

San José State University
Anthropology Department
Anth 130, Kin, Kith and Community, Section 1, Fall 2016

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Monday 1:30pm-3:30pm, Tuesday, 1:30-2:30 or by appt.
Class Days/Time:	Tuesday and Thursday 9:00-10:15
Classroom:	Clark Hall 310
Prerequisites:	Upper division standing
Course Number	48010

Course Format

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course presents an overview of social organization focused on local forms of human relationship: kinship, non-kin relations such as friendship and networking, and community and how they articulate within a contemporary global context. The course will explore the dynamic principles of kinship and community-building from an anthropological perspective and how people use those concepts to organize their social lives. Examples will be drawn from small-scale, complex and intentional societies.

Course Goals (Optional)

This course is an upper division elective in the Anthropology, Behavioral Science and Organizational Studies majors. Several Anthropology department goals are met by this course. Upon successful completion of this course, students will cultivate:

Learning Objectives of the Anthropology Department (* objectives covered in Anth 130)

KNOWLEDGE

1. Comprehension of 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.*

Course Learning Outcomes (CLO) (Required)

Students who satisfactorily complete this course will be able to:

1. Compare critically, analyze processes and discover assumptions.
2. Identify and analyze the interaction of social institutions, culture and environment with individual and collective behavior.
3. Identify and analyze the process of social change.
4. Recognize and analyze the forces that foster social cohesion and fragmentation.
5. Identify the complexities of social life both globally and in the Santa Clara Valley and discern different points of view.
6. Gain a working knowledge of how cultural anthropologists conduct field research through completing a class exercises.

Required Texts/Readings

Textbook

2013 *Kinship and Gender*. 5th Edition. Linda Stone, ed. Westview Press.

2011 *Deep China: The Moral Life of the Person*. Arthur Kleinman, Yunxiang Yan, Jing Jun University of California Press.

Other Readings

These excerpts and articles can be found on the Canvas site for the class.

2014 Bichard, Jo-Anne et al. Quotidian Ritual and Work-Life Balance: An Ethnography of Not Being There. *Ethnographic Praxis in Industry Conference Proceedings*, pp. 164–178.

2004 Bizarro, Resa. Shooting our Last Arrow: Developing a Rhetoric of Identity for Unenrolled American Indians. *College English*. 67(1): 61-74.

2006 boyd, danah. [she does not use capital letters] *It's complicated*. Yale University Press. Available as a pdf at <http://www.danah.org/books/ItsComplicated.pdf>. [Excerpt]

2014 Cooper, Marianne. *Cut Adrift: Families in Insecure Times*. University of California Press. [Excerpt]

2007 C.N. Darrah, J.M. Freeman and J.A. English-Lueck Busier than Ever! *Why American Families Can't Slow Down!* Stanford University Press. [Excerpt]

2008 Gershon, Ilana. Email My Heart. *Anthropology Today*. 24(6): 13-15.

1983 Granovetter, Mark The Strength of Weak Ties: A Network Theory Revisited. *Sociological Theory* 1:201-233.

2009 Lee, Sandra Soo-Jin Lee and LaVera Crawley. Research 2.0: Social Networking and Direct-To-Consumer (DTC) Genomics. *The American Journal of Bioethics*, 9(6–7): 35–44.

Schwimmer's Kinship Tutorial

<http://www.umanitoba.ca/faculties/arts/anthropology/tutor/kinmenu.html>

Library Liaison

The Anthropology Library Liaison is Silke Higgins, Silke.Higgins@sjsu.edu.

Course Requirements and Assignments

1. Ethnographically-based Exercises

Kinship diagram and analysis of a family, either yours or one of your choice (25 points, 5% of the grade).
Social Media Inventory and analysis of a classmate or colleague (50 points, 10% of the grade) These assignments address CLO 5, CLO 6.

All ethnographic data must conform to the University's and the discipline's code of research ethics. All participation by informants must be voluntary and confidential. Minors will not directly participate in this project.

2. Research Paper

You will write a short 6-8 page (approximately 1750 words) paper that looks at drivers of change in families. You will create a topic, to be approved by the instructor, that looks at literature on the impact of technology, immigration, or social movements on family structure, interaction, and identity. Your focus can be archaeological, historical or contemporary. Optimally, you should have at least 8 references, most peer-reviewed, all appropriate to your topic. (100 points, 19% of the total grade). This assignment addresses CLO 3, CLO 4, CLO 5.

3. Examinations The course will have three take-home exams, using a short essay format, each test worth 100 points (19% of the total grade). Questions will be given in advance. (300 points total, 57% of the total grade). This assignment addresses CLO 1, C:LO 2, CLO 3.

4. Participation and Miscellaneous Activities Participation in class activities, project updates, simulations, and a variety of other exercises can be worth 50 points. Attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit will be given on days in which such activity is essential. (50 pts., 10% of the total grade). This assignment addresses CLO 1, CLO 2, CLO 5, CLO 6

Final Examination or Evaluation

The 3rd exam will be due during the final exam period of the class. The exam will be delivered to the Professor's office, Clark 459.

Grading Information

Materials submitted for grade must conform to the following minimal requirements.

- Use margins of 1" all around on good quality, clean white paper. Text must be clear, dark, and clean. Please use 12 point font.
- Use the American Anthropological Association format posted on Canvas.
- Each assignment must conform to the protocol that describes it. Note that you must submit both a hard copy and digital version through Canvas using turnitin.com to ensure you are not overly enthusiastic with published material.
- Finally, you must submit work with fewer than five mechanical (spelling, punctuation, grammar) error and return it to you ungraded. You can use Grammarly.com or your word processing program to monitor these errors in advance. You must revise the paper, eliminate all such errors and resubmit it for grade. There will be no penalty for the first revision, but a 10% reduction in grade on any second revisions, and an additional 10% on the third revision.

Determination of Grades

Your work will be assessed based on your effort and reasoning, as illustrated by your writing. Your assignments document your mastery of the learning outcomes expected in the class. Rubrics and modeling will be provided to assist you in your efforts. Assignments must be submitted as per the class calendar unless discussed with the instructors in advance. Even then, late papers may be penalized.

No extra credit is available.

Participation will be assessed by giving full credit for active participation, partial credit for passive participation and late entry or exit in an activity, and no credit for non-participation. You must notify the instructor within 24 hours of the class by email or phone, and have a compelling reason for absence, in order to have an excused absence.

Grades will be scored using the following percentages.

A+ 98>, A 94-97, A- 90-93

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+ 88-89, B 84-87, B- 80-83

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 78-79, C 74-77, C- 70-73

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 68-69, D 64-67, D- 60-63, F < 60

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

Classroom Protocol

Collaborative participation is critical in ethnography. Your classroom demeanor should be professional, as should be your actions in the field. You may bring devices to class, but they should only be used in class activities and work. Do not have open windows that do not pertain to the course, and make sure your mobile devices are set to silent. Distracted and inappropriate behavior that disrupts the class will not be tolerated.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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The schedule is subject to change with fair notice and announcements will be made on Canvas and/or by mySJSU notification.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 25	Why study kinship? Class Approaches and Overview.
2	Aug. 30	Anthropological Kinship READ: Stone, Chapter 1, 2, Gender, Reproduction and Kinship The Evolution of Kinship and Gender
	Sept. 1	Problematizing family
3	Sept. 6	Marriage and Descent READ: Stone Chapter 6, Marriage
	Sept. 8	Marriage and Descent continued
4	Sept. 13	Dyads, Moieties in contemporary Kinship READ: Stone, Chapters 7, 8 A history of Euro-American Kinship and Gender and Kinship, Gender and Contemporary Social Problems
	Sept. 15	Contemporary kinship continued
5	Sept. 20	Go through Schwimmer's Kinship Tutorial and be familiar with vocabulary list given in class

	Sept. 22	WORKSHOP IN KINSHIP CHARTS
6	Sept. 27	Descent, Residence, Inheritance READ: Stone, Chapters 3 and 4, The Power of Patriline, and Through the Mother KINSHIP CHART EXERCISE DUE
	Sept. 29	View Video: Ladies of the Lake SUBMIT PROPOSED RESEARCH PAPER TOPIC
7	Oct. 4	Race, Caste and Constructing Ascribed Identities READ: Bizzaro Shooting our Last Arrow
	Oct. 6	Class Exercise in ascription and achievement EXAM 1 QUESTIONS GIVEN OUT
8	Oct. 11	Kinship milestones—birth and death READ: Kleinman et al. <i>Deep China</i> , Chapters 1,2,3
	Oct. 13	Death and memory continued TAKE HOME EXAM 1 DUE
9	Oct. 18,	Family, morality and place READ: Kleinman et. al, chapters 4, 7 and 8
	Oct. 20	Stigma and meaning continued
10	Oct. 25	Work and Family READ: Bichard, “Quotidian Ritual and Work-Life Balance: An Ethnography of Not Being There.” and Excerpt Cooper <i>Cut Adrift: Families in Insecure Times</i> .
	Oct. 27	Families as sites of production continued
11	Nov. 1, 3	Friendships, Weak Ties and Fictive Kin READ: Granovetter, The Strength of Weak Ties: A Network Theory Revisited,” and [Excerpt] Darrah et al. <i>Busier than Ever!</i> Chapter 8.
	Nov. 3	Mapping networks exercise EXAM QUESTIONS GIVEN OUT NOV. 3
12	Nov. 8	Managing Family View Video: Makiko's New World Surf: http://en.wikipedia.org/wiki/Japanese_family
	Nov. 10	TAKE HOME EXAM 2 DUE NOV. 10
13	Nov. 15	Family and Community in an age of Consumerism READ: [Excerpt] Darrah et al. <i>Busier than Ever!</i> Chapter 9.
	Nov. 17	NO CLASS NOV. 17 (AMERICAN ANTHROPOLOGICAL ASSOCIATION MEETINGS) WORK ON YOUR RESEARCH PAPER.

14	Nov. 22	Technology and the Future of the Family READ: Gershon, "Email my heart: Remediation and romantic break-ups," and boyd, [Excerpt] It's complicated Introduction and Chapter 1, pp. 1-53. RESEARCH PAPERS DUE NOV. 22
	Nov. 24	NO CLASS NOV. 24 THANKSGIVING
15	Nov. 29	The future of the social READ: Stone, Chapter 9, Kinship, Gender and New Reproductive Technologies
	Dec. 1	Recreational genetics and problematizing family READ: Lee et al. "Research 2.0: Social Networking and Direct-To-Consumer (DTC) Genomics"
16	Dec. 6	The future of the social continued. What is a friend?
	Dec. 8	Whither family exercise THIRD EXAM QUESTIONS HANDED-OUT DEC. 8
Final Exam	Dec. 16 7:15-9:30 AM	TAKE HOME EXAM 3 DUE, Dec. 16, IN CLARK 459.