

**San José State University**  
**College of Social Sciences**  
**ANTH 11, Cultural Anthropology, Sec. 02, Fall 2014**

<b>Instructor:</b>	A.J. Faas, Ph.D.
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<b>Office Hours:</b>	Mondays & Wednesdays, 9:45am to 11:45am (or by appointment)
<b>Class Days/Time:</b>	Mondays & Wednesdays 3:00pm to 4:15pm
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	N/A
<b>GE/SJSU Studies Category:</b>	Area D1
<b>Course Fees:</b>	N/A

### **Course Description**

This course provides an introduction to, and overview of, cultural anthropology, or the study of how humans adapt to, interpret and affect the world in which they live. Besides an acquaintance with the history of the anthropological idea of culture, students will be provided with the basic concepts used by contemporary cultural anthropologists. Further, they will be familiarized with a variety of research areas and case studies (see the list of topics below). You will be gaining first-hand experience in observing the world as an anthropologist, giving you an experiential and intellectual appreciation of a perspective which can be used to better understand a variety of academic, professional, and community contexts.

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. There are no pre-requisites to this course.

### **Course Learning Objectives**

Students who satisfactorily complete this course will:

1. Be able to understand and apply appropriately the concept of culture to human behavior.
2. Gain a working knowledge of how cultural anthropologists conduct field research through completing a class project.
3. Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.

4. Develop a cross-cultural perspective on how humans relate to each other and the material world through symbols.
5. Have knowledge about several societies in depth using ethnographies.
6. Understand the relevance of cultural anthropology for understanding the complexities of modern life both globally and in this country.

### **Area D1 Human Behavior Student Learning Objective**

Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

### **Required Texts/Readings**

Spradley, James and David McCurdy (2012) *Conformity and Conflict: Readings in Cultural Anthropology* (14th Edition). New York: Pearson.

Ogden, Laura A. (2011) *Swamplife: People, Gators, and Mangroves Entangled in the Everglades*. Minneapolis: University of Minnesota Press.

Copeland, Nick, and Christine Labuski (2013) *The World of Wal-Mart: Discounting the American Dream*. New York: Routledge.

Ennis-McMillan, Michael (2006) *A Precious Liquid: Drinking Water and Culture in the Valley of Mexico*. Bloomington, IN: Indiana University Press.

The books are available through the Spartan Bookstore and Amazon.com.

**\*\*\*Additional readings will be posted to the course website.**

### **Classroom Protocol**

Mobile phones must be turned off during class and must be out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited during exams and quizzes. With instructor approval, laptops and smart phones may be used for certain in-class assignments.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

### **Course Requirements**

**Reading Assignments.** Students are required to have completed the day's assigned readings by the date indicated in the course schedule (see course schedule below).

**Ethnographic Exercises (30% of final grade).** These exercises are intended to develop your skills as an observer and interpreter of social life. These out of class exercises are intended to help you understand an ethnographic approach to understanding social phenomena. They will require some work, however, the activities ought to be thought provoking and fun.

**Midterm and Final Exams (each count for 20% of final grade).** The exams will consist of multiple choice, True and False, Fill-in the blank, and short answer questions based on the lectures and readings. The midterm will cover all material up to October 13. The final will cover

all material assigned after the midterm until the end of the semester. The exams will be based on lectures, readings, films, class discussions, and presentations by any guest speakers who might be coaxed to come to class.

***Weekly questions and answers based on readings and class discussion (20% of final grade).***

Discussion forums will be established to serve as the medium of this requirement. Each week, no later than **5pm on the Friday** preceding our Monday meeting, each student will post a question based on the reading assignment for the coming week. Questions should be brief—no more than 2 to 4 sentences—about issues and problems that you derive from one or more of the week’s readings. These questions should reflect substantive concerns that arise in the course of doing the reading – criticism, confusion, disagreement, or curiosity about implications. From the questions posed by fellow students, you will choose one and write a response. Your response must be posted on the forum no later than **6pm Sunday**, the day before class. Responses also should be relatively short—750 - 1000 words. We will do these questions and answers each week, beginning **August 27** and ending the week of **December 4**. **You are required to post at least 10 questions and 4 answers during the course of the semester.** They do not need to occur in the same weeks, and **you are not allowed to answer your own question.** If you answer more than 4 questions, I will choose the highest 4 grades. Answers will receive letter grades, including use of plus/minus, and county for a total of 10 points each; questions count for one point each, although questions deemed inane by the instructor may not count.

***Group Presentation and Classroom Discussion on Ethnographic Readings (10% of final grade)***

Each student will be assigned a group (3-4 students in each) and presentation date early in the semester. Groups will be required to come to class prepared to facilitate class discussion on ethnographic readings on their assigned date. Small group presentations will form a core structure of the course—therefore it is essential that group members come prepared. Teams are expected to meet outside of class in order to prepare, and will lead discussion for approximately 2/3 of the class meeting time. This will entail making a concise presentation on the week’s reading assignments, highlighting key concepts in each chapter. Group members will then facilitate the classroom discussion on the week’s ethnographic text by leading the class through a series of questions prepared by group members. Presentation format is flexible, and students are encouraged to provide handouts, create slide presentations, or produce innovative means of presenting materials (skits, videos, and games have been used to good effect in previous semesters). When a small group makes a presentation, each member of the group should submit a brief (3-page double-spaced) summary to the instructor. Written summaries will include original summaries of key concepts in the readings and the student’s own observations of the significance of the concepts and how they relate to one another. Summaries—both written and spoken—will be evaluated and graded by the instructor. Written summaries will be worth 50% of each presentation; in-class summaries will be worth 50%.

The presenting group **should**:

- Prepare for a total of 40-45 minutes, divided into *roughly* equal parts summary and discussion.
- *Consider* utilizing PowerPoint to guide presentation and discussion.
- Provide a brief summary of the readings, including important concepts, kinds of evidence, modes of argumentation and highlighting important passages.
- Creative complements to the text are encouraged (illustrations, news articles, short YouTube videos, etc.).
- Provide a critique based on previous course readings or suggestions from reviews.

- Propose a series of discussion questions to the class and work to include everyone in the discussion.
- Keep an eye on the clock and direct the flow of discussion.

The presenting group **should not**:

- Split up chapters amongst yourselves; all presenters should be prepared to talk about the chapters as a complete set.
- Spend excessive time summarizing the chapters one by one. Remember, we have all read them already – take the discussion to the next level.
- Use too much text on slides or have too many slides for the allotted time.

### **Grading Distribution**

100 - 97 A+	79 - 77 C+
96 - 93 A	76 - 73 C
92 - 90 A-	72 - 70 C-
89 - 87 B+	69 - 67 D+
86 - 83 B	66 - 63 D
83 - 80 B-	Below 63 F

### **Classroom Protocol and Student Responsibilities**

1. It is expected that students will be attentive and respectful of their fellow students and of their instructor and, perhaps more importantly, respectful of cultures and traditions which are not their own. Students arriving habitually late to class will be asked to leave as this is disruptive to the learning process.
2. Students may record lectures for their own private use only. Tapes are not to be redistributed or sold.
3. Cell phones should be turned off before the beginning of class. Students whose cell phones ring during class will be asked to leave.
4. In the event that the building is evacuated because of an emergency during class time, the class will convene in the parking lot directly adjacent to the building. No assignment will be canceled because of any such emergency.
5. Students are required to read SJSU's Academic Integrity Policy S07-2 (see below). This university policy on plagiarism and cheating will be strictly honored.
6. No make-up exams will be given. There are only two exceptions: 1) a documented medical emergency; and 2) major religious observances that necessitate absence from class. In the case of the latter, the student must present notice in writing to the instructor by the second class meeting. If you know in advance that you will be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing, leaving a message for me in the Anthropology Department office, or by coming by during my office hours. *Email is the best and fastest way to reach me. **Only students with a documented excuse will be able to take a make-up exam.***
7. If you miss a class, ask your fellow students for copies of their notes. If you need further help, please see me in my office hours.
8. Download the guidelines for the course assignments. Read the guidelines carefully to ensure course assignments are completed according to instructions.
9. Please write clearly and correctly; seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.

10. ***Do not email me your papers!*** I only accept typed (in black ink), hard copies of your assignments.
11. **Late Paper Policy:** Late papers will ***only*** be accepted with permission. **Please note:** five (5) points will be deducted for each day past the due date.
12. Students are responsible for being aware of assignment due dates, midterm dates, and the final exam schedule.
13. If you have any concerns about your class performance or comprehension, see me in my 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.

## ANTH 11: Cultural Anthropology Fall 2014 Course Schedule

*Schedule is subject to change with fair notice.*

\*Articles marked with an asterisk can be found on the course website

COURSE MEETING	THEME AND ASSIGNMENTS
Monday, August 25	Introduction to class goals and format, review syllabus, group assignments, add/drop process and deadlines
Wednesday, August 27	<b>CULTURE AND ETHNOGRAPHY</b> <b>Readings:</b> S&M, Chapter 1 – Ethnography & Culture S&M, Chapter 2 – Eating Christmas in the Kalahari S&M, Chapter 31 – Body Ritual among the Nacirema S&M, Chapter 4 – Nice Girls Don't Talk to Rastas <b>Download &amp; bring to class Ethnography Exercise 1</b>
Monday, September 1	<b>NO CLASS – LABOR DAY</b>
Wednesday, September 3	<b>Read:</b> World of Wal-Mart, Chapters 1-2 <b>Group 1 Presentation</b>
Monday, September 8	<b>LANGUAGE AND COMMUNICATION</b> <b>Readings:</b> S&M, Chapter 5 – Shakespeare in the Bush S&M, Chapter 6 – Whorf Revisited: You Are What You Speak S&M, Chapter 7 – Manipulating Meaning: The Military Name Game
Wednesday, September 10	<b>Read:</b> World of Wal-Mart, Chapters 3-4 <b>Group 2 Presentation</b>
Monday, September 15	<b>ECOLOGY AND SUBSISTENCE</b> <b>Readings:</b> S&M, Chapter 9 – The Hunters: Scarce Resources in the Kalahari S&M, Chapter 10 – Eskimo Science S&M, Chapter 11 – Domestication and the Evolution of Disease
Wednesday, September 17	<b>Read:</b> World of Wal-Mart, Chapters 5-6 <b>Group 3 Presentation</b> <b>Download &amp; bring to class Ethnographic Exercise 2</b>
Monday, September 22	<b>ECONOMIC SYSTEMS</b> <b>Readings:</b> S&M, Chapter 13 – Reciprocity and the Power of Giving S&M, Chapter 14 – Poverty at Work: Office Employment and the Crack Alternative S&M, Chapter 15 – Cocaine and the Economic Deterioration of Bolivia
Wednesday, September 24	<b>Read:</b> World of Wal-Mart, Chapters 7-8 <b>Group 4 Presentation</b> <b>Ethnographic Exercise 1 Due</b>
Monday, September 29	<b>KINSHIP AND FAMILY</b> <b>Readings:</b> S&M, Chapter 17 – Mother's Love: Death without Weeping S&M, Chapter 18 – Family and Kinship in Village India S&M, Chapter 19 – Polyandry: When Brothers Take a Wife S&M, Chapter 20 – Uterine Families and the Women's Community
Wednesday, October 1	<b>Read:</b> A Precious Liquid, Chapters 1-2 <b>Group 5 Presentation</b>

Monday, October 6	<p style="text-align: center;"><b>IDENTITY, ROLES, AND GROUPS</b></p> <p><b>Readings:</b>  S&amp;M, Chapter 21 – You@Work: Jobs, Identity, and the Internet  S&amp;M, Chapter 22 – The Opt-Out Phenomenon: Women, Work, and Identity in America  S&amp;M, Chapter 24 – Mixed Blood</p>
Wednesday, October 8	<p><b>Read:</b> A Precious Liquid, Chapters 3-4  <b>Group 6 Presentation</b></p>
Monday, October 13	<p style="text-align: center;"><b>GENDER</b></p> <p><b>Readings:</b>  S&amp;M, Chapter 8 – Conversation Style, Talking on the Job  S&amp;M, Chapter 23 – Do Muslim Women Really Need Saving  S&amp;M, Chapter 34 – Global Women in the New Economy  <b>Exam Review</b></p>
Wednesday, October 15	<p style="text-align: center;"><b>MIDTERM EXAM</b></p>
Monday, October 20	<p style="text-align: center;"><b>LAW AND POLITICS</b></p> <p><b>Readings:</b>  S&amp;M, Chapter 25 – Cross-Cultural Law: The Case of the Gypsy Offender  S&amp;M, Chapter 26 – Life without Chiefs  S&amp;M, Chapter 27 – The Founding Indian Fathers</p>
Wednesday, October 22	<p><b>Read:</b> A Precious Liquid, Chapters 5-6  <b>Group 7 Presentation</b></p>
Monday, October 27	<p style="text-align: center;"><b>RELIGION, MAGIC, AND WORLD VIEW</b></p> <p><b>Readings:</b>  S&amp;M, Chapter 28 – Taraka’s Ghost  S&amp;M, Chapter 29 – Baseball Magic  S&amp;M, Chapter 30 – Run for the Wall: An American Pilgrimage</p>
Wednesday, October 29	<p><b>Read:</b> A Precious Liquid, Chapters 7-8  <b>Group 8 Presentation</b></p>
Monday, November 3	<p style="text-align: center;"><b>GLOBALIZATION</b></p> <p><b>Readings:</b>  S&amp;M, Chapter 31 – How Sushi Went Global  S&amp;M, Chapter 32 – Village Walks: Tourism and Globalization among the Tharu of Nepal  S&amp;M, Chapter 33 – The Road to Refugee Resettlement  <b>Download &amp; bring to class Ethnographic Exercise 3</b></p>
Wednesday, November 5	<p><b>Read:</b> Swampland, Chapters 1-2  <b>Group 9 Presentation</b>  <b>Ethnographic Exercise 2 Due</b></p>
Monday, November 10	<p style="text-align: center;"><b>APPLIED ANTHROPOLOGY</b></p> <p><b>Readings:</b>  Partridge and Eddy (1987) – The Development of Applied Anthropology in America*  Rylko-Bauer, Singer, and Van Willigen (2006) – Reclaiming Applied Anthropology*  S&amp;M, Chapter 36 – Advice for Developers: Peace Corps Problems in Botswana</p>

Wednesday, November 12	<b>Read:</b> Swampland, Chapters 3-4 <b>Group 10 Presentation</b>
Monday, November 17	<b>DEVELOPMENT</b> <b>Readings:</b> S&M, Chapter 12 – Forest Development the Indian Way S&M, Chapter 16 – Malawi versus the World Bank Coumans (2011) Anthropologists, NGOs, and Conflict* Menschner (2001) – Anthropology and Human Development*
Wednesday, November 19	<b>Read:</b> Swampland, Chapters 5-6 <b>Group 11 Presentation</b> <b>Ethnographic Exercise 3 Due</b>
Monday, November 24	<b>ENVIRONMENT AND ECOLOGY REVISITED</b> <b>Read:</b> Little (1999) – Environments and Environmentalisms in Anthropological Research* Checker (1997) – But I Know It’s True* Roncoli, Crane, & Orlove (2009) – Fielding Climate Change in Cultural Anthropology*
Wednesday, November 26	<b>Read:</b> Swampland, Chapters 7-8 <b>Group 12 Presentation</b>
Monday, December 3	<b>DISASTERS</b> <b>Read:</b> Henry (2005) – Anthropological Contributions to the Study of Disasters* Oliver-Smith (1999) – What is a Disaster?* Whiteford and Tobin (2009) - If the Pyroclastic Flow Doesn’t Kill You, the Recovery Will*
Wednesday, December 5	<b>NO CLASS – Annual Meeting of American Anthropological Association</b>
Monday, December 8	<b>PRACTICING ANTHROPOLOGY</b> <b>Readings:</b> S&M, Chapter 39 – Using Anthropology Cernea (2008) – Development Anthropology is a Contact Sport* S&M, Chapter 40 – Career Advice for Anthropology Undergraduates
Wednesday, December 10	<b>EXAM REVIEW</b>
<b>FINAL EXAM</b>	<b>Thursday, December 18 from 12:15pm to 2:30pm in regular class meeting room</b>

## **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>