

**San José State University**  
**College of Social Sciences**  
**Anthropology 11: Cultural Anthropology, Section 01, Fall 2021**

**Course and Contact Information**

Instructor:	Bobby Seals (Fela Anikulapo Uhuru), Ph.D.
Office Location:	Clark Hall 404J
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Email:	bobby.m.seals@sjsu.edu
Office Hours:	By appointment via Zoom or in-person
Class Days/Time:	In-person – Tuesdays & Thursdays, 9am – 10:15am
Classroom:	CL202

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

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	Satisfactory understanding of archaeology's interests	Failure to articulate the relationship between anthropology and

	with other anthropology subfields.	within anthropology.	archaeology.
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### 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

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

### 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  8/19	<b><u>PART 1</u></b> <b><u>ANTHROPOLOGY FOR THE 21<sup>ST</sup> CENTURY</u></b>  Ch. 1: Anthropology in a Global Age	Film Documentary: <i>Globalization</i> Full Documentary  Analysis and Discussion: “ <i>Why is we Americans</i> ” by Amiri Baraka Spoken Word Piece	Deconstruct chapter 1 and excavate key thematic issues; complete <i>Introductory</i> Assignment on Canvas due on the 20 <sup>th</sup>	Reading: First chapter
2  8/24	Ch. 2: Culture	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>	Deconstruct chapter 2 and excavate key thematic issues Critical précis - Self-Reflection #1 due on the 27 <sup>th</sup>	Reading: Second chapter
3  8/31	Ch. 3. Fieldwork and Ethnography	Film Documentary Analysis and Discussion: <i>Seeing Anthropology – An Ethnographic Film</i>	Deconstruct chapter 3 and excavate key thematic issues	Journal Article: <i>History in the Making – An Ethnography into the Roots of Capoeira Angola</i> 9/3  Reading: Third Chapter
4  9/7		Film Documentary Analysis and Discussion:	Deconstruct	

	Ch. 4. Language	<i>Why Save a Language &amp; First language – The Race to Save Cherokee</i>	chapter 4 and excavate key thematic issues	Reading: Forth Chapter
5 9/14	Ch. 5. Race and Racism		Deconstruct chapter 5 and excavate key thematic issues Critical précis Self-Reflection #2 due on the 17 <sup>th</sup>	Reading: Fifth Chapter
6 9/21	<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. 6. Ethnicity and Nationalism	Film Documentary Analysis and Discussion: <i>Racism – A History</i> (Part 1 of 3)	Deconstruct chapter 6 and excavate key thematic issues; Visual / Symbolic Images Exercise	Journal Article: <i>Interrogating Racism: Toward an Antiracist Anthropology</i> 9/24  Reading: Sixth Chapter
7 9/28	Ch. 7. Gender	Film Documentary Analysis and Discussion: <i>Racism – A History</i> (Part 2 of 3)	Deconstruct chapter 7 and excavate key thematic issues; Critical précis Self-Reflection #3 due on the 10/ 1	Reading: Seventh Chapter
8 10/5	Ch. 8. Sexuality	Film Documentary Analysis and Discussion: <i>THE GENDER CODE</i>	Deconstruct chapter 8 and excavate key thematic issues	Reading: Eighth Chapter
9 10/12	Ch. 9. Kinship, Family, and Marriage		Deconstruct chapter 9 and excavate key thematic issues	Reading: Ninth Chapter

10  10/19	Ch. 10. Global Economy	Film Documentary Analysis and Discussion: <i>British Occupation of India</i> (in color) – Full Documentary	Deconstruct chapter 10 and excavate key thematic issues	Journal Article: <i>Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco's Mission District</i> 10/22  Reading: Tenth Chapter
11  10/26	<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	Film Documentary Analysis and Discussion: <i>More Than a Pipeline</i> – Full Documentary	Deconstruct chapter 11 and excavate key thematic issues	Reading: Eleventh Chapter
12  11/2	Ch. 12. Politics and Power	Film Documentary Analysis and Discussion: <i>Racism – A History</i> (Part 3)	Deconstruct chapter 12 and excavate key thematic issues	Journal Article: <i>If “Thanda Matlab Coca-Cola” Then Cold Drink Means Toilet Cleaner”:</i> <i>Environmentalism of the Dispossessed in Liberalizing India</i> 11/5  Reading: Twelfth Chapter
13  11/9	Ch. 13. Religion	Film Documentary Analysis and Discussion: <i>Voodoo (Haiti) and Santeria (Cuba) Religions</i>	Deconstruct chapter 13 and excavate key thematic issues; Critical précis Self-Reflection #4 on 12 <sup>th</sup>	Reading: Thirteenth Chapter
14			Deconstruct chapter 14 and	

11/16	Ch. 14. Health and Illness		excavate key thematic issues	Journal Article: <i>Anthropology and Global Health</i> 11/19
15  11/23	Ch. 14. Health and Illness	Film Documentary Analysis and Discussion: <i>Feel Rich Health is the New Wealth</i>		Reading: Fourteenth Chapter
16  11/30	Ch. 15. Art and Media		Deconstruct chapter 15 and excavate key thematic issues	Reading: Fifteenth Chapter
17  12/6	Ch. 15. Art and Media	Film Documentary Analysis and Discussion: <i>Rock 'n Roll America, the making of good music.</i>	Critical précis Self-Reflection #5 due on the 10 <sup>th</sup>	
18  12/14	<b>Final Exam</b> Will cover chapters 12, 13, 14 and 15. Time: 945am – 12pm			