

**San José State University
Department of Anthropology
ANTH 191 Applied Anthropology (20023) Spring 2013**

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Office Hours:	Mondays 1000-1200, Tuesdays 11:00-13:00, Wednesdays 1200-1300, and by arrangement
Class Days/Time:	Mondays & Wednesdays 1330-1445
Classroom:	Washington Square Hall 004
Prerequisites:	ANTH 011 or instructor consent

Course Description

This course is required of anthropology majors but it is also applicable to behavioral science and social science majors with an interest in anthropology. It is designed to provide anthropology students, whose interests may be in cultural anthropology, archaeology, physical anthropology or related social sciences, an opportunity to engage in discussions on critical issues of the day. Such discussions will reveal both the diversity of anthropological perspectives and allow students to discover anew the core perspectives that give the discipline its coherence. In addition, students can reflect on the skills they have gained and develop strategies for utilizing their capabilities as anthropologists throughout their lives. Students will read materials concerning a variety of contemporary issues and participate in class discussions. Students will also reflect on a prepare materials related to the skills they have gained and will develop strategies for utilizing their capabilities as anthropologists throughout their lives.

Course Content Learning Outcomes

GOALS

1. Students will develop an understanding of anthropology as a discipline with a unique perspective that can illuminate contemporary academic and social issues. They will be exposed to the different points of view in these controversies. Accordingly, a first course goal is to allow you to assess the discipline(s) of anthropology (and psychology and sociology).
2. Students will make an assessment of the proverbial "real world" in order to develop an appreciation for where and how anthropology is being used, as well as how it could be used in a variety of settings and applications. The goal here is to develop students' ability to use anthropology and other social sciences in their careers and as informed citizens.
3. Students will develop well-grounded yet personal syntheses of anthropology and its uses, as well as the ability to present these syntheses to other people. Thus, the course will facilitate and

support the students' sense of professionalism and their preparation for careers and community life.

OBJECTIVES

1. The course will promote critical thinking, learning to analyze and evaluate various issue-related arguments, discovering and weighing underlying assumptions. The students should be able to apply the diverse theories to which they have been exposed to various contemporary issues.
2. The course aims to improve writing skills, particularly in logic and organization.
3. The course will encourage reflection, allowing students to be able to formulate carefully reasoned judgments.
4. The course will allow each student to synthesize diverse perspectives and pools of information.
5. The course will support students in developing a sense of themselves as professionals with important skills and knowledge.

Required Texts/Readings

- Alan Batteau (2010). *Technology and Culture*. Long Grove, IL: Waveland.
- Anna Bellisari (2013). *The Obesity Epidemic in North America*. Long Grove, IL: Waveland.
- Erve Chambers (2010). *Native Tours*, 2nd Edition. Long Grove, IL: Waveland.
- Roger Trigg (2001). *Understanding Social Science*, 2nd Edition. Oxford, UK: Blackwell.

Classroom Protocol

This class is a mixture of lecture, seminar, and in-class group activities, and students should be aware of their own roles and that of the instructor. Regarding the former, students are expected to be present and prepared for class discussions. This means that you have completed the assigned readings, taken notes or underlined as appropriate, and thought about what you have read. In other words, mastery of the material is assumed. Being prepared means that you submit materials as per the class calendar, and that those materials reflect professional standards of writing and presentation. Sloppy work will not be taken seriously. The professor's role is to develop the structure for the class, to ensure that we conform to it, and to modify it if necessary. The instructor will also raise questions and encourage the active participation of students as discussants.

Rather than being organized class by class, it's best to think of ANTH 191 as being organized week by week. During much of the semester, we will take on a chapter of Trigg each week. We will begin on Mondays with group discussions of the weekly chapter; you will be provided with a study guide. The focus will be on comprehending Trigg's argument and that can be challenging since he is a philosopher of the social sciences and not an anthropologist. Then we will collectively read through the chapter in order to extract the relevance of the argument for anthropology and its broader importance to the social sciences. This collective reading may not conclude until the Wednesday class meeting. The week's remaining time will be spent on preparing to use anthropology in a career, regardless of what form it takes. Along the way, we will also be reading three brief anthropology books that reflect the department's three "umbrellas" and then during the final quarter of the semester you will work in groups to develop and extend one of those umbrellas and present your findings to the class.

There are a few expectations I have regarding technology use during class. First, cell phones should be shut off at all times and not allowed to ring unless you are prepared to stand up, answer the call, and summarize it for the class. Second, laptops and comparable devices may be used for taking notes, but if they become distracting in any way then they will be banned in class. Believe it or not, you'll learn more by jotting notes on paper and then revising them as you enter them later on a keyboard. Third, the internet has become both a tool for research and for cheating, especially plagiarism. This is a senior class, so there are no excuses for failing to understand integrity in general and academic integrity in particular. If you are caught plagiarizing or otherwise cheating you should expect to fail the course, which will delay your graduation.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Trigg Chapter Critiques (1 @ 20%). You will write a paper in which you explore in depth a week's worth of Roger Trigg's book. A complete draft of your paper is due the week *after* we review the topic in class, so you will have the benefit of that discussion. That draft should reflect your best possible effort, but since Trigg's book is difficult, I will allow you to revise your draft repeatedly.

Reading Quizzes (3 @ 25% total). You will take a quiz on each of the three "umbrella books" read to prepare for the group presentations.

Group Presentation (20%). You will work in groups of 5-6 students to develop a presentation about one of the three departmental umbrellas and then make that presentation to the class.

Participation (5%). You participate by (1) doing the readings, (2) trying to answer the study questions, and (3) contributing to the small group discussion and seminar. Note that the success of the class is dependent on everyone doing the readings each week and coming to class prepared to discuss them. Individual students may be more or less prepared for those discussions on a given week; I understand that. However, if there is a pattern of not doing the readings then I reserve the right to require you to submit reading notes for grade, something I loathe doing.

Exercises (4 @ 10% total). There are four graded exercises that will ultimately help you develop the content of your portfolio.

Final Portfolio (20%). The final "exam" in the class consists of a portfolio that you create over the course of the semester. It will include (1) a cover letter, (2) letter of intent, (3) resume, (4) skills and knowledge overview and an appraisal/synthesis of your major based on the work we do developing the departmental umbrellas. You will submit drafts of various elements of the portfolio throughout the semester. I will give you feedback and you can revise and resubmit as often as you wish, but you will not receive a grade until the final portfolio.

All papers must be typed with 1" margins and numbered pages, and carefully proof read. Accuracy, depth of understanding, and elegance of presentation will be assessed. I suggest reading the draft aloud to catch errors and unwieldy writing. Having a classmate edit your paper is also excellent practice. Note: Effective this semester I will stop reading your paper when I get

to the fifth mechanical (spelling, punctuation, grammar) error and return it to you ungraded. You must revise the paper, eliminate such errors (including beyond where I stopped reading), and resubmit it for a grade. There will be no penalty for the first revision, but a 5% reduction in grade on any second revisions, and an additional 10% on the third revision. After that? I will not grade the paper. Writing is the single most important skill you should develop in university and I have great faith that you can do so. I am happy to help you meet the standard, but I will not lower it. This policy applies to the Trigg paper and the four graded exercises. You will probably be submitting other materials (e.g. resumes, letter of intent, etc.) throughout the semester for feedback but not a grade. At the fifth mistake I will just return it to you without feedback. You can revise and clean it up, but it goes to the bottom of the grading pile! Late assignments may not be accepted and will be penalized at the discretion of the instructor.

GRADING: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; and F = below 60%. I do assign plus and minus grades, but do not allow extra credit.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Recording

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

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.

ANTH 191 Spring 2013 Course Schedule

Changes to the following schedule will be made if necessary. Students will be notified in class and by e-mail (using the official class roster e-mail addresses), and all students are responsible for any changes in the calendar.

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 23	Introduction to course requirements and format; instructor and student introductions EXERCISE #1 DISTRIBUTED Reading: Begin reading <u>North American Obesity</u>
2	January 28 January 30	Topic: Science Reading: Trigg Chapter 1 Professionalism: Discuss portfolio process
3	February 4 February 6	Topic: Sociology of Knowledge Readings: Trigg Chapter 2 Professionalism: cover letters EXERCISE #1 DUE (2/6) EXERCISE #2 DISTRIBUTED (2/6)
4	February 11 February 13	Topic: Individuals and Society Readings: Trigg Chapter 3 QUIZ #1: <u>North American Obesity</u>
5	February 18 February 20	Topic: The Problem of Knowing Other Societies Readings: Trigg Chapter 4 and start reading <u>Technology and Culture</u> Professionalism: CVs and resumes
6	February 25 February 27	Topic: Rationality Readings: Trigg Chapter 5 Professionalism: CVs and resumes continued
7	March 4 March 6	Topic: Culture Professionalism: Discussion of careers and employment Readings: Trigg Chapter 8 EXERCISE #2 DUE 3/6
8	March 11 March 13	Topic: Sociobiology Readings: Trigg Chapter 9 EXERCISE #3 DISTRIBUTED 3/13 QUIZ #2: <u>Technology & Culture</u>
9	March 18 March 20	Topics: Markets Readings: Trigg Chapter 10 and start reading <u>Native Tours</u> Professionalism: letters of intent
	March 25/27	SPRING BREAK
10	April 1 April 3	HOLIDAY: CAMPUS CLOSED Topic: Midway Summary

Week	Date	Topics, Readings, Assignments, Deadlines
		Professionalism: transferable skills EXERCISE #3 DUE 4/3 QUIZ #3: <u>Native Tours</u> LAST DAY TO SUBMIT FINAL DRAFTS OF TRIGG CRITIQUES
11	April 8 April 10	Group Workshop: Developing an Umbrella EXERCISE #4 DISTRIBUTED 4/8
12	April 15 April 17	Group Workshop: Working Across Umbrellas LAST DAY TO SUBMIT FOR FEEDBACK ANY DRAFTS OF PORTFOLIO MATERIALS
13	April 22 April 24	Group Workshop: Finalizing the Presentations EXERCISE #4 DUE 4/24
14	April 29 May 1	Topic: "Umbrellas in Context" Group Presentations Topic: "Umbrellas in Context" Group Presentations
15	May 6 May 8	Topic: "Umbrellas in Context" Group Presentations Topic: Departmental Project Legacies
16	May 13	Topic: Semester Summary Professionalism: Workshop on assembling the portfolio
FINAL	May 21	Final Exam 1215-1430 During the final examination period your CAREER PORTFOLIO IS DUE