

Anthropology 3. Introduction to Cultural Anthropology
Santa Clara University
Fall Term, 2011

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Class: MWF 8:00-9:05 AM. O'Connor 206
Office Hours: MW 3:30-5:00 PM or by appointment

Course Description:

This course provides an introduction to the subject matter, research methods, and applications of cultural anthropology. Its purpose is to help you understand how different human groups think and live, how they cope with life's demands and expectations, and how they make sense of their universe. We will explore anthropology's uniqueness in its approach to the study of societies, tracing its history and its multiple contributions to human knowledge. Topics of inquiry will include, among others, the nature of culture and society, culture change, supernatural beliefs, economic and political systems, gender roles, social stratification, environment and culture, and applied anthropology.

Course Format:

Students will be engaged in learning both in the classroom and in the field with the local community. Your instructor will lecture on the basic themes of anthropology using your Cultural Anthropology textbook as general background. There will be small group discussions on the assigned readings in which everyone is expected to participate. In addition, students will be engaged in a weekly field placement through the Arrupe Partnerships. This exercise is intended to acquaint you with the methodology of participant-observation which is central to the field of cultural anthropology and to help you develop your sensitivities to other peoples and cultures.

Field Placements through Arrupe Partnerships:

You may choose among the following field placements according to your own interests and school schedule. **Immigration** (CET Sobrato Community Law Center, Day Worker Center of Mountain View, ESL at Santa Clara Adult Education, John XXIII Center, Refugee Services). **Senior Centers** (Alma Senior Center, Iola Williams Senior Center, Mayfair Community Center, Yu-Ai Kai). **Education** (Bachrodt, Escuela Popular, Gardner Academy, Sacred Heart Education Center). **Adults with Special Needs** (Adults with Disabilities, Alzheimer's Activity Center, HOPE services).

Each week you will visit your placement **for about two hours** to immerse yourself in the process of learning by participation in the life of the community. By keeping a journal and recording observations and impressions, you will keep a memory of your own experience. This journal will serve as the basis for writing a reflection paper which is due at the end of the term. The structure and content of this paper will be explained at a later date.

This course fulfills the Social Science and Experiential Learning requirements for the Core 2009. Course Objectives: students taking this course will: 1. Acquire knowledge of the main themes of cultural anthropology such as its subject matter, methodology, and applications, 2. Learn about particular cultures and thus recognize and appreciate their uniqueness and value. 3. Enhance your cultural and ethical sensitivities to issues of social justice by being a participant-observer in an underserved community.

Required Readings: (in the bookstore)

1. Gary Ferraro and Susan Andreatta, **Cultural Anthropology: An Applied Perspective**, Wadsworth/Cengage Learning (Ninth Edition) Belmont (CA.), 2010
2. Marvin Harris, **Cows, Pigs, Wars, and Witches: The Riddles of Culture**. Vintage Books Edition, November 1989
3. James Spradley and David W. McCurdy, **Conformity and Conflict: Readings in Cultural Anthropology**, Pearson Publishers, 2010

Course Requirements:

This course requires both class attendance as well as fieldwork. Students are expected to be on time for class as well as for your weekly field placement. You must come to class prepared and ready to discuss the assigned readings. **Attendance policy** requires that you be present for class: **more than three un-excused absences will lower your final grade one full level. Two late arrivals equal one absence. Students are permitted to use laptops for note-taking** but not for the internet. **Please no texting during class!**

Journal writing is an essential and exciting component of the learning process. It is expected that you write an entry in your journal every time you visit your placement. This entry should contain at least one page of observations and one page of reflections, a minimum of two pages and a maximum of three. Journals will be collected and reviewed by your professor twice during the quarter, on **October 28 (Friday)**, and on **December 5 (Monday)**. It is most important that you write these notes soon after returning from your field placement while your experience is still fresh in your mind.

Field placements, as well as dates and times of attendance, will be arranged through **the Arrupe Partnerships which is located in Sobrato Residential Complex**. Registration will begin on September 19. Please sign up as early as you can to avoid last minute delays. This assignment will require a time commitment of two hours per week and is to be regarded as an integral part of the course.

Evaluation of Student Performance:

Your work will be measured according to the interest and responsibility displayed during the course: preparedness for class, engagement in class discussions, written evaluations, and quality of involvement in your field placement. The indicators to assess your academic and personal growth will be as follows:

- 1. First Midterm.** There will be an essay question and multiple choice exam to be given on **Friday, October 21**. It will include all the material discussed up to this date: class lectures, course readings, films, additional articles. **The midterm counts for 25% of your final grade, and there will be no make-up exams.**
- 2. Second Midterm.** This midterm will be given on **Friday December 2**. It format will be the same as the first midterm. **This exam counts for 25% of your final grade.** You must take your final as scheduled; **there will be no early or late exams.**
- 3. Class participation, quizzes, homework, and journal.** A **journal** will help you keep a record of your observations, experiences, and reflections as you proceed in your fieldwork. This journal will be collected electronically twice during the quarter (October 28, December 5.) Remember that you are responsible for keeping a journal and making a two page entry every time you go into the field. The work on this journal, plus your class participation, short papers and sporadic quizzes will **constitute 25% of your final grade.**
- 4. A final eight-page, type-written report and reflection paper due on Monday, December 5.** The topic of this paper will be based on one of the anthropological questions that have surfaced in our class discussions and which are related to your own field work. Examples are: views of immigrant women on U.S. society, cultural adaptation of Asians and Latin Americans to the Bay Area, growing old in a foreign society, the sub-culture of the physically challenged, the banning of education and services to undocumented immigrants, etc. The structure and content of this paper will be described below. **This report and reflection paper represents 25% of your final grade.**

Grade scale:

A = 4.0	B- = 2.7 - 2.9	D+ = 1.3 - 1.6
A- = 3.7 - 3.9	C+ = 2.3 - 2.6	D = 1.0 - 1.2
B+ = 3.3 - 3.6	C = 2.0 - 2.2	D- = 0.7 - 0.9
B = 3.0 - 3.2	C- = 1.7 - 1.9	F = below 0.7

(Source: Santa Clara's Undergraduate Bulletin)

Class Schedule:

Week 1 (Sept. 17 – 23). What is Anthropology?

Sept. 19: Review of roster, course syllabus, field placements

Sept. 21: Read Cultural Anthropology Chapter 1 - **What is Anthropology?**

Sept. 23: Read Conformity and Conflict 2 “Eating Christmas in the Kalahari” by Richard Borshay Lee

Week 2 (Sept. 26-30). The Concept of Culture

Sept. 26: Read Cultural Anthropology Chapter 2 – **The Concept of Culture**

Sept. 28: Read Conformity and Culture 4 “Nice Girls Don’t Talk to Rastas” by George Gmelch

Sept. 30: Movie “The Sakkudai”

Week 3 (Oct. 3-7). The Growth of Anthropological Theory

Oct. 3: Read Cultural Anthropology Chapter 4 – **The Growth of Anthropological Theory**

Oct. 5: Read Conformity and Conflict 17 “Mother’s Love: Death without Weeping” by Nancy Scheper-Hughes

Oct. 7: Movie: Movie on Margaret Mead

Week 4 (Oct. 10-14). Methods in Cultural Anthropology

Oct. 10: Read Cultural Anthropology Chapter 5 – **Methods in Cultural Anthropology**

Oct. 12: Read Conformity and Conflict 11 “Domestication and the Evolution of Disease” by Jared Diamond

Oct. 14: Read Cows, Wars, and Witches - “Mother Cow”

Week 5 (Oct. 17-21). Applied Anthropology

Oct. 17: Read Cultural Anthropology Chapter 3 – **Applied Anthropology**

Oct. 19: Read Conformity and Conflict 12 “Forest Development the Indian Way” by Richard K. Reed

Oct. 21: Midterm 1

Week 6 (Oct. 24-28). Marriage and the Family

Oct. 24: Read Cultural Anthropology Chapter 9 – **Marriage and the Family**

Oct. 26: Read Conformity and Conflict 18 “Family and Kinship in Village India” by David W. McCurdy

Oct. 28: Journals are due. Video

Week 7 (Oct. 31-Nov.4). Sex and Gender

Oct. 31: Read Cultural Anthropology Chapter 11 – **Sex and Gender**

Nov. 2: Read Conformity and Conflict 22 “The Opt-Out Phenomenon: Women, Work, and Identity in America” by Dianna Shandy and Karine Moe

Nov. 4: Video on migrant women

Week 8 (Nov. 7-11). Belief Systems

Nov. 7: Read Cultural Anthropology Chapter 14 – **Belief Systems**

Nov. 9: Read Conformity and Conflict 29 “Baseball Magic” by George Gmelch

Nov. 11: Read Cow, Pigs, Wars, and Witches – “The Great Witch Craze”

Week 9 (Nov. 14-18). Social Stratification

Nov. 14: Read Cultural Anthropology Chapter 12 – **Social Stratification**

Nov. 16: Read Conformity and Conflict 14 “Poverty at Work: Office Employment and the Crack Alternative” by Philippe Bourgois

Nov. 18: Read Cows, Pigs, Wars and Witches – “Primitive War”

Week 10 (Nov 28- Dec. 2). The Role of Applied anthropology in a Globalized World

Nov. 28: Read Cultural Anthropology Chapter 16 - **The Modern World Order, Global Challenges, and the Role of Applied Anthropology**

Nov. 30: Read Conformity and Conflict 35 “Global Women and the New Economy” by Barbara Ehnreich and Arlie Russell Hochschild

Dec. 2: Second Midterm

Dec. 5: Final Paper and journal are due by noon.

Academic Integrity Policy: “The University is committed to academic excellence and integrity. Students are expected to do their work and to cite any sources they use. Engaging in any form of academic dishonesty, such as plagiarism, cheating or acts generally understood to be dishonest by faculty or students in an academic context will subject students to disciplinary action. A student guilty of dishonest acts may receive a grade of F for the course. They will be reported to the Office of Student Life, and may be immediately dismissed from the University.” (SCU Undergraduate Bulletin and Community Handbook)

Disability Accommodation Policy: “To request academic accommodations for a disability, students must contact Disability Resources located on the second floor of Benson. Phone numbers are (408) 554-4111; TTY (408) 554-5445. Students must register and provide documentation of a disability with Disability Resources prior to receiving academic accommodations.

CULTURAL ANTHROPOLOGY. FINAL REPORT AND REFLECTION PAPER.

This course requires that you write a final report and reflection paper based on both readings and fieldwork. The assignment is due on Monday, **December 5 by noon**. To write a good paper you are advised to follow these guidelines: 1) **Study your central question** carefully by doing some preliminary reading on the topic, preferably in our Ferraro textbook or an anthropological dictionary, 2) Carefully **review and highlight your journal field notes** and use them as reference in your writing, 3) Utilize **your own cultural experiences, and those of your family and friends**, to build up your argument and illustrate points. Think of this paper as an opportunity to **better understand another culture, and thus your own**--and as an enjoyable exercise. The paper is to be **eight pages long**, typed, double-spaced, and written in good English. **No late papers will be accepted**. Please divide the paper in four sections using the following headings:

Section 1. The Central Question.

Define clearly your research topic or main question. This question must come out of the course material and from your own fieldwork. Examples of this could be: Acculturation of Asians in U.S. Society, Gender Roles in Mexico and the U.S., Aging in a Foreign Culture, Minority Children's Adaptation to a Dominant Culture, Bi-lingualism and its effect on children's learning process, the Sub-culture of Alzheimer's patients. **Make sure that you explain the terms used in your topic.** For example, if your central question is "U.S. Ethno-centric Perceptions of Hispanic Immigrants to the U.S.", you need to explain in some detail the meaning of ethno-centric, Hispanic, and immigrants. Do not assume that your reader knows what you are writing about. Also, **be sure to state why you consider the topic to be an important question, and why you are interested in pursuing it.**

Section 2. Fieldwork.

Provide a descriptive account of your placement in terms of its physical appearance, people, surroundings, and atmosphere. **Explain your specific involvement and the different tasks** that you performed. As you do this, highlight the people and events that appear as most significant in your fieldwork. **Narrate high points and low points**--like a good anthropologist would. Be specific, anecdotal, **go back to your journal to see the development of ideas and events.** **Notice how your perceptions changed. Cite your journal where appropriate. Describe your "informants"**, their personality and level of knowledge, and the process through which you gathered information.

Section 3. Findings

Disclose and interpret field data (participant-observations) in a systematic and orderly way. Make references to what you heard or discovered during your visits, providing examples wherever this seems appropriate. **Be specific and clear regarding the evidence on which you base your findings and conclusions.** Since I did not ask you to carry out a survey, I do not expect you to come up with a quantitative analysis. But wherever numbers fit, and if you have them, feel free to include them.

Section 4. Personal Reflections

Bring personal reflections to your findings. Indicate if your own cultural/ethnic/gender experience bears similarities to those found in this field assignment. For example, if you are of Italian descent, and your topic regards acculturation, state how you may find some facets of American "mainstream culture" as different from those of your own heritage. **Discuss your misconceptions (ethno-centric views)** about people before you undertook this placement, and how these views were altered or confirmed by the experience. **What did you learn from this placement and what were you able to give? What do you know now about another culture and about your own that you did not know before? What is your personal assessment of this experience?**