

San José State University
Anthropology
Anthropology 142, Culture in Mind, Section 1

Fall 2009

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Tuesday, Friday 9:00-11:45; Wednesday 3:00-4:30 or by appt. <i>[Please note, office hours may be adjusted to reflect furlough days in which the campus is closed]</i>
Class Days/Time:	Monday, Wednesday 11:03-11:45
Classroom:	BBC 223
Prerequisites:	ANTH 11, 25 or instructor consent

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page, <http://www.sjsu.edu/people/jan.english-lueck/courses/anth142/>. You are responsible for regularly checking with the messaging system through MySJSU using your listed email.

Course Description

Culture in Mind explores a subject known within psychology primarily as cultural or cross-cultural psychology and within anthropology as psychological anthropology--the interplay between individuals and their societies. How do the values and socialization practices of a society define a sense of self? How does a culture manage individual differences? More critically, in the early 21st century, how does an individual manage surrounding cultural differences? Questioners have looked to biological, enculturationist and systems dynamic models for possible answers. Such models will be explored in the class. The class will be organized around five themes:

1. How do we ask the right questions to understand the interplay between self and culture?
2. What is the nature of the "deep culture" that guides our thought processes and behavior?

3. How is the pattern set through our diverse socialization processes?
4. How do intercultural interactions work? How do they highlight the basic differences in values and mental models?
5. What are the cultural catalysts that motivate behavior, especially in a constantly changing social system?

Within this tradition, the individual is situated in a social and cultural environment. Life histories are a key tool for understanding the connection between individual and the social milieu. This perspective has been revitalized as international, intercultural and inter-ethnic communication becomes more relevant in a globalized society. When individuals of different cultures meet, what assumptions and patterns of interaction do they bring with them? Exercises and readings help the students understand ethnocentrism, miscommunication and effective cultural brokerage. Finally, an attempt must be made to understand intracultural variation (how we are different) and cultural dynamism (how cultures change) to avoid the theoretical and practical error of stereotyping. The class is primarily designed to meet the needs of anthropology, behavioral science, social science and psychology majors who wish to explore the dynamic between individual values and decisions and culture.

Course Goals and Student Learning Objectives

1. The students will think critically, especially concerning the relationship of general and specific (esp. with the concepts of culture and self) and the discovery of underlying assumptions.
2. The students will to improve writing skills, particularly in logic and organization, learning to communicate to different audiences.
3. The students will experience reflective discovery--helping them see their own life decisions in a new light. It will do so primarily through reflective service in the CommUniverCity program (see below).
4. The course will encourage community discovery--learning another person's culture by describing and understanding their personal experience. The course is intimately connected to San Jose State University's participation in CommUniverCity and the Department of Anthropology's Silicon Valley Cultures Project.

Anthropology Department Learning Outcomes

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

KNOWLEDGE

1. Understand culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution*
2. Be aware of human diversity and the ways humans have categorized diversity*
3. Access knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.*
4. Access knowledge of the history of anthropological thought and its place in modern intellectual history.*
5. Comprehend of migration, colonialism, and economic integration as significant phenomenon shaping global society.*

SKILLS

6. Access various forms of anthropological data and literature.*
7. Be aware of the importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.*
8. Access 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. Present and communicate anthropological knowledge and the results of anthropological research to different audiences.*

PROFESSIONAL VALUES

10. Navigate the political and ethical implications of social research.*

Required Texts/Readings

Clare Boulanger, *Reflecting on America: Anthropological Views of U.S. Culture*. San Francisco: Allyn and Bacon. ISBN: 9780205481439.

Joseph Tobin, Yeh Hsueh, and Mayumi Karasawa, 2009, *Preschool in Three Cultures Revisited: China, Japan, and the United States*. Chicago: University of Chicago Press. ISBN: 9780226805030.

Other Readings

1. Rubin, Herbert and Irene Rubin

1995 Hearing about Culture. *In Qualitative Interviewing: The Art of Hearing Data*. Pp. 168-195. Thousand Oaks, CA: Sage Publications. [Excerpt on course website]

2. Mintz, Sidney

1989 The Sensation of Moving, while Standing Still. *American Ethnologist* 16 (4): 786-796. [through JSTOR and excerpt on course website]

3. Freidenberg, Judith

1998 The Social Construction and Reconstruction of the Other: Fieldwork in El Barrio. *Anthropological Quarterly* 71(4): 169-185. [through JSTOR and excerpt on course website]

4. Antikainen, Ari

1998 Between Structure and Subjectivity: Life-histories and Lifelong Learning. *International Review of Education*. 44(2-3): 215-234. [through JSTOR and excerpt on course website]

5. Tobin, Wu and Dana Davidson

1991 Pre-School in Three Cultures, Introduction. Chicago: University of Chicago Press. [Excerpt on course website]

6. Sharon Solomon, A Brief History of Cognitive Anthropology,
<http://www.geocities.com/xerexes/coganth.html> [available online]

7. Morrison, Marie, and Susan James

2009, Portuguese Immigrant Families: The Impact of Acculturation. *Family Process* 48(1): 151-166. [available on course website and through Academic Search Premier]

Project Liaison

Vanessa Potter is the graduate research associate for the project. She is there to help answer your questions and assist in data management. Her email is potter.vanessa@students.sjsu.edu.

Classroom Protocol

Format

All papers should be typed and fully referenced (AAA style can be found at <http://www.aaanet.org/publications/guidelines.cfm> with numbered pages. Writing should be

clear and correct. All papers should be proof-read. I suggest reading the draft aloud to catch errors and unwieldy writing. Each assignment uses certain analytical skills and requires comprehension of cultural themes. Accuracy, originality, depth of understanding and effort will all be assessed.

Late Papers

As a general policy late papers will be accepted only if prior arrangement has been made and the reason is significant, that is, family emergency or serious illness. (Printer problems, vacations, work conflicts and other non-emergencies are not acceptable excuses.) Otherwise a penalty of 10 points per each day late will be given. **No Exceptions.**

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

Exams

* The course will have two midterms emphasizing problem-solving in the context of appropriate lecture and readings, consisting of scenario narrative—4-6 pages, typed, double-spaced, with numbered pages and in-text references. Each of those papers is worth 100 points.

Project

The project will reflect significant outside efforts on your part.

Part 1, The Field Experience and Data Sharing:

You will conduct your project over the entire course of the semester by participating in CommUniverCity, conducting life history interviews, transcribing them, and creating narratives from them for a common database. Portions of that database will be the basis of your final exam which will ask you to discern cultural values and schema, especially around issues of place, identity and intercultural interaction. More will be discussed on this issue in class, but any interpersonal research (open-ended interview, observation) should conform to the departmental ethical guidelines. Transcripts of the interview and narratives (3-5 pages) are worth 100 points. This material will be archived and be the basis of future exhibits and publications used in the community.

Part 2, The Analytical Final:

Using 5 interviews as your database, you will compose a take-home 5-7 page essay in which you discuss a theme or schema that illustrates one of the following:

- place and identity
- multicultural American culture, the immigrant experience and intercultural interaction
- age, gender, class, education, health or work
- narratives of the past, present and future

You will reflect on your own cultural schema and how they were reinforced or challenged by your encounter with your informant/consultant. Originality is both required and essential.

Part 3) In class discussion, during the final exam period addition you will analyze how the data build a complex narrative of Five Wounds/Brookwood Terrace, considering the goals established by the residents.

Participation and Homework

Participation in class activities can be worth more than 100 points. Attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit 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 "voice mail" or E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points. Homework assignments may be linked to in-class exercises and are required, not subject to being "excused."

Marking Criteria

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.

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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. Media Services, located on the first floor of the IRC (the wing to the north of Dudley Moorehead) has a few digital audio players for use, although many MP3 players have the capacity to record.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Anth 142/Culture in Mind/Fall 2009 Course Schedule

Schedule is subject to change with fair notice and changes will be posted to the online course website. Please note that furlough days may have an unanticipated impact on the class schedule.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	
1	August 24, 26	<p>Asking the right questions</p> <p>Introduction to Class goals and format; Anthropology and Culture Outside Expert Exercise, Emic-Etic Study the syllabus/greensheet</p> <p>Read: the follow web resources [available online] AAA Ethical Guidelines http://www.aaanet.org/stmts/ethstmnt.htm Silicon Valley Cultures Project Surf: http://www.sjsu.edu/depts/anthropology/svcp/ Read: http://communiuercitysanjose.org/newsite/index.php?option=com_content&view=article&id=5:mission&catid=16:about-us&Itemid=99 and surf the rest of the site.</p>	<p>Study the sy</p> <p>Read: Ethical Guid Read: http:// Silicon Valle Surf:http://w</p>
2	August 31, September 2	<p>Immersive and naturalistic inquiry</p> <p>View video: Margaret Mead: Taking Note Surf: http://en.wikipedia.org/wiki/Margaret_Mead (supplementary, available online)</p> <p>Watch: video, Margaret Mead Read: Exerpt 1, Rubin, Hearing about Culture [Excerpt on course website]</p>	
3	September 9	<p>Discuss: CommUniverCity interview training</p> <p>Read: Excerpt 2, Mintz, The Sensation of Moving, while Standing Still [through JSTOR and excerpt on course website]</p> <p>Excerpt 3, Freidenberg The Social Reconstruction and Reconstruction of the Other: Fieldwork in El Barrio. [through JSTOR and excerpt on course website]</p>	
4	September 14, 16	<p>Socialization</p> <p>Watch: Preschool in Three Cultures</p> <p>Read: Excerpt 4, Antikainen, Between Structure and Subjectivity:</p>	

Week	Date	Topics, Readings, Assignments, Deadlines
		Life-histories and Lifelong Learning. [through JSTOR and excerpt on course website] Excerpt 5, Tobin, David Wu and Dana Davidson 1991 Pre-School in Three Cultures, Introduction. [Excerpt on course website and in the reserve book room]
5	September 21, 23	Updated research. Constructs of group, childhood and gender in three cultures. Cross-cultural psychological issues in education Read: Tobin, Hsueh, and Karasawa, <i>Preschool in Three Cultures Revisited: China, Japan, and the United States</i> . Chapters 1, 2, 3
6	September 28, 30	Worldview in a social context Discussion of midterm scenario Read: Tobin, Hsueh, and Karasawa, <i>Preschool in Three Cultures Revisited: China, Japan, and the United States</i> . Chapters 4, 5
7	October 5, 7	National Character, classical and revamped Surf: http://www.geert-hofstede.com/ and read http://en.wikipedia.org/wiki/Ruth_Benedict [available online] Read: Boulanger, in Boulanger Chapter 1 Workshop for CommUniverCity fieldwork and ongoing analysis (Oct. 7)
8	October 12, 14	From generalizations to schema First Midterm paper due October 14 Read: Sharon Solomon, A Brief History of Cognitive Anthropology, http://www.geocities.com/xerexes/coganth.html [available online]; and Myers, in Boulanger Chapter 16
9	<i>October 19, Furlough Day, no class.</i> October 21	Time and place Read in Boulanger: Amster, Chapter 2; Michrina, Chapter 3; and Burton, Chapter 9 Use October 19 th to work on your CommUniverCity projects.
10	October 26, 28	Intercultural interaction, attribution and realpolitik Read in Boulanger: Ceronni-Long, Chapter 17; Cohen, Chapter 18
11	November 2, 4	Schema for social roles and the work of culture Read in Boulanger: Durrenberger, Chapter 12; di Leonardo, Chapter

Week	Date	Topics, Readings, Assignments, Deadlines
		10 and Bourgois, Chapter 13
12	November 9, 11	Schema continued Second midterm due November 11
13	November 16, 18	Focus on San Jose Stories, Neighborhood Lives Schema for urban living Read: Strong Neighborhoods Initiative, http://www.strongneighborhoods.org/Aboutsn06.asp [available online]
14	November 23, 25	Silicon Valley narratives and the missing million Read: Morrison and James [available on course website and through Academic Search premiere]
15	November 30, No class December 2	Intercultural interaction and immigration Read: Morrison and James [available on course website and through Academic Search premiere] Bring to class Nov. 30 Use December 2 to work on your transcripts and narratives
16	December 7	Generating themes for the final Transcripts and Narratives Due Dec. 7
Final Exam	Monday December 11	9:45 a.m.-12:00 noon Workshop on San Jose Stories, Neighborhood Lives