

**San José State University**  
**Department of Anthropology**  
**Anthropology 11 (02)**  
**Cultural Anthropology**  
**Fall 2010**

**Instructor:** Karen Fjelstad  
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**Office hours:** TR 12:30-1:30; 3:15-4:15  
**Class days/time:** TR 9:00-10:15  
**Classroom:** CL 204

**Faculty Web Page**

Copies of the course syllabus and major assignment sheets may be found on my faculty web page accessible through the quick links/faculty web page links on the SJSU home page after the first week of classes. You are responsible for regularly checking with the new messaging system through MySJSU. This will be used for updates, etc. You may not reply to this message, use my email address for questions, etc. [Karen.Fjelstad@sjsu.edu](mailto:Karen.Fjelstad@sjsu.edu)

**Course Description and Goals**

Anthropology is the study of human beings around the world and throughout history. Cultural anthropology focuses on the concept of culture: the systems, beliefs, and practices through which we view the world, organize our everyday lives, develop social relationships with others, and make life meaningful. We will explore many of the basic themes, issues, and methodologies of anthropology, explore connect our readings and discussions to current events, and will consider contributions anthropologists have and continue to make in diverse fields to solving social problems – from medicine and law to economic development to education.

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 identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation, and

1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
2. identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues, and
4. recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

## **Departmental Learning Objectives and Skills:**

The department of anthropology also has key learning objectives and skills that we wish students to obtain. By the completion of this course, students should have an increased:

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

## **Required Texts/Readings**

Bourgois. *In Search of Respect: Selling Crack in El Barrio*, 2nd Ed. Cambridge 2008.

Monaghan and Just. *Social & Cultural Anthropology: A Very Short Introduction*. Oxford, 2000.

Nanda and Gregg. *The Gift of a Bride*. AltaMira Press. 2009.

Peters-Golden. *Culture Sketches: Case Studies in Anthropology*. McGraw Hill, 2009.

## **Classroom Protocol/Student Responsibilities**

Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.

There will be various in-class assignments intended to help students grasp and apply concepts that are discussed in class. I highly recommend students attend class as often as possible. Some in-class assignments will be given at the beginning of class and others at the end of the class; thus, it is important to arrive on time and attend the entire class period. Students will not be able to make-up the in-class assignments.

If you know in advance that you should be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing or telephoning me, leaving a message for me at the main department office, or coming by during my office hours. Only students with a valid documented excuse will be able to take a make-up exam or hand in a late assignment. Late assignments will not be accepted otherwise. Students will not be able to make-up the in-class assignments.

I have a zero-tolerance on cheating and plagiarism; if you cheat or plagiarize you will fail the course! Incidences of cheating and plagiarism will be turned into the academic integrity office. Students are responsible for understanding and adhering to the academic integrity policy.

I will not answer questions about what occurred in class due to an absence. Please ask your fellow students for copies of their notes.

Students are responsible for understanding policies about adding, dropping, and incompletes.

Students are responsible for being aware of assignment due dates, midterm date, and the final exam schedule.

If you have any concerns about your class performance or comprehension, come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

## **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at <http://www.sjsu.edu/registrar/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

## **University Policies**

### **Academic integrity**

Students are expected to be familiar with the University's Academic Integrity Policy. 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 Office of Student Conduct and Ethical Development. The policy on academic integrity and other resources related to student conduct can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

### **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.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

## **Student Technology Resources**

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

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center 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 Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

## **SJSU Writing Center**

The SJSU Writing Center 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.

## Peer Mentor 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. The Peer Mentor Center is located on the first floor of Clark Hall in the Academic Success

## Assignments and Grading Policy

Class lectures, videos, and discussion will supplement required readings, thus your preparation and participation in class becomes critical to your understanding of the material. To be successful in this class, you should read assignments before class, show up on time, and have questions ready.

**You will write 3 short (4-5 pp) papers**, all of which encourage you to experience some of the challenges and pleasures of "doing anthropology." Please type and double-space your papers. The topics will be discussed in detail in class; they are designed to address the GE learning objectives (with each writing assignment covering one of the learning objectives and incorporating the content objectives in these assignment as well). The essays will be assessed for content, correctness, clarity, conciseness, grammar, and spelling. No internet sources will be allowed for the writing assignments.

**You will have two in-class exams (one midterm and one final).**

**You will have five spontaneous in-class assignments.** You will not be able to make-up these assignments and they will go toward your class participation grade.

1 Midterm	100 points
Final exam	100
Short papers (3 @ 50)	150
Class Participation	<u>50</u>
	400 points

A+ = 396-400 pts.	B+ = 352-359	C+ = 312-319	D+ = 272-279
A 372-395	B 332-351	C 292-311	D 252-271
A- 360-371	B- 320-331	C- 280-291	D- 240-251

## Anth 11 Course Schedule

*(Note: subject to change with fair notice.)*

*All GAP meetings and due dates are on Tuesdays*

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Aug. 26	Introduction to Class
2	Aug. 31, Sept. 2	Introduction to Anthropology, Hallmarks of Anthropology Read: Monaghan and Just, Introduction, Ch. 1: A Dispute in Donggo
3	Sept. 7-9	Field Methods <b>PAPER # 1 ASSIGNED (Learning Objective D1-3)</b>
4	Sept. 14-16	Culture and Enculturation FILM: Dog Town and Z-Boys Read: Monaghan and Just, Ch. 2: Bee Larvae and Onion Soup Read: Peters-Golden, Ch.5: The Hmong
5	Sept. 21-23	<b>PAPER # 1 DUE</b> Psychological Anthropology, Culture and the Individual Read: Monaghan and Just, Ch. 8: Nanuu Maria Gets Hit by Lightning Read: Peters-Golden, Ch.2: The Aztecs
6	Sept. 28-30	Gender and Sexuality; Rites of Passage Read: Peters-Golden, Ch.8: The Minangkabau FILM: Guardians of the Flutes
7	Oct. 5-7	Language and Culture or Film: The Devil's Playground  Review for midterm
8	Oct. 12-14	<b>Midterm</b> Read: Nanda and Gregg, Pp. 1- 100
9	Oct. 19-21	Social Organization and Kinship <b>PAPER # 2 ASSIGNED –(Learning Objective D1-1,2,3,4)</b> Read: Monaghan and Just, Ch. 3: Society Read: Peters-Golden, Ch. 9: The Nuer Read: Nanda and Gregg, Ch. 101-201
10	Oct. 26-28	Kinship and other Forms of Belonging  FILM: Death of a Shaman Read: Monaghan and Just, Ch. 4: Fernando Seeks a Wife Read: Monaghan and Just, Ch. 5: La Bose Becomes Bakar Read: Nanda and Gregg, Ch. 202-279
11	Nov. 2-4	Subsistence FILM: Contact the Yanomami

		Read: Bourgois, Ch. 1-76 Read: Peters-Golden, Ch.15: The Yanomami
12	Nov. 9 (no class Veteran's Day Nov. 11)	Subsistence: Discuss <i>In Search of Respect</i>  Read: Bourgois, Pp. 77-173 Read: Peters-Golden, Ch.6: The Ju/'hoansi
13	Nov. 16-18	Economic Exchange PAPER # 3 ASSIGNED – (Learning Objective D1-1,2,3,4)  Read: Monaghan and Just, Ch. 6: A Feast in Nuyoo Read: Bourgois, Ch. 174-287 Read: Peters-Golden, Ch.14: The Trobriand Islanders
14	Nov. 23 (no class Nov. 25)	Religion and Ritual  Read: Monaghan and Just, Ch. 7: A Drought in Bima Read: Bourgois, Ch. 288-351 Read: Peters-Golden, Ch.1: The Azande
15	Nov. 30- Dec.2	Religion and Ritual
16	Dec. 7-9	Review

Final examination    Monday, Dec. 13, 7:15-9:30