

# Anthropology Department

## ANTH 191 Frontiers of Anthropology, Spring 2014

### Contact Information

<b>Instructor:</b>	Chuck Darrah
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<b>Office Hours:</b>	Mondays 9-10 and 3-4; Wednesdays 10-11; and by arrangement
<b>Class Days/Time:</b>	Mondays and Wednesdays, 1330-1445
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	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. Prerequisites: ANTH 011 or instructor consent

### Course Goals and 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, as appropriate, 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 Learning Outcomes**

Students who successfully complete the course will be able to:

1. analyze and evaluate various issue-related arguments, discovering and weighing underlying assumptions, and to apply the diverse theories to which they have been exposed to contemporary issues;

2. write logical and well-organized arguments based on anthropological concepts and data;

3. reflect upon their skills and knowledge as social science majors in order to develop a perspective that can be widely applied and articulated to different communities;

4. synthesize the fields of the discipline and use a variety of types of data and information; and

5. develop a sense of themselves as professionals with skills and knowledge that can support

### **Required Texts/Readings**

Alan Batteau (2010). *Technology and Culture*. Long Grove, IL: Waveland.

Anna Bellisari (2013). *The Obesity Epidemic in North America*. Long Grove, IL: Waveland.

Erve Chambers (2010). *Native Tours*, 2<sup>nd</sup> Edition. Long Grove, IL: Waveland.

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

## **Anthropology Department Library Liaison.**

Silke Higgins can be reached at [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu).

### **Course Requirements and Assignments**

Trigg Chapter Critiques (1 @ 20%). You will write a paper 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.

Reading Quizzes (3 @ 25% total). You will take a quiz on each of the three "umbrella books" read to prepare for the group presentations.

Group Presentation (20%). You will work in groups of 5-6 students to develop a presentation about one of the three departmental umbrellas and then make that presentation to the class.

Participation (5%). You participate by (1) doing the readings, (2) trying to answer the study questions, and (3) contributing to the small group discussion and seminar. 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 @ 10% total). There are four graded exercises that will ultimately help you develop the content of your portfolio.

Final Portfolio (20%). The final "exam" in the class consists of a 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 and an appraisal/synthesis of your major based on the work we do developing the departmental umbrellas. 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. Note: Effective this semester I will stop reading your paper when I get to the fifth mechanical (spelling, punctuation, grammar) error and return it to you ungraded. You must revise the paper, eliminate such errors (including any beyond where I stopped reading!), and resubmit it for a grade. There will be no penalty for the first revision, but a 5% reduction in grade on any second revisions, and an additional 10% on the third revision. After that? I will not grade the paper. Writing is the single most important skill you should develop in university and I have great faith that you can do so. I am happy to help you meet the standard, but I will not lower it. This policy applies to the Trigg paper and the four graded exercises. You will probably be submitting other materials (e.g. resumes, letter of intent, etc.) throughout the semester for

feedback but not a grade. At the fifth mistake I will just return it to you without feedback. You can revise and clean it up, but it goes to the bottom of the grading pile! Late assignments may not be accepted and will be penalized at the discretion of the instructor. Remember that this refers only to mechanical mistakes and not to feedback about the *content* of the Trigg papers

## **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 not extra credit.

## **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 much 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. Along the way, we will also be reading three brief anthropology books that reflect the department's three "umbrellas" and then during the final quarter of the semester you will work in groups to develop and extend one of those umbrellas and present your findings to the class.

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, which will delay your graduation.

# ANTH 191 Frontiers of Anthropology, Spring 2014

## Course Schedule

We will follow the schedule provided below and I will try to minimize any changes to it. However, sometimes changes are required and if they are to be made they will be discussed in class, often to get your input, and also announced by email to the entire class.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 27 January 29	Introduction to course requirements and format; instructor and student introductions EXERCISE #1 DISTRIBUTED Reading: Begin reading <a href="#">North American Obesity</a>
2	February 3 February 5	Topic: Science Reading: Trigg Chapter 1 Professionalism: Discuss portfolio process
3	February 10 February 12	Topic: Sociology of Knowledge Readings: Trigg Chapter 2 Professionalism: cover letters EXERCISE #1 DUE (2/12) EXERCISE #2 DISTRIBUTED (2/12)
4	February 17 February 19	Topic: Individuals and Society Readings: Trigg Chapter 3 QUIZ #1: <a href="#">North American Obesity</a> 2/19
5	February 24 February 26	Topic: The Problem of Knowing Other Societies Readings: Trigg Chapter 4 and start reading <a href="#">Technology and Culture</a> Professionalism: CVs and resumes
6	March 3 March 5	Topic: Rationality Readings: Trigg Chapter 5 Professionalism: CVs and resumes continued
7	March 10 March 12	Topic: Culture Professionalism: Discussion of careers and employment Readings: Trigg Chapter 8 EXERCISE #2 DUE 3/12
8	March 17	Topic: Sociobiology

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
	March 19	Readings: Trigg Chapter 9 EXERCISE #3 DISTRIBUTED 3/17 QUIZ #2: <u>Technology &amp; Culture</u> 3/17
9	March 24 March 26	Spring Break Spring Break
10	March 31 April 2	Cesar Chavez Day Planning the Umbrella Projects EXERCISE #3 DUE 4/2
11	April 7 April 9	Group Workshop: Developing an Umbrella EXERCISE #4 DISTRIBUTED 4/9 QUIZ #3 <u>Native Tours</u> 4/7
12	April 14 April 16	Group Workshop: Working Across Umbrellas LAST DAY TO SUBMIT FOR FEEDBACK ANY DRAFTS OF PORTFOLIO MATERIALS
13	April 21 April 23	Group Workshop: Finalizing the Presentations EXERCISE #4 DUE 4/23
14	April 28 April 30	Topic: "Umbrellas in Context" Group Presentations Topic: "Umbrellas in Context" Group Presentations
15	May 5 May 7	Topic: "Umbrellas in Context" Group Presentations Topic: Departmental Project Legacies
16	May 12	Topic: Semester Summary Professionalism: Workshop on assembling the portfolio
Final Exam	May 16	Clark Hall 204 from 1215-1430

## Departmental Goals

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Learn about the goals of the anthropology department and how it can benefit your education.

**Goals** <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

### Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## University Policies

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Here are some of the basic university policies that students must follow.

### Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

**Catalog Policies** <http://info.sjsu.edu/static/catalog/policies.html>.

**Add/drop deadlines** [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

**Late Drop Policy** <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

**University Policy S12-7** <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

**University Academic Integrity Policy S07-2** <http://www.sjsu.edu/senate/docs/S07-2.pdf>

**Student Conduct and Ethical Development website** <http://www.sjsu.edu/studentconduct/>

### Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

**Presidential Directive 97-03** [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

**Accessible Education Center** <http://www.sjsu.edu/aec>

## Resources

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The university provides resources that can help you succeed academically. Just look here.

**Academic Success Center** <http://www.sjsu.edu/at/asc/>

**Peer Connections website** <http://peerconnections.sjsu.edu>

**Writing Center website** <http://www.sjsu.edu/writingcenter>

**Counseling Services website** <http://www.sjsu.edu/counseling>