

San José State University
College of Social Sciences
ANTH 11, Cultural Anthropology, Sec. 03, Spring 2012

Instructor: Dr. Guadalupe Salazar
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Office Hours: Tuesday / Thursday 7:45 am – 8:45 am
11:30 am – 1:00 pm
Class Days/Time: Tuesday / Thursday 9:00 am - 10:15 am
Classroom: Clark Hall 310
GE/SJSU Studies Category: Area D1

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 at <http://www.sjsu.edu/people/guadalupe.salazar> .

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. 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. There are no pre-requisites to this course.

Course Learning Objectives

Students who satisfactorily complete this course will:

1. Be able to understand and apply appropriately the concept of culture to human behavior.

2. Gain a working knowledge of how cultural anthropologists conduct field research through completing a class project.
3. Be able to recognize and analyze the interaction of social institutions, culture and environment with individual and collective behavior.
4. Develop a cross-cultural perspective on how humans relate to each other and the material world through symbols.
5. Have knowledge about several societies in depth using ethnographies.
6. Understand the relevance of cultural anthropology for understanding the complexities of modern life both globally and in this country.

Area D1 Human Behavior Student Learning Objective

Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

Goals of the Anthropology Department

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

- 1) Spradley, James and David McCurdy (2012) Conformity and Culture: Readings in Cultural Anthropology (14th Edition)
- 2) Nanda, Serena & Joan Gregg (2009) Gift of a Bride: A Tale of Anthropology, Matrimony and Murder
- 3) Peters-Golden, Holly (2009) Culture Sketches: Case Studies in Anthropology
- 4) Bourgois, Philippe (2002) In Search of Respect: Selling Crack in El Barrio (2nd Edition)

The books are available through the Spartan Bookstore and Amazon.com.

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.
- I have a zero-tolerance policy for cheating and plagiarism; if you cheat or plagiarize you will fail the course! Incidences of cheating or plagiarism will be turned into the academic integrity office. Students are responsible to understanding and adhering to the academic integrity policy.
- If you miss a class, ask your fellow students for copies of their notes. If you need further help, please come to my office hours.

Student Responsibilities

- Download and refer to **Ethnographic Exercise 1 and 2, and the Ethnographic Project** for detailed guidance. Please write clearly and correctly and seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.
- No electronic submission of work – **do not email me your papers!**
- **Late papers** will *only* be accepted with permission. **Please note:** five (5) points will be deducted for each day past the due date.
- If you know in advance that you will 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 in the Anthropology Department office, or by coming by during my office hours.
- **Only** students with a documented excuse will be able to take a make-up exam.
- Students are responsible for understanding policies about adding, dropping, and incompletes.
- Students are responsible for being aware of assignment due dates, midterm dates, and the final exam schedule.
- If you have any concerns about your class performance or comprehension, see me in my 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

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop](#)

[Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

There are two midterm examinations, two ethnographic exercises, a course project and a final exam in this course.

Examinations: The exams will consist of multiple choice, True and False, Fill-in the blank and Short Answer questions based on the lectures and readings.

Ethnographic Exercises: The two out of class exercises are intended to help you understand an ethnographic approach to understanding social phenomena. They will require some work, however, the activities ought to be thought provoking and fun. They might help you decide on your course project.

Course Project: The project is an effort to “do” some anthropology in the real world. It is intended to develop your skills as an observer and interpreter of social life.

Grading Distribution

Midterms (2 @ 50)	100 points	A- to A+ = 240-260 points
Ethnographic Exercise (2 @ 30)	60 points	B- to B+ = 210-239 points
Ethnographic Project	50 points	C- to C+ = 180-209 points
Final Exam	<u>50 points</u>	D- to D+ = 150-179 points
Total	260 points	F = below 149 points

I assign plus and minus grades at my discretion and use homework assignments and in class participation to adjust marginal grades.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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 [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at 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 your assignment or any material you have

submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources (Optional)

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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional)

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](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Room 126 in Clark Hall. Professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges staff it. 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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center (Optional)

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. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>.

ANTH 11 (Sec. 03) Spring 2012 Course Schedule

Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 26	Introduction Introduction to class goals and format, review syllabus, add/drop process and deadlines...
2	Jan. 31	The Concept of Culture Read: S & M, Culture and Ethnography, pp. 2-5 Read: S & M, Ch. 1: Ethnography and Culture Read: S & M, Ch. 2: Eating Christmas in the Kalahari Download & bring to class Ethnography Exercise #1 and Ethnographic Project Guidelines
	Feb. 2	Read: Peter-Golden, Ch. 6: The Ju/'Hoansi: Reciprocity and Sharing Video: <i>N'ai the Story of a !Kung Woman</i> (TU0265A; 58 min)
3	Feb. 7	Fieldwork Read: S & M, Ch. 3: Fieldwork on Prostitution in the Era of AIDS Read: S & M, Ch. 4: Nice Girls Don't Talk to Rastas Download & bring to class Ethnographic Project Proposal Worksheet To learn more: Take ANTH 149 Ethnographic Methods
	Feb. 9	Street Children Read: Street Children in Chile
4	Feb. 14	Language and Communication Read: S & M, Language and Communication, pp. 38-40 Read: S & M, Ch. 5: Shakespeare in the Bush Read: S & M, Ch. 7: Manipulating Meaning: The Military Name Game Download & bring to class Ethnographic Exercise 2
	Feb. 16	Ethnographic Exercise 1 Due Read: Peters-Golden, Ch. 5: The Hmong: Struggle and Perseverance Video: <i>The Split Horn</i> (XD0916; 58 min.)
5	Feb. 21	Gender and Communication Read: S & M, Ch. 8: Conversation Style: Talking on the Job Video: <i>Hip Hop: Beyond Beats and Rhymes</i> (XD0703; 61 min)
	Feb. 23	Midterm 1
6	Feb. 28	Culture and the Individual Read: S & M, Identity, Roles and Groups, pp. 186-188 Read: S & M, Ch. 21: You@Work: Jobs, Identity and the Internet Read: S & M, Ch. 22: The Opt-Out Phenomenon: Women, Work and Identity in America Read: Nanda & Gregg, pp. 3-68 To learn more: Take Anth 25 Human Development, Anth 141 Culture and Gender, Anth 142 Culture and Personality

Week	Date	Topics, Readings, Assignments, Deadlines
	Mar. 1	Ethnographic Project Proposal Due Read: Peters-Golden, Ch. 11: The Roma: Romanipe, Rights and the Road Ahead Homework Assignment 1 Due: Watch <i>Gypsy Caravan: When the Road Bends</i> (on reserve in the IRC)
7	Mar. 6	Culture and the Individual Read: S & M, Ch. 24: Mixed Blood Read: Nanda & Gregg, pp. 69-141
	Mar. 7	Read: S & M, Ch. 23: Do Muslim Women Really Need Saving? Video: <i>My Journey, My Islam</i> (XS2525; 56 m)
8	Mar. 13	Kinship and Family Read: S & M, Kinship and Family, pp. 152-154 Read: S & M, Ch. 17: Mother's Love: Death Without Weeping To learn more: Take Anth 171 Culture Through Film
	Mar. 15	Ethnographic Exercise #2 Due Read: S & M, Ch. 18: Family and Kinship in Village India Read: Nanda & Gregg, pp. 142-211 Video: <i>Brides are Not for Burning</i> (XS0103; 24 min.)
9	Mar. 20	Marriage Read: S & M, Ch. 19: Polyandry: When Brothers Take a Wife Read: S & M, Ch. 20: Uterine Families and the Women's Community Read: Nanda & Gregg, pp. 212-278
	Mar. 22	Video: <i>Love Chronicles: Arranged Marriages</i> (XD1112; 50 min)
10	Mar. 27 & 29	Spring Break!
11	Apr. 3	Economic Exchange Read: S & M, Economic Systems, pp. 116-118 Read: S & M, Ch. 13: Reciprocity and Power of Giving Read: S & M, Ch. 15: Cocaine and the Economic Deterioration of Bolivia Read: S & M, Ch. 16: Malawi vs. the World Bank To learn more: take Anth 147 Wealth and Power Bring 16 pennies to class
	Apr. 5	Read: Peters-Golden: Ch. 14: The Trobriand Islanders: The Power of Exchange Video: <i>Cricket The Trobriand Way</i> (XB1300A; 29 min)
12	Apr. 10	Subsistence Read: S & M, Ecology and Subsistence, pp. 70-72 Read: S & M, Ch. 9: The Hunters: Scarce Resources in the Kalahari Read: S & M, Ch. 10: Eskimo Science To learn more: take Anth 146 Culture and Conflict
	Apr 12	Midterm 2
13	Apr. 17	Culture of Poverty Read: NY Times article: "Culture of Poverty" makes a Comeback Homework Assignment 2 Due: Watch <i>Nuyorican Dreams</i> (on reserve at IRC)

Week	Date	Topics, Readings, Assignments, Deadlines
	Apr. 19	Ethnographic Project Due Read: Bourgois, pp. 77-173
14	Apr. 24	Religion and Ideology Read: S & M, Religion, Magic & World View, pp. 256-259 Read S & M, Ch. 28: Taraka's Ghost Read: S & M, Ch. 29: Baseball Magic Video: Religion and Magic (TB1049A; 30 min) To learn more: take Anth 148 Religion and Anthropology
	Apr. 26	Read: Bourgois, pp. 174-287 Read: Peters-Golden, Ch. 1: The Azande: Witchcraft and Oracles in Africa Video: <i>Social Control</i> (XB1048B; 30 min)
15	May 1	Globalization Read: S & M: Globalization pp. 294-295 Read: S & M, Ch. 33: Village Walks: Tourism and Globalization Among the Tharu of Nepal Read: S & M, Ch. 35: Global Women in the New Economy Video: <i>Paradise with Side Effects</i> (XD1183; 40 min)
	May 3	Japanese Rock Read: S & M, Ch. 32: How Sushi Went Global
16	May 8	Read: Bourgois, pp. 288-351 Read: Peters-Golden, Ch. 4: Haiti in Turmoil
	May 10	Applying Anthropology Read: S & M, Culture Change and Applied Anthropology, pp. 336-339 Read: S & M, Ch. 36: Advice for Developers: Peace Corps Problems in Botswana Read: S & M, Ch. 37: Medical Anthropology: Leprosy on the Ganges Read: S & M, Ch. 38: Public Interest Ethnography: Women's Prisons and Health Care in California
17	May 15	Read: S & M, Ch. 39: Using Anthropology Review
Final Exam	Tuesday May 22	7:15 am – 9:30 am Clark Hall 310