San José State University
Department of Anthropology

Frontiers of Anthropology
Anth 191 (01)
Spring 2010

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Telephone:                   924-5714
Email:                       Karen.Fjelstad@sjsu.edu
Office hours:                MW 10:30-11:30
Class days/time:             M 3:00-5:45
Classroom:                   WSQ 04

Faculty Web Page and MYSJSU Messaging

Copies of the course syllabus and major assignment sheets may be found on my faculty web page accessible through the quick links/faculty web page links on the SJSU home page after the first week of classes. You are responsible for regularly checking with the new messaging system through MySJSU. This will be used for updates, etc. Use my email address, for questions, etc. Karen.Fjelstad@sjsu.edu

Course Description and Goals

This course is required of anthropology majors but it is also applicable to behavioral science and social science majors with an interest in anthropology. It is a weekly seminar designed to provide anthropology students, whose interests may be in cultural anthropology, archaeology, physical anthropology or related social sciences, an opportunity to engage in discussions on critical issues of the day. Such discussions will reveal both the diversity of anthropological perspectives and allow students to discover anew the core perspectives that give the discipline its coherence. In addition, students can reflect on the skills they have gained and develop strategies for utilizing their capabilities as anthropologists throughout their lives. Students will read materials concerning a variety of contemporary issues and participate in class discussions. Students will also reflect on a prepare materials related to the skills they have gained and will develop strategies for utilizing their capabilities as anthropologists throughout their lives.
Student Learning Objectives

COURSE GOALS

1. Students will develop an understanding of anthropology as a discipline with a unique perspective that can illuminate contemporary academic and social issues. They will be exposed to the different points of view in these controversies. Accordingly, a first course goal is to allow you to assess the discipline(s) of anthropology (and psychology and sociology).

2. Students will make an assessment of the proverbial “real world” in order to develop an appreciation for where and how anthropology is being used, as well as how it could be used in a variety of settings and applications. The goal here is to develop students’ ability to use anthropology and other social sciences in their careers and as informed citizens.

3. Students will develop well-grounded yet personal syntheses of anthropology and its uses, as well as the ability to present these syntheses to other people. Thus, the course will facilitate and support the students' sense of professionalism and their preparation for careers and community life.

COURSE OBJECTIVES

1. The course will promote critical thinking, learning to analyze and evaluate various issue-related arguments, discovering and weighing underlying assumptions. The students should be able to apply the diverse theories to which they have been exposed to various contemporary issues.

2. The course aims to improve writing skills, particularly in logic and organization.

3. The course will encourage reflection, allowing students to be able to formulate carefully reasoned judgments.

4. The course will allow each student to synthesize diverse perspectives and pools of information.

5. The course will support students in developing a sense of themselves as professionals with important skills and knowledge.

DEPARTMENTAL OBJECTIVES

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas, most of which are specifically addressed in this course:

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


Classroom Protocol

Each class will include several different activities, and each week might differ in many ways from the one before. This class is a seminar, and students should be aware of their own roles and that of the instructor. Regarding the former, students are expected to be present and prepared for class discussions. This means that you have completed the assigned readings, taken notes or underlined as appropriate, and thought about what you
have read. In other words, mastery of the material is assumed. Being prepared means
that you submit materials as per the class calendar, and that those materials reflect
professional standards of writing and presentation. The professor's role is to develop the
structure for the class, to ensure that we conform to it, and to modify it if necessary. The
instructor will also raise questions and encourage the active participation of students as
discussants.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops,
academic renewal, etc. found at http://www.sjsu.edu/registrar/. You should be aware of
the new deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

1. Trigg Chapter Critiques (2 @ 20% = 40%). You will write two papers in which
you explore in depth a week’s worth of Roger Trigg's book. A complete draft of
your paper is due the week after we review the topic in class, so you will have the
benefit of that discussion. That draft should reflect your best possible effort, but
since Trigg’s book is difficult, I will allow you to revise your draft repeatedly.

2. Stakeholder Position Paper (10%). Each “Fierce Controversy” stakeholder will
prepare a position paper.

3. “Fierce Controversy” Synthesis (5%). Each individual student will write a brief
paper reacting to and synthesizing the positions presented at the “Fierce
Controversy” Conference you will attend.

4. Participation (10%). You participate by (1) doing the readings, (2) trying to
answer the study questions, (3) contributing to the small group discussion and
seminar, and (4) being an active participant in the “Fierce Controversy”
Conference. Note that the success of the class is dependent on everyone doing the
readings each week and coming to class prepared to discuss them. Individual
students may be more or less prepared for those discussions on a given week; I
understand that. However, if there is a pattern of not doing the readings then I
reserve the right to require you to submit reading notes for grade, something I
loathe doing.

5. Exercises (4 @ = 15% total). There are four exercises that will ultimately help
you develop the content of your portfolio.

6. Final Portfolio (20%). The final “exam” in the class consists of a beautifully
prepared portfolio that you create over the course of the semester. It will include
(1) a cover letter, (2) letter of intent, (3) resume, (4) skills and knowledge
overview (collectively 10%) and an appraisal/synthesis of your major (15%), as
well as samples of your best work from SJSU. You will submit drafts of various elements of the portfolio throughout the semester. I will give you feedback and you can revise and resubmit as often as you wish, but you will not receive a grade until the final portfolio.

All papers must be typed with 1” margins and numbered pages, and carefully proof read. Accuracy, depth of understanding, and elegance of presentation will be assessed. I suggest reading the draft aloud to catch errors and unwieldy writing. Having a classmate edit your paper is also excellent practice. Late assignments will be penalized at the discretion of the instructor.

**GRADING:** A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; and F = below 60%. I do assign plus and minus grades, but do not allow extra credit.

**University Policies**

**Academic integrity**

Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy 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 policy on academic integrity and other resources related to student conduct can be found at http://sa.sjsu.edu/student_conduct.

**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.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.
## Anth 191 Course Schedule

*(Note: subject to change with fair notice.)*

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | Feb. 1    | Topic: Introduction to course requirements and format; instructor and student introductions.  
        |           | EXERCISE #1 DISTRIBUTED  
        |           | Professionalism: Future Possibilities |
| 2    | Feb. 8    | Topic: Introduction to “Fierce Controversy”  
        |           | Readings: Borofsky front pages and Chapters 1-7  
        |           | Professionalism: Discuss portfolio process  
        |           | Film: Ax Fight/Contact the Yanomami |
| 3    | Feb. 15   | Topic: Stakeholder Discussions of “Fierce Controversy” Facts  
        |           | Readings: Borofsky Chapters 8 & 9  
        |           | Professionalism: Professional Ethics  
        |           | EXERCISE #1 DUE  
        |           | EXERCISE #2 DISTRIBUTED |
| 4    | Feb. 22   | Topic: Stakeholder Discussions of Larger “Fierce Controversy” Issues  
        |           | Readings: Borofsky Chapters 10 & 11  
        |           | Professionalism: Letter of intent/cover letter discussed |
| 5    | March 1   | Topic: “Fierce Controversy” Stakeholder Conference  
        |           | STAKEHOLDER POSITION PAPERS DUE |
| 6    | March 8   | Topic: Science  
        |           | Readings: Trigg Chapter 1  
        |           | Major Appraisal and Synthesis Assignment Distributed  
        |           | EXERCISE #2 DUE  
        |           | FIERCE CONTROVERSY SYNTHESIS DUE |
| 7    | March 15  | Topic: Sociology of Knowledge  
        |           | Readings: Chapter 2  
        |           | Professionalism: Major Appraisal and Synthesis Workshop  
        |           | LETTER OF INTENT DUE FOR FEEDBACK |
| 8    | March 22  | Topic: Individuals and Society  
        |           | Readings: Trigg Chapter 3  
        |           | Professionalism: Discussion careers and employment  
        |           | Professionalism: Resume writing discussed  
<pre><code>    |           | EXERCISE #3 DISTRIBUTED |
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<p>| 9    | March 29  | Spring Break |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>10</td>
<td>April 5</td>
<td>The Problem of Knowing Other Societies</td>
<td>Trigg Chapter 4</td>
<td>Grants and Contracts</td>
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<td>DRAFT MAJOR APPRAISAL AND SYNTHESIS DUE FOR FEEDBACK</td>
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<td>11</td>
<td>April 12</td>
<td>Rationality and Values</td>
<td>Trigg Chapters 5 &amp; 6</td>
<td>Rose Marquardt: Job seeking/resumes</td>
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<td>12</td>
<td>April 19</td>
<td>Economics, Rationality and Individualism</td>
<td>Trigg Chapter 7</td>
<td>Skills and Knowledge Assignment Distributed</td>
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<td>EXERCISE #3 DUE</td>
<td>RESUME DUE FOR FEEDBACK</td>
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<tr>
<td>13</td>
<td>April 26</td>
<td>Culture and Sociobiology</td>
<td>Trigg Chapter 8 &amp; 9</td>
<td>Skills and Knowledge Workshop</td>
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<td>EXERCISE #4 DISTRIBUTED</td>
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<td>14</td>
<td>May 3</td>
<td>Markets</td>
<td>Trigg Chapter 10</td>
<td>Grants and Contracts</td>
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<td>EXERCISE #4 DUE</td>
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<td>15</td>
<td>May 10</td>
<td>Institutions</td>
<td>Trigg Chapter 11</td>
<td>Workshop on assembling the portfolio</td>
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<td>16</td>
<td>May 17</td>
<td>Where To and So What?</td>
<td>Trigg Chapter 12</td>
<td>Workshop on assembling the portfolio</td>
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<td>FINAL REVISED DRAFTS OF ANY TRIGG PAPER DUE</td>
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FINAL EXAMINATION: Wednesday, May 19 12:15-1430

During the final examination period you will turn in your portfolio for grade and make a brief presentation.