

**San José State University**  
**Department of Anthropology**  
**Anthropology 11, Section 1, Fall 2012**

<b>Instructor:</b>	Dr. John Marlovits
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<b>Office Hours:</b>	Monday 12:00-1:00 or by appointment
<b>Class Days/Time:</b>	M/W 10:30-11:45
<b>Classroom:</b>	Clark 204
<b>GE/SJSU Studies Category:</b>	Area D1

**Course Description and Goals**

Anthropology is the study of human beings around the world and throughout history. Cultural anthropology focuses on the concept of culture: the systems, beliefs, and practices through which we view the world, organize our everyday lives, develop social relationships with others, and make life meaningful. We will explore many of the basic themes, issues, and methodologies of anthropology, connect our readings and discussions to current events, and will consider contributions anthropologists have and continue to make in diverse fields to solving social problems – from medicine to economic development to education.

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.

**Student Learning Objectives**

Students who satisfactorily complete this course will be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation, and

1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
2. 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; and
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues, and
4. recognize the interaction of social institutions, culture, and environment with the behavior of

individuals.

### **Departmental Learning Objectives and Skills:**

The department of anthropology also has key learning objectives and skills that we wish students to obtain. By the completion of this course, students should have an increased:

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.
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.
10. Knowledge of political and ethical implications of social research

### **Required Course Texts**

Teresa Gowan, *Hobos, Hustlers, and Backsliders: Homeless in San Francisco*. Minneapolis: University of Minnesota Press, 2010.

Conrad P. Kottak, *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*, 3<sup>rd</sup> Edition. New York: McGraw Hill, 2011.

Carol Stack, *All Our Kin*. New York: Basic Books, 1997.

Additional readings will be added to my faculty page in electronic form.

### **Classroom Protocol/Student Responsibilities**

Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.

There will be various in-class assignments intended to help students grasp and apply concepts that are discussed in class. I highly recommend students attend class as often as possible. Some in-class assignments will be given at the beginning of class and others at the end of the class; thus, it is important to arrive on time and attend the entire class period. Students will not be able to make-up the in-class assignments. If you know in advance that you should be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing me, leaving a message for me at the main department office, or coming by during my office hours. Only students with a valid documented excuse will be able to take a make- up exam or hand in a

late assignment. Late assignments will not be accepted otherwise. Students will not be able to make-up the in-class assignments.

I have a zero-tolerance on cheating and plagiarism; if you cheat or plagiarize you will fail the course! Incidences of cheating and plagiarism will be turned into the academic integrity office. Students are responsible for understanding and adhering to the academic integrity policy.

I will not answer questions about what occurred in class due to an absence. Please ask your fellow students for copies of their notes.

Students are responsible for understanding policies about adding, dropping, and incompletes.

Students are responsible for being aware of assignment due dates, midterm date, and the final exam schedule.

If you have any concerns about your class performance or comprehension, come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

### **Course Assignments**

Students will complete three papers for this course based on a chosen ethnographic project, plus one field documentation project, one analysis paper, a midterm exam, and a final exam.

Each of the three ethnographic papers will be part of one larger, composite assignment in which students will be required to complete a small-scale ethnographic project. Students will be organized into groups that will address the same topic. However, each student will conduct individual field research. Paper number one will consist of a brief paper proposal stating the research question and the methods to be used to collect data. Paper number two will present the student's field research findings. And paper number three will provide an analysis of the field material each student gathers.

The field documentation project is a small project intended to familiarize students with field observation and the process of "making the familiar strange." Students will be given a choice between a number of prompts that will require them to document a social phenomenon – possibly something very ordinary, for instance, everything you buy in one week or a collection of the garbage you commonly find in your dorm.

The analysis paper will require students to demonstrate a grasp of the relationship between ethnographic data on one hand, and social science analysis and argumentation on the other. Students will be required to pick a reading from course materials and explain the author's reasoning and how his/her argument is supported by ethnographic data.

The midterm and final exam will consist of multiple choice questions. Students are required to bring scantrons to the exam.

### **Grading**

Paper 1 = 50 points  
Paper 2 = 100 points  
Paper 3 = 100 points  
Midterm = 100 points  
Field documentation project = 100 points  
Analysis Paper = 100 points  
Final exam = 100 points  
650 total points  
Grades will be based on percentages: 90-100% = A, 80-89% = B, etc.

## **University Policies and Resources**

### **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.

### **Student Technology Resources**

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional labs may be available to students in your department/college. Computers are also available in the Martin Luther King Library.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

### **SJSU Writing Center**

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at <http://www.sjsu.edu/writingcenter> or call 924-

2308.

**Peer Mentor Center**

Week	Date	Topics, Readings, Assignments, Deadlines
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The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center is located on the first floor of Clark Hall in the Academic Success Center.

**Classroom Recordings**

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

1	8/22	Introduction
2	8/27 & 8/29	<p><b>Week 2: Culture and Ethnocentrism</b>  Kottak, <i>Mirror for Humanity</i> chapter 1 and Roland Barthes, "The World of Wrestling,"</p> <p>Question: How do we learn cultural values?</p> <p>8/29 Kottak, chapter 2, Boulanger "The USans Confront Globalization", and "Freedom"</p> <p>Question: What is ethnocentrism?</p>
3	9/3 & 9/5	<p><b>Week 3: Fieldwork</b>  <b>No class 9/3, Labor Day</b>  Kottak, chapter 3, Roland Barthes "Plastic," and "Rough Magic: Bags"</p> <p>Question: How can we learn to see cultural values hiding in the light? Or, how do we make the strange familiar, and the familiar strange?</p>
4	9/12 & 9/14	<p><b>Week 4: Fieldwork</b>  "Button" and Wilk "Consuming America"</p>
5	9/17 & 9/19	<p><b>Week 5: Kinship, Economic and Political Systems</b>  Kottak, chapter 4, Carol Stack <i>All Our Kin</i></p> <p>Question (week 5): How does the organization of the family vary cross-culturally?</p> <p>9/17 <b>Field Documentation Project Due</b></p>
6	9/24 & 9/26	<p><b>Week 6: Kinship, Economic and Political Systems</b>  Kottak, chapter 4, Carol Stack <i>All Our Kin</i></p> <p>Question (week 6): How does the culture of poverty thesis misconstrue poor families? Is it ethnocentric?</p>
7	10/1 & 10/3	<p><b>Week 7: Language</b>  10/1 and 10/3 Kottak, chapter 8, "American Stioab" and Keith Basso selections from <i>Wisdom Sits in Place: Landscape and Language Among the Western Apache</i>, Christopher Tuner "The Hidden Persuaders"</p> <p>Question: How does language shape our perception of reality?</p>

		10/1 <b>Paper Proposal Due</b>
8	10/8 & 10/10	<b>Week 8: Gender</b> 10/8 Kottak, chapter 8, Judith Halberstam "Oh Behave," and Clare Boulanger "Paradise is for Pussies: <i>Star Trek</i> and the Myth of the Bad Mother"  Question 1: Is gender natural or cultural?  Question 2: How do cultures values masculinity and femininity differently?  10/10 <b>Midterm Exam</b>
9	10/15 & 10/17	<b>Week 9: Religion and Ritual</b> Kottak chapter 9, Amelie Hastie "Mediating Time," and Matthew H. Amster "A Pilgrimage to the Past: Civil War Re-enactors at Gettysburg"  Question: How do rituals transmit cultural values?
10	10/22 & 10/24	<b>Week 10: Science and Technology and World Systems</b> 10/22 Norbert Weiner, "Silicon Valley Mystery House," Lynn Spigel "Installing the TV Set"  Question: How do technologies alter social life? 10/24 Kottak chapter 10, Karal Ann Marling "Nixon In Moscow: The Kitchen Debate"  Question: What is the role of culture in international relations?
11	10/29 & 10/31	<b>Week 11: Globalization</b> Kottak chapter 13, James Siegel "Surakartan Theater Under the New Order," Wiliam Roseberry "The Rise of Yuppie Coffees and the Reimagination of Class in the United States"  Question: How does globalization affect local cultures?  10/29 <b>Paper #2 Due</b>
12	11/5 & 11/7	<b>Week 12: Environmental Anthropology and Urban Anthropology</b> 11/5 Interview with Hugh Raffles, Bettina Stoetzer "Radioactive Wild Boar"  Question: How do cultures interact with nature?  11/7 Preface to <i>Infinite City</i> , Shipyards and Sounds: The Black Bay Area since World War II

		<p>"High Tide, Low Ebb," by Joshua Jelly-Schapiro, "Fillmore: Promenading the Boulevard of Gone</p> <p>Optional: Kristin Ross "Introduction" to <i>Fast Cars, Clean Bodies</i>, Viewing: <i>Mon Oncle</i></p> <p>Question: How do urban areas change?</p>
13	11/14	<p><b>Week 13: Urban Anthropology</b>  11/12: no class, Veteran's Day</p> <p>11/14 Mike Davis "Fortress Los Angeles"</p> <p>Question: How does urban planning affect how people use space and who can use it?</p> <p>11/14 <b>Analysis Paper Due</b></p>
14	11/19 & 11/21	<p><b>Week 14: Medical Anthropology</b>  Teresa Gowan <i>Hobos, Hustlers, and Backsliders</i></p> <p>Question: How does culture shape the meaning of illness and health?</p>
15	11/26 & 11/28	<p><b>Week 15: Medical Anthropology</b>  Teresa Gowan <i>Hobos, Hustlers, and Backsliders</i></p> <p>Question: How does culture shape the meaning of illness and health?</p> <p>11/26 <b>Paper #3 Due</b></p>
16	12/3 & 12/5	<p><b>Week 16: Applied Anthropology</b>  Viewing: <i>Paradise with Side-Effects</i>, Kottak chapter 13</p> <p>Question: How can anthropology assist in improving local conditions in culturally-sensitive ways?</p>
Final Exam		<p><b>Final Exam: Friday December 14<sup>th</sup>, 9:45-12:00</b>  Clark 204</p>