

San José State University
Anthropology Department
Anth 130, Kin, Kith and Community, Section 1, Spring 2021

Course and Contact Information

Instructor:	Dr. G. Bousquet
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GE/SJSU Studies Category:	
Office Hours (zoom meeting)	Thursday 9:30am-11:30am or by appointment

Course Description

This course is an overview of social organization as it depends on local forms of human relationship - including both kin and non-kin relations such as friendship, networking, and community - and how these articulate within a contemporary global context. We will address the principle of kinship and, using an anthropological framework, will explore the dynamic of family structure as it intersects with the social, political, and economic institutions of our contemporary societies. Among the issues we will discuss are the role of transnational families in the global economy; the contribution of migrant families; and the effects of welfare, racism, economic disparity, poverty, and the aging global population.

Course Goals

This course is an upper division elective in the Anthropology, Behavioral Science and Organizational Studies majors. Several Anthropology department goals are met by this course. Upon successful completion of this course, students will cultivate:

Learning Objectives of the Anthropology Department (* objectives covered in Anth 130)

KNOWLEDGE

1. Comprehension of culture as the distinguishing phenomenon of human life, and the relationship of 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 phenomenon shaping global society.*

SKILLS

6. Ability to access various forms of anthropological data and literature.*
7. Awareness of 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.*

PROFESSIONAL VALUES

10. Knowledge of political and ethical implications of social research.*

Course Learning Outcomes (CLO) (Required)

Students who satisfactorily complete this course will be able to:

1. Compare critically, analyze processes and discover assumptions.
2. Identify and analyze the interaction of social institutions, culture and environment with individual and collective behavior.
3. Identify and analyze the process of social change.
4. Recognize and analyze the forces that foster social cohesion and fragmentation.
5. Identify the complexities of social life both globally and in the Santa Clara Valley and discern different points of view.
6. Gain a working knowledge of how cultural anthropologists conduct field research through completing a class exercises.

Required Texts/Readings

Zavella, Patricia 2011 *I'm neither Here nor There: Mexicans' Quotidian Struggles with Migration and Poverty*. Durham , NC : Duke University Press.

Lamphere Louise, Eva Price, Carole Cadman and Valerie Darwin 2007 *Weaving Women's Lives: Three Generations in a Navajo Family*. University of New Mexico Press.

Additional articles published in Anthropological journals will be posted on Canvas.

Communication and Netiquette Expectations

With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:

Identify yourself by your real name. Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or

breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

Write in the first person (this is your opinion).

Use humor, joking, or sarcasm with caution. We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

What you write is public—respect your audience and be mindful of proper netiquette. Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

Be Professional, Clear and Respectful. Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

Read and Formulate Communications Carefully. Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

Be Tolerant and Cooperative. Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

Remember, This Course is Online. Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.

Use Proper Headings and Subject Lines. Emails and Discussion Forum topics should have subject lines that reflect the content of your message. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!" Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context.

This will make sure readers understand when they start to read your response. Giving context helps everyone.

Provide Enough Detail in Your Messages. When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

Assignments and Grading policy

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.

Assignments for this course include the following:

All assignments for this class are due at the end of the week.

1 Midterm Exam, 20% of the final grade: The midterm consists of five essay questions based on lectures, readings, films, and online class discussions (300 words/ each question). The essays are based on Canvas posted questions that have been discussed in class.

A Final Exam 20% of the final grade. The final consists of five essay questions based on lectures, readings, films, and class discussions (300 words/ each question).

A research paper proposal 5% of the final grade. The proposal includes: the title of the research paper and the family's story project's topic that you will focus on and analyze. It does not have to be a definite outline but I want all students to start their library research.

Presentation of a research paper 15% of the final grade. It consists of a posted power point presentation of with three to five slides.

Research paper 20% of the final grade. It is due the last week of instruction. It consists of analyzing family's stories in a social and historical context. The research paper involves a partnership with another student. There are two parts of the research paper: The first part is a kinship chart with data on your partner's family (family tree). The second part consists of writing an essay of that family using the kinship chart and academic articles on topics such immigration, cross border marriages, race relations, education and other topics of your choice. You will need five references of academic articles and use APA writing style (length of the essay: 2,000 words).

10% Discussions consist of posting meaningful comments and replying to at least one of your peers on posted documentaries.

10% Group activities consist of small groups working together answering posted questions on the reading assignments. One grade for the group.

Reading Assignments. Students are expected to read the weekly reading assignments and prepared to discuss them in small online discussion groups.

University Policy 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.”

Grading Policy

A plus = 98-100 points

A = 94-97 points

A minus = 90-93 points

B plus = 88-89 points

B = 84-87 points

B minus = 80-83 points

C plus = 78-79 points

C = 74-77 points

C minus = 70 -73 points

D plus = 68 -69 points

D = 64-67 points

D minus = 60-63 points

Below 63 points F

Incompletes will be granted only if the instructor has been notified 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

Notification of grades

Your final grade will appear in Canvas at the time it is calculated.

Marking Criteria for Written Work (Instructor reserves the right to take class participation into consideration in calculating the final grade)

Final exam : [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<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.”

ANTH 130 SPRING 2021 COURSE SCHEDULE

This schedule is subject to change with fair notice and such changes will be communicated to you by the instructor in class and via email.

MODULES	DATE	TOPICS AND READING ASSIGNMENTS
M1	01/27-01/30	INTRODUCTION Introduction to the class goals and format and review of the syllabus. Readings: <i>I'm neither Here nor There: Mexicans'</i> : Chapter 1
M2	02/01-02/06	CONCEPTS OF KINSHIP Readings: <i>I'm neither Here nor There: Mexicans'</i> : Chapter 2
M3	02/08-02/13	MARRIAGE Readings: Selby, Jennifer A. "Marriage-partner Preference among Muslims in France: Reproducing Tradition in the Maghrebian Diaspora." <i>I'm neither Here nor There: Mexicans'</i> : Chapter 3
M4	02/15-02/20	REPRODUCTIVE RIGHTS Readings: Morgan, Lynn 2019 "Miss Mexico's Dress: The Struggle over Reproductive Governance in Jalisco, Mexico." <i>I'm neither Here nor There: Mexicans'</i> : Chapter 4
M5	02/22-02/27	ASSISTED REPRODUCTION Readings: Berend Zsuzsa "We Are All Carrying Someone Else's Child!": Relatedness and Relationships in Third-Party Reproduction." <i>I'm neither Here nor There: Mexicans'</i> : Chapter 5
	02/27	PAPER OUTLINE DUE
M6	03/01-03/06	FATHERHOOD AND MASCULINITY Readings: McLean Kristen E. 2019 "Care giving in Crisis: Fatherhood Refashioned by Sierra Leone's Ebola. " <i>I'm neither Here nor There: Mexicans'</i> : Chapter 6
M7	03/08-03/13	FAMILIES IN TRANSNATIONAL COMMUNITIES Readings: Zharkevich, Ina 2019 Money and Blood: Remittances as a Substance of Relatedness in Transnational Families in Nepal. <i>Weaving Women's Lives</i> chapters 1 and 2

	03/13	MIDTERM
M8	03/15-03/20	THE STATE AND FAMILY WELFARE Readings: Lee, Tina 2016 Processes of Racialization in New York City's Child Welfare System. <i>Weaving Women's Lives</i> chapter 3
M9	03/22-03/27	FAMILY AND POVERTY Readings: Wright, Travis 2018 "Beauty in the Struggle: Poetry Found in the Lives of Mothers Experiencing Homelessness." <i>Weaving Women's Lives</i> chapter 4
	03/29-04/03	SPRING BREAK
M10	03/05-04/10	DOMESTIC VIOLENCE Readings: Gribaldo Alessandra 2019 "The Burden of Intimate Partner Violence: Evidence, Experience, and Persuasion." <i>Weaving Women's Lives</i> chapter 5
M11	04/12-04/17	FAMILY AND RACE Readings: Rodriguez, Cheryl 2016 Mothering while black: feminist thought on maternal loss, mourning and agency in the African diaspora <i>Weaving Women's Lives</i> chapter 6
M12	04/19-04/24	IMPACT OF EPIDEMICS ON FAMILIES: AIDS AND OPIOD CRISIS Readings: Fiona Samuels, Fiona and Michael Drinkwater "Twelve years on : the impacts of HIV and AIDSs on livelihood in Zambia. Vale, Beth, Rebecca Hodes and Lucie Cluver, Negotiations of Blame and Care among HIV-positive Mothers and Daughters in South Africa's Eastern Cape.
M13	04/26-05/01	AGING AND FAMILY Readings: Ibarra, Maria, 2016 The Ties that Bind: Mexicana Caretakers and Aging Americans Construct Kinship. <i>Weaving Women's Lives</i> chapter 7

M14	05/03-05/08	CONNECTING FAMILY: ANCESTRY DNA Readings: Nelson, Alondra, 2013 "DNA Ethnicity as Black Social Action?" <i>Weaving Women's Lives</i> chapter 8 05/10 TERM PAPER DUE
M15	05/10-05/15	STREET YOUTH AND FAMILY Readings: Margaretten Emily "Standing (K)in: Street Youth and Street Relatedness in South Africa." Drybread, Kristen "Social Life and the Deaths of Brazilian Street Children." <i>Weaving Women's Lives</i> chapters 9 and 10
	05/15	FINAL EXAMINATION

University Policies

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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>