

San José State University
Anthropology
Anthropology 131, Theories of Cultures, Section 1

Fall 2009

Instructor:	Dr. Jan English-Lueck
Office Location:	Clark 459
Telephone:	(408) 924-5357
Email:	Jan.English-Lueck@sjsu.edu
Office Hours:	Tuesday, Friday 9:00-11:45; Wednesday 3:00-4:30 or by appt. <i>[Please note, office hours may be adjusted to reflect furlough days in which the campus is closed]</i>
Class Days/Time:	Monday, Wednesday 1:30-2:45
Classroom:	Clark 204
Prerequisites:	ANTH 11 or instructor consent

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page, <http://www.sjsu.edu/people/jan.english-lueck/courses/anth131/>. You are responsible for regularly checking with the messaging system through MySJSU using your listed email.

Course Description

This class is designed give a broad overview of the issues and ideas that have changed in the course of anthropology's century long history. The class material will be presented with the historic social context in mind. Anthropologists are human beings that themselves respond to their social milieu. The course explores the social forces and influences from other disciplines that shaped anthropological ideas of culture. Several key controversies have fueled the production of cultural theories. One brand of controversy reflects anthropological theory, forcing dichotomies such as self/other, mental/material, nature/nurture. Another source of contention was, and is, anthropological identity. Are we colonial or progressive, humanists or scientists? The course seeks to explore these issues, giving students a broad overview of anthropological theories of culture.

Course Goals and Student Learning Objectives

- To be able to identify and comprehend various anthropological theories of culture over the last 150 years.
- To be able to critically analyze the relationship of those theories to the social climates of their creators
- To be able to identify and understand the shifting assumptions that influence theorists
- To systematically analyze the central controversies that spurred the production of anthropological theories
- To be able to link theory and practice in anthropology
- To be able to engage in cooperative learning activities
- To be able to conduct appropriate library research and construct an academic report

Anthropology Department Learning Outcomes

Upon successful completion of this course, students will be able to:

KNOWLEDGE

1. Understand culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution*
2. Be aware of human diversity and the ways humans have categorized diversity*
3. Access knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.*
4. Access knowledge of the history of anthropological thought and its place in modern intellectual history.*
5. Comprehend of migration, colonialism, and economic integration as significant phenomenon shaping global society.*

SKILLS

6. Access various forms of anthropological data and literature.*
7. Be aware of the importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.*

8. Access 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. Present and communicate anthropological knowledge and the results of anthropological research to different audiences.*

PROFESSIONAL VALUES

10. Navigate the political and ethical implications of social research.*

Required Texts/Readings

Jerry D. Moore, *Visions of Culture: An Introduction to Anthropological Theories and Theorists*, Altamira Press., 3rd edition, ISBN: 0-7591-1146-4, 978-0-7591-1146-2.

E.E. Evans-Pritchard, E.E., *Witchcraft, Oracles and Magic among the Azande*. Oxford University Press, ISBN13: 9780198740292 ISBN10: 0198740298.

Zora Neale Hurston, *Tell My Horse: Voodoo and Life in Haiti and Jamaica*, Harper Perennial Modern Classics, ISBN: 9780061695131; ISBN10: 0061695130; trade paperback.

Other Readings

Charles E. Orser Jr, 2001, "The Anthropology in American Historical Archaeology" *American Anthropologist*, 103 (3): 621-632 [available as a file on the course website]

Gonzalez, Roberto, 2007, "Towards mercenary anthropology?" *Anthropology Today* Volume 23(3):14 – 19. [available as a file on the course website]

Montgomery McFate, 2005, "Anthropology and Counterinsurgency: The Strange Story of their Curious Relationship." *Military Review*. [available online at] http://www.army.mil/professionalwriting/volumes/volume3/august_2005/7_05_2_pf.html

Library Liaison

(Insert the name, email address, and other relevant information of your liaison for students with library research questions here.)

Classroom Protocol

Format

All papers should be typed and fully referenced (AAA style can be found at <http://www.aaanet.org/publications/guidelines.cfm> 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.

Late Papers

As a general policy late papers will be accepted only if prior arrangement has been made and the reason is significant, that is, family emergency or serious illness. (Printer problems, vacations, work conflicts and other non-emergencies are not acceptable excuses.) Otherwise a penalty of 10 points per each day late will be given. **No Exceptions.**

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Biographical Project:

Part 1- Each student will pick a prominent anthropologist or social scientist who has contributed to the theory of anthropology and write a paper (minimum 10 pages, maximum 20) worth 150 points). The paper will:

1. Summarize the individual's life work, and
 - a. tie it into the historic context of the day.
 - b. discuss contributions to the discipline.
 - c. discuss how a revival of the theoretical position might look by 2015.

2. Connect the individual's theoretical stance to the key issues, i.e. "isms", of the class-- humanism/empiricism, mentalism/materialism etc.

The anthropologists may be drawn from cultural/physical anthropology or archaeology, reflecting the student's interests. Examples include:

Franz Boas, Lewis Henry Morgan, Margaret Mead, Ruth Benedict, A. Kroeber, Robert Lowie, B. Malinowski, E.E. Evans-Pritchard, A.R. Radcliffe-Brown, Elman Service, Leslie White, Julian Steward, Claude Levi-Strauss, Mary Douglas, Marshall Sahlins, Victor Turner, Clifford Geertz, Paul Bohannan, Gregory Bateson, June Nash, Stanley Diamond, Napoleon Chagnon, Sherwood Washburn, Lewis Binford etc.

The name of the anthropologist you will be writing about must be submitted to Dr. English-Lueck on Sept. 23 (In-class exercise). Papers must be presented in manuscript form (paginated, double-spaces, no spaces between paragraphs, with indented paragraphs) and fully referenced in AAA format.

Part 2- Roundtable presentation. Adopting the identity of your theorist or your neo-theorist (a modern representative of the new iteration of the theorist) you will engage in a round table discussion of a contemporary social issue. This is a 20 point exercise.

2. Examinations (200 points total). There will be two take-home essay exams, one during midterm and another during the final period (each worth 100 points). Prompts will be given to you in advance, and will ask you to identify and describe a controversial theme in the development of anthropological theory and relate it to the material in the class, contrasting and comparing concepts of culture and associated methods of research. Each exam paper must be researched and referenced, logically constructed and give ample evidence supporting the central points of the paper.

3. Participation and Miscellaneous Activities (∇ 100 pts.) Participation in class activities, project updates, 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.

Marking Criteria

A+ 98>

A 94-97

A- 90-93

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+ 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 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+ 78-79

C 74-77

C- 70-73

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+ 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.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support

services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/) .

Anth 131/Theories of Culture/Fall 2009 Course Schedule

Schedule is subject to change with fair notice and changes will be posted to the online course website. Please note that furlough days may have an unanticipated impact on the class schedule.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 24, 26	What is the course about? What is the nature of anthropology? What makes American anthropology American? Readings: Moore, Introduction
2	August 31, September 2	What is the relationship of historical context to theory generation? What are the core controversies whose tensions define anthropology? Readings: Moore, Postscript
3	September 9	Exercise: Biocultural constructions
4	September 14, 16	Humanist/empiricist schisms; Self-Other View Film: E.E. Evan-Pritchard: Strange beliefs Readings: Evans-Pritchard chapters 1-5
5	September 21, 23	Early Anthropology, British and American Submit name of theorist for symposium submitted Sept. 23 Readings: Moore, chapters 1, 2, 4; Evans-Pritchard chapters 6-8
6	September 28, 30	Historical Particularism; Boasians continued View Film: Franz Boas: The Shackles of Tradition Readings: Moore, chapters 3, 5, 6, 7, 8
7	October 5, 7	Cultural Relativism; Focus on Self; American and British Approaches Readings: Moore, chapter 12, Evans-Pritchard chapters 9-10
8	October 12, 14	Functionalism, ethnography reshaped, British Structuralism, Colonial Reflections; Culture, Mental or Social? Handout Exam #1 Question Exercise: Pick out the functionalists Readings: Moore, chapters 10, 11
9	<i>(Oct. 19, no class furlough day),</i> October 21	Post-War Revision; Neo-Evolution; Materialism, conflict theory Work on your exams on October 19. Take-home Exam #1 due Oct. 21 Readings: Moore, chapters 13, 14, 15, 16, 24

Week	Date	Topics, Readings, Assignments, Deadlines
10	October 26, 28	The Swing Back-French Structuralism; Symbolic Anthropology; Thick description. Readings: Moore, chapters Ch. 9, 17; 18, 19, 20
11	November 2, 4	Meanwhile in archaeology Readings: Orser [file on class website]
12	November 9, 11	Modernism, Postmodernism and Post-postmodernism Readings: Moore, chapters 21, 23, Hurston chapters 1-9 Film: Zora's Roots
13	November 16, 18	New Directions-Pluralism (Feminist Anthropology, Black Anthropology, etc.); Neo Particularism Exercise: Design a department, design a project Readings: Moore, chapters 22, Hurston chapters 10-18,
14	November 23, 25	Exercise in Theory, methods, and moral compasses Readings: Gonzalez [on website] and McFate http://www.army.mil/professionalwriting/volumes/volume3/august_2005/7_05_2_pf.html
15	November 30, No class December 2	Roundtable in theories and theorists of culture. First half of the class performs November 30, second December 7
16	December 7	Give second exam paper question and discuss Theorist papers due.
Final Exam	Monday December 14	Exam responses due in Clark 459 by 2:30 p.m.