

Anthropology 11 (02): Cultural Anthropology

Spring 2012
Mondays and Wednesdays 3:00-4:15 pm
Clark 204

Dr. John Marlovits
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office hours: M/W 10:30-12

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 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 Course Texts

Teresa Gowan, *Hobos, Hustlers, and Backsliders: Homeless in San Francisco*. Minneapolis: University of Minnesota Press, 2010.

Conrad P. Kottak, *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*, 3rd Edition. New York: McGraw Hill, 2011.

Carol Stack, *All Our Kin*. New York: Basic Books, 1997.

Harry West, *Ethnographic Sorcery*. Chicago: University of Chicago Press, 2007.

Additional readings will be added to my faculty page in electronic form.

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.

Course Assignments

Students will complete three essays for this course, two ethnographic responses, a midterm exam,

and a final exam.

Each paper will be part of one larger, composite assignment in which students will be required to complete a small-scale ethnographic project. Students will be organized into groups that will address the same topic. However, each student will conduct individual field research. Paper number one will consist of a paper proposal. Paper number two will present the student's field research findings. And paper number three will provide an analysis of the field material each student gathers.

Ethnographic response papers provide short exegeses of key arguments in either Harry West's ethnography or Teresa Gowan's Ethnography.

The midterm and final exam will consist of multiple choice questions. Students are required to bring scantrons to the exam.

Grading

Paper 1 = 100 points

Paper 2 = 100 points

Paper 3 = 100 points

Midterm = 100 points

Ethnographic response papers = 50 points each

Final exam = 100 points

600 total points

Grades will be based on percentages: 90-100% = A, 80-89% = B, etc.

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.

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 1st floor of Clark Hall and on the 2nd 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 Center.

Course Schedule**Week 1: Introduction****Week 2: What is Culture?**

1/30 and 2/1 Kottak, *Mirror for Humanity* chapters 1 and 2

Week 3: Fieldwork

2/6 and 2/8 Harry West, *Ethnographic Sorcery* and Kottak, chapter 3

Week 4: Language

2/13 and 2/15 Harry West and Kottak, chapter 4

Week 5: Language and Gender

2/20 and 2/22 Ward Keeler, "Speaking of Gender in Java" and Kottak, chapter 8

Ethnographic Response 1 due Monday 2/20**Week 6: Making a Living**

2/27 and 2/29 Carol Stack, *All our Kin* and Kottak, chapter 5

Week 7: Kinship

3/5 and 3/7 Carol Stack, *All our Kin* and Kottak, chapter 7

Paper 1 Proposal Due Monday 3/5**Week 8: Economic and Political Systems**

3/12 and 3/14 Carol Stack, *All our Kin* and Kottak, chapter 6

Week 9: Midterm

3/19 Midterm review

3/21 **Midterm Exam**

Week10: Spring Break. No Class.

Week 11: Religion

4/2 and 4/4 Michael Taussig, selections from *The Devil and Commodity Fetishism in South America* and Kottak, chapter 9 and 10

Paper 2 Due Wed 4/4

Week 12: The World System and Colonialism

4/9 Michael Taussig, selections from *The Devil and Commodity Fetishism* and Kottak, chapter 10

4/11 Teresa Gowan, *Hobos, Hustlers, and Backsliders*, Introduction and chapter 1

Week 13: Globalization and Capitalism through the lens of the local

4/16 and 4/18 Gowan, chapters 2, 3, and 4

Week 14: Urban and Applied Anthropology

4/23 and 4/25 Gowan, chapters 5, 6, 7 and Kottak chapter 12

Week 15: Contemporary Global Issues

4/30 and 4/32 Kottak chapter 13 and complete Gowan

Paper 3 Due 4/30

Week 16: Ethnicity and Race

5/7 and 5/9 Kottak chapter 11

Week 17: Course wrap up

5/14 Review

Ethnographic Response 2 Due

Final exam: Wed May 23, 12:15 am – 2:30 am