

San José State University
Department of Anthropology
ANTH 131, Theories of Culture, Section 1
Fall 2019

Course and Contact Information

Instructor:	Jan English-Lueck
Office Location:	CL 459
Telephone:	(408) 924-5347
Email:	Jan.English-Lueck@sjsu.edu
Office Hours:	Tuesday, Thursday 10:30 AM-11:30AM; Tuesday, Wednesday 2:00-3:30 PM or by appt.
Class Days/Time:	Tuesday, Thursday 9:00 – 10:15 AM
Classroom:	CL 204
Prerequisites:	Upper division standing; ANTH 011; ANTH 012 or ANTH 013; or declared Anthropology major; or instructor consent
Course number	41311

Course Format

This course meets in person, augmented by a Canvas learning environment. Students must have internet connectivity and computers to access Canvas.

Canvas and MYSJSU Messaging

Course materials such as the syllabus, handouts, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course provides a general introduction to the history of anthropological thought since the late 19th century. The first half of the course focuses on the emergence of cultural and social anthropological approaches in the US and Great Britain as a response to theories of biological determinism. The second half of the course emphasizes the changing meanings of culture, society, and biology in the context of colonialism, the Cold War, corporate globalization, and other contemporary phenomena. We will also examine the diffusion of the culture concept—from American anthropology, across academic disciplines, and out into the general public. By the end of the course you should have a thorough understanding of the development of cultural and social anthropological thought, the most influential theoretical approaches of the 20th century, and the political and economic circumstances under which anthropological ideas emerged.

Professor Bio

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 Food Lab. She is past President of the Southwestern Anthropological Association and President of the Society for the Anthropology of Work. English-Lueck is also the author of several books on Silicon Valley including the first and second editions of [Cultures@SiliconValley](#), winner of the American Anthropological Association's 2006 Diana Forsythe Prize for the anthropology of science and technology, *Busier than Ever! Why American Families can't Slow Down* (with Charles Darrah and James Freeman) and *Being and Well-being: Health and the Working Bodies of Silicon Valley*. She is currently working on a new book on Silicon Valley cultures, Reengineering Nature.

Learning Outcomes

Program Learning Outcomes (PLO) of the Anthropology Department

- PLO 1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution;
- PLO 2. Awareness of human diversity and the ways humans have categorized diversity;
- PLO 3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline;
- PLO 4. Knowledge of the history of anthropological thought and its place in modern intellectual history;
- PLO 5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society;
- PLO 6. Ability to access various forms of anthropological data and literature;
- PLO 7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues;
- PLO 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;
- PLO 9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences;
- PLO 10. Knowledge of political and ethical implications of social research.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- CLO 1. Articulate different theories of culture and society developed by British, French, US, and other anthropologists from the late 19th century to the present
- CLO 2. Explain how historical, political and economic contexts shaped and impacted these theories
- CLO 3. Trace relationships between anthropological theories and methods and relationships between anthropological theories and practices
- CLO 4. Compare and contrast classic ethnographies from the past and the present
- CLO 5. Analyze and discuss the relationship of anthropological knowledge and the general public
- CLO 6. Conduct library research and prepare an academic term paper.

Required Texts/Readings

Textbooks

Goodman and Moses. 2012. *Race: Are We so Different?* ISBN 9780470657140. Available through the Spartan

Bookstore and Amazon. Available through the Spartan Bookstore and Amazon.
Emily Martin. 1994. *Flexible Bodies*. ISBN 9780807046272. Available through the Spartan Bookstore and Amazon. Also available on Reserve at the MLK Library.
Mead, Margaret. 2001. *Coming of Age in Samoa*. ISBN 9780688050337.
Jerry D. Moore. 2019. *Visions of Culture*. (5th edition) ISBN 9781442266650. Available through the Spartan Bookstore and Amazon.

Other Readings

In addition, there will be several required articles available on Canvas (see pp. 5-6 of this syllabus for more information).

Websites and Web-based Videos:

Oh you Black Bird: The Forgotten Holocaust of the Romanies https://search-alexanderstreet-com.libaccess.sjlibrary.org/view/work/bibliographic_entity%7Cvideo_work%7C1689376

TED Talk, Jablonski on Skin Color

https://www.ted.com/talks/nina_jablonski_breaks_the_illusion_of_skin_color

TED Talk Wade Davis on Endangered Cultures

https://www.ted.com/talks/wade_davis_on_endangered_cultures#t-39046

TED Talk Wade Davis on Ritual and Belief

https://www.ted.com/talks/wade_davis_on_the_worldwide_web_of_belief_and_ritual#t-1063376

Excerpt Zora Neal Hurston's *Barracoon* <https://www.vulture.com/2018/04/zora-neale-hurston-barracoon-excerpt.html>

Margaret Mead Studies Adolescence in Samoa https://search-alexanderstreet-com.libaccess.sjlibrary.org/view/work/bibliographic_entity%7Cvideo_segment%7C2784205

In Search of the Hamat'sa: A Tale of Headhunting https://search-alexanderstreet-com.libaccess.sjlibrary.org/view/work/bibliographic_entity%7Cvideo_work%7C764796

An A-Z of theory: Arjun Appadurai

<https://ceasefiremagazine.co.uk/in-theory-appadurai/>

Arjun Appadurai, Designing Futures, Ethics of the Possible: <https://www.youtube.com/watch?v=czwzHHve-Ps>

Charles E. Orser Jr. 2009. *The Anthropology in American Historical Archaeology*

Excerpt: Thomas Biolsi and Larry Zimmerman. 1997. *Indians and Anthropologists, Vine Deloria Jr and the Critique of Anthropology*

Melissa Cefkin, 2010. *Practice at the Crossroads: When Practice Meets Theory, a Ruminantion*

B. Malinowski, *Magic, Science, and Religion*, Excerpt pp. 57-63

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>.

Assignments for this course include the following:

1. **Five periodic quizzes** designed to test your familiarity with the readings to date, including map-based questions. These will be averaged into your grade. (Each quiz counts 5 points, 25 total, 7% of final grade. CLO 1)
2. **Two take-home mid-term exams** consisting of short definitions, short and long essays. All written work to be submitted through Canvas. (Each mid-term counts for 50 points, 100 total, or 29% of final grade. CLO 1,2,3)

3. **One 10-page term paper** (not including title page or bibliography), due at the last regular class meeting (before final exams). (Paper counts for 100 points, 29% of final grade. CLO 1,2,3). The description of the term paper assignment will be distributed in class during the third week of the semester. Students must submit a **typed 250-word term paper proposal** to the instructor (see course schedule). Proposal is worth 20 points, or 6% of the final grade. All written work to be submitted through Canvas.
4. **Participation in class activities**, simulations, and a variety of other exercises can be worth 50 points, 14% of the final grade. Attendance is highly desirable and participation in class discussions is necessary to understand some topics. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and/or late entry or exit in an activity, and no credit for non-participation. Class discussions and short written exercises (for example, 1-minute papers) will be used to track participation. **TO BE EXCUSED**, if you cannot make it to class to participate in an exercise, you must leave a voicemail or E-mail message **THAT day or earlier**, giving your **name, class and reason for missing the activity**. Verbal messages alone will not be recorded (i.e. telling the instructor in class or in the hallway, especially retroactively). You will receive full credit (E) as long as the reason is significant, and the privilege is not abused. Only two such absences can be credited. The professor must always be informed of any occasions you cannot participate in class.

Final Examination or Evaluation

5. You will take **one final comprehensive exam**, consisting of identifications/definitions, short and long essays. (Final exam counts for 50 points, 14% of final grade. CLO 1,2,3). The final exam will be due on Canvas during or before the final time. The professor will be on campus during the final period in Clark 459. NOTE that [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states: "There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course."

Grading Policy

Your work will be assessed based on your effort and reasoning, as illustrated by your writing. Your assignments document your mastery of the skills critical to anthropological inquiry. 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 policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Determination of Grades

- Grades will include minus and plus grades as illustrated below and are determined by percentage of total points possible.
- I will not accept late assignments, nor will I administer makeup quizzes unless you can establish illness, death in family, jury duty, etc. No assignments will be accepted via e-mail. All work will be uploaded via Canvas and vetted through turnitin.com.
- 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."

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus = 98, 338 to 345 points

A = 94 to 97%, 324 to 337 points

A minus = 90 to 93%, 311 to 323 points

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 plus = 88 to 89%, 304 to 310 points

B = 84 to 87%, 290 to 303 points

B minus = 80 to 83%, 276 to 289 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.

C plus = 78 to 79%, 269 to 275 points

C = 74 to 77%, 255 to 268 points

C minus = 70 to 73%, 242 to 254 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.

D plus = 68 to 69%, 235 to 241 points

D = 64 to 67, 221 to 234 points

D minus = 60 to 63%, 207 to 220 points

F = less than 59%, less than 204 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 question or topic.

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. I will not answer any questions regarding grades via email. Federal law (the Family Educational Rights and Privacy Act) prohibits faculty from doing so. You are welcome to discuss grades during my office hours. If you need a grade check, I request a 24-hour advance notice. Grades will be monitored via Canvas but be aware that the Canvas algorithm is not exactly accurate.

Classroom Protocol

Mobile phones must be turned off during class. Text messaging is strictly prohibited during quizzes. Violation of this policy will result in a zero on the exam or quiz and the filing of a report to the Office of Student Conduct, the latter of which might result in expulsion from the course.

University Policies

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 131: Theories of Culture

Fall 2019 Course Schedule

Schedule is subject to change with fair notice.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 22	Introduction Course overview and structure, the story of anthropological ideas Read: Syllabus available on Canvas before class!
2	August 27	Online class only. (online lecture. Professor in the field) Human Science in the Victorian Era Read: J. Moore, <i>Visions of Culture</i> (Introduction) Read: Goodman and Moses, <i>Race</i> , Part 1 (Chapters 1, 2, 3, 4, 5, 6)
2	August 29	Online class only. View online <i>Oh, You Black Bird: The Forgotten Holocaust of the Romanies.</i> Available through MLK library database Anthropology Videos. https://search-alexanderstreet-com.libaccess.sjlibrary.org/anthropology
3	Sept. 3	Social Evolutionism and the Birth of Modern Anthropology Read: J. Moore, <i>Visions of Culture</i> (Chapters 1-2)
3	Sept. 5	Bioconfusion and Attribution Read: Goodman and Moses, <i>Race</i> , Chapters 7, 8 View at home: TED Talk, <i>Jablonski on Skin Color</i> https://www.ted.com/talks/nina_jablonski_breaks_the_illusion_of_skin_color Quiz 1
4	Sept. 10	Franz Boas and the Culture Concept Read: J. Moore, <i>Visions of Culture</i> (Chapter 3), Mead's <i>Coming of Age in Samoa</i> , Forward by Franz Boaz, also begin reading Chapters 1-4 View excerpt of video in class: "The Shackles of Tradition: Franz Boas"
4	Sept.12	Meanwhile in Europe Read: J. Moore, <i>Visions of Culture</i> (Chapter 4, 9)
5	Sept. 17	Culture and Personality Read: J. Moore, <i>Visions of Culture</i> (Chapters Part II, chapters 5, 6) Continue to read: Mead's <i>Coming of Age in Samoa</i> Chapters 5-9 View in class: <i>Margaret Mead Studies Adolescence in Samoa</i> https://search-alexanderstreet-com.libaccess.sjlibrary.org/view/work/bibliographic_entity%7Cvideo_segment%7C2784205
5	Sept. 19	Case Study Margaret Mead Read: J. Moore, <i>Visions of Culture</i> (Chapters Part II, chapters 7, 8) Continue to read: Mead's <i>Coming of Age in Samoa</i> Chapters 10-14 View in class: Margaret Mead: <i>Taking Note</i>

Week	Date	Topics, Readings, Assignments, Deadlines
6	Sept. 24	Structural Functionalism Read: J. Moore, <i>Visions of Culture</i> (Chapters 10-12) Read: B. Malinowski, <i>Magic, Science, and Religion</i> , Excerpt pp. 57-63 (on Canvas) Questions for Exam 1 posted
6	Sept. 26	Malinowski's Legacy View video in class: <i>Savage Memory</i> Quiz 2
7	Oct. 1	Cultural Ecology and Cultural Materialism Read: J. Moore, <i>Visions of Culture</i> (Part IV, Chapters 13, 14, 15)
7	Oct. 3	Influences on Archaeology Q and A with Jerry Moore Read: Charles E. Orser. <i>The Anthropology in American Historical Archaeology</i> (on Canvas) MIDTERM EXAM 1 DUE
8	Oct. 8	Colonial Critiques Read Excerpt: Thomas Biolsi and Larry Zimmerman. 1997. <i>Indians and Anthropology: Vine Deloria Jr and the Critique of Anthropology</i> View video in class: <i>In Search of the Hamat'sa: A Tale of Headhunting</i> TERM PAPER PROPOSAL DUE
8	Oct. 10	Case Study: Zora Neale Hurston View video in class: <i>Zora's Roots</i> Read excerpt: Zora Neal Hurston's <i>Barracoon</i> https://www.vulture.com/2018/04/zora-neale-hurston-barracoon-excerpt.html
9	Oct. 15	Feminist Influences and the Anthropology of Gender Read: J. Moore, <i>Visions of Culture</i> (Chapter 16, 21)
9	Oct. 17	Interpretive and Symbolic Anthropologies J. Moore, <i>Visions of Culture</i> (Chapters 19, 20, 24) View at home: TED Talk Wade Davis on Ritual and Belief https://www.ted.com/talks/wade_davis_on_the_worldwide_web_of_belief_and_ritual/#t-1063376 Quiz 3
10	Oct. 22	Post-Structuralist and Post-Processualist Approaches J. Moore, <i>Visions of Culture</i> (Chapter 29, 30) Begin reading <i>Flexible Bodies</i> (Parts 1, 2, and 3) Prompts for Exam 2 posted
10	Oct. 24	Embodiment Continue Reading <i>Flexible Bodies</i> (Parts 4, 5, 6) Class exercise: Metaphor Hunt
11	Oct. 29	Post or Neo Darwinism? J. Moore, <i>Visions of Culture</i> (Part 7 and Chapter 25)
11	Oct. 31	Practice/Praxis in Anthropology Read: J. Moore, <i>Visions of Culture</i> (Chapters 22) MIDTERM EXAM 2 DUE

Week	Date	Topics, Readings, Assignments, Deadlines
12	Nov. 5	Political Economy Read: J. Moore, <i>Visions of Culture</i> (Chapter 23)
12	Nov. 7	View Video in Class: “ <i>Losing Knowledge</i> ” Quiz 4
13	Nov. 12	Towards an Anthropology of Globalization Case Study: Arjun Appadurai Read: “An A-Z of theory: Arjun Appadurai” found at https://ceasefiremagazine.co.uk/in-theory-appadurai/ View in class: Designing Futures, ethics of the possible: https://www.youtube.com/watch?v=czwzHHve-Ps
13	Nov. 14	Anthropology and the Contemporary World Read: J. Moore, <i>Visions of Culture</i> (Chapter 25)
14	Nov. 19	Race in the 21 st Century Read: Goodman and Moses, <i>Race</i> , Chapter 13, 16, 17
14	Nov. 21	From Practicing Anthropology to Theory Building Read: Melissa Cefkin, 2010. Practice at the Crossroads: When Practice Meets Theory, a Ruminantion (on Canvas) Quiz 5
15	Nov. 26	The Future of Anthropology In-class Exercise on the future of anthropology and you as an anthropologist
15	Nov. 28	THANKSGIVING HOLIDAY --NO CLASS MEETING
16	Dec. 3	In class Peer-Review of draft papers. Bring a paper copy to class. Prompts posted for the final exam
16	Dec. 5	Discussion, Summary, and Course Review TERM PAPERS DUE
Final	Dec. 16	FINAL EXAM--Monday, December 16 (7:15 AM – 9:30AM) SUBMIT FINAL EXAM THROUGH CANVAS