

**San José State University  
Anthropology 142  
Culture in Mind, Section 1  
Fall 2011**

<b>Instructor:</b>	Dr. Karen Fjelstad
<b>Office Location:</b>	Clark 463
<b>Telephone:</b>	(408) 924-5714
<b>Email:</b>	Karen.Fjelstad@sjsu.edu
<b>Office Hours:</b>	Monday, Wednesday 1:30-2:45; 4:30-5:15
<b>Class Days/Time:</b>	Monday, Wednesday 10:30-11:45
<b>Classroom:</b>	CL 204
<b>Prerequisites:</b>	ANTH 11, 25 or instructor consent

**Faculty Web Page and MYSJSU Messaging (Optional)**

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/karen.fjelstad>. You are responsible for regularly checking with the messaging system through MySJSU using your listed email.

**Course Description**

Culture in Mind explores a subject known within psychology primarily as cultural or cross-cultural psychology and within anthropology as psychological anthropology--the interplay between individuals and their societies. How do the values and socialization practices of a society define a sense of self? How does a culture manage individual differences? More critically, in the early 21st century, how does an individual manage surrounding cultural differences? The class will be organized around the following themes:

1. How have anthropologists and psychologists explored the relationship between culture and mind?
2. What is the nature of the "deep culture" that guides our thought processes and behavior and how is it set through socialization?
3. What can we learn about humanity through the cross-cultural study of mental health and illness?
4. How do intercultural interactions work? How do they highlight the basic differences in values and mental models?

**Course Goals and Student Learning Objectives**

1. The students will think critically, especially concerning the relationship of general and specific (esp. with the concepts of culture and self) and the discovery of underlying assumptions.

2. The students will to improve writing skills, particularly in logic and organization, learning to communicate to different audiences.
3. The students will experience reflective discovery--helping them see their own life decisions in a new light.
4. The course will encourage community discovery--learning another person's culture by describing and understanding their personal experience.

### **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**

Clare Boulanger, *Reflecting on America: Anthropological Views of U.S. Culture*. San Francisco: Allyn and Bacon. ISBN: 9780205481439.

Joseph Tobin, Yeh Hsueh, and Mayumi Karasawa, 2009, *Preschool in Three Cultures Revisited: China, Japan, and the United States*. Chicago: University of Chicago Press. ISBN: 9780226805030.

Ethan Watters, 2010, *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press.  
ISBN:978-1-4165-8709-5.

### **Classroom Protocol**

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.

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 and Resources**

### **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 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 Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at <http://www.sjsu.edu/writingcenter> or call 924-2308.

## 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 one ten page term paper** which encourages you to experience some of the challenges and pleasures of "doing anthropology." Please type and double-space your paper. The topic will be discussed in detail in class. The essay will be assessed for content, correctness, clarity, conciseness, grammar, and spelling. **You will have two exams (one midterm and one final).** The exams will be comprised of objective and essay questions.

**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
Term paper	100
Class Participation	<u>100</u>
	400 points

Course Grades will be calculated as follows:

A+	396-400	B+	353-359	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 142 Course Schedule

(Note: subject to change with fair notice.)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 24	Introduction to Class
2	Aug. 29-31	Introduction to Anthropology, Psychological Anthropology Methods and Ethics in Fieldwork
3	Sept. 7	Term papers History of Psychological Anthropology
4	Sept. 12-14	History, continued
5	Sept. 19-21	Childhood Socialization Read: Tobin, Ch. 1, 2
6	Sept. 26-28	Childhood Socialization Read: Tobin, Ch. 3-4
7	Oct. 3-5	Socialization and Gender Review for midterm Read: Tobin Ch. 5
8	Oct. 10-12	<b>Midterm</b>
9	Oct. 17-19	Culture and Mental Health: Issues in epidemiology Read: Waters, Introduction, Ch. 1
10	Oct. 24-26	Culture and Self Culture and Emotion Read: Waters, Ch. 2-3
11	Oct. 31-Nov.2	Culture Bound syndromes Globalization of the American Psyche Read: Waters, Ch. 4-5
12	Nov. 7-9	National Character? Culture and Cognition Read: Boulanger, Ch. 1-4
13	Nov. 14-16	Explorations into U.S Culture READ: Boulanger, Ch. 5-8
14	Nov. 21-23	Explorations into U.S. Culture READ: Boulanger, Ch. 9-13
15	Nov. 28-30	USANS Read: Boulanger, Ch. 14-18 <b>Term papers due</b>
16	Dec. 5-7	Discussion and Review

Final examination Monday, December 12 9:45-12:00

