

**San José State University  
Anthropology Department  
Anth 102 Silicon Valley Connections**

**Fall 2021**

**Course and Contact Information**

<b>Instructor:</b>	Jan English-Lueck
<b>Office Location:</b>	Clark Hall 459 or on Zoom: <a href="https://sjsu.zoom.us/j/89214703931">https://sjsu.zoom.us/j/89214703931</a>
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<b>Office Hours:</b>	Wednesday on Zoom 1:00-3:00 or by appt. <a href="https://sjsu.zoom.us/j/89214703931">https://sjsu.zoom.us/j/89214703931</a>
<b>Class Days/Time:</b>	Monday 4-5:15 on Zoom, asynchronously throughout the week
<b>Classroom:</b>	Zoom: <a href="https://sjsu.zoom.us/j/85114222061?pwd=V2RMR2hhTXVWOTJVCgpmDHFIvmpoUT09">https://sjsu.zoom.us/j/85114222061?pwd=V2RMR2hhTXVWOTJVCgpmDHFIvmpoUT09</a> Password: GARA6E
<b>Prerequisites:</b>	There are no prerequisites for the course. Upper division standing.

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

Canvas readings, videos and activities will supplement the online seminar format of the course. The class will be conducted as a “flip” class with content, including mini-lectures, available on Canvas, and workshop, discussion, exercises, and guest speakers on Zoom.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas shell developed for the class on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

**Course Description**

The course “Examines issues of cultural diversity, work and family, technology in daily life, attachment to organizations, and community building in Silicon Valley through an anthropological perspective. We explore connections with other global regions. Public and private policy implications are developed and analyzed.” The course meets upper division electives in the Anthropology, Behavioral Science and Organizational Studies majors.

Anth 102 Silicon Valley Connections introduces students to Silicon Valley as a site in which to explore public policy issues with local/regional, national and international implications. It begins by introducing

cultural anthropological concepts and methods for studying regions such as Silicon Valley. Students also develop an in-depth understanding of Silicon Valley as a distinctive region that exists within a web of national and international connections. The middle third of the class is devoted to data collection, readings, and lectures about five important issues that affect life in the region.

1. What are the characteristics of cultural diversity in Silicon Valley and how do they affect living and working here?
2. How are changes in the nature of work affecting families and life outside work?
3. How are the processes of producing and consuming new technologies affecting individuals, families, and communities?
4. How are the ways that people attach to organizations changing, and what are the effects on individuals and families?
5. How is community and quality of life built and maintained in a place where attachments are often ephemeral and mobility is great?

We use these questions to discuss policy, both public and private, during the final third of the semester. We will collectively develop a framework to consider these issues and their intended and unintended consequences.

In Fall 2021, we are partnering with [Mosaic America](#) and the cultural geographer [Kerry Rohrmeier](#) in our class project. Our organizational and cultural research will be used in creating the first interactive cultural arts map of the Bay Area and Silicon Valley.

## **Course Goals**

The goals of this course are to (1) develop student abilities to analyze Silicon Valley as a sociocultural system that manifests various social issues ; (2) to place Silicon Valley and those issues in their national and international contexts; (3) to develop student skills in conceptualizing problems from the perspectives of multiple stakeholders and creating policy alternatives at multiple levels; and (4) to develop generally applicable skills in sociocultural analysis.

## **Course Learning Outcomes (CLO)**

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

CLO 1 Conceptualize social issues and analyze them from the perspectives of different stakeholders;

CLO2 Collect, assess and interpret social science data relevant to regional issues;

CLO3 Analyze a region as a sociocultural system situated in larger domestic and international contexts;

CLO4 Formulate problem statements and policy alternatives that connect regional issues to larger domestic and international ones; and

CLO5 Identify some of the critical issues that face this and other regions, and their implications for work, family and civic life.

## Program Learning Outcomes

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas. Objectives especially germane to this course are indicated by an asterisk.

### Knowledge

\*PLO1. Understanding culture as the distinguishing phenomenon of human life, and the relationships of human biology and cultural processes in human behavior and evolution.

\*PLO2. Awareness of the diverse past and present cultures in which humans have lived.

PLO3. Knowledge of the significant findings of archeology, cultural anthropology, and physical anthropology, and familiarity with the important issues in each sub-discipline.

PLO4. Knowledge of the history of anthropological thought and its place in modern intellectual history.

\*PLO5. Comprehension of multiculturalism as a significant phenomenon shaping global Society.

### Skills

PLO6. Familiarity with the forms of anthropological data and literature, and working knowledge of how to access such information.

\*PLO7. Awareness of the importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.

\*PLO8. Knowledge of the research methods of the sub-disciplines of anthropology, and ability to apply appropriate research methods in at least one sub-discipline.

\*PLO9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

### Delivery

Awareness and utilization of departmental resources, such as advisement, services of department office, student organizations, access to laboratories.

## Required Texts/Readings

### Textbook

English-Lueck, J. A., *Cultures@SiliconValley*. (2017) 2nd Edition. Stanford University Press. 9781503602922<sup>1</sup>

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<sup>1</sup> Note. A copy of this text will be placed on reserve in the Martin Luther King Junior library. Any royalties earned will be donated to the Anthropology Endowment Fund.

Just, Peter, (2000) *Social and Cultural Anthropology: A Very Short Introduction*. 978-0192853462 (Available as an electronic book through the MLK Jr. Library through ProQuest EBOOK Central Academic)

Video: *Silicon Valley, The Untold Story* Season 1. Kikkum Media. Available on Amazon Video for \$5.99. Excerpts shown in class.

Video: "Silicon Valley Has Lost Its Soul: A Debate." Films On Demand, Films Media Group, 2018, [fod.infobase.com/PortalPlaylists.aspx?wID=241180&xtid=185238](http://fod.infobase.com/PortalPlaylists.aspx?wID=241180&xtid=185238). Available through the library, Infobase: Films on Demand.

Haveman, Jon 2020 *Silicon Valley Indicators: Absolute GINI Coefficients of Income Inequality*. Available online from <https://siliconvalleyindicators.org/data/economy/income/household-income/gini-coefficients-of-income-inequality/>

In addition, a Canvas based-course reader contains excerpts from books, articles, and short reports. Entries include:

Reading 1. Rao, Arun with Peiro Scaruffi. 2013. *A History of Silicon Valley*. 2<sup>nd</sup> Edition. Palo Alto: Omniware Group.

Reading 2. Excerpts, Saxenian, Annalee. *Regional Advantage and the New Argonauts*

Reading 3. Joint Venture Silicon Valley (2021). Silicon Valley Index.

Reading 4. Meehan, Mary Beth, and Fred Turner. 2021. *Seeing Silicon Valley: Life inside a Fraying America*. The "Valley on the Hill," "Afterward" and photo essay to be assigned to working groups.

Reading 5. Cowan, Greer and Jeff Bellisario. 2020. *Remote Work in the Bay Area: An Initial Evaluation of the Data and Implications for Public Policy*. Bay Area Council Economic Institute: San Francisco.

### **Other technology requirements / equipment / material**

Digital recording devices will be needed for the ethnographic interviews. Digital Camera will be used to take photographs to supplement organizational profiles.

### **Library Liaison**

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

### **Course Requirements and Assignments**

**1. Take-home Essays.** These six short essays will be used to assess student mastery of course readings and lectures. These will be take-home essays that will combine short responses and a longer response. (minimum: 200-400 words). These assignments will have imbedded questions that address CLOs 1, 3, 4, and 5. Each set of questions will be 25 points, 150 points total or 6%, 34% of the over grade.

**2. Silicon Valley Culture Mapping Project, Digital Storytelling** These assignments allow students to profile one arts and cultural organization in 1) Japantown and/or 2) other communities in the Bay Area. We will

collectively select the organizations to reduce redundancy and ensure cultural inclusivity. Students will collect one oral history interview with a relevant community organizer, cultural advocate, or artists associated with the organization. We are working in collaboration with cultural geographer Kerry Rohrmeier and Mosaic America. The information students collect will contribute to the cultural mapping project that will display information about cultural arts organizations throughout the Bay Area. Interviews will be conducted on Zoom unless the COVID-19 protocols permit face-to-face access. Otter-ai or a similar transcription service can be used to generate raw transcripts. The data from these assignments may be used in other courses. These assignments will address CLO 2. Deliverables include:

- a. An organizational profile with a short description and a detailed chart profile, 50 points (12%);
- b. An oral history audio file, (40 points, 10%);
- c. Cleaned transcript with introductory Memo to Me (MTM), 50 points (12%);
- d. 1-5 photographs. 360 photographs are acceptable, 20 points (5%);
- e. Tracking sheet with detailed information on data collection. Interview and image consents, 20 points (5%)

**4. Participation and Miscellaneous Activities** Participation in class activities, project updates, simulations, and a variety of other exercises can be worth more than 100 points (65 points for online participation (18%), 35 points for miscellaneous activities related to online readings and lectures or 6%, and all together 24% of the total grade). Attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit, varying from 2-5 points, will be given on days in which such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and/or late entry or exit in an activity, and no credit for non-participation. Canvas access, Class discussions on Zoom and short written exercises online (for example, short response papers, uploads of relevant media) will be used to track participation. Course learning objectives met by these assignments include CLO 1, 2 and 5.

“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.”

### **Final Examination or Evaluation**

**Final Exam. Issue Analysis.** Students are required to select one issue to formulate as problems from the perspectives of multiple stakeholders. They then analyze the regional and national and/or international policy implications of each issue. These assignments develop students' abilities to conceptualize social issues using various data; to analyze them from the perspectives of diverse stakeholders with potentially conflicting agendas; and to develop the ability to formulate and critique alternative scenarios. Each issue analysis must be a minimum of 750 words, and include one stakeholder chart. References should be made to appropriate literature. This assignment is worth 50 points, or 12% of the total grade. This assignment will address CLO 3, 4 and 5.

## **Grading Information**

### **Grading**

#### **Incompletes**

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the work must be completed to get an incomplete grade. Students with missing major assignments will earn the grade based on cumulative points at the time of the final. **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. If you need a grade check, please send an email at least 24 hours before the check is needed. You may also track your grade in Canvas.

#### **Marking Criteria**

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus = 98, 421 to 430 points

A = 94 to 97%, 404 to 420 points

A minus = 90 to 93%, 387 to 403 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 = 88-89%, 378 to 386 points

B = 84 to 87%, 361 to 377 points

B minus = 80 to 83%, 344 to 360 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%, 335 to 343 points

C = 74 to 77%, 318 to 334 points

C minus = 70 to 73%, 301 to 318 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%, 292 to 300 points

D = 64 to 67%, 275 to 291 points

D minus = 60 to 63%, 258 to 274 points

F = less than 59%, less than 254 points

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 question or topic.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>421 to 430</i>	<i>98 to 100%</i>
<i>A</i>	<i>404 to 420</i>	<i>94 to 97%</i>
<i>A minus</i>	<i>387 to 403</i>	<i>90 to 932%</i>
<i>B plus</i>	<i>378 to 386</i>	<i>88 to 89 %</i>
<i>B</i>	<i>361 to 377</i>	<i>84 to 87%</i>
<i>B minus</i>	<i>344 to 360</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>335 to 343</i>	<i>78 to 79%</i>
<i>C</i>	<i>318 to 334</i>	<i>74 to 77%</i>
<i>C minus</i>	<i>301 to 318</i>	<i>70 to 73%</i>
<i>D plus</i>	<i>292 to 300</i>	<i>68 to 69%</i>
<i>D</i>	<i>275 to 291</i>	<i>64 to 67%</i>
<i>D minus</i>	<i>258 to 274</i>	<i>60 to 63%</i>

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.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Grades will be posted on Canvas within one week of grading.

### **Determination of Grades**

Late work will only be accepted if the professor has approved the reason. The work will drop one grade as a late penalty in such cases unless otherwise arranged by agreement with the professor. Extra credit is not given.

### **Classroom Protocol**

Collaborative participation is critical in ethnography. Your classroom demeanor should be professional, as should be your actions in the field. You may bring devices to class, but they should only be used in class activities and work. Do not have open windows that do not pertain to the course, and make sure your mobile devices are set to silent. Distracted and inappropriate behavior that disrupts the class will not be tolerated and you may be asked to leave the classroom if it continues. In your group activities, be conscientious and respectful. Listen and let others speak. Keep your cameras on during Zoom breakouts, and at the professor’s/speaker’s request.

### **University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources with students.

## Anth 102 Silicon Valley Connections, Fall 2021, Course Schedule

If there any changes to the schedule students will be notified by email, announcements in Canvas, and subsequent modifications will be made to the schedule on the homepage in the Canvas shell.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 23	Introduction to the Course Course format, anthropological perspective, Silicon Valley as a region, and social issues. <b>Explore</b> <a href="https://svcp.org/">https://svcp.org/</a> <b>Breakout self-introductions</b>
1	August 24-29	What anthropologists do, and what you are doing to do. <b>Read:</b> <i>Just</i> , Chapter 1 <b>View online mini-lecture:</b> <i>Anthropological imagination</i>
2	August 30	The anthropological lens in our class project <b>Brainstorm</b> possible sites of exploration, learning about our partner, Mosaic America, Guests!
2	September 1-5	Cultural Perspective I: Concepts Concept of culture, sociocultural systems, importance of "insider" and "outsider" perspectives, and cultural contradictions and inconsistencies <b>Read:</b> <i>Just</i> : Chapters 2,3, and 4 <b>Propose</b> initial organizational focus for Culture Mapping Program
3	September 6	Labor Day, no class
3	September 7-12	Cultural Perspective II: Tools Methods of inquiry, such as interviews, archival review, observation; sources of data about Silicon Valley <b>Read:</b> <i>Just</i> Chapters 6, 7, 8 <b>View online mini-lecture:</b> <i>Studying Silicon Valley</i>
4	September 13	Silicon Valley as a region that is defined ambiguously and diversely by individuals and organizations <b>Read:</b> <i>English-Lueck</i> Chapters 1, 2 <b>Prep exercise:</b> <i>Intercultural vignettes and incidents.</i> <b>Submit</b> proposal statement for organization focus for culture mapping focus
<b>CRITICAL ISSUES AND DAILY LIFE</b>		
4	September 14-19	Presentation of data characterizing Silicon Valley as a regional political economy with national and international connections <b>Read:</b> <i>Reading 1, Silicon Valley Index 2021, Pp. 6-21</i> <i>Reading 2, Rao, Chapter 35, 36 (Timeline) –SV as technopolis</i> <b>Play with chart</b> – where do you, your family and your household connect to the stereotypical Silicon Valley <b>Watch:</b> <i>Silicon Valley the Untold Story</i> , Episode 1 <b>Take home essay # 1 due 9/19</b>
5	September 20	<i>Your stories- THE story</i> <b>Discuss</b> <i>Silicon Valley as a political economy</i>

Week	Date	Topics, Readings, Assignments, Deadlines
5	September 21-26	Models of Regional Advantage and Global Connection <b>Read:</b> Reading 3, Excerpts from Saxenian: <i>Regional Advantage</i> and the <i>New Argonauts</i> excerpts on Canvas. <b>View online lecture:</b> <i>Global Flows and Silicon Valley</i>
6	September 27	Digital Storytelling and class project <b>Explore</b> <i>Reengineering Nature in Silicon Valley VR Website</i> <b>Create protocols for working groups</b>
6	September 28-October 3	Focus on Japantown San Jose <b>Explore</b> <i>Hidden Histories of San Jose Japantown</i> <b>View online mini-lecture</b> , <i>Japantown and Asian connections</i> <b>Take home essay # 2 due 10/3</b>
7	October 4	Workshop on data collection, oral and visual <b>Propose</b> oral history candidates for culture mapping project <b>Discuss</b> Asian connections
7	October 5-10	Issue #1 What are the characteristics of cultural diversity in Silicon Valley and how do they affect living and working here? <b>Read:</b> English-Lueck: Chapter 3, 4 <b>Read blog:</b> <a href="https://blogs.sjsu.edu/anthropology/2017/01/05/numu-exhibit-features-film-of-stories-from-american-indian-urban-relocation-project/">https://blogs.sjsu.edu/anthropology/2017/01/05/numu-exhibit-features-film-of-stories-from-american-indian-urban-relocation-project/</a> <b>Watch:</b> <i>Voices of American Indian Urban Relocation</i> <a href="https://www.youtube.com/watch?v=b9CYF4c41No">https://www.youtube.com/watch?v=b9CYF4c41No</a>
8	October 11	Discuss oral histories and distinctions from other ethnographic interviews, or design or user experience interviews. <b>Confirm</b> oral history interview candidate
8	October 12-17	Living with the reality of Silicon Valley Reading 4, Meehan and Turner (see assignment grid for case studies) <b>Watch</b> <i>Silicon Valley the Untold Story</i> , Episode 2
9	October 18	<b>Discuss</b> <i>Seeing Silicon Valley Case Studies</i>
9	October 19-24	Issue #2: How are changes in the nature of work affecting families and the lives people outside of work? <b>Read:</b> <i>English-Lueck: Chapter 5</i> <b>Watch:</b> <i>Silicon Valley, the Untold Story, Episode 3</i> <b>Take home essay # 3 due 10/24</b>
10	October 25	Homework and in-class discussion: Inventory analysis and student diary analysis <b>Generate</b> questions for guest speakers
10	October 26-October 31	Regional Partnerships Surf Websites, <a href="#">Silicon Valley Leadership Group</a> , <a href="#">Joint Venture Silicon Valley</a> , <a href="#">Working Partnerships USA</a> , <a href="#">Silicon Valley Debug</a> <b>Respond</b> to Canvas Prompt <b>View online mini-lecture</b> on organizational innovation and company towns
11	November 1	Guest Speakers: Non-profit work in Silicon Valley <b>Prepare for Q and A</b> <b>Photographs or soundscapes for class project due</b>
11	November 2-7	Issue #3: How is the production and consumption of new information technologies affecting individuals, families, and communities?

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>View online mini-lecture: Cultural perspectives and technological uses</i> <i>Take home essay # 4 due 11/7</i>
12	November 8	<i>Discuss your own technological inventory and its implications.</i> <b>Organizational profiles due</b>
12	November 9-14	Issue #4: How are the ways that people attach to organizations changing, and what are the effects on individuals and families? <i>Watch Videos Applied Anthropologists, Study Spaces, <a href="#">Team Milestones</a>, <a href="#">Team Access</a></i> <b>Read:</b> Reading #5, Remote Work in the Bay Area.
13	November 15	<i>Discuss the impact of COVID-19 on student and worker life</i>
13	November 16-21	Issue #5: How is community and quality of life built and maintained in a place where attachments are often ephemeral and mobility is great? <b>Read:</b> English-Lueck: Chapter 6 <i>Watch mini-lecture: Cultural Assets, Cultural Challenges in Silicon Valley</i> <i>Take home essay # 5 due 11/21</i>
14	November 22	In-class reflection <i>Discuss, What you have learned about the region's cultural life?</i>
		<b>PROBLEMS AND POLICY</b>
14	November 23-28	No class meetings or activities 24-26. <b>Happy Thanksgiving.</b> Continue working on your project
15	November 29	Local policy experiments Issues analysis prompts given and discussed <i>View Mini-lecture: UBI, Smart Cities, Regional Partnerships</i> <i>Tracking sheet, Transcripts, photographs/audio sound files due</i>
15	November 30- December 5	From Issues to Problems and Policies Frameworks for problem definition, stakeholder analysis, and policy formulation and analysis <i>View Video: Silicon Valley Has Lost its Soul: Debate. Online video on demand Infobase.</i> <i>Take home essay # 6 due 12/5</i>
16	December 6	<i>In-class workshops on preparing issue analyses</i>
Final Exam	December Wed. Dec. 8, 2:45-5 PM	<b>Final Examination, Issues Analysis, Due</b>