

**San José State University
College of Social Sciences
Anthropology 11, Section 2
Cultural Anthropology, Spring 2010**

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Thursday 1:30-4:30; Wednesday 3:00-5:00 pm; or by appt.
Class Days/Time:	Monday, Wednesday 1:30-2:45
Classroom:	Clark 204
GE/SJSU Studies Category:	Area D1
Course Numbers	Anthropology 28066

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/anth11/>. You are responsible for regularly checking with the messaging system through MySJSU using your listed email.

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* (7th Edition), Conrad Kottak
2. *Culture Sketches: Case Studies in Anthropology* (5th edition), 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. Homework Exercises (15 points each).

Three exercises will illustrate some techniques cultural anthropologists use to gather and analyze information. These exercises will be the basis of 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.

- Identity and Role diary: The students will take one calendar day and track their human interactions (in person and online), noting and identifying the times, activities and roles played by people they encounter.

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 multiple choice, 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 multiple choice, short answer/essay exam.

5. Participation and Miscellaneous Activities (\pm 50 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.

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.

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 2 Cultural Anthropology,
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Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 27	<p>Introduction To The Course, The Anthropological Eye And Fieldwork <i>(To learn more about this topic take Anthropology 149 Ethnographic Methods)</i></p> <p>Surf: http://www.sjsu.edu/depts/anthropology/svcp/ http://www.pygmies.info/</p> <p>Read: Kottak, Chapter 1, What is Anthropology?</p>
2	February 1, February 3	<p>The Culture Concept—Ideas, Getting Organized, Things and Talk <i>(To learn more about this topic take Anthropology 131, Theories of Culture; and Anthropology 142 Culture and Personality)</i></p> <p>Homework exercise: Food in context, bring a food from your household to class on Wednesday, February 3th.</p> <p>Read: Kottak, Chapter 2, Culture</p>
3	February 8, February 10	<p>Projects And Ethics; Doing Anthropology</p> <p>Surf: http://www.aaanet.org/committees/ethics/intro.htm</p> <p>View Video: <i>Anthropologists at Work</i></p> <p>Workshops: Proposing a field project, conducting ethical fieldwork</p> <p>Read: Kottak, Chapter 3, Ethics and Methods, and Lee, Pp. 1-90</p>
4	February 15 (furlough no class), February 17	<p>Applying Anthropology, Social Control <i>(To learn more about this topic take Anthropology 105 Applied Anthropology; Anthropology 136, Thought Control)</i></p> <p>View Video: <i>Vanishing Cultures, Bushmen of the Kalahari</i></p> <p>Read: Kottak Chapter 12, Applying Anthropology, and Lee, Pp. 91-200</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	February 22, February 24	<p>Sex And Gender</p> <p>Conduct simulation: “the Owl Experiment”</p> <p>Homework exercise: Gendered Spaces map due Wednesday, Feb. 24.</p> <p>Read: Kottak, Chapter 8, Gender</p>
6	March 1, 3	<p>Getting Organized; Families</p> <p><i>(To learn more about this topic take Anthropology 130, Kin, Kith and Community)</i></p> <p>Read: Kottak, Chapter 7, Families, Kinship and Marriage</p>
7	March 8, 10	<p>The Power Of Belief</p> <p><i>(To learn more about this topic take Anthropology 136, Thought Control and Anthropology 148, the Anthropology of Religion)</i></p> <p>Quiz 1: Wednesday March 10</p> <p>Read: Kottak, Chapter 9, Religion, and Peters-Golden, Chapter 1, Azande</p>
8	March 15, March 17	<p>Colonialism, Ethnicity And Identity</p> <p>Read: Kottak Chapter 10, The World System and Colonialism, and 11 Ethnicity and Race; also Peters-Golden, Chapter 4, Haiti</p>
	March 22, March 24	<p>Ecology And Environment</p> <p><i>(To learn more about this topic take Anthropology 143, Culture and Adaptation)</i></p> <p>View: Kwinti Maroon Suriname Slides</p>
9	March 30- April 1	<p>Spring Break (Project fieldwork should be done by April 5)</p>
10	April 5, 7 (furlough April 8)	<p>Political Economic Systems/Getting Organized, Exchanges And Work</p> <p><i>(To learn more about this topic take Anthropolog133 Organizational Cultures)</i></p> <p>Mini-Workshop: Recalling the Field: Fieldwork methods recapped</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>View Video: <i>Trobriand Cricket</i></p> <p>Read: Kottak, Chapter 5, Making a Living Golden-Peters, Chapter 14, the Trobriand Islanders</p>
11	April 12, 14	<p>The Worlds Of Work And Living In Organizations</p> <p>Homework Exercise: Role and Identity Time-diary due April 12</p> <p>Mini-Workshop: Description: This I have learned!</p>
12	April 19, 21	<p>Communication</p> <p><i>(To learn more about this topic take Anthropology 170, Language and Culture)</i></p> <p>Quiz 2: Wednesday April 22</p> <p>Read: Kottak, Chapter 4, Language and Communication</p> <p>Mini-Workshop: Analysis and Reflection: Bring notes and project worksheets</p>
13	April 27, 29	<p>Anthropology and Culture Change</p> <p>View video: <i>California's Lost Tribes</i></p> <p>Read: Darian-Smith, Pp. 1-51, and Golden Peters, Chapter 2, Aztecs</p>
14	May 3, 5 (furlough May 6)	<p>Conflict And Inequality</p> <p><i>(To learn more about this topic take Anthropology 146, Culture and Conflict)</i></p> <p>Read: Darian-Smith, Pp. 52-106, and Kottak Chapter 13, Global Issues Today</p> <p>Ethnographic Projects due May 5</p>
15	May 10, 12	<p>Globalization And Culture</p> <p><i>(To learn more about this topic take Anthropology 115, Emerging Global Culture)</i></p> <p>Read: Darian-Smith, Pp. 107-114, and Golden Peters Chapter 5, The Hmong</p>

Week	Date	Topics, Readings, Assignments, Deadlines
16	May 17	Review session, final exam
Final Exam	Monday May 24	In-class final 12:15-2:30 pm