

San José State University
Anthropology Department
ANTH 232: Application Core (Section 1)
Spring 2016

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Tuesday, Thursday 10:30-11:30, Wednesday 1:30-2:45 or by appointment
Class Days/Time:	Wed. 6:00-8:45 PM
Classroom:	WSQ 004
Prerequisites:	Prerequisite: ANTH 231 or instructor consent.

Course Format

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

Faculty Web Page and MYSJSU Messaging

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, *Busier than Ever! Why American Families can't Slow Down* (with Charles Darrah and James Freeman), and *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, in particular. 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 knowledgeable about ethical principles in anthropology and how to protect the rights of various stakeholders in their projects, as well as the threats to ethical social research.

Required Texts/Readings

Textbook

This semester we will be using the following texts

1. Alanen, Arnold and Robert Melnick (2000 Preserving Cultural Landscapes in America)
2. Sunderland, P. and Denny, R. (2007). Doing anthropology in consumer research. Walnut Creek, CA: Left Coast Press.
3. Zeisel, J. (2006). Inquiry by design, revised edition. New York: Norton Press.

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

1. Azevedo, Kathryn and Thomas Robinson (2015): Anthropology in the Design of Preventive Behavioral Health Programs for Children And Families Living in Disadvantaged Neighborhoods. *Annals of Anthropological Practice* 39(2): 176-191.
2. Blomberg, Jeanette and Chuck Darrah (2015) *An Anthropology of Services: Toward a Practice Approach in Designing Services*. San Rafael: Morgan and Claypool Publishers. (Excerpt)
3. Chelcea, Livia (2015) *An Anthropology of Parking: Infrastructures of Automobility, Work and Circulation*. *Anthropology of Work Review* 36(2): 62-73.
4. Fetterman, David (2005) *Empowerment and Ethnographic Evaluation: Hewlett-Packard's \$15 Million Digital Divide Project*. *NAPA Bulletin* 24: 71-78.
5. Greenhalgh, Susan (2015) *Disordered Eating/Eating Disorder: Hidden Perils of the Nation's Fight against Fat*. *Medical Anthropology Quarterly*, Vol. 00, Issue 0, pp. 1–18 (epublication ahead of print).
6. Lane, Sandra, et al. (2011) *Action Anthropology and Pedagogy: University-Community Collaborations in Setting Policy*.

7. Lawrence-Zuniga, Denise (2010) *Cosmologies of Bungalow Preservation: Identity, Lifestyle and Civic Virtue*. *City and Society* 22(2): 211-236.
8. Rijsberman, Marijke (2013) *Ethnography and Product Design, Fixing the Future*. In *Advancing Ethnography in Corporate Environments*. Brigitte Jordan, Ed. Pp. 76-91.
9. Simon, E. L. & Christman, J. B. (2005). *Getting real about what it takes to conduct evaluation research: What do you need to know?* In M. O. Butler & J. Copeland-Carson (Eds.). *Creating evaluation anthropology*, (NAPA Bulletin 24).
10. Sorenson, Andre (2009) *Neighborhood Streets as Meaningful Spaces: Claiming Rights to Shared Spaces in Tokyo*. *City and Society* 21(2): 207-229.

Library Liaison

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

Course Requirements and Assignments

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

Assignments for this course include the following:

1. Classroom Discussion Facilitator (12.5%, 20 points per class, 40 points total). In pairs each student will be asked to facilitate class discussion twice during the semester (facilitators cannot be recorders for the same session). Students will be assessed on their mastery of the material in a summary of key points (not to exceed 10 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 Nissan-related class project.
2. Weekly Participation (11 %, 2.5 points per class, 35 points total). Students will be graded on their participation during sessions when they are not recorders or facilitators. There will be many group discussions and exercises throughout the semester and active thoughtful participation benefits all. Each student is responsible for considering how the readings can stimulate their own work, their cohort's work, and the Nissan-related class project.
3. Readings Syntheses and Reflection (31.5%, 10 points per summary, 100 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 3-5 sentences. Then apply two analytical frameworks:
 - a) 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) How can you apply a concept or technique suggested in the reading to either your own project, to one of your cohort's projects, or the Nissan-based class project?

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. Reference the readings in your paper title, and cite fully in the body of the paper. Papers will be turned in by paper and online.

4. Parking Matters: Client-affiliated class project (41%). This term our course will be working with two applied anthropologists from Nissan, who are visiting scholars—Brigitte Jordan and Melissa Cefkin. They 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 parking in the area around San Jose State, when technologies of mobility—skateboards, bikes, cars, trucks, etc.—are not mobile. Our range of research questions include:

- What are the key activities, social contexts, and structures of meaning and value associated with parking?
- What are the infrastructural and policy contexts?
- Who are the myriad stakeholders in this activity’s ecosystem?
- What are the possible service and device ecologies that would have an impact on parking in the future?
- What metrics are meaningful in thinking about parking services and technologies and how could they be evaluated?
- As a form of landscape, what is at stake in preserving or transforming parking and the activities linked with it?
- How would community advocates be given a voice? Which communities could be mobilized?
- How would you apply various theoretical frameworks to interrogate this phenomenon?

The class will be divided into three overlapping teams. Mindful of the client, who is interested in autonomous vehicles, we also want to broaden the scope to 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 parking in making communities viable. The project will unfold, and your efforts will be assessed, in three stages.

First, we will assemble information about the phenomenon. 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 parking policy environment of San Jose. You will share rich summaries with your teammates. The summary of your empirical work will comprise your first paper. These five-seven page (1500-2500 word) papers will be shared with our collaborators at Nissan (10 points for the draft, 40 points for the final version).

Second, you consider the design and services that could be associated with your new-found knowledge. Some of these would be pragmatic, related to services and technologies that would benefit key stakeholders, including parker-centered initiatives, and those that would benefit public and private interests. Each of you would pick a stakeholder and develop services and/or potential products that would benefit that stakeholder **and** the parker. In this thought exercise, you will describe your proposed service, design and evaluation, linked to evidence developed in your first paper. These two tasks will comprise your second paper (40 points). As you write your five-seven page (1500-2500 word) paper, track the lessons you learned about the social life of parking as you did this exercise.

Third, emerging from the papers and classroom discussions, you would consider how the impacts of these suggestions might be experienced by different communities and constituencies. Using a framework of participatory action research and advocacy, what communities would you imagine mobilizing, and around what issues would that community be mobilized? Each student will identify a stakeholder community/constituency, and develop a plan for working with that community toward a goal. What goals are plausible? Develop several alternatives that would serve the primary stakeholder. Identify an action plan. Who would be your potential allies? Develop, in some detail, a specific role for an anthropologist as broker/translator and resource. This paper would also give you an opportunity to reflect on the role of theory in shaping how you approached

working with particular communities. As you write your five-seven page (1500-2500 word) paper (40 points), track the lessons you learned about the social life of parking as you did this exercise. This will be the fodder for your video.

5. Final Exam Video Festival (6%). Each team will produce a short (10 minute) vimeo 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 screened during the final exam period on May 18. (20 points for video.)

Grading Policy

Participation

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <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 expect that you will notify me no later than the day of the class that you will miss class. You are still responsible for the work in a timely fashion. While I will accommodate unavoidable excused absences, this privilege can be revoked if abused.

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 completed to get an incomplete. Students with missing major assignments will receive a WU (an Unauthorized Withdrawal). **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+ 98-100%
A 94-97 %
A- 90-93%

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+ 88-89%
B 84-87%
B- 80-83%

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 78-79%

C 74-77%

C- 70-73%

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 68-69%

D 64-67%

D- 60-63%

F < 60%

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." 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.

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.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at

the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Anth 232 Applications Core Spring 2016

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		Introducing the Parking Matters Class Project
1	Feb. 3	Class Introduction, Overview of Key Concepts and Activities
2	Feb. 11	Logistics and concepts for Parking Matters class Project Read: Chelcea, Livia (2015) An Anthropology of Parking Sorenson, Andre (2009) Neighborhood Streets as Meaningful Spaces
		Consumption and Design
3	Feb. 17	Project Activities Team Organization *Consumption Read: Sunderland, P. and Denny, R. (2007). Doing anthropology in consumer research. Part 1
4	Feb. 24	*Consumption Read: Sunderland, P. and Denny, R. (2007). Doing anthropology in consumer research. Part II and chapter 10
5	Mar. 2	*From watching creativity to facilitating creativity, the anthropology of design Read: Zeisel, J. (2006). Inquiry by design, Chapters 1, 3, 5
6	Mar. 9	Read: Zeisel, J. (2006). Inquiry by design, Chapters 8, and 9 Rijsberman, Marijke (2013) Ethnography and Product Design, Fixing the Future.
7	Mar. 16	*Observing and Designing activities, services Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (excerpt)
		Landscapes and Heritage
8	Mar. 23	*Landscapes of use and meaning Read: Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Introduction and Chapters 1, 2, and 3 Parking Matters Summary DRAFT paper due
		No class March 30, Spring Break
9	Apr. 6	*Managing heritages, advocating landscapes 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. Revised Parking Matters Summary final paper for clients due
		Advocacy, Community-based work and Empowerment Evaluation
10	Apr. 13	*Advocacy and Action Anthropology Read: Lane, Sandra, et al. (2011) Action Anthropology and Pedagogy: University-Community Collaborations in Setting Policy.

Week	Date	Topics, Readings, Assignments, Deadlines
		Parking Matters Design and Services Paper due
11	Apr. 20	*Theory, advocacy and participatory action research Read: Azevedo, Kathryn and Thomas Robinson (2015): Anthropology in the Design of Preventive Behavioral Health Programs for Children And Families Living in Disadvantaged Neighborhoods Greenhalgh, Susan (2015) Disordered Eating/Eating Disorder: Hidden Perils of the Nation's Fight against Fat
12	Apr. 27	*Evaluation as advocacy, empowerment evaluation Read: Simon, E. L. & Christman, J. B. (2005). Getting real about what it takes to conduct evaluation research: What do you need to know? Read: Fetterman, David (2005) Empowerment and Ethnographic Evaluation: Hewlett-Packard's \$15 Million Digital Divide Project.
		Working with the Client, Parking Matters
13	May 3	Workshop: Preparing for Insights on Parking Matters Research Questions Parking Matters Community Advocacy Paper due
14	May 11	Anthropologist as communicator, social marketing and culture brokering. Workshop: Identifying opportunity and strategies to communicate
Final Exam	May 18 5:30-7:30	WSQ 004 from 1800-1930: Video summaries due.