

San José State University
Anthropology Department
Anthropology 11, Cultural Anthropology, Section 81
Spring 2023

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
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Email:	Jan.English-Lueck@sjsu.edu
Office Hours:	Tuesday on Zoom 1:30-3:30 https://sjsu.zoom.us/j/89562237297
Class Days/Time:	Tuesday on Zoom 12:00-1:15 PM https://sjsu.zoom.us/j/83957485261?pwd=aDNqejaWmGRoOTdsOWh6aytJcWNmdz09 Password: 100995
Classroom:	Asynchronous and Synchronous Zoom
GE/SJSU Studies Category:	D

Course Format

Faculty Web Page and MYSJSU Messaging

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 [MySJSU](#) at <http://my.sjsu.edu> (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 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.
- PLO7. Awareness of importance and value of anthropological knowledge in contemporary society, 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

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.

1. Demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
2. Compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts
3. Place contemporary social developments in cultural, environmental, geographical, and/or historical contexts; and
4. Draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Required Texts/Readings

Textbook

The main textbook is open access, although print versions are available to purchase or rent via Spartan Bookstore or other online venues.

In an effort to reduce the financial strain on students, this course will be using a free, open-sourced anthropology textbook produced by the American Anthropological Association.

Textbook: Brown, N., McIlwraith, T., & de González, L. T. 2019. *Perspectives: An Open Introduction to Cultural Anthropology*. 2nd Edition. American Anthropological Association. ISBN-10: 1931303673

This text is available online for FREE download as a .pdf or e-Book here:

<http://perspectives.americananthro.org>

Purchase a printed copy here: <https://www.amazon.com/Perspectives-Open-Invitation-Cultural-Anthropology/dp/193130355X>

The secondary ethnographic text is *The Dobe Ju/'Hoansi* | Edition: 4, by Richard Lee, from Cengage Learning ISBN: 9781111828776 and is available to purchase or rent via Spartan Bookstore or other online venues.

Other Readings

Websites as indicated in the syllabus class schedule.

Other technology requirements / equipment / material

Digital camera and notetaking materials.

Library Liaison

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

Course Requirements and Assignments

Course Assignments

1. Ethnographic Project (100 points, 25% of the grade, plus up to 50 workshop points)

This project will involve primary field research and original writing. In class we will have several workshops related to the project including a brief project proposal, a field notes exercise, writing descriptive essays, and writing analytical and reflective essays. You can present your final ethnography in one of two ways:

Option 1: A written Ethnography- The pieces will evolve into a final project report that will be written in appropriate scholarly language with appropriate citations. The project will involve hands-on anthropology rather than library research. It is intended to develop your skills as an observer and interpreter of social life. The exercise will integrate themes and ideas outlined in the course.

Option 2. Podcast- Students create a podcast episode based on your research experiences, observations, recordings, and insights. Your podcast should be a short (about 5-7 mins) exploration of a topic in anthropology that examines your chosen topic using narrative, storytelling, and auditory effects. Your podcast should address the topic from an educational standpoint, but also detail the possible conversations or controversy around it while applying key terms learned during coursework. Your podcast should also have an invented introduction and official name, similar to a real podcast. Bonus points if you can have original opening theme song (sometimes also called bumper music, intros/outros). I suggest to students choosing this option to include another person in their segment to enhance the listening experience for the audience. In addition to the podcast, you must also include one descriptive paragraph with **2-3 scholarly citations** explaining the anthropological merit and principles used.

- **Example:** <https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html>

2. Ethnographic Workshops (50 points, 12.5% of the grade)

These workshops will help students learn the skills and tactics for doing ethnography in the field. Readings from the textbook, will supplement the workshops and form the basis of Canvas Examinations.

3. Homework Exercises (10 points each, 6% of the grade).

Three exercises will illustrate some techniques cultural anthropologists use to gather and analyze information. This exercises will be the basis of an in-class discussions.

- **Food in Context:** The students will bring in a food, along with a written description of how it is used, who prepares it, and who consumes it.
- **Gendered Spaces:** The students will map a home or other residential space and inventory “male” and “female” items and spaces.
- **Notes on Code-Switching:** Writes notes from a time you found yourself “code switching.” Identify key listeners and key vocabulary.

3. Two Quiz/Essay Examination/Midterms (50 pts. each, 12.5% of the grade).

A study guide will be posted to Canvas 10 days in advance of the examination to prepare for a mixed multiple choice, short answer and essay exam. Class material, through readings, webpages, discussions, lectures and videos will form the basis for the exams.

4. Participation and Miscellaneous Activities (± 70 pts, 17% of the grade)

Participation in class activities, simulations, and a variety of other exercises can be worth more than 50 points. Attendance is highly desirable and participation in Zoom class discussions is necessary to understand some issues. Exercise and discussion credit, varying from 5 to 20 points, will be given on days in which such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and late entry or exit in an activity, and no credit for non-participation.

TO BE EXCUSED if you cannot make it to class to participate in the exercise, you must 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 (more than two exercises missed). Failure to participate might result in a significant loss of overall points.

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.

Final Examination or Evaluation

Comprehensive Quiz and Essay Final Exam (50 pts., 12% of the grade).

A study guide will be posted to Canvas two weeks in advance to prepare for a final comprehensive multiple choice (through Quiz on Canvas), and short answer/essay exam to be submitted through Canvas. [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.”

Grading Information

Grading

Incompletes

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the work must be completed to get an incomplete grade. Students with missing major assignments will earn the grade based on cumulative points at the time of the final. **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

Notification of Grades

If you wish to know your final grade before grade reports are issued e-mail a grade request. If you need a grade check, please send an email at least 24 hours before the check is needed. You may also track your grade in Canvas.

Marking Criteria

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus = 98, 392 to 400 points

A = 94 to 97%, 376 to 391 points

A minus = 90 to 93%, 360 to 375 points

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.

B plus = 88-89%, 352 to 359 points

B = 84 to 87%, 336 to 351 points

B minus = 80 to 83%, 320 to 335 points

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.

C plus = 78 to 79%, 312 to 319 points

C = 74 to 77%, 296 to 311 points

C minus = 70 to 73, 280 to 295 points

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.

D plus = 68 to 69%, 272 to 300 points

D = 64 to 67%, 256 to 271 points

D minus = 60 to 63%, 240 to 255 points

F = less than 59%, less than 239 points

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.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>392 to 400</i>	<i>98 to 100%</i>
<i>A</i>	<i>376 to 391</i>	<i>94 to 97%</i>
<i>A minus</i>	<i>360 to 375</i>	<i>90 to 93%</i>
<i>B plus</i>	<i>352 to 359</i>	<i>88 to 89 %</i>
<i>B</i>	<i>336 to 351</i>	<i>84 to 87%</i>
<i>B minus</i>	<i>320 to 335</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>312 to 319</i>	<i>78 to 79%</i>
<i>C</i>	<i>296 to 311</i>	<i>74 to 77%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>C minus</i>	280 to 295	70 to 73%
<i>D plus</i>	272 to 300	68 to 69%
<i>D</i>	256 to 271	64 to 67%
<i>D minus</i>	240 to 255	60 to 63%

Note: “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. Grades will be posted on Canvas within one week of grading.

Determination of Grades

Late work will only be accepted if the professor has approved the reason in writing by email or in the comments section of Canvas. The work will drop one grade as a late penalty in such cases unless otherwise arranged by agreement with the professor.

Your work will be assessed based on your effort and reasoning, as illustrated by your writing. Your assignments document your mastery of the learning outcomes expected in the class.

No extra credit is available.

Classroom Protocol

Please show up to class on time. In all breakout room activities, USE YOUR CAMERA! Please, resist multitasking during class. Although I will record the plenary time of our class when we are together, Zoom does not record breakout groups sessions so do not rely on the recordings. Be respectful in all interactions. Feel free to use the chat function, but be polite to your peers. You are responsible for group interactions. We will create working groups early in the semester. These peers will help you stay on track with your research assignments.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information

All writing must be submitted through Turnitin in Canvas. Do not exceed a score of 15% total (including references) and do not exceed more than 3% from any one source. Use Chicago Manual of Style Author-Date or APA as your style guide. Preview all writing with Grammarly, or another grammar check. If you have repeated errors in punctuation or grammar, I will ask you to rewrite the work for a grade. **Write only in academic English (no slang).**

Anth 11, Cultural Anthropology, Section 81, Spring 2023 Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		MODULE 1 SEEING AND THINKING LIKE AN ANTHROPOLOGIST
1	January 31	<p>Introduction To The Course, The Anthropological Eye And Fieldwork <i>(To learn more about this topic take Anthropology 149 Ethnographic Methods)</i></p> <p>Surf: http://svcp.org/, http://www.americananthro.org/LearnAndTeach/ResourceDetail.aspx?ItemNumber=1465&navItemNumber=733</p> <p>Read: Chapter 1. Introduction To Anthropology In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al.</p> <p>DUE: Quiz on the Syllabus</p>
2		<p>The Culture Concept—Ideas, Getting Organized, Things and Talk <i>(To learn more about this topic take Anthropology 131, Theories of Culture; and Anthropology 142 Culture in Mind)</i></p> <p>Read: Chapter 2. The Culture Concept In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al. and Chapter 13, The History of Anthropological Ideas In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al.</p> <p>View: Class mini-lecture on Canvas (Linked to Canvas Home Page)</p>
2	February 7	<p>Homework exercise: Food in context, bring an image of food from your household to class.</p> <p>Workshops: Proposing a field project, conducting ethical fieldwork <i>(To learn more about this topic take Anthropology 107, Eating Culture)</i></p>
3		<p>Projects And Ethics; Doing Anthropology</p> <p>Surf: http://www.aaanet.org/committees/ethics/intro.htm</p> <p>Read: Chapter 3. Doing Fieldwork: Methods in Cultural Anthropology In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al.</p> <p>Read: Lee, Chapters 1 and 2, The Ju'hoansi and the People of the Dobe Area</p> <p>View: Class mini-lecture on Canvas (Linked to Canvas Home Page)</p> <p>Draft Proposal Due February 10</p>
3	February 14	<p>The Power Of Belief, Language and Cognition <i>(To learn more about this topic take Anthropology 136, Thought Control)</i></p> <p>Read: Chapter 4, Language, In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al.</p> <p>Read: Lee: A Note on the Ju language</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>View: Ethnographic Video Online (SJSU Library) How we Imagine Ourselves: K-Pop, Fandom, and Identity View: MacKenzie Price: Linguistic Anthropology on YouTube: https://youtu.be/2eJnZQNMdW8 Homework Exercise: Write notes from a time you found yourself “code switching.” Identify key listeners and key vocabulary. Note February 16 is ANTHROPOLOGY DAY! See link, https://www.americananthro.org/ParticipateAndAdvocate/Landing.aspx?ItemNumber=13244&&navItemNumber=790</p>
		MODULE 2 CONNECTING AND CATEGORIZING PEOPLE
4		<p>Caring and Sharing <i>(To learn more about this topic take Anthropology 108, Medical Anthropology)</i></p> <p>Read: Chapter 17, Health and Medicine. In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al. Read: Lee, Chapter 7, Complaint Discourse: Aging and Caregiving Among the Ju/'hoansi and Chapter 9, Coping with Life: Religion, Worldview and Healing View: Class mini-lecture on Canvas (Linked to Canvas Home Page) Ethnographic Project Proposal Due Feb. 17</p>
4	February 21	Exercise in class: Mapping complaints
5		<p>Getting Organized; Families <i>(To learn more about this topic take Anthropology 130, Kin, Kith and Community)</i></p> <p>Read: Chapter 8, Family and Marriage. In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al. Read: Lee Chapter 5, Kinship and Social Organization View: Class mini-lecture on Canvas (Linked to Canvas Home Page)</p>
5	February 28	Introduce Gendered Space homework exercise
6		<p>Sex And Gender Read: chapter 10, Gender and Sexuality, In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al. Read: Lee: Chapter 6, Marriage and Sexuality View: Ethnographic Video Online (SJSU Library) <i>N!ai, The Story of a !Kung Woman</i> View: Class mini-lecture on Canvas (Linked to Canvas Home Page)</p>
		MODULE 3 MAPPING POWER AND REWRITING LANDSCAPES
6	March 7	<p>Homework exercise: Gendered spaces map due, in class discussion Exam Review</p>
7		<p>Colonialism, Ethnicity And Identity Read: Chapter 9, Race and Ethnicity In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al. Read: Lee: Chapter 10, the Ju/'hoansi and their neighbors View: Class mini-lecture on Canvas (Linked to Canvas Home Page) and YouTube, RACE: Are we so different? https://youtu.be/8aaTAUAEyho</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Quiz 1, Essay Examination 1 due March 10
7	March 14	Feedback and discussion of Homework In class discussion of contextual identity work
8		Ecology And Environment, Adapting to a Changing World <i>(To learn more about this topic take Anthropology 129, Environmental Anthropology)</i> Read: Chapters 5, Subsistence, and Chapter 6, Economics In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al. Read: Lee, Chapter 4, Subsistence, Foraging for a Living View: Ethnographic Video Online (SJSU Library) The Hunters View: Class mini-lecture on Canvas (Linked to Canvas Home Page)
8	March 21	Revisiting your ethnographic project
9	March 28	Happy Spring Break!
10		Political Economic Systems/Getting Organized, Exchanges And Work <i>(To learn more about this topic take Anthropology 133 Organizational Cultures and Anthropology 144, Economic Anthropology)</i> Read: Chapter 7, Political Anthropology, A Cross-Cultural Comparison In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al. Read: Lee, Chapter 8, Conflict, Politics and Exchange, and Chapter 11, Perception and Directions for Social Change View: Class mini-lecture on Canvas (Linked to Canvas Home Page)
10	April 4	Review for Exam 2
		MODULE 4 ANTHROPOLOGY TODAY
11		Applied, Public Anthropology and Culture Change View video: <i>Voices of Urban Relocation</i> <i>(To learn more about this topic take Anthropology 105 Applied Anthropology)</i> View Video: The Captivating and Culture Careers of Anthropology, https://youtu.be/U1Cm3MgpQ14 Read: Chapter 18, Seeing like an Anthropologist in Practice, In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al and Chapter 19, Public Anthropology, In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al. View: Class mini-lecture on Canvas (Linked to Canvas Home Page)
11	April 11	Mini-Workshop: Recalling the field: fieldwork methods recapped (Project fieldwork should be done by April 14)

Week	Date	Topics, Readings, Assignments, Deadlines
		Quiz 2 and Essay Exam 2 Due
12		<p>Globalization And 21st Century Challenges <i>(To learn more about this topic take Anthropology 115, Emerging Global Culture)</i></p> <p>Read: Chapter 12, Globalization, and Chapter 16, Media Anthropology, In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al and Chapter 14, Culture and Sustainability: Environmental Anthropology in the Anthropocene, In <i>Perspectives: An Open Introduction to Cultural Anthropology</i> by Brown et al.</p> <p>Read: Lee, Chapter 12, The Ju/'hoansi Today</p> <p>View: Class mini-lecture on Canvas (Linked to Canvas Home Page)</p>
12	April 18	Mini-Workshop: Description: This I have learned!
13		View: Ethnographic Video(s) Online (SJSU Library) <i>Bushmen of the Kalahari</i> AND <i>A Kalahari Family: Overview Documentary</i>
13	April 25	Mini-Workshop: Analysis and reflection: bring notes and project worksheets
14		Paper-related homework exercise: Ethnographic bibliography due
14	May 2	Upload your draft paper to a Google Doc for an in-class peer review
15	May 9	Study session for Final Ethnographic Projects due May 9
Final Exam	May 18 9:45-12:00	Comprehensive Quiz and Essay Exam 3 Due by noon. Optional Revised Ethnographic Projects Due