

**CULTURAL ANTHROPOLOGY**  
**ANTH 11 SEC 2, Fall 2019 (41308)**  
**San José State University**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jay Ou
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<b>Office Hours:</b>	MW 1015-1115
<b>Class Days/Time:</b>	MW 1330-1445
<b>Classroom:</b>	CLARK 204
<b>GE/SJSU Studies Category:</b>	D1

**Course Description**

In this course we will review and examine the field of cultural anthropology. Topics to be covered include: Fieldwork; Ethnography; Kinship; Political Organization; Worldview; Identity; Language; Ecology; Economy; Ethnicity and Race; Globalization.

**Learning Objectives of the Anthropology Department**

**Knowledge**

PLO1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.

PLO2. Awareness of human diversity and the ways humans have categorized diversity.

PLO3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.

PLO4. Knowledge of the history of anthropological thought and its place in modern intellectual history

PLO5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

### **Skills**

PLO6. Ability to access various forms of anthropological data and literature.

PLO7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.

PLO8. 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.

PLO9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

### **Professional Values**

PLO10. Knowledge of political and ethical implications of social research

### **Class Learning Objectives**

Students who successfully complete this course will:

CLO1. Be able to understand and apply appropriately the concept of culture to human behavior.

CLO2. Gain a working knowledge of how cultural anthropologists conduct field research through completing a class project

CLO3. Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.

CLO4. Develop a cross-cultural perspective on how humans relate to each other and the material world through symbols;

CLO5. Have knowledge about several societies in depth using ethnographies; and

CLO6. Understand the relevance of cultural anthropology for understanding the complexities of modern life both globally and locally.

CLO7. Be able to engage in cooperative learning activities, and identify culturally relevant information resources.

### **GE Learning Outcomes (GELO)**

As an Area D1 (Human Behavior) course, the content and activities are designed to enable you to achieve the following learning outcomes upon successfully completing the course.

GELO 1. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts [as assessed through examinations, ethnographic project and gendered space assignment]

GELO 2. Students will 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.[as assessed through examinations, ethnographic project and social networking assignment ]

GELO3. Students will evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. [as assessed through examinations and ethnographic project]

### **Classroom Protocol**

ALL ELECTRONIC DEVICES (CELL PHONES, LAPTOPS, TABLETS) MUST BE TURNED OFF AND PUT AWAY OUT OF SIGHT DURING CLASS TIMES. The first infraction will prompt a formal warning by the instructor. The second infraction will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. THERE WILL BE NO MAKEUP EXAMS. Exceptions to this rule will only be made if official documents can be presented at least 24 hours in advance showing evidence of illness, death in family, or legal duties.

### **Required Readings**

*Conformity and Conflict* (14th ed.), James Spradley and David McCurdy, Pearson.  
ISBN 9780205234103

*Shadowed Lives*, Leo Chavez, Wadsworth ISBN 9780155080898

*All Our Kin*, Carol Stack, Basic Books ISBN 9780061319822

### **Assignments**

#### **Migration Paper**

The U.S. differs from many countries because the vast majority of those living within its borders have arrived relatively recently (in anthropological terms)—less than ten generations ago. The movement of people from one part of the world to another is an important dimension of global systems. How does your life history fit into a global framework? This paper should connect your own family life history to world history, the global economy, and international politics.

Minimum 5 pages (not including references or cover page). APA style. Double-spaced, 1" margins, 12 Pt. Times New Roman Font.

## Ethnographic Paper

Your paper should include the following: (a) a description of your research topic and site; (b) a summary of your observations (human interactions, spatial analysis, interpretation of symbols, linguistic analysis); and (c) your analysis and reflections.

Minimum 5 pages (not including references or cover page). APA style. Double-spaced, 1" margins, 12 Pt. Times New Roman Font.

## Grading Policy

20% Migration Paper

20% Ethnographic Paper

20% Midterm Exam

20% Final Exam

10% Reading Presentation

10% Reading Quizzes (5 x 2%)

Course grades will be assigned as follows:

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 829	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

Wk	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Course Introduction: Cultural Anthropology

2	8/26-28	<p>Fieldwork</p> <p>Readings: J. Spradley and D. McCurdy, "Culture and Ethnography" (CC, pp. 1-6)</p> <p><b>Film: <i>Nai: The Story of a !Kung Woman</i> (58m) 8/26</b></p>
3	9/4	<p>Ethnography</p> <p>Readings: James Spradley, "Ethnography and Culture" (CC, pp. 7-14)</p> <p><b>Film: <i>Margaret Mead and Samoa</i> (51m) 9/4</b></p> <p><b>LABOR DAY HOLIDAY 9/2</b></p>
4	9/9-11	<p>Kinship</p> <p>Readings:</p> <p>J. Spradley and D. McCurdy, "Kinship and Family" (CC, pp. 172-175) Nancy Scheper-Hughes, "Mother's Love" (CC, pp. 176-186)</p> <p>David McCurdy, "Family and Kinship in Village India" (CC, pp.187-194)</p> <p><b>MIGRATION PAPER WORKSHOP 9/9</b></p>
5	9/16-18	<p>Political Organization</p> <p>J. Spradley and D. McCurdy, "Law and Politics" (CC, pp. 259-262)</p> <p>Marvin Harris, "Life without Chiefs" (CC, pp. 272-280)</p> <p><b>Film: <i>Little Injustices</i> (59min.) 9/16</b></p>
6	9/23-25	<p>Worldview</p> <p>Readings:</p> <p>J. Spradley and McCurdy, "Religion, Magic, Worldview" (pp. 298-302)</p> <p>George Gmelch, "Baseball Magic" (CC, pp. 310-319)</p> <p>Jill Dubisch, "Run for the Wall" (CC, pp. 320-333)</p> <p><b>Film: <i>Song on the Water</i> (58min.) 9/23</b></p>

7	9/30-10/2	<p>Identity</p> <p>Readings:</p> <p>J. Spradley and D. McCurdy, "Identity, Roles, Groups" (CC, pp. 210-214)</p> <p>Dianna Shandy and Karine Moe, "Heading Home" (CC, pp. 215-226)</p> <p><b>Film: <i>By Blood</i> (53m) 9/30</b></p> <p><b>MIDTERM EXAM 10/2</b></p>
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8	10/7-9	<p>Language</p> <p>Readings:</p> <p>J. Spradley and McCurdy, "Language Communication" (CC, pp. 52-55)</p> <p>Sarah Boxer, "Manipulating Meaning" (CC, pp. 56-68) Deborah Tannen, "Conversation Style" (CC, pp. 61-67)</p> <p><b>Film: <i>Language Healers</i> (41m) 10/7</b></p> <p><b>Mandatory Library Research Seminar 9/5 (MLK Library Room 213)</b></p>
9	10/14-16	<p>Ecology</p> <p>Readings:</p> <p>J. Spradley and McCurdy, "Ecology and Subsistence" (CC, pp. 83-87)</p> <p>Richard Lee, "The Hunters" (CC, pp. 88-103)</p> <p>Richard Reed, "Forest Development the Indian Way" (CC, pp. 124-134)</p> <p><b>Mandatory Library Research Seminar 10/16 (MLK Library Room 213)</b></p>
10	10/21-23	<p>Economy</p> <p>Readings:</p> <p>J. Spradley and D. McCurdy, "Economic Systems" (CC, pp. 135-138) Lee Cronk, "Reciprocity and the Power of Giving" (CC, pp. 139-145) P. Bourgois, "Office Work and the Crack Alternative" (CC, pp. 227-239)</p>

11	10/28-30	<p>Ethnicity and the concept of race</p> <p>Readings:</p> <p>Jeffrey Fish, "Mixed Blood" (CC, pp. 248-258)</p> <p><b>Film: <i>Brazil: A Racial Paradise</i> (54m) 10/28</b></p>
12	11/4-6	<p>Globalization</p> <p>Readings:</p> <p>J. Spradley and D. McCurdy, "Globalization" (CC, pp. 340-343)</p> <p>Ian Condry, "Japanese Hip-Hop" (CC, pp. 365-379)</p> <p><b>MIGRATION PAPER DUE 11/6</b></p>
13	11/13	<p>Ethnography</p> <p>Readings: Carol Stack, <i>All Our Kin</i> (Ch. 1-4)</p> <p><b>ETHNOGRAPHIC PAPER WORKSHOP 11/3</b></p> <p><b>VETERANS DAY HOLIDAY 11/11</b></p>

14	11/18-20	<p>Ethnography</p> <p>Readings: Carol Stack, <i>All Our Kin</i> (Ch. 5-8)</p>
15	11/25	<p>Ethnography</p> <p>Readings: Leo Chavez, <i>Shadowed Lives</i> (Intro.-Ch. 5)</p>
16	12/2-4	<p>Ethnography</p> <p>Readings: Leo Chavez, <i>Shadowed Lives</i> (Ch. 6-Epilogue)</p> <p><b>ETHNOGRAPHIC PAPER DUE 12/6</b></p>
16	12/9	Course Review
	12/13 1215-1430	FINAL EXAM

## **Faculty Web Page and MYSJSU Messaging**

Some course materials will be distributed in class sessions and others will be sent to students via the email address which appears in the course roster. This course makes use of the Canvas learning management system and you are responsible for all assignments and changes to them.

## **Departmental 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**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies Add/drop deadlines Late Drop Policy

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

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

<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**

The university provides resources that can help you succeed academically.

<http://www.sjsu.edu/counseling>

<http://www.sjsu.edu/at/asc/>

<http://peerconnections.sjsu.edu>

<http://www.sjsu.edu/writingcenter>