

**San José State University  
Anthropology Department  
Anthropology 11, Cultural Anthropology, Section 01  
Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jan English-Lueck
<b>Office Location:</b>	Clark 459
<b>Telephone:</b>	(408) 924-5347
<b>Email:</b>	Jan.English-Lueck@sjsu.edu
<b>Office Hours:</b>	Monday 3:00-4:00, Tuesday 1:30-3:30
<b>Class Days/Time:</b>	Tuesday and Thursday, 9:00-10:15 am
<b>Classroom:</b>	Clark 202
<b>GE/SJSU Studies Category:</b>	D1

**Course Format**

**Faculty Web Page and MYSJSU Messaging**

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

**Course Description**

Cultural anthropology is the study of how humans adapt to, interpret and affect the world in which they live. This course is designed to provide you with an overview to the discipline, as well as an appreciation of what it has meant to be human in different places at different times. The course is divided into three major parts:

1. Human Nature and Culture
2. Sociocultural Systems in Cross-cultural Comparison
3. Anthropology and the Modern World

By the end of the class you should have a sense of the anthropological perspective and its merits. After learning some basic concepts and cross-cultural comparisons, we finish the class by showing the practical applications of this perspective in America and elsewhere. Furthermore, you will be gaining first-hand experience in observing the world as an anthropologist giving you an experiential and intellectual appreciation of a perspective which can be used to better understand a variety of academic, professional and community contexts. 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**

### **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

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 in the Santa Clara Valley.
- 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.

- GELO1. 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]
- GELO2. 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]

## **Required Texts/Readings**

### Textbook

The following books are available to purchase or rent via Spartan Bookstore or other online venues.

Title: Conformity and Conflict: Readings in Cultural Anthropology | Edition: 15

Author: James W. Spradley, David W. McCurdy, Dianna Shandy

Publisher: Pearson ISBN: 9780205990795

Title: Starting Fieldwork: Methods and Experiences

Author: Judith Marti

Publisher: Waveland Press, ISBN: 9781478632955

Title: The Dobe Ju/'Hoansi | Edition: 4

Author: Richard B. Lee

Publisher: Cengage Learning ISBN: 9781111828776

Title: The Noodle Narratives: The Global Rise of an Industrial Food into the Twenty-First Century

Author: Frederick Errington

Publisher: University of California Press ISBN: 9780520276345

## **Other Readings**

Websites as indicated in the syllabus class schedule.

## **Other technology requirements / equipment / material**

Digital camera and notetaking materials.

## **Library Liaison**

The Anthropology Library Liaison is Silke Higgins, [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu).

## Course Requirements and Assignments

### Course Assignments

#### 1. Ethnographic Project (100 points, 25% of the grade, plus up to 50 workshop points)

This project will involve primary field research and original writing. In class we will have several workshops related to the project including a brief project proposal, a field notes exercise, writing descriptive essays, and writing analytical and reflective essays. The pieces will evolve into a final project report that will be written in appropriate scholarly language with appropriate citations if necessary. The project will involve hands-on anthropology rather than library research. It is intended to develop your skills as an observer and interpreter of social life. A complete project description will be attached. The exercise will integrate themes and ideas outlined in the course.

#### 2. Ethnographic Workshops (50 points, 12.5% of the grade)

These workshops will help students learn the skills and tactics for doing ethnography in the field. Readings from the textbook, *Starting Fieldwork*, will supplement the workshops and form the basis of Canvas Examinations.

#### 3. Homework Exercises (15 points each, 6% of the grade).

Three exercises will illustrate some techniques cultural anthropologists use to gather and analyze information. This exercises will be the basis of an in-class discussions.

- Food in Context: The students will bring in a food, along with a written description of how it is used, who prepares it, and who consumes it.
- Gendered Spaces: The students will map a home or other residential space and inventory “male” and “female” items and spaces.

#### 3. Open Study Guide Examination/Midterms (50 pts. each, 12.5% of the grade).

A study guide will be posted to Canvas 10 days in advance of the examination to prepare for a mixed multiple choice, short answer and essay exam. Class material, through readings, webpages, discussions, lectures and videos will form the basis for the exams. The examinations will provided in photocopied form and a printed completed study guide may be used in the exam. You may NOT use a digital copy.

#### 4. Participation and Miscellaneous Activities (± 50 pts.)

Participation in class activities, simulations, and a variety of other exercises can be worth more than 50 points. Attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit, varying from 5 to 20 points, will be given on days in which such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and late entry or exit in an activity, and no credit for non-participation. TO BE EXCUSED if you cannot make it to class to participate in the 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. You will receive full credit (E) as long as the reason is significant and the privilege is not abused (more than two exercises missed). Failure to participate might result in a significant loss of overall points.

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, additional reading and ethnographic fieldwork, analysis and writing, will comprise the bulk of the outside time needed in this course.

### **Final Examination or Evaluation**

Comprehensive Open Note Final Exam (100 pts., 25% of the grade).

A study guide will be posted to Canvas two weeks in advance to prepare for a final comprehensive multiple choice, short answer/essay exam. You may use a printed filled out copy of the study guide during your examination. [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that “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.”

### **Grading Information**

Grading will be based on evidence of mastery indicated by accuracy, originality and effort. 80-90% of the points allocated will be for content, 10-20% of the points reflect careful and accurate use of English prose. Use <https://www.grammarly.com> or another electronic service to check your writing. All papers will be submitted through Canvas and will be vetted by Turnitin.com. Papers with more than FIVE grammatical errors must be resubmitted.

### **Determination of Grades**

A+ 98>, A 94-97, A- 90-93

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+ 88-89, B 84-87, B- 80-83

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+ 78-79, C 74-77, C- 70-73

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+ 68-69, D 64-67, D- 60-63, F < 60

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.

Late work will only be accepted if the professor has approved the reason. The work will drop one grade as a late penalty in such cases unless otherwise arranged. Extra credit is not given.

### **Classroom Protocol**

Collaborative participation is critical in ethnography. Your classroom demeanor should be professional, as should be your actions in the field. You may bring devices to class, but they should only be used in class activities and work. Do not have open windows that do not pertain to the course, and make sure your mobile devices are set to silent. Distracted and inappropriate behavior that disrupts the class will not be tolerated and you may be asked to leave the classroom if it continues.

### **University Policies (Required)**

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 11, Cultural Anthropology, Section 1, Spring 2017 Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 26	<p><b>Introduction To The Course, The Anthropological Eye And Fieldwork</b>  <i>(To learn more about this topic take Anthropology 149 Ethnographic Methods)</i></p> <p><b>Surf:</b> <a href="http://svcp.org/">http://svcp.org/</a>,  <a href="http://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1465&amp;navItemNumber=733">http://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1465&amp;navItemNumber=733</a></p> <p><b>Read:</b> McCurdy, Shandy and Spradley, Introduction to Part 1 and Ethnography and Culture (Spradley, Chapter 1)</p>
2	January 31	<p><b>The Culture Concept—Ideas, Getting Organized, Things and Talk</b>  <i>(To learn more about this topic take Anthropology 131, Theories of Culture; and Anthropology 142 Culture in Mind)</i></p> <p><b>Read:</b> Marti, <i>Starting Fieldwork</i> Chapters 1-2</p>
2	February 2	<p><b>Homework exercise:</b> Food in context, bring a food from your household to class.  <i>(To learn more about this topic take Anthropology 107, Eating Culture)</i></p> <p><b>Read:</b> McCurdy, Shandy and Spradley, Eating Christmas in the Kalahari (Lee, Chapter 2)</p>
3	February 7	<p><b>Projects And Ethics; Doing Anthropology</b></p> <p><b>Surf:</b> <a href="http://www.aaanet.org/committees/ethics/intro.htm">http://www.aaanet.org/committees/ethics/intro.htm</a></p> <p><b>Workshops:</b> Proposing a field project, conducting ethical fieldwork</p> <p><b>Read:</b> Marti, <i>Starting Fieldwork</i> Chapters 3-4, 6-8</p>
3	February 9	<p><b>Applying Anthropology</b>  <i>(To learn more about this topic take Anthropology 105 Applied Anthropology)</i></p> <p><b>View Video:</b> <i>Beyond Ethnography</i></p> <p><b>Read:</b> McCurdy, Shandy and Spradley, Introduction to Part 10, and Doing Anthropology (McCurdy, Chapter 39)</p> <p><b>Read:</b> Lee, <i>The Dobe Ju/'hoansi</i> Chapters 1-9</p>
4	February 14	<p><b>Social Control</b>  <i>(To learn more about this topic take Anthropology 136, Thought Control)</i></p> <p><b>Read:</b> McCurdy, Shandy and Spradley, Law and Order (Spradley and McCurdy</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Chapter 25) <b>Read:</b> Lee, <i>The Dobe Ju/'hoansi</i> Chapters 10-14
4	February 16	<b>View and Discuss Video:</b> <i>Vanishing Cultures, Bushmen of the Kalahari</i>
5	February 21	<b>Sex And Gender</b>  <b>Read:</b> McCurdy, Shandy and Spradley, <i>Negotiating Work and Family in America</i> (Shandy and Moe, Chapter 20), <i>Global Women in the New Economy</i> (Ehrenreich and Hochschild, Chapter 35)
5	February 23	Introduce Gendered Space homework exercise
6	February 28	<b>Getting Organized; Families</b> <i>(To learn more about this topic take Anthropology 130, Kin, Kith and Community)</i> <b>Read:</b> McCurdy, Shandy and Spradley, Introduction to Part 5, Polyandry, When Brothers Take a Wife (Goldstein, Chapter 18)
6	March 2	<b>Homework exercise:</b> Gendered spaces map due, in class discussion
7	March 7	Feedback and discussion of Homework <b>Exam Review</b>
7	March 9	<b>Examination 1</b>
8	March 14	<b>The Power Of Belief, Language and Cognition</b> <i>(To learn more about this topic take Anthropology 136, Thought Control)</i>  <b>Read:</b> McCurdy, Shandy and Spradley, Introduction to Part 2 and Shakespeare in the Bush (Bohannon, Chapter 5) and Conversation Style: Talking on the Job, (Tannen, Chapter 7)
8	March 16	Language and Belief continued
9	March 21	<b>Colonialism, Ethnicity And Identity</b>  <b>Read:</b> McCurdy, Shandy and Spradley, Introduction to Part 6
9	March 23	<b>View:</b> Kwinti Maroon Suriname Slides
10	March 28	Happy Spring Break!
10	March 30	Happy Spring Break!
11	April 4	<b>Ecology And Environment, Adapting to a Changing World</b>  <i>(To learn more about this topic take Anthropology 129, Environmental Anthropology)</i>  <b>Read:</b> McCurdy, Shandy and Spradley, Introduction to Part 3, and We are going

Week	Date	Topics, Readings, Assignments, Deadlines
		Underwater (Crate, Chapter 10)
11	April 6	Adapting to the changing planet continued
12	April 11	<p><b>Political Economic Systems/Getting Organized, Exchanges And Work</b>  <i>(To learn more about this topic take Anthropology 133 Organizational Cultures and Anthropology 144, Economic Anthropology)</i></p> <p><b>(Project fieldwork should be done by April 11)</b></p> <p><b>Read:</b> McCurdy, Shandy and Spradley, Introduction to Parts 4 and 6, and Reciprocity and the Power of Giving (Cronk, Chapter 12) and Poverty at Work (Bourgois, Chapter 13)</p>
12	April 13	<p><b>Mini-Workshop:</b> Recalling the field: fieldwork methods recapped</p> <p><b>Read:</b> Marti, <i>Starting Fieldwork</i> Chapters 9, 11, 13</p>
13	April 18	<p><b>Exchanges Continued</b></p> <p><b>Mini-Workshop:</b> Description: This I have learned!</p>
13	April 20	<p><b>View Video:</b> <a href="#">Trobriand Cricket</a></p> <p>Read: McCurdy, Shandy and Spradley, Introduction to Part 7, Baseball Magic (Gmelch, Chapter 29)</p>
14	April 25	<p><b>Mini-Workshop:</b> Analysis and reflection: bring notes and project worksheets</p> <p><b>Homework Exercise:</b> Ethnographic bibliography due</p>
14	April 27	<p><b>Anthropology and Culture Change</b></p> <p><b>View video:</b> <i>Voices of Urban Relocation</i></p> <p><b>Read:</b> McCurdy, Shandy and Spradley, Mixed Blood (Fish, Chapter 22)</p>
15	May 2	<p><b>Conflict And Inequality</b>  <i>(To learn more about this topic take Anthropology 146, Culture and Conflict)</i></p> <p><b>Read:</b> McCurdy, Shandy and Spradley, Introduction to Part 9, Errington et al. <i>The Noodle Narrative</i> Pp. 1-63</p> <p><b>Review</b> for Examination 2</p>
15	May 4	<b>Examination 2</b>
16	May 9	<p><b>Globalization And Culture</b>  <i>(To learn more about this topic take Anthropology 115, Emerging Global Culture)</i></p> <p><b>Read:</b> Errington et al. <i>The Noodle Narrative</i> Pp. 64-134</p>

Week	Date	Topics, Readings, Assignments, Deadlines
16	May 11	Bring draft papers to class for peer review
17	May 16	Study session for Final <b>Ethnographic Projects due</b>
Final Exam	May 23	7:30-9:30 Clark 202 (Room opens at 7:15) Comprehensive exam with printed open study guide