

Anthropology 11; Section 1
Introduction to Cultural Anthropology
Fall 2007

Meeting time: Tuesday and Thursday, 9:00-10:15
Room: WSQ 04
Instructor: Dr. Jan English-Lueck
Office: Clark 459
Office hours: Tuesday, 11-12, 3-5, Thursday 3:00-5:00; or by appt.
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Course URL: http://www.sjsu.edu/faculty/jenglish/anth11_1

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.

Student Learning Objectives

Students who satisfactorily complete this course will:

- Be able to understand and apply appropriately the concept of culture to human behavior.
- Gain a working knowledge of how cultural anthropologists conduct field research through completing a class project
- Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.
- Develop a cross-cultural perspective on how humans relate to each other and the material world through symbols;
- Have knowledge about several societies in depth using ethnographies; and

- Understand the relevance of cultural anthropology for understanding the complexities of modern life both globally and in the Santa Clara Valley.
- Be able to engage in cooperative learning activities, and identify culturally relevant information resources.

Learning Objectives of the Anthropology Department

KNOWLEDGE

1. *Understanding 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 Assignments

1. Ethnographic Project (100 points, plus up to 50 workshop points)

This project will involved 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. The pieces will evolve into a final project report that will be written in appropriate scholarly language with appropriate citations if necessary. 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. A complete project description will be attached. The exercise will integrate themes and ideas outlined in the course.

2. **Ethnographic Exercises** (25 points each) Two exercises will illustrate some techniques cultural anthropologists use to gather and analyze information. **Gendered Spaces:** The students will map a home or other residential space and inventory “male” and “female” items and spaces. This exercise will be the basis of an in-class discussion and minute paper. **Network Map:** in class, students will “interview” each other to yield a first draft of a network map, then each person will take that map, expand and annotate it. These will be the source of an in-class analytical exercise.

3. **Open Note Quiz/Midterms** (50 pts. each). A study guide will be posted to the course website two weeks in advance of the examination to prepare for a mixed short answer and essay exam. Class material, through readings, webpages, discussions, lectures and videos will form the basis for the exams.

4. **Comprehensive Open note Final Exam** (100 pts.) A study guide will be posted to the course website two weeks in advance to prepare for a final comprehensive short answer/essay exam.

5. **Participation and Miscellaneous Activities** (± 100 pts.)

Participation in class activities, simulations, and a variety of other exercises can be worth more than 100 points. Attendance is highly desirable and participation in 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 a voicemail or E-mail message **THAT** day or earlier, giving your name, class and reason for missing the activity. Verbal messages alone will not be recorded. 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.

Important Notes

Format All papers should be typed and fully referenced (AAA style can be found at http://www.aaanet.org/pubs/style_guide.htm) with numbered pages. Writing should be clear and correct. All papers should be proof-read. I suggest reading the draft aloud to catch errors and unwieldy writing. Each assignment uses certain analytical skills and requires comprehension of cultural themes. Accuracy, originality, depth of understanding and effort will all be assessed.

Plagiarism Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Student Conduct & Ethical Development. The policy on academic integrity can be found at

http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm and
<http://www.sjsu.edu/senate/S04-12.pdf>

Passing off of another's work as ones own, will result in a failure in the assignment and will be reported to the appropriate authority.

Late Papers As a general policy late papers will be accepted only if a prior arrangement has been made and the reason is significant—family emergency or serious illness (printer problems, vacations, work conflicts and other non-emergencies are not acceptable excuses). Otherwise a penalty of 10% per day will be given. **NO EXCEPTIONS**

Disability Accommodations If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

Grading

Incompletes 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 U (unauthorized withdrawal).

NO WORK WILL BE ACCEPTED AFTER THE FINAL.

Notification of grades If you wish to know your final grade before grade reports are issued email a grade request (please do not phone).

Marking Criteria

A+ 98>, A 94-97, A- 90-93 %

An "A" demonstrates originality, not merely efficient memory, showing active synthesis of information that is self-initiated and not merely presented by the professor. You must address the tasks effectively, shows effective organization and logical argumentation, use clear, appropriate and accurate examples and demonstrate a high level of writing competence and knowledge. Only thoroughly referenced writing can receive an A.

B+ 88-89, B 84-87, B- 80-83%

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not demonstrate original thinking. Only some tasks are done thoroughly. Work may be generally well organized, use appropriate examples, display facility, with a few gaps, in argumentation, and demonstrate a good level of writing and knowledge.

C+ 78-79, C 74-77, C- 70-73%

A "C" may show a fair level of competence, but some academic skills will be rudimentary. It will address the task adequately, but only with parts of the task. Work 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+ 68-69, D 64-67, D- 60-63%, F < 60%

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.

Required Readings

- **CULTURAL ANTHROPOLOGY: AN APPLIED PERSPECTIVE**
7th Edition by Ferraro. Custom Edition for San Jose State University.
Chapters 1, 2, 3, 4, 5, 16 [CA]
- **CLASSIC READINGS IN CULTURAL ANTHROPOLOGY** by Ferraro {CRCA}
- **NEW CAPITALISTS: LAW/POLI/IDENT-CASINO/NATIVE AMERICAN LAND** by Darian-Smith [NC]
- **THE DOBE JU'HOANSI** by Lee [DJ]
- **ETHNIC NATIONALISM IN CHINA** by Gladney [ENC]

Internet Resources

Students are responsible for all material in websites linked to the class site. Anthropology Study guides will be posted to the Internet two weeks before the quizzes/exams.

Class Schedule

Week 1, August 23

INTRODUCTION TO THE COURSE, THE ANTHROPOLOGICAL EYE AND FIELDWORK
(for more information see *Anthropology 149 Ethnographic Methods*)

Surf: <http://www.sjsu.edu/depts/anthropology/svcp/>; <http://www.pygmies.info/>

Read: Ferraro [CA] Preface and Chapter 1
Ferraro [CRCA] Reading 1, Miner

Week 2, August 28, 30

THE CULTURE CONCEPT—IDEAS, GETTING ORGANIZED, THINGS AND TALK
(for more information see Anthropology 131, Theories of Culture; and Anthropology 142 Culture and Personality)

Read: Ferraro [CA] Preface and Chapter 2
Lee [DJ], Pp. 1- 90

Homework exercise (bring a food from your household to class on the 28th)

Week 3, September 4, 6

PROJECTS AND ETHICS; DOING ANTHROPOLOGY
(for more information see Anthropology 25, Human Development)

Surf: <http://www.aaanet.org/committees/ethics/intro.htm>

Workshops: Proposing a field project, conducting ethical fieldwork
Introduce exercise: Mapping gendered space

Read: Lee [DJ] Pp. 91-200
Ferraro [CA] Chapters 4, 5

Week 4, September 11, 13

SEX AND GENDER

Conduct simulation “the Owl Experiment”

Conduct homework exercise on Gendered Spaces. One minute paper and discussion on the 13th.

Read: Ferraro [CRCA] Reading 8

Week 5, September 18, 20

GETTING ORGANIZED; FAMILIES

View Video: Vanishing Cultures, Bushmen of the Kalahari

Read: Ferraro [CRCA] Reading 6, Goldstein, and 9, Shostak

Week 6, September 25, 27

MORE ON FAMILIES AND SOCIAL CONTROL

(for more information, see Anthropology 136, Thought Control)

Read: Gladney Pp. 1-103
Ferraro [CRCA] Reading 11, Henry

Quiz 1, Thursday September 27

Week 7, October 2, 4

RITUAL, RELIGION, HEALING AND WORLDVIEW

(for more information see Anthropology 122, Magic, Science and Religion, Anth 148 Anthropology of Religion, and Anth 108 Medical Anthropology)

Workshop: Writing fieldnotes

Read: Ferraro [CRCA] Reading 12, Evans-Pritchard, 13, Gmelch

Week 8, October 9, 11

COLONIALISM, ETHNICITY AND IDENTITY

Read: Gladney Pp. 105-175

Week 9, October 16, 18

ECOLOGY AND ENVIRONMENT

(for more information see Anthropology 143, Culture and Adaptation)

View: Kwinti Maroon Suriname Slides

Week 10, October 23, 25

ECONOMIC SYSTEMS/GETTING ORGANIZED, EXCHANGES AND WORK

(for more information see 133 Organizational Cultures)

Mini-Workshop: Getting the projects ready—writing for description

Read: Ferraro [CRCA] Reading 5, Harris

Week 11, October 30, November 1

THE WORLDS OF WORK AND LIVING IN ORGANIZATIONS

Exercise: Network Map exercise

Mini-Workshop: Getting the projects ready—writing for analysis and reflection

Read: in Anthrosource Library database, Techno-Missionaries Doing Good at the Center
Professor Charles N. Darrah, *Anthropology of Work Review*
Spring 2001, Vol. 22, No. 1, pp. 4-7

Week 12, November 6, 8

COMMUNICATION

(for more information see Anthropology 170, Language and Culture)

Read: Ferraro [CRCA] Reading 3

Quiz 2, Thursday November 8

Week 13, November 13, 15

ANTHROPOLOGY AND CULTURE CHANGE

View video: California's Lost Tribes

Read: Ferraro [CRCA] Reading 14
Darian-Smith [NC] Pp. 1-51

Week 14, November 20, *Happy Thanksgiving Holiday*

(for more information see Anthropology 146, Culture and Conflict)

CONFLICT AND INEQUALITY

Read: Ferraro [CRCA] Reading 7, Scheper-Hughes
Darian-Smith [NC] Pp. 52-106

Week 15, November 27, 29

GLOBALIZATION AND CULTURE

(for more information see Anthropology 115, Emerging Global Culture)

Read: Ferraro [CA] Chapter 16
Darian-Smith [NC] Pp. 107-114

Ethnographic Projects due, Discussion and Analytical Workshop

Week 16, December 4, 6

APPLYING ANTHROPOLOGY

(for more information see Anthropology 105 Applied Anthropology)

View video excerpt: Anthropologists at work
Discussion and review

Read: Ferraro [CA] Chapter 3

Final

Tuesday December 18, 7:15-9:30 a.m.

Anthropology 11
Ethnographic Project *
Fall 2007
Dr. English-Lueck

The project assigned for this course will provide you with some experience in doing anthropology. Although one paper does not make you an anthropologist, it should give you some sense of the difficulties and rewards of the field, and of the anthropological process. Note that the project must be based on activities that you observe or participate in during the semester, not on recollections or activities in the past. Since you are doing a project involving human beings, you are required to conform to the ethical guidelines of the discipline and San Jose State University. **NO STUDENT PROJECT MAY BE UNDERTAKEN UNTIL THE APPROPRIATE FORMS HAVE BEEN SIGNED AND THE PROJECT HAS BEEN APPROVED BY THE PROFESSOR (see in-class workshops).**

The topic of your inquiry is open, although you will investigate it through the basic anthropological approach of participant-observation. You may also complete this assignment by collecting and individual's life history or interviewing someone about his or her special cultural knowledge, but we must discuss this option before you begin. Topics have included, ballet, piano and gymnastic rehearsals, life in the lounge of a dorm or cafeteria, an ethnic festival or religious observance, the flea market, selling a car or cruising a bar, informal rules for most any job (waitress, bus driver, etc.); culture of a national laboratory, a shopping mall, sports event, children on playgrounds, thrift shops etiquette, political rallies, fund-raisers, riding elevators, using rest rooms, cell phones, ATMs etc.

A key to a good project is to find something in which you are interested, which is accessible to you and which will provide you with rich descriptions that you can analyze. The time you spend performing observations will vary depending upon your topic, but plan on about 6-10 hours of "fieldwork."

The Project Report

Your project report should contain sections addressing (1) perspective, (2) methods, (3) description, (4) analysis, and (5) interpretations and reflections.

1. Perspective. Introduce your reader to your topic, why you chose it, any preconceptions you had and what you hoped to learn from the experience of investigating this particular topic. Several questions may help you get started here. What makes this topic compelling? What in particular interested you about the topic? Do you recognize any axes you're out to grind? How does this affect your ability to investigate the topic? Do you have any hypotheses to test? What are the more general lessons you can learn by studying this topic? Why should anyone care about this topic?

* Project developed by Drs. James Freeman and Chuck Darrah.

2. **Methods.** Describe what you did to investigate this topic, including how you analyzed your findings. Again, some questions can get you started here. How did you select the group, person, place, etc. that was the focus of inquiry? How did you gain access to what you studied? What steps did you take to protect the people you studied? Why? To what extent were you a participant in the action versus being an observer? How did people react to you—and you to them? What—in detail—were the actual occasions when you were “in the field?” How long were you there? How did you record information? How did you actually go about detecting patterns in your observations?

3. **Description.** Present the description of what you observed. In the case of a life history, this would be the narrative you construct from the tape recorded (or untaped) interviews you conducted. Note that you will invariably do some organizing to make what the person tells you into a “life history.” People are unlikely to present tidy, chronological tales. Sometimes, providing a polished, fleshed out version of your field notes is appropriate here (ex. Detailed studies of playground activities or a musical performance). In most cases, you will refer to your notes in order to write up a detailed compelling account of what you observed.

These questions may help you write your description: who are the actors? What is the setting? What is/are the activity (-ies)? How do the participants view the activity, and how do you know that? How do people use space and time? Do they have distinctive speech habits or attire? If you did your work in a formal organization such as a company, describe its social organization, hierarchy, ideals, economic and political dimensions, symbols, stories, villains, heroes, ceremonials, annual events, socialization, speech, etc.

4. **Analysis.** After describing your slice of life, you must make some sense of it. Use some of the concepts of anthropology to analyze your description. The key question here is, “How was it—what I described—patterned?” What regularities or patterns help you make sense of what you saw? Social life is patterned; that is how we make sense of it. Build upon that simple idea in your analysis. If you observed a ritual, or example, ask yourself how it was patterned in space (where did the activities occur) and time (how did one activity lead to another)? How were the interactions of people patterned?

One way to bring this process is to ask what participants in the activity had to know in order to make this event occur. How could you explain this to a naive outsider? Or, what must people believe in order for this ritual to make sense to them? Remember, your analysis consists of finding and discussing the patterns within your description, and all analysis must be supported by what you observed. This task may be unfamiliar and uncomfortable, and again, I can help you here in the in-class workshops.

5. **Interpretations/Reflections.** This is really the second, more speculative part of the analysis. Here you look “out from” your analysis and interpret how what you found fits into a larger society. For example, what does watching people ride elevators help you learn about (or hypothesize about) wider American culture? What does the life history of an Ethiopian refugee teach you about his—and your—culture? Or, what do you learn about life in America by watching kids in the playground?

You may ask some very specific questions here, depending on what you observed. Was there a gap between the ideals that people espoused and their actual behavior? Was there a dominant symbol that brought people together with a system of shared values? If so, how did it do this? What diversity of views and behaviors characterizes the participants in the activity you observed? What were the manifest and latent functions of the event? This section of the paper is most informed by the literature, whether it is on a particular ethnic group, life event, or phenomenon. If you are writing about the Oakridge Mall, there is a literature on the ethnography of malls you should consult and include.

In this section you should also reflect upon what you learned about the world around you through completing this assignment. Did you learn about yourself as an observer? As a member of the community? Did you learn anything about the community? About "American culture," and/or its various sub- and micro-cultures?

Your report must be typed; photographs and sketches may be included. Most papers run between 10-15 pages.