

San José State University
College of Social Sciences/Anthropology 130
Kin, Kith and Community:
The Anthropology of Social Organization, Fall 2010

Instructor: Dr. Jan English-Lueck

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Office Hours: Monday 3:00-4:45 Tuesday, 8:30-11:45; or by appt.

Class Days/Time: Monday and Wednesday 10:30-11:45

Classroom: Clark Hall 204

Prerequisites: Upper division standing

Course Number: 46757

Course Web Page

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/anth130>. You are responsible for regularly checking with the messaging system through MySJSU using your listed email.

Course Description

This course presents an overview of social organization focused on local forms of human relationship: kinship, non-kin relations such as friendship and networking, and community and how they articulate within a contemporary global context. The course will explore the dynamic principles of kinship and community-building from an anthropological perspective and how people use those concepts to organize their social lives. Examples will be drawn from small-scale, complex and intentional societies.

Course Goals and Student Learning Objectives

Students who satisfactorily complete this course will:

1. Be able to think critically, especially using comparative frameworks, analyze processes and discover assumptions.
2. Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.
3. Be able to identify and analyze the process of social change.
4. Be able to recognize and analyze the forces that foster social cohesion and fragmentation.
5. Understand the complexities of social life both globally and in the Santa Clara Valley as they reflect different points of view.
6. Gain a working knowledge of how cultural anthropologists conduct field research through completing a class project.

Learning Objectives of the Anthropology Department (* objectives covered in Anth 130)

KNOWLEDGE

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

SKILLS

6. Ability to access various forms of anthropological data and literature.*
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.*
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.*

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

PROFESSIONAL VALUES

10. Knowledge of political and ethical implications of social research.*

Required Texts/Readings

Textbook

Kinship and Gender. 4th Edition. Linda Stone, ed. (2010)

The Gift of the Bride. A Tale of Anthropology, Matrimoney and Murder. Serena Nanda and Joan Gregg. (2009)

Busier than Ever! Why American Families Can't Slow Down! C.N. Darrah, J.M. Freeman and J.A. English-Lueck (2007)

Other Readings

Internet Resources

- Students are responsible for all material in electronic sources linked to the class site. Several sites are particularly useful in doing research. Anthrosource and JSTOR are useful databases available to all SJSU students and faculty. Readings in pdf format are also available on the course website.

Schwimmer's Kinship Tutorial

<http://www.umanitoba.ca/faculties/arts/anthropology/tutor/kinmenu.html>

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-324.html>. Information about late drop is available at <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

1. Fast Forward Family Project (150 points for written paper, and 20 points for final project seminar). Each student will do an ethnographic exploration of the connection between technology and the shaping of family in Silicon Valley. The technology at issue could be:

- medical, e.g. a genetic scan, a weight scale
- reproductive, e.g. in vitro fertilization
- transportation, e.g. the family car, bicycles
- communications, e.g. cell phones
- multimedia, e.g. flickr, television

You will place this technology within an ecosystem of technologies within the household and family, by creating a focused, non comprehensive device inventory. You will see what kind of impact that technology has on the rhythms, social relations, mobility and identity of that family and social group. To learn this you will conduct an interview with at least two people within the family understanding the social identity of the household and understanding the natural history of the device or technology as it was brought into the family, and integrated—or rejected—over time. Who uses it? What effects did it have and on whom? What are the social meanings attached to it? Out of this ethnographic experience you will create a summary of your experience, a description of that technology's ecosystem and impact on the family, and an analysis of how such changes fit into the larger framework of American kinship and friendship in all its diversity. All fieldnotes must be attached including a detailed summary of the interviews and observations. Consent forms must also be attached. Electronic versions of the paper must be posted to the wiki to help other scholars in the class and future scholars who will be working with this database.

All ethnographic data must conform to the University's and the discipline's code of research ethics. All participation by informants must be voluntary and confidential. Minors will not directly participate in this project. All written material must be original, and based on both ethnographic observations and appropriately cited written resources.

2. Examinations (200 points total). The course will have two take-home exams, using a short essay format, each test worth 100 points. Questions will be given in advance.

3. Participation and Miscellaneous Activities (∇ 100 pts.) Participation in class activities, project updates, simulations, and a variety of other exercises 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, 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.

Grading

Incompletes

Incompletes will be granted only if the instructor has been notified and has approved. Students with missing major assignments (over 50 points) will receive a U (an Unauthorized Withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

Notification of Grades

If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone).

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.

See <http://www.geneseo.edu/~writing/?pg=topics/formalinformal.html> for a discussion of formal and informal writing.

See <http://www.geneseo.edu/~writing/?pg=topics/commonerrors.html> for a list of the common writing errors that occur in student writing and how to avoid such problems.

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. 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.

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.

Anthropology 130
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Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 25	Why study kinship? Class Approaches and Overview.
2	Aug. 30, Sept. 1	Problematizing family Read [Jstor] Review of <i>A World of Their Own Making: Myth, Ritual, and the Quest for Family Values</i> by John R. Gillis. "Public Dreams, Private Lives," Arlene Skolnick. <i>Contemporary Sociology</i> , Vol. 27, No. 3 (May, 1998), pp. 233-235. Stable URL: http://www.jstor.org.libaccess.sjlibrary.org/stable/2655161 Stone, Chapter 1, 2, Gender, Reproduction and Kinship The Evolution of Kinship and Gender
3	Sept. 6, Sept. 8	Marriage and Descent Read Stone Chapter 6, Marriage
4	Sept. 13, Sept. 15	Dyads, Moieties in contemporary Kinship Read Stone, Chapters 7, 8 A history of Euro-American Kinship and Gender and Kinship, Gender and Contemporary Social Problems Go through Schwimmer's Kinship Tutorial and be familiar with vocabulary list given in class
5	Sept. 27, Sept. 29	Descent, Residence, Inheritance Read Stone, Chapters 3 and 4, The Power of Patriline, and Through the Mother View Video: Ladies of the Lake Submit 1 paragraph proposal for class project, September 27

Week	Date	Topics, Readings, Assignments, Deadlines
6	Oct. 4, 6	Nationalism and Transnationalism at the Local Level Read Nanda and Gregg, <i>The Gift of A Bride</i> 1-170 October 6, Project workshop
7	Oct. 11,13	Race, Caste and Constructing Ascribed Identities Read Nanda and Gregg, <i>The Gift of A Bride</i> 171-286 View Video: <i>Missing Women</i>
8	Oct. 18, Oct. 20	Taking Kinship on the Road Read [From Electronic Book (Available Through SJSU Library Catalog)] Read the Conclusion (Pp. 210-225) Nicole Constable, "Romance On A Global Stage: Pen Pals, Virtual Ethnography, And 'Mail-Order' Marriages." http://mill1.sjlibrary.org/search/aConstable%2C+Nicole./aconstable+nicole/-3,-1.0,B/browse Exam 1 questions given out covering material given through this week.
9	Oct. 25, Oct. 27	Friendships, Weak Ties and Fictive Kin Read [Jstor] "The Strength of Weak Ties: A Network Theory Revisited," Mark Granovetter. <i>Sociological Theory</i> , Vol. 1, (1983), pp. 201-233. Stable URL: http://www.jstor.org.libaccess.sjlibrary.org/stable/202051 Exam 1 due October 22
10	Nov. 1, 3	Mapping networks, an introduction Class exercises and feedback on exam Read [Darrah et al.] <i>Busier than Ever!</i> Part 1, Pp. 3-80
11	Nov. 8, Nov. 10	Managing Family View Video: <i>Makiko's New World</i> Surf: http://en.wikipedia.org/wiki/Japanese_family Read

Week	Date	Topics, Readings, Assignments, Deadlines
		[Darrah et al.] <i>Busier than Ever!</i> Part 2. Pp. 81-155
12	Nov. 15, Nov. 17	Family and Community in an age of Consumerism Read [Darrah et al.] <i>Busier than Ever!</i> Part 3, 4, Pp. 159-263
13	Nov. 22, Nov. 24	Technology and the Future of the Family Read Email my heart: Remediation and romantic break-ups, Ilana Gershon [pdf on website]
14	Nov. 29, Dec. 1	The Future of the Social Read Stone, Chapter 9, Kinship, Gender and New Reproductive Technologies: The Beginning of the End Second Exam Questions handed-out Dec. 1
15	Dec. 6, Dec. 8	The future of the social continued Exam 2 due, Dec. 8
Final Exam	Dec. 16 9:45 a.m.- 12:00	Project Papers due, Project Summary workshop

Related Bibliography

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