

**San José State University
Anthropology Department
ANTH 136: Thought Control in Contemporary Society
Spring 2013 Semester**

Instructor:	Professor González
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Office Hours:	Tuesday and Thursday 2:45 - 4:15 pm
Class Days/Time:	Tuesday and Thursday 4:30 - 5:45 pm
Classroom:	CL 310
Prerequisites:	None
GE/SJSU Studies Category:	N/A
Course Fees:	N/A

Course Description

In this course we will analyze the means by which different institutions and individuals control the actions, behaviors, and thoughts of people in contemporary modern societies—including our own. We will also analyze the dynamics of control—how control mechanisms change over time, as well as the means by which people are able to resist or escape such controls. The course should help you think critically about controllers, their targets, the mechanisms they employ, and the goals they seek to accomplish. It should also help you understand controlling processes affecting your everyday life.

For more than a century, social scientists and others have taken an interest in mechanisms of cultural and social control including "brainwashing" or coercive persuasion, indoctrination, groupthink, and propaganda, among others. Some argue that increasing political and economic centralization on a global scale—together with the wide reach of today's global communication technologies—have led to more efficient and total social and cultural controls. Controllers may use these techniques in an undemocratic (and sometimes dangerous) fashion to convince others to modify their behaviors, to reform their thoughts and values, or to compel them to act in predictable ways.

In this course, we will be particularly focused on analyzing control from an anthropological perspective. We will examine the use of culture as a tool—in other words, the instrumental

uses of culture. To help us think critically about processes of social and cultural control, we will begin by reading the classic novels *1984* and *Brave New World* as ethnographic accounts. Then we will focus upon mechanisms of social and cultural controls in various realms including schools, families, government, science, media, and business. Although much of the course material is set in the US, we will also examine other regions including Germany, China, Israel and Palestine, southeast Africa, Papua New Guinea, North Korea, Argentina, and Iraq. Finally, we will discuss how processes of control influence everyday life and how we might effectively deal with them.

Course Goals and Student Learning Objectives

Over the course of the semester, I intend to help you meet the following learning objectives:

- Identify various mechanisms of social and cultural control operating in contemporary societies (including the US) and dynamic processes that transform them over time.
- Analyze the ways in which institutions such as governments, corporations, religious groups, and other organizations have compelled members to behave and act in specific ways.
- Understand the processes by which mass media, government officials, social scientists, and the advertising industry have interacted to design new means of influencing public opinion, shape habits and tastes, and create mass consumers.
- Gain insight into the ways by which nationalism, ethnicity, and other forms of identity and membership have been incorporated into controlling processes.
- Trace the development of communication, pharmacological, and surveillance technologies for behavior modification, and other inventions which might potentially be used for control.
- Identify how and why individuals and groups resist or revolt against forms of social and cultural domination, and how mutual aid, education, political mobilization, direct action, and other means might be used as a means of countering social and cultural controls.

Required Texts

Brave New World by Aldous Huxley (any edition)

1984 by George Orwell (any edition)

American Counterinsurgency: Human Science and the Human Terrain by Roberto González

An Israeli in Palestine by Jeff Halper

In addition, we will use a supplemental course reader available for purchase at Maple Press (at 481 E. San Carlos Street).

Classroom Protocol

The instructor for this class prohibits laptop computers unless a student has a note from the Disability Resource Center that justifies a need. You should write lecture notes by hand, or else make audio recordings of lectures and transcribe them after class meetings. You must turn off cell phones during class to avoid disrupting lectures. The instructor strictly

prohibits text messaging or other electronic communication during class. Any student who allows a cell phone to ring during class or who texts messages will first be given a formal warning by the instructor. The instructor will promptly report a second infraction of this rule to the Office of Student Conduct, and will submit a formal recommendation that the student be 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 might be interpreted to include use of unauthorized electronic devices in classroom settings.

Assignments and Grading Policy

Course grades will be derived from six assignments:

1. *List of control mechanisms in 1984*. This assignment (due February 9) should be typewritten. Instructions will be distributed in class by the instructor. (10% of final course grade)
2. *List of control mechanisms in Brave New World*. This assignment (due February 23) should be typewritten. Instructions will be distributed in class by the instructor. (10% of final course grade)
3. *Midterm exam*. This exam will consist of short definitions, multiple choice, and an essay. You will need a blue book. See course schedule below for midterm exam date. (20% of final course grade)
4. *Final exam*. This comprehensive exam will consist of short definitions, multiple choice, and two essays. You will need a blue book. See course schedule below for final exam date. (25% of final course grade)
5. *Unannounced quizzes*. Over the course of the semester, three unannounced quizzes will be given based on the week's reading. (5% each, 15% of final course grade)
6. *Term Paper*. In this assignment, you will research and write an 8-page (double-spaced, not including cover page or references) term paper that analyzes a mechanism of social control, cultural control, or ideological control that has affected your own life. The instructor will give you more information about this assignment in Week 4 of the course. Term papers are due on the date of the last regular class meeting. (20% of final course grade)

Students must complete all assignments in order to pass. I will not accept late assignments nor will I administer makeup exams unless a student presents appropriate documents as evidence of illness, death in family, jury duty, etc. I will accept no assignments via e-mail—I must receive hard copies of all assignments.

Grading distribution is as follows:

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

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Spring 2013 Course Schedule

Schedule is subject to change with fair notice.

Recommended readings are not required readings.

*Readings followed by an asterisk * are included in the supplemental course reader.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Introduction George Orwell, <i>1984</i> (Part I) Recommended: Nicolai Machiavelli, <i>The Prince</i>
2	1/29 - 1/31	Propaganda George Orwell, <i>1984</i> (Part II) Film: "Triumph of the Will" Recommended: Edward Bernays, <i>Propaganda</i>
3	2/5 - 2/7	Technology George Orwell, <i>1984</i> (Part III) Rania Khalek, "Six Creepy New Weapons the Police and Military Use to Subdue" Recommended: Troy Duster, <i>Backdoor to Eugenics</i> ASSIGNMENT 1 DUE 2/7--CONTROL MECHANISMS IN 1984
4	2/12 - 2/14	Pleasure Aldous Huxley, <i>Brave New World</i> (Chapters 1-8) Spencer Morgan, "Scent Branding Sweeps the Fragrance Industry"* David Owen, "The Soundtrack of Your Life"* Recommended: Paul Goodman, <i>Amusing Ourselves to Death</i>
5	2/19 - 2/21	Persuasion Aldous Huxley, <i>Brave New World</i> (Chapters 9-18) Margaret Singer, "Coming Out of the Cults"* Margaret Singer, "Continuum of Influence and Persuasion"* Margaret Singer, "How the US Marine Corps Differs from Cults"* Recommended: Deborah Layton, <i>Seductive Poison</i> ASSIGNMENT 2 DUE 2/21--CONTROL MECHANISMS IN BNW
6	2/26 - 2/28	Consumption Stuart Ewen, <i>Captains of Consciousness</i> (excerpt)* Recommended: Herbert Marcuse, <i>One-Dimensional Man</i>
7	3/5 - 3/7	Sexuality Linda Coco, "Silicone Breast Implants in America"* George Leonard, "The End of Sex"* Rachel Aviv, "The Science of Sex Abuse"* Recommended: Eli Zaretsky, <i>Capitalism, the Family, and Personal Life</i>
8	3/12 - 3/14	Rebellion Max Gluckman, "Rituals of Rebellion in Southeast Africa"* Malcolm Gladwell, "The Coolhunt"* Film: "The Merchants of Cool" Recommended: Juliet Schor, <i>Born to Buy</i> MID-TERM EXAM--MARCH 14

Week	Date	Topics, Readings, Assignments, Deadlines
9	3/19 - 3/21	Corporatization Derek Bok, "The Purely Pragmatic University"* Recommended: Paolo Freire, <i>Pedagogy of the Oppressed</i>
		SPRING BREAK--NO CLASS MEETINGS FROM MARCH 25-29
10	4/2 - 4/4	Spin Roberto González, <i>American Counterinsurgency</i> (pp. i-iv, 1-44) Stuart Ewen, <i>PR! A Social History of Spin</i> (excerpt)* Sam Gedulig et al., "Occupy Wall Street Response"* Recommended: J. Stauber and S. Rampton, <i>Toxic Sludge Is Good for You</i>
11	4/9 - 4/11	Groupthink Roberto González, <i>American Counterinsurgency</i> (pp. 45-98) Laura Nader, "1984 and Brave New World Revisited"* Recommended: Irving Janis, <i>Victims of Groupthink</i>
12	4/16 - 4/18	Language Roberto González, <i>American Counterinsurgency</i> (pp. 99-130) David Thomson, "Worlds Shaped by Words"* Edward Schieffelin, "Evangelical Rhetoric in Papua New Guinea"* <i>The Nation</i> , "The National Entertainment State"* Recommended: N. Chomsky and E. Herman, <i>Manufacturing Consent</i> Film: "Good Night and Good Luck"
13	4/23 - 4/25	Obedience Jeff Halper, <i>An Israeli in Palestine</i> (Introduction and Chapters 1-3) Film: "Obedience—The Milgram Experiment" Recommended: Hannah Arendt, <i>Eichmann in Jerusalem</i>
14	4/30 - 5/2	Distraction Jeff Halper, <i>An Israeli in Palestine</i> (Chapters 4-7) Nicholas Carr, "Is Google Making Us Stupid?"* Sherry Turkle, "The Flight from Conversation"* Carolyn Sun, "Online Cravings"* Recommended: Marilyn Strathern, <i>Audit Cultures</i>
15	5/7 - 5/9	Deprogramming Jeff Halper, <i>An Israeli in Palestine</i> (Chapters 8-10) David Graeber, "Occupy and Anarchism's Gift of Democracy"* Howard Zinn, "A Quiet Case of Social Change"* Film: "The Take" Recommended: Howard Zinn, <i>A People's History of the United States</i> TERM PAPERS DUE MAY 9
Final		FINAL EXAM: THURSDAY, MAY 16 (2:45-5:00 PM) IN REGULAR CLASS MEETING ROOM

Anthropology Department and San Jose State University Policies and Resources

Anthropology Department Policies and Resources

Anthropology Department Learning Objectives

The SJSU Anthropology Department has learning *objectives* and skills that its students should obtain. These include an increased:

1. Understanding of culture as the distinguishing phenomenon of human life, and understanding of the relationship between 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 phenomena shaping global society;
6. Ability to access various forms of anthropological data and literature;
7. Awareness of the 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.

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. Cheating on assignments or exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) may result in a failing grade and sanctions by the University. 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://info.sjsu.edu/static/catalog/integrity.html>.

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 your instructor as soon as possible, or see him or her 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. For more information, visit the DRC website at <http://www.drc.sjsu.edu>.

Dropping and Adding Courses

Students are responsible for understanding the policies and procedures about adding and dropping courses, academic renewal, etc. Information on these and other topics are available at <http://www.sjsu.edu/registrar/>. Students should be aware of current deadlines and penalties for adding and dropping classes.

Classroom Recording

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his or 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 or 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.

Credit Hours

Success in a course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

SJSU Writing Center

The Writing Center in Clark Hall 126 offers tutoring services to SJSU 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.

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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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.

Peer Mentor Center

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.