

**San José State University
Department of Anthropology
ANTH 191 Applied Anthropology (20025) Spring 2012**

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Office Hours:	Mondays 10:00-12:00, Tuesdays 11:00-13:00, Wednesdays 10:00-11:00, and by arrangement
Class Days/Time:	Mondays & Wednesdays 12-1:15
Classroom:	Washington Square Hall 004
Prerequisites:	ANTH 011 or instructor consent

Course Description

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 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.

Course Content Learning Outcomes

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.

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.

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

This class is a mixture of lecture, seminar, and in-class group activities, 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. Sloppy work will not be taken seriously. 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.

Rather than being organized class by class, it's best to think of ANTH 191 as being organized week by week. During most of the semester, we will take on a chapter of Trigg each week. We will begin on Mondays with group discussions of the weekly chapter; you will be provided with a study guide. The focus will be on comprehending Trigg's argument and that can be challenging since he is a philosopher of the social sciences and not an anthropologist. Then we will collectively read through the chapter in order to extract the relevance of the argument for anthropology and its broader importance to the social sciences. This collective reading may not conclude until the Wednesday class meeting. The week's remaining time will be spent on preparing to use anthropology in a career, regardless of what form it takes. Once we are done with Trigg we will shift to Borofsky's book on the ethical controversies that surrounded anthropological involvement with the Yanomami.

There are a few expectations I have regarding technology use during class. First, cell phones should be shut off at all times and not allowed to ring unless you are prepared to stand up, answer the call, and summarize it for the class. Second, laptops and comparable devices may be used for taking notes, but if they become distracting in any way then they will be banned in

class. Believe it or not, you'll learn more by jotting notes on paper and then revising them as you enter them later on a keyboard. Third, the internet has become both a tool for research and for cheating, especially plagiarism. This is a senior class, so there are no excuses for failing to understand integrity in general and academic integrity in particular. If you are caught plagiarizing or otherwise cheating you should expect to fail the course.

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-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](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

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.

Stakeholder Position Paper (10%). Each "Fierce Controversy" stakeholder *group* will prepare a position paper.

"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.

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.

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

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 50% of the portfolio) and an appraisal/synthesis of your major (the other 50%), 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 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.

ANTH 191 Spring 2012 Course Schedule

Changes to the following schedule will be made if necessary. Students will be notified in class and by e-mail (using the official class roster e-mail addresses), and all students are responsible for any changes in the calendar.

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 25	Introduction to course requirements and format; instructor and student introductions EXERCISE #1 DISTRIBUTED
2	January 30 February 1	Topic: Science Reading: Trigg Chapter 1 Professionalism: Discuss portfolio process
3	February 6 February 8	Topic: Sociology of Knowledge Readings: Trigg Chapter 2 Professionalism: Letter of intent discussed EXERCISE #1 DUE (2/8) EXERCISE #2 DISTRIBUTED (2/8)
4	February 13 February 15	Topic: Individuals and Society Readings: Trigg Chapter 3 Professionalism: Major Appraisal and Synthesis Discussion LETTER OF INTENT DUE FOR FEEDBACK
5	February 20 February 22	Topic: The Problem of Knowing Other Societies Reading: Trigg Chapter 4 Professionalism: Major Appraisal and Synthesis MAJOR APPRAISAL AND SYNTHESIS ASSIGNMENT DISTRIBUTED
6	February 27 February 29	Topic: Rationality and Values Readings: Trigg Chapters 5 & 6 Professionalism: Major Appraisal and Synthesis Workshop
7	March 5 March 7	Topic: Economics, Rationality and Individualism Readings: Trigg Chapter 7 Professionalism: Resume writing discussed EXERCISE #2 DUE
8	March 12 March 14	Topic: Culture and Sociobiology Readings: Trigg Chapters 8 & 9 Professionalism: Discussion of careers and employment EXERCISE #3 DISTRIBUTED
9	March 19 March 21	Topics: Markets Readings: Trigg Chapter 10 Professionalism: Grants and Contracts DRAFT MAJOR APPRAISAL AND SYNTHESIS DUE FOR FEEDBACK
10	March 26/28	Spring Break
11	April 2 April 4	Topic: Institutions Readings: Trigg Chapter 11 Professionalism: Skills and Knowledge Assignment discussed

Week	Date	Topics, Readings, Assignments, Deadlines
		EXERCISE #3 DUE
12	April 9 April 11	Topic: Where To and So What? Readings: Trigg: Chapter 12 Professionalism: Skills and Knowledge Workshop EXERCISE #4 DISTRIBUTED FINAL REVISED DRAFTS OF ANY TRIGG PAPER FROM CHAPTERS 1-9 DUE
13	April 16 April 18	Topic: Introduction to <i>Fierce Controversy</i> and Yanomami films Readings: Borofsky front pages and Chapters 1-7 Professionalism: Cover letters discussed
14	April 23 April 25	Topic: Stakeholder Discussions of <i>Fierce Controversy</i> Facts Readings: Borofsky Chapters 8 & 9 Professionalism: Ethics EXERCISE #4 DUE
15	April 30 May 2	Topic: Stakeholder Discussion of Larger <i>Fierce Controversy</i> Issues Readings: Borofsky Chapters 10 & 11
16	May 7 May 9	Topic: Fierce Controversy Stakeholder Conference
17	May 14	Topic: Semester Summary Professionalism: Workshop on assembling the portfolio STAKEHOLDER POSITION PAPERS DUE FINAL REVISED DRAFTS OF ANY TRIGG PAPER FROM CHAPTERS 10-12 DUE
FINAL	May 22	Final Exam 9:45-12:00 During the final examination period your PORTFOLIO IS DUE, as is your "FIERCE CONTROVERSY SYNTHESIS PAPER"