

San José State University
College of Social Sciences/Department of Anthropology
ANTH 191(1) Frontiers of Anthropology (20009), Spring 2020

Course and Contact Information

Instructor:	Chuck Darrah
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Office Hours:	Mondays & Wednesdays 0900-1000 & 1330-1400
Class Days/Time:	Mondays & Wednesdays 1030-1145
Classroom:	Washington Square Hall 004
Prerequisites:	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!

Course Learning Outcomes

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.

Upon successfully completing this course, students 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 (Required)

Textbook

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*, 2nd Edition. Long Grove, IL: Waveland.

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

Library Liaison

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

Course Requirements and Assignments

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 (20%). 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 @ 20% 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.

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 three hours per unit per week) for instruction, 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.

Grading Information

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. You will receive detailed feedback on all assignments submitted and you are invited to discuss with the instructor any questions you have about your grade and how we can work together so you learn the most in the class. Along with the feedback you will receive a numerical score on any assignments submitted for grade that corresponds to the following assignment of letter grades. The instructor will assign plus and minus course grades at the end of semester.

All assignments must be completed during the designated period. You may be allowed to make up an exam only if (1) you contact me immediately by phone or email and (2) you can provide a compelling *and documented* excuse for your absence (e.g. family emergency, sickness, injury, etc. Please remember that it is unfair to both your classmates and the instructor to request exceptions to the official examination dates or other assignment deadlines.

Determination of Grades

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%

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 in their owners' laps. 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 (Required)

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is 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/>. Make sure to visit this page, review and be familiar with these university policies and resources.

ANTH 191 Frontiers of Anthropology, Spring 2020 Course Schedule

Course Schedule

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
1	1/27	Introduction to course requirements & format; instructor & student introductions Begin reading <i>North American Obesity</i> Professionalism: Discuss portfolio process EXERCISE #1 DISTRIBUTED
1	1/29	Topic: Science Reading: Trigg Ch. 1
2	2/3	Topic: Science & Sociology of Knowledge Reading: Trigg Ch. 2
2	2/5	Topic: Science & Sociology of Knowledge Reading: Trigg Ch. 2 Professionalism: Umbrellas and T Shaping
3	2/10	Topic: Individuals & Society Reading: Trigg Ch. 3
3	2/12	Topic: Individuals & Society Reading: Trigg Ch. 3 EXERCISE #1 DUE EXERCISE #2 DISTRIBUTED
4	2/17	Topic: The Problem of Knowing Other Societies Reading: Trigg Ch. 4
4	2/19	Topic: The Problem of Knowing Other Societies Reading: Trigg Ch. 4 Professionalism: Applying for Program and Letters of Intent QUIZ #1 <i>North American Obesity</i>
5	2/24	Topic: Rationality Reading: Trigg Ch. 5 and begin reading <i>Technology and Culture</i>
5	2/26	Topic: Rationality Reading: Trigg Ch. 5 Professionalism: Anthropological Skills
6	3/2	Topic: Facts & Values Reading: Trigg Ch. 6
6	3/4	Topic: Facts & Values Reading: Trigg Ch. 6 Professionalism: CVs and Resumes
7	3/9	Topic: Economics & Society Reading: Trigg: Ch. 7
7	3/11	Topic: Economics & Society

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
		Professionalism: Transferable Skills EXERCISE #2 DUE
8	3/16	Topic: Culture Reading: Trigg Ch. 8
8	3/18	Topic: Culture Reading: Trigg Ch. 8 and begin reading <i>Native Tours</i> QUIZ #2: <i>Technology and Culture</i> EXERCISE #3 DISTRIBUTED
9	3/23	Topic: Sociobiology Reading: Trigg Ch. 9
9	3/25	Topic: Sociobiology Reading: Trigg Ch. 9
10	3/30	NO CLASS/SPRING BREAK
10	4/1	NO CLASS/SPRING BREAK
11	4/6	Topic: Markets and Social Institutions Reading: Trigg Ch. 10 EXERCISE #3 DUE EXERCISE #4 DISTRIBUTED
11	4/8	Topic: Markets and Social Institutions Reading: Trigg Ch. 10
12	4/13	Group Project Assignment Review and Forming Teams
12	4/15	Group Project: Project Scope Workshop
13	4/20	Group Project: Project Deliverables QUIZ #3 <i>Native Tours</i>
13	4/22	Professionalism: Funding and Grant Writing EXERCISE #4 DUE
14	4/27	Group Project: Preliminary Draft Presentation
14	4/29	Professionalism: Careers and Projects
15	5/4	Group Project: Final Preparation Professionalism: Assembling the Portfolio
15	5/6	Professionalism: Odds and Ends
16	5/11	Course Synthesis
Final Exam	5/15	WSQ 004 0945-1200 INDIVIDUAL PORTFOLIOS DUE GROUP PRESENTATIONS