

**San José State University  
Department of Anthropology**

**Frontiers of Anthropology  
Anth 191 (01)  
Spring 2011**

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<b>Office hours:</b>	MW 2:00-3:00; TR 1:30-2:30
<b>Class days/time:</b>	TR 12-1:15
<b>Classroom:</b>	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](mailto: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

Robert Borofsky (2005). *Yanomami: The Fierce Controversy and What We Can Learn From It*. Berkeley, CA: University of California Press.

Roger Trigg (2001). *Understanding Social Science*, 2nd Edition. Oxford, UK: Blackwell.

## 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](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.)*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 27	Topic: Introduction to course requirements and format; instructor and student introductions. EXERCISE #1 DISTRIBUTED Professionalism: Future Possibilities
2	Feb. 1-3	Topic: Science Readings: Trigg Chapter 1 Professionalism: Discuss portfolio process EXERCISE #1 DUE
3	Feb. 8-10	Topic: Sociology of Knowledge Readings: Chapter 2 Professional Ethics
4	Feb. 15-17	Topic: Individuals and Society Readings: Trigg Chapter 3 Professionalism: Professional Ethics EXERCISE #2 DISTRIBUTED
5	Feb. 22-24	Topic: The Problem of Knowing Other Societies Readings: Trigg Chapter 4 Professionalism: Letter of intent/cover letter discussed
6	March 1-3	Topic: Rationality and Values Readings: Trigg Chapters 5 & 6 Major Appraisal and Synthesis Assignment Distributed Professionalism: Discussion careers and employment
7	March 8-10	Topic: Economics, Rationality and Individualism Readings: Trigg Chapter 7 EXERCISE #2 DUE
8	March 15-17	Topic: Culture and Sociobiology Readings: Trigg Chapter 8 & 9 Professionalism: Major Appraisal and Synthesis Workshop LETTER OF INTENT DUE FOR FEEDBACK
9	March 22-24	Topic: Markets and Institutions Readings: Trigg Chapter 10 & 11 Professionalism: Resume writing discussed EXERCISE #3 DISTRIBUTED
	March 28-April 1	Spring Break
10	April 5-7	Topic: Where To and So What? Readings: Trigg Chapter 12

		DRAFT MAJOR APPRAISAL AND SYNTHESIS DUE FOR FEEDBACK Rose Marquardt: Job seeking/resumes
11	April 12-14	No Class
12	April 19-21	Topic: Introduction to “Fierce Controversy” Readings: Borofsky front pages and Chapters 1-7  Professionalism: Skills and Knowledge Assignment Distributed EXERCISE #3 DUE RESUME DUE FOR FEEDBACK
13	April 26-28	Topic: Stakeholder Discussions of “Fierce Controversy” Facts Readings: Borofsky Chapters 8 & 9 Film: Ax Fight/Contact the Yanomami  Professionalism: Skills and Knowledge Workshop EXERCISE #4 DISTRIBUTED
14	May 3-5	Topic: Stakeholder Discussions of Larger “Fierce Controversy” Issues Readings: Borofsky Chapters 10 & 11  Professionalism: Workshop on assembling the portfolio EXERCISE #4 DUE
15	May 10-12	Topic: “Fierce Controversy” Stakeholder Conference STAKEHOLDER POSITION PAPERS DUE
16	May 17	Review FIERCE CONTROVERSY SYNTHESIS DUE FINAL REVISED DRAFTS OF ANY TRIGG PAPER DUE

FINAL EXAMINATION: Monday, May 23 2:45-5:00

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

