

**San José State University, Fall 2015**  
**Anthropology 11, Introduction to Cultural Anthropology Section 1**

**Contact Information**

<b>Instructor:</b>	John Marlovits
<b>Office Location:</b>	Clark 465
<b>Telephone:</b>	408-924-5542
<b>Email:</b>	John.marlovits@sjsu.edu
<b>Office Hours:</b>	Monday/Wednesday 12-1:00
<b>Class Days/Time:</b>	Monday/Wednesday 10:30-11:45
<b>Classroom:</b>	Clark Hall 310
<b>Prerequisites:</b>	Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.
<b>GE/SJSU Studies Category:</b>	Area V: Self, Society and Equality in the U.S.

**Course Description**

Anthropology is the study of human beings around the world and throughout history. Cultural anthropology focuses on the concept of culture: the systems, beliefs, and practices through which we view the world, organize our everyday lives, develop social relationships with others, and make life meaningful. We will explore many of the basic themes, issues, and methodologies of anthropology, connect our readings and discussions to current events, and will consider contributions anthropologists have and continue to make in diverse fields to solving social problems – from medicine to economic development to education.

The course satisfies requirements for the Human Behavior/D(1) Area in the General Education Core, as well as departmental and program requirements in anthropology and behavioral science.

**Course Goals and Learning Objectives**

Students who satisfactorily complete this course will be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation, and

1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
2. identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national,

transnational, and global identities and the similarities, differences, linkages, and interactions between them; and

3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues, and

4. recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

### **Departmental Learning Objectives and Skills:**

The department of anthropology also has key learning objectives and skills that we wish students to obtain. By

the completion of this course, students should have an increased:

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.

2. Awareness of human diversity and the ways humans have categorized diversity.

3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.

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

5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

6. Ability to access various forms of anthropological data and literature.

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

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

9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

10. Knowledge of political and ethical implications of social research

### **Required Course Texts**

James Spradley and David McCurdy, *Conformity and Conflict: Readings in Cultural Anthropology*

Carol Stack, *All Our Kin*

Angela Davis, *Are Prisons Obsolete?*

Additional readings will be added to my faculty page in electronic form.

## **Classroom Protocol/Student Responsibilities**

Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.

There will be various in-class assignments intended to help students grasp and apply concepts that are discussed in class. I highly recommend students attend class as often as possible. Some in-class assignments will be given at the beginning of class and others at the end of the class; thus, it is important to arrive on time and attend the entire class period. Students will not be able to make-up the in-class assignments. If you know in advance that you should be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing me, leaving a message for me at the main department office, or coming by during my office hours. Only students with a valid documented excuse will be able to take a make-up exam or hand in a late assignment. Late assignments will not be accepted otherwise. Students will not be able to make-up the in-class assignments.

I have a zero-tolerance on cheating and plagiarism; if you cheat or plagiarize you will fail the course! Incidences of cheating and plagiarism will be turned into the academic integrity office. Students are responsible for understanding and adhering to the academic integrity policy.

I will not answer questions about what occurred in class due to an absence. Please ask your fellow students for copies of their notes.

Students are responsible for understanding policies about adding, dropping, and incompletes.

Students are responsible for being aware of assignment due dates, midterm date, and the final exam schedule.

If you have any concerns about your class performance or comprehension, come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

## **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>.

Students will complete two papers for this course based on a chosen ethnographic project, one systems analysis paper, one ethnographic exegesis paper, facilitate one group discussion, a midterm exam, and a final exam. Writing assignments will require students to develop: 1) skills in anthropological field research; 2) interviewing and participant observation; 3) analytic skills and, 4) importantly, the ability to organize and develop college-level written work. The midterm and final exam will cover course readings and concepts covered in lecture.

Each of the two ethnographic papers will be part of one larger, composite assignment in which students will be required to complete a small-scale ethnographic project. Students will be organized into groups that will address the same topic. However, each student will conduct

individual field research. Paper number one will consist of a brief paper proposal stating the research question and the methods to be used to collect data. Paper number two will present the student's field research findings and provide an analysis of the field material each student gathers.

The systems analysis paper will require students to demonstrate a grasp of the relationship between ethnographic data on one hand, and social science analysis and argumentation on the other. Students will be required to pick a reading or a film from course materials and explain the author's reasoning and how his/her argument is supported by ethnographic data.

Each student must complete an ethnographic exegesis paper anytime before week 13. Papers should be two pages, and will succinctly summarize the thesis argument and relevant logic and material in any ethnographic piece of their choosing.

Each student will be assigned a group early in the semester. Groups will be required to come to class prepared to facilitate class discussion.

The midterm and final exam will consist of multiple choice questions. Students are required to bring scantrons to the exam.

### **Grading**

Grades will be determined on the basis of the following assignment weighting.

Paper 1 = 50 points

Paper 2 = 100 points

Paper 3 = 100 points

Exegesis Paper = 50 points

Midterm = 100 points

Final exam = 100 points

Discussion Facilitation = 100 points

600 total points

Grades will be based on percentages: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60 = F

### **Late Work**

Late assignments disrupt the class. **No late papers will be accepted. All late papers will receive an F (a zero) grade.** Requests for exceptions must be in advance and will not be considered unless they are accompanied by a doctor's note or other verifiable evidence of an emergency.

### **All Writing Assignments MUST Be Turned In**

**I do not accept electronic papers or papers via email. Emailed papers will not be opened, read, graded, nor will I respond to them via email.**

### **Email and Email Etiquette**

I will do my best to respond to emails once daily during the week and once on weekends. However it is not always possible for me to respond quickly, and students should not presume to use email as a panic mechanism, nor should they presume that the existence of electronic messaging means constant access to me. However, I will only respond to polite emails that conform to a professional format (see below). I will not respond to emails that request information that 1) can be found in the syllabus; 2) is about missed lectures; 3) information presented in lecture; 4) questions concerning grades because this is not legal information for me to reveal over email; 5) extensive questions that should be addressed during office hours; 6) electronic papers; 7) paper drafts (drafts must be addressed during office hours).

- In the "Subject" line of the email, please write "Anth 140:" followed by a brief description of the email's subject.
- In the "Message" portion of the email, please open with "Dear Dr. Marlovits/Professor Marlovits."
- Adopt professional word choice, capitalization, and punctuation.
- Close with your name and email address.

### **Departmental Goals\_\_\_\_\_**

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

### **Credit Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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.

### **University Policies\_\_\_\_\_**

Here are some of the basic university policies that students must follow.

### **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. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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

serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/) [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

### **Resources**

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The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu> [Writing](#)

[Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

**Anth 11 / Introduction to Cultural Anthropology, Spring 2014, Course Schedule**

[Course Schedule](#)

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	Introduction
2	8/24 – 8/26	<p>Week 2: Culture and Ethnocentrism</p> <p>1/28 Roland Barthes, “The World of Wrestling,” Question: How do we learn cultural values?</p> <p>Boulanger “The USans Confront Globalization”, and “Dangerous Assumptions”</p> <p>Question: What is ethnocentrism?</p>
3	8/31-  Sept 2	<p>Week 3: Culture and Ethnography</p> <p>Spradley, Section 1, pp 1-36 and This American Life Podcast</p> <p>Question: What methods do anthropologists use to create a research project?</p> <p>Group 1 facilitation</p>
4	No class 9/7 9/9	<p>Week 4: Things</p> <p>John Stehlin, “Cycles of Investment: Bicycle Infrastructure, Gentrification, and the Restructuring of the San Francisco Bay Area”</p> <p>Richard Wilk “Consuming America”</p> <p>Viewing: Darjeeling Express</p> <p>Question: How do things contain meaning and shape practices of living?</p>
5	9/14 – 9/16	<p>Week 5: Kinship, Economic and Political Systems</p> <p>Spradley, pp 152-54 and chapter 19 Carol Stack All Our Kin</p> <p>Question (week 5): How does the organization of the family vary cross-culturally?</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Group 2 Facilitation
6	9/21 – 9/23	<p>Week 6: Kinship, Economic and Political Systems</p> <p>Carol Stack, All Our Kin Question (week 6): How does the culture of poverty thesis misconstrue poor families? Is it ethnocentric?</p> <p>Group 3 Facilitation</p>
7	9/28 – 9/30	<p>Week 7: Language</p> <p>Spradley, Section Two, pp. 37-68</p> <p>Question: How does language shape our perception of reality?</p> <p>Group 4 Facilitation</p>
8	10/5 – 10/7	<p>Week 8: Gender, Race, Sexuality</p> <p>Spradley, Section Six, pp. 185-226</p> <p>Question 1: Are gender and sexuality natural or cultural?</p> <p>Question 2: How do cultures conceptualize masculinity and femininity differently?</p> <p>10/9 Midterm Exam</p>
9	10/12 – 10/14	<p>Week 9: Religion and Ritual</p> <p>Amelie Hastie “Mediating Time,” Matthew H. Amster “A Pilgrimage to the Past: Civil War Re-enactors at Gettysburg” Spradley, pp. 256-59 and Chapter 31</p> <p>Question: How do rituals transmit cultural values?</p> <p>Group 5 Facilitation</p>
10	10/19 – 10/21	<p>Week 10: Science and Technology</p> <p>Ilana Gershon, excerpts from The Break-Up 2.0: Disconnecting Over New Media</p> <p>Media; Kottak chapter 10</p> <p>Question: How do technologies alter social life?</p>



Week	Date	Topics, Readings, Assignments, Deadlines
		Group 6 Facilitation
11	10/26 – 10/28	<p>Week 11: World Systems and Globalization</p> <p>Spradley, Section 9</p> <p>Question: How does globalization affect local cultures?</p> <p>Paper #2 Due</p> <p>Group 7 Facilitation</p>
12	11/2 -11/4	<p>Week 12: Environmental Anthropology</p> <p>Spradley, Section Three, pp. 69-114</p> <p>Question: How do cultures allocate resources and engage with the natural world?</p> <p>Viewing: The Corporation</p> <p>Group 8 Facilitation</p>
13	11/9 no class 11/11	<p>Week 13: Systems Analysis and Contemporary Issues</p> <p>Angela Davis, Are Prisons Obsolete?</p> <p>Question: What is the Prison-Industrial-Complex? How do cultural ideas about crime contain racialized imagery? And how do cultural understandings of crime distort our understanding of racial and economic injustice?</p> <p>Group 9 Facilitation</p>
14	11/16 – 11/18	<p>Week 14: Systems and Analysis</p> <p>Angela Davis, Are Prisons Obsolete? Viewing: Frantz Fanon: Black Skin, White Mask</p>
15	11/23 – 11/25	<p>Week 15: Applied Anthropology Spradley, Part 10, pp. 335-391</p> <p>Viewing: Paradise with Side-Effects, Kottak</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>chapter 13</p> <p>Question: How can anthropology assist in improving local conditions in culturally-sensitive ways?</p> <p>Group 10 Facilitation 11/25</p> <p>Paper #3 Due</p>
16	11/30-12/2	Week 16: Applied Anthropology and Review
Final Exam	12/7	<p>Wed, December 17 at 9:45-12:00</p> <p><a href="http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html">Final Exam Schedule</a>, <a href="http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html">http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html</a></p>