San José State University
Anthropology Department
ANTH 232: Application Core (Section 1)
Spring 2022

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
Office Location:	Via Zoom. https://sjsu.zoom.us/j/86737687920?pwd=WnZyb1JKVC9UUGhrRzRENG15UTBnZz09 [Password: 888364]
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Office Hours:	Thursday 3:00-5:00 pm, or by appt.
Class Days/Time:	Tuesday 6:00-8:45 PM
Classroom:	WSQ 04 Backup Zoom for selected classes. https://sjsu.zoom.us/j/86420275714?pwd=T3hzaWNOL1N2S2l6TlE2L3lWV09NQT09 [Password: 888658]
Prerequisites:	Prerequisite: ANTH 231 or instructor consent.
Class Number	20429

Course Format

THIS COURSE IS IN PERSON. 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 the Canvas learning management system course website for this course. 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. The class will meet synchronously in person, although other content will be available asynchronously on Canvas. Zoom links are listed above for my office hours and for the seminar. You can make appointments with me to meet at other times on Zoom.

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 past 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. 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.* She is currently revising a manuscript on the tension between capitalism and the counterculture in Food Tech, virtual reality and other Internet of Things technologies.

Course Description

ANTH 232 Applications Core. (3 units).

This course is the second of the two-course Applications Core sequence in the graduate program in applied-practicing anthropology; the sequence is fundamentally about building basic skills in applying anthropology to "real world" problems. Students in ANTH 232 are reintroduced to evaluation research in general and its place in anthropology. Special attention is paid to heritage management and design/user focused research. 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 explore the changes that have taken place in the ecosystem of student study spaces because of the pandemic and associated upheavals in order to produce a short documentary.

Learning Outcomes

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

Students who successfully complete this graduate program will:

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

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

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

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

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

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

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

Course Learning Outcomes (CLO)

Students who successfully complete this course will be able to:

CLO1. Identify and apply various forms of qualitative evaluation;

CLO2. Facilitate an empowerment evaluation process;

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

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

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

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

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

Required Texts/Readings

Textbooks

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, and Benjamin Chesluk. 2020. Rethinking Users: The Design Guide to User Ecosystem Thinking. Amsterdam: BIS Publishers. (ISBN 978906369) Available through the Spartan bookstore and Amazon.

Other Readings

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

> Najera, Jennifer. 2020. "Creating Safe Space for Undocumented Students: Building on Politically Unstable Ground. *Anthropology and Education Quarterly*, 51 (3): 341-358. [Article from anthropology's perspective]
>
> P. Cardellino & P. Woolner. 2020. "Designing for transformation – a case study of open learning spaces and educational change." *Pedagogy, Culture & Society*, 28:3, 383-402. [Article from design's perspective]
>
> You will also watch the American Anthropological Association Webinar: Pandemic Change-up Invisible Social Structure Revealed. https://www.youtube.com/watch?v=cTpGS9SeY3k&feature=youtu.be
>
> The transcript is in the Canvas Files.

 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, deconstruct that blog and share your insights in class in order to develop your own blog. https://www.livinganthropologically.com/blog/ along with https://thegeekanthropologist.com/2015/04/10/introduction-the-anthropology-blogging-project/

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

Library Liaison

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

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus, in our case, time spent on the class project conducting, analyzing and conveying findings through design storytelling. More details about student workload can be found in at http://www.sjsu.edu/senate/docs/S16-9.pdf and the Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Assignments for this course include the following:

1. Classroom Discussion Facilitator (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 †. 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 is "Thinking about the design of campus learning spaces, identify three direct and indirect consequences of COVID-19 containment to student learning spaces. What are some implications of learning from home implied by these articles?"

Otherwise, you will prepare four 500 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?

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. 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. Study Spaces Class Project: Client-affiliated class project (50%, 100 points total). In the past, we worked with a client, [Alliance Innovation Lab Silicon Valley](https://youtu.be/Zm69WJn5VPI)'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://youtu.be/Zm69WJn5VPI . The 2020 team looked at transportation deserts during the lockdown. The Anth 232 students in Spring 2021 generated videos that can be found on this [channel](#). This semester, Spring 2022, we will continue to look at the impact of the pandemic, this time considering how student learning places and spaces, and their experiences in those spaces, might be affected. We will ask:
- "How have the places students go to learn changed during the lockdown and subsequent economic and social upheavals?
- How have the spaces in which they do this work changed?"
- How have students adapted to institutional attempts at "repopulation?"

The final deliverable will be videos that I will upload to a public YouTube channel on SJSU Ethnographies of the Coronavirus Pandemic. 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-three 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, university study spaces;
> - Conduct digital interviews and associated videoed observations of study spaces;
> - 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 period on May 24. (50 points for video.) This activity is done as a TEAM. Please upload file to Canvas by May 23 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)"There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional." In our course, the Video summary of the class project is our culminating activity. The video film festival will be the course' culminating activity.

Grading Information

Participation

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf 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, 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 to100% (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 plus	196 to 200 points	98 to100%
A	188 to 195 points	94 to 97 %
A minus	180 to 187 points	90 to 93%
B plus	176 to 179 points	88 to 89%
B	168 to 175 points	84 to 87%
B minus	160 to 167 points	80 to 83%
C plus	156 to 159 points	78 to 79%
C	148 to 155 points	74 to 77%
C minus	140 to 147 points	70 to 73%
D plus	136 to 139 points	68 to 69%
D	128 to 135 points	64 to 67%
D minus	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 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

More guidelines on grading information and class attendance can be found from the following two university policies: University Syllabus Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf). University Attendance and Participation policy F15-12 (http://www.sjsu.edu/senate/docs/F15-12.pdf)

Classroom Protocol

There is no ban on devices, but I expect them to be on mute and used only in conjunction with class activities. Class will begin on time, and a professional tone is to be adopted during discussions and communications. Team members will contribute with appropriate effort and

timely communication to their peers. I will assess team participation and ability to work within a group context. I will ask team members to evaluate themselves and their teammates throughout the course.

University Policies

Per [University Policy S16-9](#) *(http://www.sjsu.edu/senate/docs/S16-9.pdf)*, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Anth 232 / Applications Core, Spring 2022, 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	February 1	Class Introduction, Overview of Key Concepts and Activities
2	February 8	Logistics and concepts for Study Spaces Class Project *Read for background: -Najera, Jennifer. 2020. "Creating Safe Space for Undocumented Students: Building on Politically Unstable Ground. *Anthropology and Education Quarterly*, 51 (3): 341-358. [Article from anthropology's perspective on CANVAS] -P. Cardellino & P. Woolner. 2020. "Designing for transformation – a case study of open learning spaces and educational change." *Pedagogy, Culture & Society*, 28:3, 383-402. [Article from design's perspective on CANVAS] You will also watch the 2021 Anth 232 videos. <u>Study Space Project Team Milestones</u> and <u>Study Space Project Team Access</u>. **Respond to the specific reading prompt 300 words.** No facilitator needed.
3	February 15	Project Activities Team Organization. Workshop on Research Design. Team creation of instruments.
		Intentional Change and Design
4	February 22	Observing and Designing activities, services Read: [*1†] Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (chapters 1-4)
5	March 1	Observing and Designing activities, services Read: [*2†] Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (chapters 5-7) ***Book Response Due March 2**
6	March 8	From watching creativity to facilitating creativity, the anthropology of design and user experience Read: [3*†] Youngblood and Chesluk Section 1, 2, 3
7	March 15	Read: [*]Youngblood and Chesluk, Sections 4, 5, 6. Zoom visit from the authors! <u>https://sjsu.zoom.us/j/86420275714?pwd=T3hzaWNOL1N2S2l6TlE2L3lWV09NQT09</u> Password: 888658

		*Book Response Due March 16
8	March 22	Design Anthropology Read: 4*† -[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] **Article Responses Due March 23**
9	March 29	Spring Break
		Landscapes and Heritage
10	April 5	Landscapes of use and meaning Read: 5*† Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Introduction and Chapters 1, 2, and 3 **Fieldwork team oral update due**
11	April 12	Managing heritages, advocating landscapes Read: 6*† Read: Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Chapters 5, 6 and 7 **Book Response due April 14**
		Working with the Client, Study Spaces Class Project
12	April 19	Workshop: Blogging as a deliverable. Preparing for Insights on Study Spaces Class Project Research Questions Bring fieldnotes and preliminary analyses to class to share orally
13	April 26	Team discussion and workshop time.
14	May 3	Team discussion and workshop time. **Upload Blog Draft**
15	May 10	Video Production Workshop http://www.wikihow.com/Make-a-YouTube-Video Guest panelists from previous seminars.
Final Exam	May 24	6:00-7:30 Video Film Festival Anthropologist as communicator, social marketing and culture brokering. Workshop: Identifying opportunity and strategies to communicate **Revised** Study Spaces Class Project **blog due**