

**San José State University**  
**College of Social Sciences**  
**ANTH 11, Cultural Anthropology, Sec. 04, Fall 2011**

<b>Instructor:</b>	Dr. Guadalupe Salazar
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<b>Office Hours:</b>	Tuesday 8:00 am – 10:00 am Tuesday / Thursday 1:30 pm – 3:00 pm
<b>Class Days/Time:</b>	Tuesday / Thursday 3:00 pm – 4:15 pm
<b>Classroom:</b>	Clark Hall 303
<b>GE/SJSU Studies Category:</b>	Area D1

**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 at <http://www.sjsu.edu/people/guadalupe.salazar> .

**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. 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. There are no pre-requisites to this course.

**Course Learning Objectives**

Students who satisfactorily complete this course will:

1. Be able to understand and apply appropriately the concept of culture to human behavior.
2. Gain a working knowledge of how cultural anthropologists conduct field research through completing a class project.

3. Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.
4. Develop a cross-cultural perspective on how humans relate to each other and the material world through symbols.
5. Have knowledge about several societies in depth using ethnographies.
6. Understand the relevance of cultural anthropology for understanding the complexities of modern life both globally and in this country.

### **Area D1 Human Behavior Student Learning Objective**

Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

### **Goals of the Anthropology Department**

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

### **Required Texts/Readings**

- 1) Spradley, James and David McCurdy (2012) Conformity and Culture: Readings in Cultural Anthropology (14th Edition)
- 2) Nanda, Serena & Joan Gregg (2009) Gift of a Bride: A Tale of Anthropology, Matrimony and Murder
- 3) Peters-Golden, Holly (2009) Culture Sketches: Case Studies in Anthropology
- 4) Bourgois, Philippe (2002) In Search of Respect: Selling Crack in El Barrio (2<sup>nd</sup> Edition)

The books are available through the Spartan Bookstore and Amazon.com.

## Classroom Protocol / Student Responsibilities

- Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.
- I have a zero-tolerance policy for cheating and plagiarism; if you cheat or plagiarize you will fail the course! Incidences of cheating or plagiarism will be turned into the academic integrity office. Students are responsible to understanding and adhering to the academic integrity policy.
- I will not answer questions about what occurred in class due to an absence. Please ask your fellow students for copies of their notes.

## Student Responsibilities

- Download and refer to **Ethnographic Exercise 1 and 2, and the Ethnographic Project** for detailed guidance. Please write clearly and correctly and seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.
- No electronic submission of work – do not email me your papers!
- If you know in advance that you will be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing or telephoning me, leaving a message for me in the Anthropology Department office, or by coming by during my office hours.
- **Only** students with a documented excuse will be able to take a make-up exam **or** hand in a late assignment. Late assignments **will not** be accepted otherwise.
- Students are responsible for understanding policies about adding, dropping, and incompletes.
- Students are responsible for being aware of assignment due dates, midterm dates, and the final exam schedule.
- If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

There are two midterm examinations, two ethnographic exercises, a course project and a final exam in this course.

**Examinations:** The exams will consist of multiple choice, True and False, Fill-in the blank and Short Answer questions based on the lectures and readings.

**Ethnographic Exercises:** The two out of class exercises are intended to help you understand an ethnographic approach to understanding social phenomena. They will require some work, however, the activities ought to be thought provoking and fun. They might help you decide on your course project.

**Course Project:** The project is an effort to “do” some anthropology in the real world. It is intended to develop your skills as an observer and interpreter of social life.

### **Grading Distribution**

Midterms (2 @ 50)	100 points	A- to A+ = 225-250 points
Ethnographic Exercise (2 @ 25)	50 points	B- to B+ = 200-250 points
Ethnographic Project	50 points	C- to C+ = 175-199 points
Final Exam	<u>50 points</u>	D- to D+ = 150-174 points
Total	250 points	F = below 149 points

I assign plus and minus grades at my discretion and use participation to adjust marginal grades.

## University Policies

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Student Technology Resources (Optional)**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center (Optional)**

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](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. Professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges staff it. 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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center (Optional)**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop – in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>.

## ANTH 11 (Sec. 04) Fall 2011 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 25	<b>Introduction</b> Introduction to class goals and format, review syllabus, add/drop process and deadlines...
2	Aug. 30	<b>The Concept of Culture</b> Read: S & M: Culture and Ethnography, pp. 2-5 Read: S & M, Ch. 1: Ethnography and Culture Read: S & M, Ch. 2: Eating Christmas in the Kalahari <b>Homework Assignment 1 Due</b> <b>Download &amp; bring to class Ethnography Exercise #1 and Ethnographic Project Guidelines</b>
	Sep. 1	Read: Peter-Golden, Ch. 6: The Ju/'Hoansi: Reciprocity and Sharing Video: <i>N'ai: The Story of a !Kung Woman</i> (TU0265A; 59 m)
3	Sep. 6	<b>Fieldwork</b> Read: S & M, Ch. 3: Fieldwork on Prostitution in the Era of AIDS Read: S & M, Ch. 4: Nice Girls Don't Talk to Rastas <b>Download &amp; bring to class Ethnographic Project Proposal Worksheet</b> <b>To learn more:</b> Take ANTH 149 Ethnographic Methods
	Sep. 8	Street Children in Chile
4	Sep. 13	<b>Language and Communication</b> Read: S & M: Language and Communication, pp. 38-40 Read: S & M, Ch. 5: Shakespeare in the Bush Read: S & M, Ch. 7: Manipulating Meaning: The Military Name Game <b>Download &amp; bring to class Ethnographic Exercise 2</b>
	Sep. 15	Read: Peters-Golden, Ch. 5: The Hmong: Struggle and Perseverance Video: <i>The Split Horn</i> (XD0916; 58 min.)
5	Sep. 20	<b>Gender and Communication</b> Read: S & M, Ch. 8: Conversation Style: Talking on the Job Video: <i>He Said, She Said</i> (XS2413; 55 min) <b>Ethnographic Exercise 1 Due</b>
	Sep. 22	<b>Midterm 1</b>
6	Sep. 27	<b>Culture and the Individual</b> Read: S & M: Identity, Roles and Groups, pp. 186-188 Read: S & M, Ch. 21: You@Work: Jobs, Identity and the Internet Read: S & M, Ch. 22: The Opt-Out Phenomenon: Women, Work and Identity in America Read: Nanda & Gregg, pp. 3-68 <b>To learn more:</b> Take Anth 25 Human Development, Anth 141 Culture and Gender, Anth 142 Culture and Personality
	Sep. 29	Read: Peters-Golden, Ch. 11: The Roma: Romanipe, Rights and the Road Ahead

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Homework Assignment 2 Due:</b> Watch <i>Gypsy Caravan: When the Road Bends</i> (on reserve in the IRC)
7	Oct. 4	<b>Culture and the Individual</b> Read: S & M, Ch. 24: Mixed Blood Read: Nanda & Gregg, pp. 69-141
	Oct. 6	Read: S & M, Ch. 23: Do Muslim Women Really Need Saving? Video: <i>My Journey, My Islam</i> (XS2525; 56 m)
8	Oct. 11	<b>Kinship and Family</b> Read: S & M: Kinship and Family, pp. 152-154 Read: S & M, Ch.17: Mother's Love: Death Without Weeping <b>To learn more:</b> Take Anth 171 Culture Through Film <b>Ethnographic Project Proposal Due</b>
	Oct. 13	Read: S & M, Ch. 18: Family and Kinship in Village India Read: Nanda & Gregg, pp. 142-211 Video: <i>Dadi's Family</i> (XS3240 60 m)
9	Oct. 18	<b>Marriage</b> Read: S & M, Ch. 19: Polyandry: When Brothers Take a Wife Read: S & M, Ch. 20: Uterine Families and the Women's Community Read: Nanda & Gregg, pp. 212-278 <b>Ethnographic Exercise #2 Due</b>
	Oct. 20	Video: <i>Love Chronicles: Arranged Marriages</i> (XD1112; 50 min)
10	Oct. 25	<b>Midterm 2</b>
	Oct. 27	<b>Culture of Poverty</b> NY Times article: "Culture of Poverty" makes a Comeback
11	Nov. 1	<b>Subsistence</b> Read: S & M: Ecology and Subsistence, pp. 70-72 Read: S & M, Ch. 9: The Hunters: Scarce Resources in the Kalahari Read: S & M, Ch. 10: Eskimo Science Video: <i>Nouyorician Dreams</i> <b>To learn more:</b> take Anth 146 Culture and Conflict
	Nov. 3	Read: Bourgois, pp. 1-76 Video: <i>Nouyorician Dreams(cont'd)</i>
12	Nov. 8	<b>Economic Exchange</b> Read: S & M: Economic Systems, pp. 116-118 Read: S & M, Ch. 13: Reciprocity and Power of Giving Read: S & M, Ch. 15: Cocaine and the Economic Deterioration of Bolivia Read: S & M, Ch. 16: Malawi vs. the World Bank <b>To learn more:</b> take Anth 147 Wealth and Power <b>Bring 16 pennies to class</b>
	Nov. 10	Read: Peters-Golden: Ch. 14: The Trobriand Islanders: The Power of Exchange Read: Bourgois, pp. 77-173 Video: <i>Cricket The Trobriand Way</i> (XB1300A; 29 min)

Week	Date	Topics, Readings, Assignments, Deadlines
13	Nov. 15	<b>Religion and Ideology</b> Read: S & M: Religion, Magic & World View, pp. 256-259 Read S & M, Ch. 28: Taraka's Ghost Read: S & M, Ch. 29: Baseball Magic To learn more: take Anth 148 Religion and Anthropology <b>Ethnographic Project Due</b>
	Nov. 17	Read: Bourgois, pp. 174-287 Read: Peters-Golden, Ch. 1: The Azande: Witchcraft and Oracles in Africa Video: <i>Social Control</i> (XB1048B ; 30 min)
14	Nov. 22	<b>Globalization</b> Read: S & M: Globalization pp. 294-295 Read: S & M, Ch. 33: Village Walks: Tourism and Globalization Among the Tharu of Nepal Read: S & M, Ch. 35: Global Women in the New Economy Video: <i>Paradise with Side Effects</i> (XD1183; 40 min)
	Nov. 24	<b>Happy Thanksgiving!</b>
15	Nov. 29	<b>Globalization</b> Read: S & M, Ch. 32: How Sushi Went Global
	Dec. 1	Read: Bourgois, pp. 288-351 Read: Peters-Golden, Ch. 4: Haiti in Turmoil
16	Dec. 6	<b>Applying Anthropology</b> Read: S & M: Culture Change and Applied Anthropology, pp. 336-339 Read: S & M, Ch. 36: Advice for Developers: Peace Corps Problems in Botswana Read: S & M, Ch. 37: Medical Anthropology: Leprosy on the Ganges Read: S & M, Ch. 38: Public Interest Ethnography: Women's Prisons and Health Care in California
	Dec. 8	Read: S & M, Ch. 39: Using Anthropology Review
<b>Final Exam</b>	<b>Friday Dec. 16</b>	<b>FINAL 2:45 – 5:00 pm Clark Hall 303</b>