

**San José State University**  
**Anthropology Department**  
**ANTH 232: Application Core (Section 1)**  
**Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jan English-Lueck
<b>Office Location:</b>	Clark 459
<b>Telephone:</b>	(408) 924-5347
<b>Email:</b>	Jan.English-Lueck@sjsu.edu
<b>Office Hours:</b>	Wednesday, Thursday 10:30-11:45 am or by appt.
<b>Class Days/Time:</b>	Wednesday 6:00-8:45 PM
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	Prerequisite: ANTH 231 or instructor consent.
<b>Class Number</b>	20688

**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 (Required)**

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) (Required)**

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 (Required)**

#### **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. Morris, Chad and John Luque eds. (2011). *Anthropological Insights on Effective Community-Based Coalition Practice*. *Annals of Anthropological Practice*. NAPA. Volume 35, Issue 2. ISBN 9781118306963. Also available through Canvas and as a download through Anthrosource on the SJSU library system. (see “Anthropological Insights on Effective Community-Based Coalition Practice: An Introduction”; “Food for

Thought: Coalition Process and Community-Based Research and Service-Learning Project”; “Building Living Alliances: Community Engagement and Community-Based Partnerships to Address the Health of Community Elders” and “Concluding Remarks: Anthropology’s Role in Building and Sustaining Community Coalitions.”

4. 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.

1. Brigitte Jordan, Christina Wasson (2015) *Autonomous Vehicle Study Builds Bridges between Industry and Academia*, Nissan Research Center, Silicon Valley 2015 Ethnographic Praxis in Industry Conference Proceedings, pp. 24–35.
2. Lawrence-Zuniga, Denise (2010) *Cosmologies of Bungalow Preservation: Identity, Lifestyle and Civic Virtue*. *City and Society* 22(2): 211-236.
3. Little, Walter E. (2014) *Façade to Street to Façade: Negotiating Public Spatial Legality in a World Heritage City*. *City & Society* 26(2): 196–216.
4. 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).

### **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](mailto: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 (12.5%, 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. If there are multiple facilitators in a class period coordination between them should be evident.

2. Weekly Participation (11 %, 3 points per class, 50 points total). Students will be graded on their participation during sessions. I will pay particular 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. Absences must be explained in an email at least two hours **before** the class. Zoom participation is available under circumstances agreed upon in advance of the class.

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 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 to the broader theoretical toolkit of four-field anthropology?

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.

4. Street Sense Class Project: Client-affiliated class project (41%). We have two possible clients this term who need to better understand the role of place and space:

[Nissan Research Center](#)'s Melissa Cefkin (two teams)

[CommUniverCity San Jose](#)—Five Wounds (one team)

Both projects involve gathering and analyzing primary data in order to tell stories. The project with Nissan involves a twist of design fiction, while the CommUniverCity team will work with oral histories of place, San Jose Stories, Neighborhood Lives. 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. Each has different purposes and research orientations, but both require a video deliverable.

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. CommUniverCity San Jose is interested in capturing the lives of people and telling a story about them and their place so the team associated with it will think about heritage and the meaning of landscapes. You will use life histories already collected but place them in a context that your uses additional research to develop. The project will unfold, and your efforts will be assessed, in three stages.

First, early on in the class 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 Nissan, and other stories of Five Wounds/Brookwood Terrace in the case of CommUniverCity (note the [MA project done by Cathy Mistely](#)). You will share rich summaries with your teammates. In preparation for that video you will write individual papers reflecting on the readings for the class 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 communities viable, 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 five-seven page (1500-2500 words, 10 points for the draft, 40 points for the final version). paper, 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 **INDIVIDUAL STUDENTS** on May 9. The papers will be submitted on Canvas. This paper is worth 50 points.

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 16. (50 points for video.) This activity is done as a **TEAM**.

### **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.

## **Grading Information (Required)**

### **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 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. Similarly, I will accept only **two** late weekly submissions, as long as those weekly summaries are done by the next class. There will be a one grade penalty for any late summaries. No other late work will be accepted. All summaries must be submitted through Canvas. All project related work will 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 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." Scores of individual assignments are posted to Canvas. 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.

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) (<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 (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be 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/>"

## Anth 232 / Applications Core, Spring 2018, 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 24	Class Introduction, Overview of Key Concepts and Activities
2	January 31	Logistics and concepts for Street Sense Class Projects/San Jose Stories Neighborhood Lives Project Read for background: [no written summaries due] <ul style="list-style-type: none"> <li>• Jordan and Wasserman (2015) Autonomous Vehicle Study Builds Bridges between Industry and Academia.</li> <li>• Little, Walter E. (2014) Façade to Street to Façade: Negotiating Public Spatial Legality in a World Heritage City. <i>City &amp; Society</i> 26(2): 196–216.</li> </ul>
3	February 7	Project Activities Team Organization. Workshop on Research Design.
4	February 14	<b>Class Workshop on Individual MA Proposals, Bring drafts to class</b>
		ADVOCACY AND COLLABORATIVE ANTHROPOLOGY
5	February 21	Morris, Chad and John Luque eds. (2011). Anthropological Insights on Effective Community-Based Coalition Practice. <i>Annals of Anthropological Practice</i> . NAPA. Volume 35, Issue 2. <ul style="list-style-type: none"> <li>• <sup>1*</sup> “Anthropological Insights on Effective Community-Based Coalition Practice: An Introduction”</li> <li>• <sup>2*</sup> “Food for Thought: Coalition Process and Community-Based Research and Service-Learning Project”</li> </ul> <p style="text-align: center;"><b>Street Sense Proposal Worksheet Due in class and on Canvas</b></p>
6	February 28	Morris, Chad and John Luque eds. (2011). Anthropological Insights on Effective Community-Based Coalition Practice. <i>Annals of Anthropological Practice</i> . NAPA. Volume 35, Issue 2. <ul style="list-style-type: none"> <li>• <sup>3*</sup> “Building Living Alliances: Community Engagement and Community-Based Partnerships to Address the Health of Community Elders”</li> <li>• <sup>(3*)</sup> “Concluding Remarks: Anthropology’s Role in Building and Sustaining Community Coalitions.”</li> <li>• <sup>4*</sup> Simon, E. L. &amp; Christman, J. B. (2005). “Getting real about what it takes to conduct evaluation research: What do you need to know?” (Canvas)</li> </ul>
		OBSERVING AND DESIGNING SPACE AND SERVICES

Week	Date	Topics, Readings, Assignments, Deadlines
7	March 7	Observing and designing services <ul style="list-style-type: none"> <li>• <sup>5</sup> Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (chapters 1-4)</li> <li>• <sup>6</sup> Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (chapters 5-7)</li> </ul>
8	March 14	From watching creativity to facilitating creativity, the anthropology of design Read: <sup>7</sup> Zeisel, J. (2006). Inquiry by design, Chapters 1, 3, 5
9	March 21	Read: <sup>8</sup> Zeisel, J. (2006). Inquiry by design Chapters 8, and 9
	March 26-30	Spring Break
LANDSCAPES AND HERITAGE		
10	April 4	Landscapes of use and meaning  Read: <sup>9</sup> Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Introduction and Chapters 1, 2, and 3 <b>Fieldwork update due</b>
11	April 11	Managing heritages, advocating landscapes  Read: <ul style="list-style-type: none"> <li>• <sup>10</sup> Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Chapters 5, 6 and 7</li> <li>• <sup>11</sup> Read: Lawrence-Zuniga, Denise (2010) Cosmologies of Bungalow Preservation: Identity, Lifestyle and Civic Virtue.</li> </ul>
WORKING WITH THE CLIENT, STREET SENSE		
12	April 18	Workshop: Preparing for Insights on Street Sense Research Questions Bring fieldnotes and preliminary analyses to class
13	April 25	Team discussion and workshop time. <b>Bring draft Street Sense papers to class for peer review</b>
14	May 2	Video Production Workshop <a href="http://www.wikihow.com/Make-a-YouTube-Video">http://www.wikihow.com/Make-a-YouTube-Video</a>
15	May 9	Anthropologist as communicator, social marketing and culture brokering. Workshop: Identifying opportunity and strategies to communicate <b>Revised Street Sense reflective individual papers due</b>
Final Exam	May 16	WSQ 04 5:15-7:30 Video Festival and Discussions