

**San José State University**  
**ANTH 11(5) Cultural Anthropology, Fall 2018 (51094)**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jay Ou
<b>Office Location:</b>	Clark Hall 404N
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<b>Office Hours:</b>	MW 1330-1430
<b>Class Days/Time:</b>	MW 1200-1315
<b>Classroom:</b>	SH313

**GE/SJSU Studies Category:** D1

**Faculty Web Page and MYSJSU Messaging**

Some course materials will be distributed in class sessions and others will be sent to students via the email address which appears in the course roster. This course makes use of the Canvas learning management system and you are responsible for all assignments and changes to them. You should plan to attend class, talk with other students in the class, and regularly check your email for information about the class.

**Course Description**

In this course we will review and examine the field of cultural anthropology. Topics to be covered include: Fieldwork; Ethnography; Kinship; Political Organization; Worldview; Identity; Language; Ecology; Economy; Ethnicity and Race; Globalization.

**Learning Objectives of the Anthropology Department**

**Knowledge**

PLO1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.

PLO2. Awareness of human diversity and the ways humans have categorized diversity.

PLO3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.

PLO4. Knowledge of the history of anthropological thought and its place in modern intellectual history

PLO5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

### **Skills**

PLO6. Ability to access various forms of anthropological data and literature.

PLO7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.

PLO8. 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.

PLO9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

### **Professional Values**

PLO10. Knowledge of political and ethical implications of social research

### **Class Learning Objectives**

Students who successfully complete this course will:

CLO1. Be able to understand and apply appropriately the concept of culture to human behavior.

CLO2. Gain a working knowledge of how cultural anthropologists conduct field research through completing a class project

CLO3. Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.

CLO4. Develop a cross-cultural perspective on how humans relate to each other and the material world through symbols;

CLO5. Have knowledge about several societies in depth using ethnographies; and

CLO6. Understand the relevance of cultural anthropology for understanding the complexities of modern life both globally and locally.

CLO7. Be able to engage in cooperative learning activities, and identify culturally relevant information resources.

### **GE Learning Outcomes (GELO)**

As an Area D1 (Human Behavior) course, the content and activities are designed to enable you to achieve the following learning outcomes upon successfully completing the course.

GELO 1. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts [as assessed through examinations, ethnographic project and gendered space assignment]

GELO 2. Students will 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.[as assessed through examinations, ethnographic project and social networking assignment ]

GELO3. Students will evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. [as assessed through examinations and ethnographic project]

### **Classroom Protocol**

Cell phones must be turned off during class to avoid disruption and out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be

immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

### **Required Texts/Readings**

James Spradley and David McCurdy, *Conformity and Conflict* (15th edition) ISBN 9780205990795

Leo Chavez, *Shadowed Lives* (updated edition) ISBN 978-0155080898

Carol Stack, *All Our Kin* ISBN 978-0061319822

Elizabeth Fernea, *Guests of the Sheik* ISBN 978-0385014854

### **Assignments and Grading Policy**

15% Five weekly quizzes, to be given over the course of the semester at the beginning of class

20% Mid-term exam

20% 4-page double-spaced term paper based on an in-class migration interview

20% 6-page double-spaced ethnographic term paper

25% Final exam

### **Migration Interview**

The U.S. differs from many countries because the vast majority of those living within its borders have arrived relatively recently (in anthropological terms)—less than ten generations ago. The movement of people from one part of the world to another an important dimensions of global systems.

How does your life history fit into a global framework? This quick exercise should help you think about how your own life is connected to world history, the global economy, and

international politics. This assignment should result in a four-page term paper (double spaced in 12-point font with 1" margins).

### **Ethnographic Paper**

Your paper should include the following: (a) a description of your research topic and site; (b) a summary of your observations (human interactions, spatial analysis, interpretation of symbols, linguistic analysis); and (c) your analysis and reflections.

Your paper should be at least 6 pages (not including references or cover page), typed and double-spaced with 1" margins. Use APA, MLA, or Chicago citation styles.

### **Grading Policy**

Course grades will be assigned as follows:

A+ = 98-100%

A = 94-97%

A- = 90-93%

B+ = 88-89%

B = 84-87%

B- = 80-83%

C+ = 78-79%

C = 74-77%

C- = 70-73%

D+ = 68-69%

D = 64-67%

D- = 60-63%

F = lower than 60%

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. The instructor will return materials submitted for grade within 10 days. I am happy to discuss student grades during office hours, but I will not do so by phone or email or in class.

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Wk	Date	Topics, Readings, Assignments, Deadlines
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1	8/22	Course Introduction: Cultural Anthropology
2	8/27-29	Fieldwork Readings: J. Spradley and D. McCurdy, "Culture and Ethnography" (CC, pp. 1-6) James Spradley, "Ethnography and Culture" (CC, pp. 7-14)
3	9/5	Ethnography Readings: Leo Chavez, <i>Shadowed Lives</i>
4	9/10-12	Kinship Readings: J. Spradley and D. McCurdy, "Kinship and Family" (CC, pp. 172-175) Nancy Scheper-Hughes, "Mother's Love" (CC, pp. 176-186) David McCurdy, "Family and Kinship in Village India" (CC, pp. 187-194)
5	9/17-19	Political Organization J. Spradley and D. McCurdy, "Law and Politics" (CC, pp. 259-262) Marvin Harris, "Life without Chiefs" (CC, pp. 272-280)
6	9/24-26	Worldview Readings: J. Spradley and McCurdy, "Religion, Magic, Worldview" (pp. 298-302) George Gmelch, "Baseball Magic" (CC, pp. 310-319) Jill Dubisch, "Run for the Wall" (CC, pp. 320-333)

7	10/1-3	<p>Identity</p> <p>Readings:</p> <p>J. Spradley and D. McCurdy, "Identity, Roles, Groups" (CC, pp. 210-214)</p> <p>Dianna Shandy and Karine Moe, "Heading Home" (CC, pp. 215-226)</p>
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8	10/8-10	<p>Language</p> <p>Readings:</p> <p>J. Spradley and McCurdy, "Language Communication" (CC, pp. 52-55)</p> <p>Jennifer Boehlke, "Kinds of Talk: Tattoo World" (CC, pp. 69-78)</p> <p>Sarah Boxer, "Manipulating Meaning" (CC, pp. 56-68)</p>
9	10/15-17	<p>Ecology</p> <p>Readings:</p> <p>J. Spradley and McCurdy, "Ecology and Subsistence" (CC, pp. 83-87) Richard Lee, "The Hunters" (CC, pp. 88-103)</p> <p>Richard Reed, "Forest Development the Indian Way" (CC, pp. 124-134)</p> <p>MIDTERM EXAM--Oct 17</p>

10	10/22-24	<p>Economy</p> <p>Readings:</p> <p>J. Spradley and D. McCurdy, "Economic Systems" (CC, pp. 135-138)</p> <p>Lee Cronk, "Reciprocity and the Power of Giving" (CC, pp. 139-145)</p> <p>P. Bourgois, "Office Work and Crack Alternative" (CC, pp. 227-239)</p>
11	10/29-31	<p>Ethnicity and the concept of race</p> <p>Readings:</p> <p>Jeffrey Fish, "Mixed Blood" (CC, pp. 248-258)</p> <p>Carol Stack, <i>All Our Kin</i></p>
12	11/5-7	<p>Globalization</p> <p>Readings:</p> <p>J. Spradley and D. McCurdy, "Globalization" (CC, pp. 340-343)</p> <p>Ian Condry, "Japanese Hip-Hop" (CC, pp. 365-379)</p> <p>MIGRATION INTERVIEW DUE NOV. 7</p>
13	11/14	<p>Ethnography</p> <p>Readings:</p> <p>Elizabeth Fernea, <i>Guests of the Sheik</i></p>
14	11/19	<p>Ethnography</p> <p>Readings:</p> <p>Elizabeth Fernea, <i>Guests of the Sheik</i></p>

15	11/26-28	Ethnography Readings: Elizabeth Fernea, <i>Guests of the Sheik</i>
16	12/3-5	COURSE REVIEW TERM PAPER DUE DEC 5
	12/13 (9:45-12:00)	FINAL EXAM

### Departmental 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

#### 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 Add/drop deadlines Late Drop Policy](#)

<http://info.sjsu.edu/static/catalog/policies.html>. [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/) <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/>

### **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**

The university provides resources that can help you succeed academically.

<http://www.sjsu.edu/counseling> <http://www.sjsu.edu/at/asc/>

<http://peerconnections.sjsu.edu> <http://www.sjsu.edu/writingcenter>