to 192 points)
D   64 to 67% (176 to 186 points)
D minus 60 to 63% (165 to 175 points)
F < 60% (164 points and below)

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.

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 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)

[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. No device use during films since they are distracting to the rest of the classroom. Class will begin on time, and a professional tone is to be adopted 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.

Anth 232 / Applications Core, Spring 2020, 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	Date	Topics, Readings, Assignments, Deadlines
		Jumpstarting the Class Project
1	January 23	Class Introduction, Overview of Key Concepts and Activities
2	January 30	Logistics and concepts for Street Sense Class Projects *Read for background: • Jordan and Wasson (2015) Autonomous Vehicle Study Builds Bridges between Industry and Academia. • Little, Walter E. (2014) Façade to Street to Façade: Negotiating Public Spatial Legality in a World Heritage City. City & Society 26(2): 196–216. A summary is due for these readings. No facilitator needed.
3	February 6	Project Activities Team Organization. Workshop on Research Design.
		Intentional Change and Design
4	February 13	Observing and Designing activities, services • [1][†] Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (chapters 1-4)
5	February 20	Observing and Designing activities, services [2][†] Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (chapters 5-7)
6	February 27	From watching creativity to facilitating creativity, the anthropology of design Read: [3][*][†] Zeisel, J. (2006). Inquiry by Design. Chapters 1, 3, 5
7	March 5	Read: [4][*][†]Zeisel, J. (2006). Inquiry by Design Chapters 8, and 9
8	March 12	Design Anthropology Read: [5][*][†]Miller, Daniel. 2018. "Interior Decoration—Offline and Online." [Canvas]; Taylor, Erin and Heather Horst. 2018. "Designing Financial Literacy in Haiti." [Canvas]; Bezaitis, Maria and Rick Robinson. "Valuable to Values: How 'User Research' Ought to Change." [Canvas]
9	March 19	Landscapes of use and meaning Read: [6][*][†] Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Introduction and Chapters 1, 2, and 3

Week	Date	Topics, Readings, Assignments, Deadlines
		Fieldwork update due (150 words uploaded to Canvas as a Team)
		Landscapes and Heritage
10	March 26	Managing heritages, advocating landscapes Read: [7*†] • Read: Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Chapters 5, 6 and 7 • Read: Lawrence-Zuniga, Denise (2010) Cosmologies of Bungalow Preservation: Identity, Lifestyle and Civic Virtue.
11	April 2	Spring Break
		Working with the Client, Street Sense
12	April 9	Workshop: Blogging as a deliverable. Preparing for Insights on Street Sense Research Questions Bring fieldnotes and preliminary analyses to class
13	April 16	Team discussion and workshop time. **Bring draft Street Sense blogs to class for peer review**
14	April 23	**Online and Team Time only.**
15	April 30	Video Production Workshop http://www.wikihow.com/Make-a-YouTube-Video
16	May 7	Anthropologist as communicator, social marketing and culture brokering. Workshop: Identifying opportunity and strategies to communicate **Revised Street Sense blog due**
Final Exam	May 14	Clark 204 6:00-7:30 Video Film Festival