

**San José State University  
College of Social Sciences  
Anthropology 11, Section 1  
Cultural Anthropology, Spring 2009**

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<b>Office Hours:</b>	Monday, 1:30-3, Wednesday 1:30-5; or by appt.
<b>Class Days/Time:</b>	Monday, Wednesday 10:30-11:45
<b>Classroom:</b>	Clark 117
<b>GE/SJSU Studies Category:</b>	Area D1
<b>Course Numbers</b>	Anthropology 29149

### **Course Web Page**

**Course URL:** Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the web wizard link for SJSU faculty pages, [http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=2080](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=2080).

### **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 and Student 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; and
6. Understand the relevance of cultural anthropology for understanding the complexities of modern life both globally and in the Santa Clara Valley.
7. Be able to engage in cooperative learning activities, and identify culturally relevant information resources.

## **Learning Objectives of the Anthropology Department**

### **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

As an Area D1 (Human Behavior) course, the content and activities are designed to enable you to achieve the following learning outcomes

1. 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]
2. 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 ]
3. 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**

1. *Mirror for Humanity* (6<sup>th</sup> Edition), Conrad Kottak
2. *Culture Sketches: Case Studies in Anthropology*, Holly Peters-Golden
3. *New Capitalists: Law, Politics, and Identity Surrounding Casino Gaming on Native American Land*, Eve Darian-Smith
4. *The Dobe Ju'hoansi*, Richard Lee

Other readings as indicated in greensheet drawn from online library holdings and Internet websites.

### **Classroom Protocol**

**Participation and misc. activities.** Participation in class activities is essential. Exercise and discussion credit will be given each class meeting. 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, please 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.

**Writing fluency.** Often confused with plagiarism, students need to express themselves fluently and grammatically without excessive quotation. See <http://www.aresearchguide.com/1steps.html>.

**Writing format.** All papers should be typed and fully referenced using either the APA, AAA or ASA style guides. Number your 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, depth of understanding and effort will all be assessed.

**Late papers or makeup exams.** No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor immediately. 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**

### **Course Assignments**

#### **1. Ethnographic Project (100 points, 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 Exercises (25 points each).**

Two exercises will illustrate some techniques cultural anthropologists use to gather and analyze information. Gendered Spaces: The students will map a home or other residential space and inventory “male” and “female” items and spaces. This exercise will be the basis of an in-class discussion and minute paper. Network Map: in class, students will “interview” each other to yield a first draft of a network map, and then each person will take that map, expand and annotate it. These will be the source of an in-class analytical exercise.

3. Open Note Quiz/Midterms (50 pts. each).

A study guide will be posted to the course website two weeks in advance of the examination to prepare for a mixed short answer and essay exam. Class material, through readings, webpages, discussions, lectures and videos will form the basis for the exams.

4. Comprehensive Open note Final Exam (100 pts.).

A study guide will be posted to the course website two weeks in advance to prepare for a final comprehensive short answer/essay exam.

5. Participation and Miscellaneous Activities ( $\pm$  100 pts.)

Participation in class activities, 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. 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. Failure to participate might result in a significant loss of overall points.

## **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.

### **Marking Criteria**

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

An "A" demonstrates originality, not merely efficient memory, showing active synthesis of information that is self-initiated and not merely presented by the professor. You must address the tasks effectively, shows effective organization and logical argumentation, use clear, appropriate and accurate examples and demonstrate a high level of writing competence and knowledge. Only thoroughly referenced writing can receive an A.

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 demonstrate original thinking. Only some tasks are done thoroughly. Work may be generally well organized, use appropriate examples, display facility, with a few gaps, in argumentation, and demonstrate a good level of writing and knowledge.

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

A "C" may show a fair level of competence, but some academic skills will be rudimentary. It will address the task adequately, but only with parts of the task. Work 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 occur only if no effort is made to address the question or topic.

# Anthropology 11, Section 1

## Cultural Anthropology, Spring 2009

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 26, January 28	<p><b>Introduction To The Course, The Anthropological Eye And Fieldwork</b></p> <p><i>(To learn more about this topic take Anthropology 149 Ethnographic Methods)</i></p> <p><b>Surf:</b> <a href="http://www.sjsu.edu/depts/anthropology/svcp/">http://www.sjsu.edu/depts/anthropology/svcp/</a>  <a href="http://www.pygmies.info/">http://www.pygmies.info/</a></p> <p><b>Read:</b> Kottak, Chapter 1, What is Anthropology?</p>
2	February 2, February 4	<p><b>The Culture Concept—Ideas, Getting Organized, Things and Talk</b></p> <p><i>(To learn more about this topic take Anthropology 131, Theories of Culture; and Anthropology 142 Culture and Personality)</i></p> <p><b>Homework exercise:</b> bring a food from your household to class on February 4th.</p> <p><b>Read:</b> Kottak, Chapter 3, Culture</p>
3	February 9, February 11	<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>Introduce exercise:</b> Mapping gendered space</p> <p><b>Read:</b> Kottak, Chapter 2, Ethics and Methods, and Lee, Pp. 1-90</p>
4	February 16, February 18	<p><b>Applying Anthropology, Social Control</b></p> <p><i>(To learn more about this topic take Anthropology 105 Applied Anthropology Anthropology 136, Thought Control)</i></p> <p><b>View Video:</b> Anthropologists at Work</p> <p><b>View Video:</b> Vanishing Cultures, Bushmen of the Kalahari</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Read:</b> Kottak Chapter 12, Applying Anthropology, and Lee, Pp. 91-200, and Golden Peters, Chapter 6 ( <i>The Ju'hoansi</i> )
5	February 23, February 25	<b>Sex And Gender</b> <b>Conduct simulation:</b> “the Owl Experiment” <b>Homework exercise:</b> Gendered Spaces. <b>Exercise:</b> One minute paper and discussion on the 25 <sup>th</sup> . <b>Read:</b> Kottak, Chapter 8, Gender
6	March 2, 4	<b>Getting Organized; Families</b> <i>(To learn more about this topic take Anthropology 130, Kin, Kith and Community)</i> <b>Read:</b> Kottak, Chapter 7, Families, Kinship and Marriage
7	March 9, 11	<b>The Power Of Belief</b> <i>(To learn more about this topic take Anthropology 136, Thought Control and Anthropology 148, the Anthropology of Religion)</i> <b>Quiz 1:</b> Wednesday March 11 <b>Read:</b> Kottak, Chapter 9, Religion, and Peters-Golden, Chapter 1, Azande
8	March 16, March 18	<b>Colonialism, Ethnicity And Identity</b> <b>Read:</b> Kottak Chapter 10, The World System and Colonialism
	March 23, March 25	<b>Spring Break</b>
9	March 30-April 1	<b>Ecology And Environment</b> <i>(To learn more about this topic take Anthropology 143, Culture and Adaptation)</i> <b>View:</b> Kwinti Maroon Suriname Slides <b>Read:</b> Kottak, Chapter 5, Making a Living



Week	Date	Topics, Readings, Assignments, Deadlines
10	April 6, 8	<p><b>Economic Systems/Getting Organized, Exchanges And Work</b>  <i>(To learn more about this topic take Anthropology 133 Organizational Cultures)</i></p> <p><b>Mini-Workshop:</b> Getting the projects ready—writing for description</p> <p><b>View Video:</b> <i>Trobriand Cricket</i></p> <p><b>Read:</b> Golden-Peters, Chapter 14, the Trobriand Islanders</p>
11	April 13, 15	<p><b>The Worlds Of Work And Living In Organizations</b></p> <p><b>Exercise:</b> Network Map exercise</p> <p><b>Mini-Workshop:</b> Getting the projects ready—writing for analysis and reflection</p> <p><b>Read:</b> In Anthrosource Library database, “Techno-Missionaries Doing Good at the Center,” Professor Charles N. Darrah, <i>Anthropology of Work Review</i>, Spring 2001, Vol. 22, No. 1, pp. 4-7</p>
12	April 20, 22	<p><b>Communication</b>  <i>(To learn more about this topic take Anthropology 170, Language and Culture)</i></p> <p><b>Quiz 2:</b> Wednesday April 22</p> <p><b>Read:</b> Kottak, Chapter 4, Language and Communication</p>
13	April 27, 29	<p><b>Anthropology and Culture Change</b></p> <p><b>View video:</b> <i>California’s Lost Tribes</i></p> <p><b>Read:</b> Darian-Smith, Pp. 1-51, and Golden Peters, Chapter 2, Aztecs</p>
14	May 4, 6	<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> Darian-Smith, Pp. 52-106, and Kottak Chapter 11, Ethnicity and Race, and Chapter 13, Cultural Exchange and Survival</p> <p><b>Ethnographic Project Analytical Workshop, May 4</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
15	May 11, 13	<b>Globalization And Culture</b> <i>(To learn more about this topic take Anthropology 115, Emerging Global Culture)</i> <b>Read:</b> Darian-Smith, Pp. 107-114, and Golden Peters Chapter 11, Roma <b>Ethnographic Projects due, Discussion</b>
Final Exam	Friday May 15	<b>In-class final 9:45-12:00</b>

**Anthropology 11**  
**Ethnographic Project \***  
Spring 2009  
Dr. English-Lueck

The project assigned for this course will provide you with some experience in doing anthropology. Although one paper does not make you an anthropologist, it should give you some sense of the difficulties and rewards of the field, and of the anthropological process. Note that the project must be based on activities that you observe or participate in during the semester, not on recollections or activities in the past. Since you are doing a project involving human beings, you are required to conform to the ethical guidelines of the discipline and San Jose State University. **NO STUDENT PROJECT MAY BE UNDERTAKEN UNTIL THE APPROPRIATE FORMS HAVE BEEN SIGNED AND THE PROJECT HAS BEEN APPROVED BY THE PROFESSOR** (see in-class workshops).

The topic of your inquiry is open, although you will investigate it through the basic anthropological approach of participant-observation. You may also complete this assignment by collecting an individual's life history or interviewing someone about his or her special cultural knowledge, but we must discuss this option before you begin. Topics have included, ballet, piano and gymnastic rehearsals, life in the lounge of a dorm or cafeteria, an ethnic festival or religious observance, the flea market, selling a car or cruising a bar, informal rules for most any job (waitress, bus driver, etc.); culture of a national laboratory, a shopping mall, sports event, children on playgrounds, thrift shops etiquette, political rallies, fund-raisers, riding elevators, using rest rooms, cell phones, ATMs etc.

A key to a good project is to find something in which you are interested, which is accessible to you and which will provide you with rich descriptions that you can analyze. The time you spend performing observations will vary depending upon your topic, but plan on about 6-10 hours of "fieldwork."

### **The Project Report**

Your project report should contain sections addressing (1) perspective, (2) methods, (3) description, (4) analysis, and (5) interpretations and reflections.

1. Perspective. Introduce your reader to your topic, why you chose it, any preconceptions you had and what you hoped to learn from the experience of investigating this particular topic. Several questions may help you get started here. Who are you that makes this topic compelling? What in particular interested you about the topic? Do you recognize any axes you're out to grind? How does this affect your ability to investigate the topic? Do you have any hypotheses to test? What are the more general lessons you can learn by studying this topic? Why should anyone care about this topic?

\* Project developed by Drs. James Freeman and Chuck Darrah.

2. Methods. Describe what you did to investigate this topic, including how you analyzed your findings. Again, some questions can get you started here. How did you select the

group, person, place, etc. that was the focus of inquiry? How did you gain access to what you studied? What steps did you take to protect the people you studied? Why? To what extent were you a participant in the action versus being an observer? How did people react to you—and you to them? What—in detail—were the actual occasions when you were “in the field?” How long were you there? How did you record information? How did you actually go about detecting patterns in your observations?

3. Description. Present the description of what you observed. In the case of a life history, this would be the narrative you construct from the tape recorded (or untaped) interviews you conducted. Note that you will invariably do some organizing to make what the person tells you into a “life history.” People are unlikely to present tidy, chronological tales. Sometimes, providing a polished, fleshed out version of your field notes is appropriate here (ex. Detailed studies of playground activities or a musical performance). In most cases, you will refer to your notes in order to write up a detailed compelling account of what you observed.

These questions may help you write your description: who are the actors? What is the setting? What is/are the activity (-ies)? How do the participants view the activity, and how do you know that? How do people use space and time? Do they have distinctive speech habits or attire? If you did your work in a formal organization such as a company, describe its social organization, hierarchy, ideals, economic and political dimensions, symbols, stories, villains, heroes, ceremonials, annual events, socialization, speech, etc.

4. Analysis. After describing your slice of life, you must make some sense of it. Use some of the concepts of anthropology to analyze your description. The key question here is, “How was what I described patterned?” What regularities or patterns help you make sense of what you saw? Social life is patterned; that is how we make sense of it. Build upon that simple idea in your analysis. If you observed a ritual, for example, ask yourself how it was patterned in space (where did the activities occur) and time (how did one activity lead to another)? How were the interactions of people patterned?

One way to begin this process is to ask what participants in the activity had to know in order to make this event occur. How could you explain this to a naive outsider? Or, what must people believe in order for this ritual to make sense to them? Remember, your analysis consists of finding and discussing the patterns within your description, and all analysis must be supported by what you observed. This task may be unfamiliar and uncomfortable, and again, I can help you here in the in-class workshops.

5. Interpretations/Reflections. This is really the second, more speculative part of the analysis. Here you look “out from” your analysis and interpret how what you found fits into a larger society. For example, what does watching people ride elevators help you learn about (or hypothesize about) wider American culture? What does the life history of an Ethiopian refugee teach you about his—and your—culture? Or, what do you learn about life in America by watching kids in the playground?

You may ask some very specific questions here, depending on what you observed. Was there a gap between the ideals that people espoused and their actual behavior? Was there a dominant symbol that brought people together with a system of

shared values? If so, how did it do this? What diversity of views and behaviors characterizes the participants in the activity you observed? What were the manifest and latent functions of the event? This section of the paper is most informed by the literature, whether it is on a particular ethnic group, life event, or phenomenon. If you are writing about the Oakridge Mall, there is a literature on the ethnography of malls you should consult and include.

In this section you should also reflect upon what you learned about the world around you through completing this assignment. Did you learn about yourself as an observer? As a member of the community? Did you learn anything about the community? About “American culture,” and/or its various sub- and micro-cultures?

Your report must be typed; photographs and sketches may be included. Most papers run between 10-15 pages.