

**San José State University,
Anthropology Department Anth 11
Cultural Anthropology
Online, Spring 2019**

Course and Contact Information

Instructor:	Prof. Quincy Dalton McCrary
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Office Hours:	Wednesday 3.00-4.30 via Zoom http://www.sjsu.edu/ecampus/teaching-tools/zoom/
Class Days/Time:	Online
Classroom:	Online
GE/SJSU Studies Category:	D1

Technology Intensive, Hybrid, and Online Courses

This course adopts a completely online format. You must have Internet connectivity, and access to a computer, to participate in the classroom activities and/or submit assignments. All assignments must be uploaded to Canvas in .doc or .docx format to be graded due to the limitations of the grading software in Canvas. Please save or export documents created in other formats (such as Google.docs) to Word before submitting the assignment. Please be aware that the Canvas App does not include the full functionality of Canvas as seen on a computer screen and you will not be able to fully participate in the class if using the app only. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Online Course Material

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

Course Description

Cultural anthropology is the study of how humans adapt to, interpret and affect the world in which they live. This course is designed to provide you with an overview to the discipline, as well as an appreciation of what it has meant to be human in different places at different times. The course is divided into three major parts:

1. Human Nature and Culture
2. Sociocultural Systems in Cross-cultural Comparison
3. Anthropology and the Modern World

By the end of the class you should have a sense of the anthropological perspective and its merits. After learning some basic concepts and cross-cultural comparisons, we finish the class by showing the practical applications of this perspective in America and elsewhere. Furthermore, 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.

Course Goals

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.
Awareness of importance and value of anthropological knowledge in contemporary society,
- PLO7. 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 for this Class

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 in the Santa Clara Valley.

- 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]

Required Texts/Readings

The following books are available to purchase or rent via Spartan Bookstore or other online venues.

Ferraro, A. (2014). *Cultural Anthropology: An Applied Perspective*. Cengage Learning. ISBN: 9781305083844. Rent or buy on Amazon: <http://a.co/d/8kd1Urs>

Peters-Golden, H. (2012). *Culture sketches: Case studies in anthropology*. Dubuque, Iowa: The McGraw-Hill. ISBN: 9780078117022 Rent or Buy on Amazon: <http://a.co/d/82vrls6>

Other Readings

Available on Canvas

Library Liaison

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

Course Requirements and Assignments

Course Assignments

Your final grade will be determined by your grades on a mid-term, a series of written research assignments, an open-note (but not open book) final,

1. Writing Assignment (90 points, Assignment 1, 3-8, 45% of grade): The research assignment is designed to encourage the student to research a culture of personal interest. The final paper should be approximately 2100 words not including cover page and bibliography. The paper will be submitted in sections to be graded individually, corrected by the student, and integrated into one final submission. Each individual section is worth 10 points. (7 sections x 10 points). The final corrected paper is worth 20 points. It is clearly in your interest to submit the individual sections on a timely basis since they

constitute 45% of your total grade. Even if you get 100% on your midterm and final you, you cannot get more than a “C-” in this course without submitting the paper sections! Emphasis will be placed on clear and effective communication. Students are encouraged to use on–line resources for research; however, plagiarism will not be tolerated. References should be properly cited and the bibliography should include both book and internet references. Citations and Bibliography should use the Chicago (Turbian) Author/Date style. This assignment assesses your ability to meet Area D1 Learning Objectives No. 1-5.

2. Ethnographic Interview (10 points, Assignment 2) For this exercise, you will practice ethnographic interviewing techniques with a partner online with a set format. Your notes will be typed up, spell-checked, proof-read, and submitted in essay format. Use Grammarly to check your paper and submit a screenshot of your Grammarly submission as proof. This assignment assesses your ability to meet Area D1 Learning Objectives No. 1, 4, 5.

3. Participant Observation (10 points, Assignment 3) For this exercise, you will practice participant observation techniques in a location with a set format. Your notes will be typed up, spell-checked, proof-read, and submitted in essay format. Use Grammarly to check your paper and submit a screenshot of your Grammarly submission as proof. This assignment assesses your ability to meet Area D1 Learning Objectives No. 1, 4, 5.

4. Open Note (Not open book) Midterm (50 points)

This assignment assesses your ability to meet Area D1 Learning Objectives No. 1-5.

5. Comprehensive Open Note Open Book Final Exam (50 points)

This assignment assesses your ability to meet Area D1 Learning Objectives No. 1-5. [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

6. Daily Discussion Posts AND Responses (5 points per week)

Participation in online discussions will be assessed by giving full credit for active participation, partial credit for passive participation. Participation will be generated via discussion board questions posted after each lecture (each class week) with required responses. Posts must be at least 250 words. Each student must also include a thoughtful response to another student’s post. I will not put a word count on responses, but it must be a bit more than “i liked what u wrote!!!!”

Ground Rules for Online Discussions

Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute. Report Glitches: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.

Help Others: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it’s not so hard. They’re really going to appreciate it!

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don’t.

Be Brief: You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don’t lose yourself, or your readers, in overly wordy sentences or paragraphs.

Use Proper Writing Style: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

Cite Your Sources: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.

Respect Diversity: It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

No YELLING!: Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters are bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).

No Flaming!: Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

Success in this 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 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. In our case, additional reading and ethnographic fieldwork, analysis and writing, will comprise the bulk of the outside time needed in this course.

Grading Information

Use <https://www.grammarly.com> or another electronic service to check your writing. All papers will be submitted through Canvas and will be vetted by Turnitin.com.

Incompletes

Incompletes will be granted only if the instructor has been notified in a timely manner and has approved. Students with missing major assignments (over 50 points) will receive a WU (unauthorized withdrawal). NO WORK WILL BE ACCEPTED AFTER THE FINAL

Determination of Grades

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.

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.

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.

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.

Example Grading Scale

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%

Late work will only be accepted if the professor has approved the reason. The work will drop one grade as a late penalty in such cases unless otherwise arranged. Extra credit is not given.

Classroom Protocol

To Be Excused if you cannot participate in an exercise, please leave an E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points.

You may not collaborate on work in this class. Group study for the midterm and final are permitted, but anything you write on the midterm or final must be in your own words. If the text of answers on the midterm or final are found to be identical to that of another student or cut and pasted from another source, you will receive an "F" on the exam.

Late Papers

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

"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.”

University Policies (Required)

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/>”

Anth 11, Cultural Anthropology, Spring Course Schedule

The schedule may be changed on fair notice. Readings are to be done before the class with which they are associated. **You are responsible for turning in assignments on the due date. I will not remind you!** If changes are made, they will be made available through the Canvas modules.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
Week One	1/28/19	Introduce the course Cultural Anthropology, the subfields The Textbook The Reader Read: Chapter One Slides: Chapter One
Week Two	2/4/19	Anthropology and the Subfields What is culture? Read: Body Ritual Among the Nacirema by Horace Miner from American Anthropologist, 1956, 58(3), 503-507. https://www.sfu.ca/~palys/Miner-1956-BodyRitualAmongTheNacirema.pdf Read: Bohannan, Laura (1966) "Shakespeare in the Bush. An American anthropologist set out to study the Tiv of West Africa and was taught the true meaning of Hamlet" Natural History 75: pp. 28–33 https://hdo.utexas.edu/wp-content/uploads/2014/11/Shakespeare-in-the-Bush.pdf Read: Chapter Two View: https://www.youtube.com/watch?v=Kup5pK4Etnl Slides: Chapter Two Writing Assignment Section One Due
Week Three	2/11/19	The Applied Anthropologist Read: Chapter Three Read: Paul Farmer, Structural Violence:

		<p>https://www.jstor.org/stable/10.1086/382250?seq=1#metadata_info_tab_contents</p> <p>Read: Culture Sketches Chapter 4</p> <p>View: https://www.youtube.com/watch?v=jAL4FV5UIW8</p> <p>Slides: Chapter Three</p>
Week Four	2/18/19	<p>Anthropological Theory</p> <p>Read: Chapter Four</p> <p>Read: Culture Sketches Chapter 14</p> <p>View: Anthropological Theory</p> <p>https://slideplayer.com/slide/3855223/</p> <p>Slides: Chapter Four</p> <p>Writing Assignment Section Two Due</p>
Week Five	2/25/19	<p>Methods in Anthropology</p> <p>Read: Chapter Five</p> <p>Read: Culture Sketches Chapter 15</p> <p>View: https://www.youtube.com/watch?v=UicHSoNd10w</p> <p>Slides: Chapter Five</p> <p>Assignment Two Due</p>
Week Six	3/4/19	<p>Language and Communication</p> <p>Read: Chapter Six</p> <p>Read: Culture Sketches Chapter 2</p> <p>View: Chomsky on Language</p> <p>https://www.youtube.com/watch?v=hdUblwHRkY</p> <p>Slides: Chapter Six</p> <p>Writing Assignment Section Three Due</p>
Week Seven	3/11/19	<p>Subsistence Patterns</p> <p>Read: Chapter Seven</p> <p>Read: Culture Sketches Chapter 9</p> <p>View: https://www.youtube.com/watch?v=ygKbUxIdeVc</p> <p>Slides: Chapter 7</p> <p>MIDTERM DUE</p>

<p>Week Nine</p>	<p>3/18/19</p>	<p>Economics Read: Chapter Eight Read: Culture Sketches Chapter 6 View: https://www.youtube.com/watch?v=7f4A_YsgBdw Slides: Chapter 8 Writing Assignment Section Four Due</p>
<p>Week Ten</p>	<p>3/25/19</p>	<p>Marriage and The Family Read: Chapter 9 Read: Culture Sketches Chapter Eight View: https://www.youtube.com/watch?v=A7i8WUj_gxo Slides: Chapter 9 Assignment 3 Due</p>
<p>Week Eleven</p>	<p>4/8/19</p>	<p>Kinship and Descent Read: Chapter 10 Read: Culture Sketches Chapter Nine View: https://www.youtube.com/watch?v=ghNoYamXXpk Slides: Chapter 10 Writing Assignment Section Five Due</p>
<p>Week Twelve</p>	<p>4/15/19</p>	<p>Sex and Gender Read: Chapter 11 Read: Emily Martin "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles" Signs, Vol. 16, No. 3 (Spring, 1991), pp. 485–501 (The University of Chicago Press) https://web.stanford.edu/~eckert/PDF/Martin1991.pdf View: Guardians of The Flutes OR Tales of the Waria (Professor will provide links on week Twelve) Slides: Chapter 11 SUMMARY OF THE FILM DUE</p>

<p>Week Thirteen</p>	<p>4/22/19</p>	<p>Social Stratification Read: Chapter Twelve Read: Culture Sketches Chapter 11 View: Black Gold https://sisu.kanopy.com/video/black-gold-0 Slides: Chapter 12 Writing Assignment Section Six Due</p>
<p>Week Fourteen</p>	<p>4/29/19</p>	<p>Political Organization and Social Control Read: Chapter Thirteen Read: Culture Sketches Chapter 13 View: https://www.youtube.com/watch?v=-16Y98Fys0I Slides: Chapter 13</p>
<p>Week Fifteen</p>	<p>5/6/19</p>	<p>Belief Systems Read: Chapter Fourteen Read: Culture Sketches Chapter 1 View: https://www.youtube.com/watch?v=8q9HyONL_10 Slides: Chapter 14</p>
<p>Week Sixteen</p>	<p>5/13/19</p>	<p>Art Read: Chapter Fifteen Read: Culture Sketches Chapter 7 View: https://www.youtube.com/watch?v=Z3QI5PnmesY Slides: Chapter 15 Globalization Read: Chapter Sixteen Read: Culture Sketches Chapter 2 View: Mardi Gras Made in China https://sisu.kanopy.com/video/mardi-gras-made-china-0 Slides: Chapter 16</p>

		Writing Assignment Section Seven Due SUMMARY OF THE FILM DUE
Week Seventeen		Final Exam
		Thursday, May 16 1715-1930
		So, the final exam will be given online on May 16 th from 5.15-7.30