

**San José State University**  
**Anthropology Department**  
**ANTH 232: Application Core (Section 1)**  
**Spring 2023**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jan English-Lueck
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<b>Telephone:</b>	(408) 924-5347
<b>Email:</b>	Jan.English-Lueck@sjsu.edu
<b>Office Hours:</b>	Tuesday, 3-5:00 PM Through Zoom, link found at <a href="https://sjsu.zoom.us/j/89562237297">https://sjsu.zoom.us/j/89562237297</a>
<b>Class Days/Time:</b>	Wednesday 6:00-8:45 PM
<b>Classroom:</b>	Clark 204
<b>Prerequisites:</b>	Prerequisite: ANTH 231 or instructor consent.
<b>Class Number</b>	20366

**Course Format**

The course is supported by Canvas and access to the Internet is desirable for full participation. Some classes, with guest speakers or due to weather/illness, might be on Zoom. Such classes will be found at <https://sjsu.zoom.us/j/85152335907?pwd=MmlHVGM4eWdiNi9jWloybHlSbWExUT09>  
Password: 772119

**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 the Society for the Anthropology of Work. She was the co-organizer of the 2021 EPIC conference on Anticipation! 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, 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*. She is also the author of the upcoming book, *Reengineering 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. Youngblood, Michael, Benjamin Chesluk, and Nadeem Haidary. 2021. *Rethinking Users*. London: Laurence King Publishing. (ISBN 978-906369581). 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.

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 and incorporating it into <https://www.livinganthropologically.com/anthropology-blogs-2017/> along with <https://thegeekanthropologist.com/2015/04/10/introduction-the-anthropology-blogging-project/> <http://freshspectrum.com/blogging-advice/>

## 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Assignments for this course include the following:

1. Classroom Discussion Facilitator (10%, 20 points per class). Each student will be asked to facilitate or co-facilitate one class discussion during the semester. I will assess students on their mastery of the material in a summary of key points (not to exceed 10 minutes), the ability to engage the class *through interactive activities*, and ability to create questions that link readings to cohort student interests and the class project. Facilitation duties will be assigned the first meeting of the class and are indicated on the weekly schedule by a † (a dagger/obelus). This activity is used in assessing CLOs 5 and 6, and depending on the topic, CLO 1,2,3,4.

2. Weekly Participation (15%, 2 points per class, 30 points total). Students will be graded on their participation during (or after) their peer's facilitation sessions. I also monitor the CANVAS participation metrics. 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. These activities are 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 (25%,10 points per summary, 50 points total). The response to the first set of readings and the video provocation by Erik St. Grey is "Think about the how "experts" design transportation technologies and systems, and how people "remap" official systems. Identify and explain one researchable question you can answer with qualitative data? Identify one researchable question you could only answer with quantitative data" Keep your answers to 250-300 words, and always cite using Chicago Manual of Style.

Otherwise, you will prepare four 500 minimum word discussions of the readings as directed (noted on schedule with an asterix (\*)). There are three graded components:

- i. **Summarize each reading** Describe the reading (article or chapter; individual chapters, if the reading is a book) in well-composed paragraphs with topic sentences and examples. Then apply two analytical frameworks:
- ii. **Reading Synthesis** How do the readings connect with the others that week, to others in the course, to others you have read in other program seminars?
- iii. **Writing Effectiveness** Each essay should be proofread, in grammatically correct English, with appropriate citations.

I will grade individual submissions. You must upload the essays the day after we meet unless otherwise specified. I do expect you to have read and drafted your summary by the day we meet.

Reference the readings in your paper cite fully in the body of the paper. ALL papers will be turned in online through Canvas. **Write your name, class title, and date and number your pages. 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 (50%, 100 points total). In the past, we worked with a client, [Alliance Innovation Lab Silicon Valley](#)'s Melissa Cefkin to understand the role of place and space and her team. You can find the video design fictions created by previous teams at <https://www.youtube.com/channel/UCmqUBePcpNSnRJdkNNnPtXA>. We are continuing the work with Erik St. Gray at Nissan. The 2020 team looked at transportation deserts during the lockdown. In 2021 and 2022 we looked at the transformation of study spaces due to the pandemic and the repopulation of the campus.

The final deliverable will be videos that I will upload to a public YouTube channel, @SJSUAppAnthStreetsense. I will use this assignment to assess CLOs 3, 4, 5 and 6.

Each student will contribute to the overall project, working in one of two teams to create a supportive community of practice.

## RESEARCH AND VIDEO PRODUCTION

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. **WE MUST CONDUCT ALL RESEARCH WITHIN THE ETHICAL AND COVID-19 SAFETY PROTOCOLS DEVELOPED BY SJSU.** You might

- Review historic land use changes in libraries;
- Conduct digital interviews and associated videoed observations of behavior related to the research questions;
- Document your own patterns;
- Create and conduct surveys of other students' experiences;
- Collect imagery, since the final deliverables are video(s). If you get images from the Internet, cite them appropriately.

Do this activity as a TEAM.

## RESEARCH AND SAMPLE BLOG POST

Each of you will **INDIVIDUALLY** write a mock blog post outlining some of your findings and considering their implications. 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 500-700 words modeled after the departmental format (10 points for the uploaded draft, 40 points for the final version), track the lessons you learned about digital ethnography as you did this exercise. These insights might develop into storylines for your video. **THESE PAPERS WILL BE WRITTEN AND SUBMITTED AS INDIVIDUALS.** You will submit these blog posts, modeled in format after the [departmental project blog posts](#), on Canvas.

At the end of the project, you will evaluate the contribution of each team member. You are accountable to your team.

Final Exam Video Festival (6%). You will collectively decide whether it is better for each team to take a different facet of the problem, or whether you will have one joint video. The deliverable will be a short (10 minute) YouTube video summarizing what they learned about the primary research questions as they worked through the design, evaluation and advocacy applications. I will upload the video to the YouTube Channel screened during the final exam. (50 points for video.) This activity is done as a TEAM. Please **upload file or link to Canvas** by May 16 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](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.

#### **Late Work**

Similarly, I will accept late submissions if there is a compelling reason to do so. If you communicate with me by email **asking for an extension in advance**, 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**

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.

A plus 98 to 100% (196 to 200 points)

A 94 to 97 % (188 to 195 points)

A minus 90 to 93% (180 to 187 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.

B plus 88 to 89% (176 to 179 points)

B 84 to 87% (168 to 175 points)

B minus 80 to 83% (160 to 167 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.

C plus 78 to 79% (156 to 159 points)

C 74 to 77% (148 to 155 points)

C minus 70 to 73% (140 to 147 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 assignment.

D plus 68 to 69% (136 to 139 points)

D 64 to 67% (128 to 135 points)

D minus (120 to 127 points)

F < 60% (119 points and below)

Grade	Points	Percentage
A+	196 to 200 points	98 to 100%
A	188 to 195 points	94 to 97 %
A-	180 to 187 points	90 to 93%
B+	176 to 179 points	88 to 89%
B	168 to 175 points	84 to 87%
B-	160 to 167 points	80 to 83%
C+	156 to 159 points	78 to 79%
C	148 to 155 points	74 to 77%
C-	140 to 147 points	70 to 73%
D+	136 to 139 points	68 to 69%
D	128 to 135 points	64 to 67%
D-	120 to 127 points	60 to 63%
F	119 points and below	Below 59%

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) found at <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) is outlined <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 you should adopt a professional tone 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](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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Anth 232 / Applications Core, Spring 2023, Course Schedule

The schedule is subject to change with fair notice and notifications will be made by MySJSU email and through Canvas announcements. Changes to the HOME PAGE of Canvas will reflect updates. You are responsible for monitoring such communications.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>Jumpstarting the Class Project</i>
1	January 25	Class Introduction, Overview of Key Concepts and Activities View video in class: Erik St. Grey
2	February 1	<p>*Read for background: Logistics and concepts for Street Sense Class Projects/San Jose Stories Neighborhood Lives Project</p> <ul style="list-style-type: none"> <li>• Jordan and Wasson (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> <p>You will also watch the following 232 videos. Team Community Parking Matters, at <a href="https://youtu.be/M5FcP52SzM">https://youtu.be/M5FcP52SzM</a>; Team Post Pandemic Street Deserts at <a href="https://youtu.be/Zm69WJn5VPI">https://youtu.be/Zm69WJn5VPI</a>  <b>Respond to the specific reading prompt 300 words.</b>            No facilitator needed.</p>
3	February 8	Project Activities Team Organization. Workshop on Research Design. Team creation of instruments.
		<i>Intentional Change and Design</i>
4	February 15	Observing and Designing activities, services Read: <sup>1†</sup> Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (chapters 1-4)
5	February 22	Observing and Designing activities, services Read: <sup>2†</sup> Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (chapters 5-7) <b>*Book Response Due Feb. 23</b>
6	March 1	From watching creativity to facilitating creativity, the anthropology of design and user experience Read: <sup>3*†</sup> Youngblood and Chesluk Section 1, 2, 3
7	March 8	Read: *Youngblood and Chesluk, Sections 4, 5, 6. Zoom visit from the authors! <a href="https://sjsu.zoom.us/j/86420275714?pwd=T3hzaWNOL1N2S2l6TlE2L3lWV09NQ09">https://sjsu.zoom.us/j/86420275714?pwd=T3hzaWNOL1N2S2l6TlE2L3lWV09NQ09</a> Password: 888658

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>*Book Response Due March 9</b>
8	March 15	Design Anthropology Read: <sup>4*</sup> † -[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] <b>*Article Responses Due March 16</b>
		<i>Landscapes and Heritage</i>
9	March 22	Landscapes of use and meaning Read: <sup>5*</sup> † Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Introduction and Chapters 1, 2, and 3 <b>Fieldwork team oral update due</b>
10	March 29	Spring Break
11	April 5	Managing heritages, advocating landscapes Read: <sup>6*</sup> † Read: Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Chapters 5, 6 and 7 <b>*Book Response due April 6</b>
		<i>Working with the Client, Street Sense Class Project</i>
12	April 12	Workshop: Blogging as a deliverable. Preparing for Insights on Street Sense Class Project Research Questions Bring fieldnotes and preliminary analyses to class to share orally
13	April 19	Team discussion and workshop time.
14	April 26	Team discussion and workshop time. <b>Upload Blog Draft</b>
15	May 3	Video Analytical Workshop, Guest panelists from previous seminars.
16	May 10	Workshopping Video Production, <a href="http://www.wikihow.com/Make-a-YouTube-Video">http://www.wikihow.com/Make-a-YouTube-Video</a>
Final Exam	May 17	6:00-7:30 Video Film Festival Anthropologist as communicator, social marketing and culture brokering. Workshop: Identifying opportunity and strategies to communicate <b>Revised Streetsense Class Project blog due</b>