

**San José State University**  
**College of Social Sciences**  
**Anthropology 11: Cultural Anthropology, Section 03, Spring 2022**

**Course and Contact Information**

Instructor:	Bobby Seals (Fela Anikulapo Uhuru), Ph.D.
Office Location:	Clark Hall 404J
Telephone:	(408) 924 - 5906
Email:	bobby.m.seals@sjsu.edu
Office Hours:	By appointment via Zoom
Class Days/Time:	Online – Tuesday & Thursday, 1:30pm to 2:45pm
Classroom:	Asynchronous via Canvas URL: <a href="#">Zoom Lecture Link</a>
GE/SJSU Studies Category:	Core GE Area A3: Critical Thinking and Writing

**SJSU Course Catalog Description:**

Basic concepts, theories and methods used in the comparative study of socio-cultural systems. Includes cultural ecology and change; political, economic and kinship systems; language, art and religion; cultural perspectives on contemporary issues.

**Detailed Course Description:**

This course introduces the basic principles of cultural anthropology, a discipline concerned with the origins, development, and diversity of human culture and society. Using illustrative materials from a variety of cultures, we will explore variation in human behaviors and beliefs and consider some of the ways that anthropologists have attempted to account for that variation. A particular concern in the course will be the manner in which global processes of economic, political, and social change intersect with the everyday lives of local people. A broader goal of the course is to introduce students to the way anthropologists think about their subject matter.

**Method(s) of Instruction:**

The class will be taught via Canvas and Zoom. The class will be a mix of lecture, class activities, video-documentary analysis, discussions, and self-reflective writing.

**Credit hours:**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## **GE Learning Outcomes (GELO)**

By the end of this course, students will be able to:

- Think critically and reflectively about the nature of cultural differences
- Understand how anthropologists use field methods to collect data
- Grasp how the various components of a “culture” form an integrated whole
- Understand and apply concepts of cultural relativism and ethnocentrism
- Learn how anthropological thinking can be applied into careers such as medicine, international development as well as other fields

## **Course Learning Outcomes (CLO)**

GE Learning Outcomes: Area D1 Human Behavior: Upon successful completion of this course, students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

## **Required Reading:**

- 1) *The Essentials of Cultural Anthropology: A Toolkit for a Global Age*. 3<sup>rd</sup> Edition. By Kenneth J. Guest. W.W. Norton & Company. New York, New York. 2017.
- 2) Assigned Journal Articles.

## **Recommended Reading(s), supplementary course readings:**

*Die Nigger Die!: A Political Autobiography of Jamil Abdullah al-Amin*. By H. Rap Brown. 1969.

*Capoeira: The History of an Afro-Brazilian Martial Art*. By Matthias Röhrig Assunção. 2005.

*¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement (Chicana Matters)*. By Maylei Blackwell. 2011.

*The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. By Leo Chavez. 2013.

*The New Jim Crow. Mass Incarceration in the Age of Colorblindness*. By Michelle Alexander. 2012.

*White Fragility: Why It's So Hard for White People to Talk About Racism*. By Robin Di'Angelo. 2018.

*Segregation by Design: Local Politics and Inequality in American Cities*. By Jessica Trounstein. 2018.

*The Color of Law: A Forgotten History of How Our Government Segregated America*. By Richard Rothstein. 2018.

*Indigenous Food Sovereignty in the United States: Restoring Cultural Knowledge, Protecting Environments, and Regaining Health*. By Devon Mihesuah and Elizabeth Hoover. 2019.

*How to Be an Antiracist*. By Ibram X. Kendi. 2019.

## **Library Liaison**

Silke Higgins, MA, MSLS  
Librarian for Anthropology Department  
King Library  
Phone: (408) 808-2118  
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Assessment Rubric for Written Assignments:

<b>Course</b>	<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
GELO 1	High quality papers with proper citation format & drawing on relevant literature.	Satisfactory papers with mostly proper format.	Unsatisfactory papers which lack citation format or relevant literature.
GELO 2	Effective arguments, showing full understanding of complex issues.	Satisfactory argument development, yet lacking some explanations of or understandings of issues.	Unsatisfactory argument development, lacking complex understanding of issues.
GELO 3	Effectively mobilizes evidence to build argument.	Satisfactory use of evidence to support argument.	Failure to use evidence to support argument.
GELO 4	Effective identification and evaluation of an argument's assumptions.	Satisfactory identification of assumptions.	Insufficient identification and evaluation of assumptions in an argument.
GELO 5	Effective use of logic in the sequencing of arguments.	Some use of sequencing of arguments.	Unsatisfactory sequencing of arguments or failure to develop logical conclusions.
CLO 1	Effective identification or analysis of archaeological theory, method, or technique.	Satisfactory identification of archaeological theory, method, or technique.	Failure to identify or analyze theory, method, or techniques adequately.
CLO 2	Effective demonstration of knowledge about archaeology's use of scientific inquiry.	Satisfactory demonstration of an understanding of scientific inquiry.	Unsatisfactory demonstration of scientific inquiry or archaeological science.
CLO 3	Effective analysis of ethical concerns in archaeology and understanding of cultural resource laws.	Satisfactory use of some aspects of legal framework or ethical issues in archaeology.	Failure to demonstrate full understanding of legal frameworks and ethical issues in archaeological practice.
CLO 4	Effective use of methods to identify and analyze cultural sequences.	Satisfactory identification of cultural sequences or culture history.	Unsatisfactory use of archaeological methods or their relationship to cultural sequences.
CLO 5	Skillful analysis of the history of archaeology and its shared interests with other anthropology subfields.	Satisfactory understanding of archaeology's interests within anthropology.	Failure to articulate the relationship between anthropology and archaeology.

## Final Examination or Evaluation

The final exam is an essay exam on the major themes of the course. [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

## Grading Information

Interactive activities	125 pts.	GELOs 1-5, CLOs 1-5
Quizzes	80 pts.	GELO 5, CLOs 1-5
Analysis of Readings	50 pts.	GELOs 2-5 & CLOs 1 & 5
Final Exam	<u>50 pts.</u>	GELOs 2&5 & CLOs 1-5
Total	305 pts.	

## Determination of Grades

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus	>99%	A	94-99%	A minus	90-93 %
B plus	88-89%	B	84-87%	B minus	80-83%
C plus	78-79%	C	74-77%	C minus	70-73%
D plus	68-69%	D	63-67%	F	<63%

## Grading Information for GE/Basic Skills (A1, A2, A3, B4)

This course must be passed with a C- or better as a CSU graduation requirement.

## Grading Policies:

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- Assignments will not be accepted late, by email, or after the last scheduled class. The final exam may be rescheduled *in advance* only if a student provides appropriate documentation according to University Policy. **Assignments will not be accepted by email or after the last scheduled class.**
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable. The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.

## **Classroom Protocol:**

- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class, and material covered during lectures cannot be adequately made up. Activities and hands-on projects during class time may not be made up if missed, yet contribute to the overall grade of students.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. Computers may be used only for note taking—please refrain from emailing, chatting, or looking at websites while in class.
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.

## **University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>." Here are some of the basic university policies that students must follow:

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html)      <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/)      [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/)      <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf)      <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf)      <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/)      <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)      [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

[Accessible Education Center](http://www.sjsu.edu/aec)      <http://www.sjsu.edu/aec>

## Course Outline

The pace of the class may require changes to the course calendar at the discretion of the instructor to accommodate student learning. This schedule is subject to change.

Week, Class	Weekly Topic	Course Activities	Course Assignments	Course Readings ( <i>complete before class</i> )
1	<p><b><u>PART 1</u></b>  <b><u>ANTHROPOLOGY FOR THE 21<sup>ST</sup> CENTURY</u></b></p> <p>Ch. 1:            Anthropology in a Global Age</p>	<p>Film Documentary:  <i>Globalization</i> Full Documentary</p> <p>Analysis and Discussion:            “<i>Why is we Americans</i>” by Amiri Baraka Spoken Word Piece</p>	<p>Deconstruct chapter 1 and excavate key thematic issues; complete <i>Introductory</i> Assignment on Canvas due on the 1/28</p>	<p>Reading: First chapter</p>
2	<p>Ch. 2: Culture</p>	<p>Film Documentary            Analysis and Discussion: <i>Afro-Brazilian Culture in Salvador - Part 1 &amp; Part 2</i> and <i>Capoeira - A journey to the roots of this Afro-Brazilian martial art</i></p>	<p>Deconstruct chapter 2 and excavate key thematic issues            Critical précis - Self-Reflection #1 due on the 2/4</p>	<p>Reading: Second chapter</p>
3	<p>Ch. 3. Fieldwork and Ethnography</p>	<p>Film Documentary            Analysis and Discussion:  <i>Seeing Anthropology – An Ethnographic Film</i></p>	<p>Deconstruct chapter 3 and excavate key thematic issues</p>	<p>Journal Article:  <i>History in the Making – An Ethnography into the Roots of Capoeira Angola</i>            2/11</p> <p>Reading: Third Chapter</p>
4		<p>Ted Talk:            Bilingualism and the Cultural Imperialism</p>	<p>Deconstruct</p>	

	Ch. 4. Language	of Language; Film Documentary Analysis and Discussion: <i>Why Save a Language &amp; First language – The Race to Save Cherokee</i>	chapter 4 and excavate key thematic issues Quiz – 1, 2, and 3	Reading: Forth Chapter
5	<b><u>PART 2</u></b> <b><u>UNMAKING</u></b> <b><u>THE</u></b> <b><u>STRUTURES OF</u></b> <b><u>POWER</u></b>  Ch. 5. Race and Racism	Film Documentary Analysis and Discussion: <i>Racism – A History</i> (Part 1 of 3); Short Film <i>SKIN</i> ; <i>VISUAL / SYMBOLIC IMAGES DISCUSSION</i>	Deconstruct chapter 5 and excavate key thematic issues Critical précis Self-Reflection #2 due on the 2/25	Reading: Fifth Chapter
6	Ch. 6. Ethnicity and Nationalism	Ted Talk: <i>Assimilation Is Colonization</i> ; Film Documentary Analysis and Discussion: <i>BBC Documentary – British India and Freedom Struggle</i>	Deconstruct chapter 6 and excavate key thematic issues;	Journal Article: <i>Interrogating Racism: Toward an Antiracist Anthropology</i> 3/4  Reading: Sixth Chapter
7	Ch. 7. Gender	Film Documentary Analysis and Discussion: <i>Mexico’s Third Gender</i>	Deconstruct chapter 7 and excavate key thematic issues;	Journal Article – <i>Cherokee “Two Spirits”</i> Reading: Seventh Chapter
8	Ch. 8. Sexuality	Ted Talk: What a sex worker can teach us about human condition; Mini-Documentary: <i>The Land Where Women Rule</i>	Deconstruct chapter 8 and excavate key thematic issues	Journal Article – <i>Buddhism and the Historical Construction of Sexuality in Japan</i> Reading: Eighth Chapter
9	Ch. 9. Kinship, Family, and Marriage	Ted Talk: Everyone Provides Kinship Care; Film Documentary and Discussion: <i>Africa – Will You Marry Me?</i>	Deconstruct chapter 9 and excavate key thematic issues	Reading: Ninth Chapter

10	Ch. 10. Global Economy	Film Documentary Analysis and Discussion: <i>The Story of American Slavery</i>	Deconstruct chapter 10 and excavate key thematic issues;	Journal Article – <i>Through the Hellish Zone of Nonbeing Thinking through Fanon, Disaster and the Damned of the Earth</i> Reading: Tenth Chapter
11	<b><u>PART 3</u></b> <b><u>CHANGE IN</u></b> <b><u>THE MODERN</u></b> <b><u>WORLD</u></b>  Ch. 11. Environment and Sustainability	Ted Talk: Racism and Climate Change Are About You; Mini-Documentary: What It's Like to Live in Cancer Alley; Film Documentary Analysis and Discussion: <i>More Than a Pipeline</i> ;	Deconstruct chapter 11 and excavate key thematic issues;	Journal Article – <i>Settler Colonialism and Empire in Early America</i> Reading: Eleventh Chapter
12	Ch. 12. Politics and Power	Ted Talk: Policing in America; Audio / Music Listening Exercise; Mini-Documentary: <i>Meet the Native Hawaiians fighting U.S. Occupation</i> ; Film Documentary Analysis and Discussion: <i>Poverty, Politics, and Profit</i>	Deconstruct chapter 12 and excavate key thematic issues	Journal Article: <i>Land for the People Brazil's Landless Workers Movement</i>  Reading: Twelfth Chapter
13	Ch. 13. Religion	Ted Talk: What the Western World Can Learn from the Prophet Muhammad; Film Documentary Analysis and Discussion: <i>Voodoo (Haiti) and Santeria (Cuba) Religions</i>	Deconstruct chapter 13 and excavate key thematic issues	Journal Article: The Constitutional Protection of Minority Religious Rights in Malawi: The Case of Rastafari Students Reading: Thirteenth Chapter
14	Ch. 14. Health and Illness, and the Body	Ted Talk: A Guerilla Gardener is South Central LA.; Film Documentary Analysis and Discussion:	Deconstruct chapter 14 and excavate key	Journal Article – Food Deserts Suffer Persistent Socioeconomic Disadvantage

		<i>Feel Rich Health is the New Wealth</i>	thematic issues	Reading: Fourteen Chapter
15	Ch. 15. Art and Media	Ted Talk: Art as Activism; Mini-Documentary: <i>Puerto Rico's Bomba, A Dance of the African Diaspora</i> ; Film Documentary Analysis and Discussion: <i>Jean Basquiat – The Radiant Child</i>	Deconstruct chapter 15 and excavate key thematic issues	Journal Article – <i>A Hair Out of Paralyzed Place – Frida Kahlo's Metaphoric Choreography</i> Reading: Fifteenth Chapter
16	<b>Final Exam</b> Will cover chapters 12, 13, 14 and 15.			