

**San José State University**  
**School/Department**  
**ANTH 191 Frontiers of Anthropology, Spring 2019 (20009)**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays & Wednesdays 1200-1330 and by arrangement
<b>Class Days/Time:</b>	MW 1500-1615
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	ANTH 011. Senior standing and completion of at least four upper division anthropology major classes is strongly recommended.

**Course Description**

This course is required of anthropology majors but it is also applicable to behavioral science and social science majors with an interest in anthropology. It is designed to provide anthropology students, whose interests may be in cultural anthropology, archaeology, physical anthropology or related social sciences, an opportunity to engage in discussions on critical issues of the day.

The course is organized around six pathways that address knowledge, skills, and contexts. Knowledge involves what you know and what you need to know. Here we will explore your knowledge of anthropology (Pathway #1) and how anthropological knowledge fits into the social sciences (Pathway #2). Skill is about what you can do and what you need to be able to do in the future. On Pathway #3 we will develop your anthropological and social science skills, and on Pathway #4 we will explore your transferable skills. Contexts are about the world in which you will be exercising your skills and knowledge. We will be looking at two pathways that will be unavoidable in the future: climate change and the development of technologies that will transform work and virtually all facets of life. You may be more or less interested in these contexts but you avoid them at your peril!

**Learning Outcomes and Course Goals**

**Course Goals**

1. Students will develop an understanding of anthropology as a discipline with a unique perspective that can illuminate contemporary academic and social issues. They will be exposed to the different points of view in these controversies. Accordingly, a first course goal is to allow you to assess the discipline(s) of anthropology (and, as appropriate, psychology and sociology).
2. Students will make an assessment of the proverbial “real world” in order to develop an appreciation for where and how anthropology is being used, as well as how it could be used in a variety of settings and applications. The goal here is to develop students’ ability to use anthropology and other social sciences in their careers and as informed citizens.
3. Students will develop well-grounded yet personal syntheses of anthropology and its uses, as well as the ability to present these syntheses to other people. Thus, the course will facilitate and support the students' sense of professionalism and their preparation for careers and community life.

### **Course Learning Outcomes**

Students who successfully complete the course will be able to:

1. analyze and evaluate various issue-related arguments, discovering and weighing underlying assumptions, and to apply the diverse theories to which they have been exposed to contemporary issues;
2. write logical and well-organized arguments based on anthropological concepts and data;
3. reflect upon their skills and knowledge as social science majors in order to develop a perspective that can be widely applied and articulated to different communities;
4. synthesize the fields of the discipline and use a variety of types of data and information; and
5. develop a sense of themselves as professionals with skills and knowledge that can support

### **Required Texts/Readings**

Alan Batteau (2010). *Technology and Culture*. Long Grove, IL: Waveland.

Anna Bellisari (2013). *The Obesity Epidemic in North America*. Long Grove, IL: Waveland.

Erve Chambers (2010). *Native Tours*, 2<sup>nd</sup> Edition. Long Grove, IL: Waveland.

Roger Trigg (2001). *Understanding Social Science*, 2nd Edition. Oxford, UK: Blackwell.

### **Library Liaison (Optional)**

Silke Higgins is our department’s library liaison and she can be contacted at [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu). She is a graduate of our program and knows the department very well.

### **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>.

Trigg Chapter Critiques (1 @ 20%). You will write a paper in which you explore in depth a week's worth of Roger Trigg's book. A complete draft of your paper is due the week *after* we review the topic in class, so you will have the benefit of that discussion. That draft should reflect your best possible effort, but since Trigg's book is difficult, I will allow you to revise your draft repeatedly in order to improve the content.

Reading Quizzes (3 @ 20% total). You will take a quiz on each of the three "umbrella books" read to stimulate your creativity about the applications of anthropology.

Group Presentation (25%). You will work in groups of 3-4 students to develop a presentation about Pathway #5 or #6 using reports that will be provided to you during the semester. You will have considerable choice in the structure of your presentation and the membership of your group. Pathway #5 will be anchored in *Managing Drought in a Changing Climate: Four Essential Reforms* (Public Policy Institute of California) and Pathway #6 is grounded in *Charting Pathways for Inclusive Growth: From Paralysis to Preparation* (Pathways Commission, Oxford University). Both reports will be made available to you digitally. Please don't panic! Remember that you will be working on a group project for Pathway #5 or #6 and presenting your results during the final exam period.

Participation (5%). You participate by (1) doing the readings, (2) trying to answer the study questions, and (3) contributing to the small group discussion and seminar. Note that the success of the class is dependent on everyone doing the readings each week and coming to class prepared to discuss them. Individual students may be more or less prepared for those discussions on a given week; I understand that. However, if there is a pattern of not doing the readings then I reserve the right to require you to submit reading notes for grade, something I loathe doing.

Exercises (4 @ 15% total). There are four graded exercises that will ultimately help you develop the content of your portfolio.

Final Portfolio (15%). The final "exam" in the class consists of a portfolio that you create over the course of the semester. It will include (1) a cover letter, (2) letter of intent, (3) resume, (4) skills and knowledge overview and an appraisal/synthesis of your major based on the work we do developing the departmental umbrellas. You will submit drafts of various elements of the portfolio throughout the semester. I will give you feedback and you can revise and resubmit as often as you wish, but you will not receive a grade until the final portfolio.

All papers must be typed with 1" margins and numbered pages, and carefully proof read. Accuracy, depth of understanding, and elegance of presentation will be assessed. I suggest reading the draft aloud to catch errors and unwieldy writing. Having a classmate edit your paper is also excellent practice. Note: I will stop reading your paper when I get to the fifth mechanical (spelling, punctuation, grammar) error and return it to you ungraded. You must revise the paper, eliminate such errors (including any beyond where I stopped reading!), and resubmit it for a grade. There will be no penalty for the first revision, but a 5% reduction in grade on any second revisions, and an additional 10% on the third revision. After that? I will not grade the paper. Writing is the single most important skill you should develop in university and I have great faith that you can do so. I am happy to help you meet the standard, but I will not lower it. This policy applies to the Trigg paper and the four graded exercises. You will probably be submitting other materials (e.g. resumes, letter of intent, etc.) throughout the semester for feedback but not a grade. At the fifth mistake I will just return it to you without feedback. You can revise and clean it up, but it goes to the bottom of the grading pile! Late assignments may not be accepted and will be penalized at the discretion of the instructor. Remember that this refers only to mechanical mistakes and not to feedback about the content of the Trigg papers.

### **Grading Policy**

Course grades will be assigned as follows:

A plus = 98-100%  
 A = 94-97%  
 A minus = 90-93%  
 B plus = 88-89%  
 B = 84-87%  
 B minus = 80-83%  
 C plus = 78-79%  
 C = 74-77%  
 C minus = 70-73%  
 D plus = 68-69%  
 D = 64-67%  
 D minus = 60-63%  
 F = lower than 60%

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. The instructor will return materials submitted for grade within 10 days. I am happy to discuss student grades during office hours, but I will not do so by phone or email or in class.

### **Classroom Protocol**

This class is a mixture of lecture, seminar, and in-class group activities, and students should be aware of their own roles and that of the instructor. Regarding the former, students are expected to be present and prepared for class discussions. This means that you have completed the assigned readings, taken notes or underlined as appropriate, and thought about what you have read. In other words, mastery of the material is assumed. Being prepared means that you submit materials as per the class calendar, and that those materials reflect professional standards of writing and presentation. Sloppy work will not be taken seriously. The professor's role is to develop the structure for the class, to ensure that we conform to it, and to modify it if necessary. The instructor will also raise questions and encourage the active participation of students as discussants.

Rather than being organized class by class, it's best to think of ANTH 191 as being organized week by week. During much of the semester, we will take on a chapter of Trigg each week. We will begin on Mondays with group discussions of the weekly chapter; you will be provided with a study guide. The focus will be on comprehending Trigg's argument and that can be challenging since he is a philosopher of the social sciences and not an anthropologist. Then we will collectively read through the chapter in order to extract the relevance of the argument for anthropology and its broader importance to the social sciences. This collective reading may not conclude until the Wednesday class meeting. The week's remaining time will be spent on preparing to use anthropology in a career, regardless of what form it takes.

There are a few expectations I have regarding technology use during class. First, cell phones should be shut off and placed in book bags at all times and not allowed to ring. Second, laptops and tablets may be used for taking notes, but if they become distracting in any way then they will be banned in class. Considerable research demonstrates that students learn more by jotting notes on paper and then revising them as they enter them later on a keyboard. Third, the internet has become both a tool for research and for cheating, especially plagiarism. This is a senior class, so there are no excuses for failing to understand integrity in general and academic integrity in particular. If you are caught plagiarizing or otherwise cheating you should expect to fail the course, which will delay your graduation.

### **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/>"

### Course Number / Title, Semester, Course Schedule

We will follow the schedule provided below and I will try to minimize any changes to it. However, sometimes changes are required and if they are to be made they will be discussed in class, often to get your input, and also announced by email to the entire class. This is a non-Canvas class and you are responsible for all announcements made in class.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 28	Introduction to course requirements and format; instructor and student introductions. Begin reading <i>North American Obesity</i> EXERCISE # 1 DISTRIBUTED
1	January 30	Topic: Science Reading: Trigg Ch. 1
2	February 4	Topic: Science & Sociology of Knowledge Reading: Trigg Ch. 2
2	February 6	Topic: Sociology of Knowledge Reading: Trigg Ch. 2 Professionalism: Discuss portfolio process
3	February 11	Topic: Individuals & Society Reading: Trigg Chapter 2
3	February 13	Topic: Individuals and Society Reading: Trigg Ch. 3 EXERCISE #1 DUE EXERCISE #2 DISTRIBUTED
4	February 18	Topic: The Problem of Knowing Other Societies Reading: Trigg Ch. 4
4	February 20	Topic: The Problem of Knowing Other Societies QUIZ #1: <i>North American Obesity</i>
5	February 25	Topic: Rationality Reading: Trigg Ch. 5 Reading: Begin reading <i>Technology and Culture</i>
5	February 27	Topic: Rationality Professionalism: CVs and Resumes
6	March 4	Topic: Facts & Values Reading: Trigg: Ch. 6

Week	Date	Topics, Readings, Assignments, Deadlines
6	March 6	Topic: Facts and Values Professionalism: CVs and Resumes
7	March 11	Topic: Economics and Society Reading: Trigg Ch. 7
7	March 13	Topic: Economics and Society Professionalism: Generalizable Skills EXERCISE #2 DUE
8	March 18	Topic: Culture Reading: Trigg Ch. 8
8	March 20	Topic: Culture QUIZ #2: <i>Technology and Culture</i> EXERCISE #3 DISTRIBUTED
9	March 25	Topic: Sociobiology Reading: Trigg Ch. 9
9	March 27	Topic: Sociobiology Professionalism: Umbrellas and Tees
10	April 1	NO CLASS: SPRING BREAK
10	April 3	NO CLASS: SPRING BREAK
11	April 8	Topic: Markets and Social Institutions Reading Trigg Ch. 10 EXERCISE #3 DUE EXERCISE #4 DISTRIBUTED
11	April 10	Topic: Markets and Social Institutions Reading: Trigg Ch. 10 Group Project: Assignment & Forming Teams
12	April 15	Group Project Workshop/Specified Deliverables
12	April 17	Group Project Workshop/Specified Deliverables
13	April 22	Group Project Workshop: Preliminary Presentation Draft
13	April 24	Group Project Workshop: Draft Revisions EXERCISE #4 DUE
14	April 29	Professionalism: Assembling the Portfolio
14	May 1	Group Project Workshop/Specified Deliverables
15	May 6	Group Project Workshop/Specified Deliverables
15	May 8	Trials Without Tribulations: Presentations
16	May 13	Course Synthesis

Week	Date	Topics, Readings, Assignments, Deadlines
		INDIVIDUAL PORTFOLIOS DUE
Final Exam	May 20	Final Project Presentations 1215-1445 in WSQ 004