

**ANTH 3: Introduction to Cultural and Social Anthropology  
Santa Clara University**

**Dr. Sangeeta Luthra**

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**Class:** T, Th: 11:50AM -1:35PM, O'Connor 105

**Office Hours:** O'Connor 320, Tuesday and Thursday 2:15-3:15PM, or by appointment

**Course Description:**

This course introduces students to the unique theories and research methods that cultural anthropology brings to the study of human societies. Students will read ethnographic accounts of life in gold-rush era California, hip-hop culture in Japan, and subsistence strategies in the Kalahari Desert of South Africa. Through these we will explore how society, language, religion, and culture shape human experiences and relationships, how culture is transmitted from one generation to another, and how culture change occurs. In this course, as in the practice of cultural anthropology, students explore a wide range of phenomenon related to human life –kinship and family, economy and environment, social cooperation and conflict, and cultural continuity and change.

**Course Goals/Department Learning Goals:**

Over the quarter students will achieve the following learning objectives: 1) students will be able to describe the core principles and central questions of cultural anthropology; 2) students will learn about the diversity of human cultures of the recent past and present; 3) students will be able to describe the historical development of cultural anthropology and the theoretical foundations of anthropological research today; 4) students will understand the core methods of research and fieldwork, and they will engage some of those methods directly through the course of the class; 5) finally through an examination of other cultures and communities, students will develop new analytical skills and insights about their own social and cultural worlds and about how anthropologists apply their research to solving human problems.

This course is organized around large and small group discussions of assigned readings and central concepts. In order to participate actively and fully in class discussions, students are required to complete all the assigned readings before class.

**Students will also be required to participate in the Arrupe placements program. Students will be required to complete reflection assignments and to discuss their Arrupe placement experiences in class. They will compile these in a journal. See below for further instructions on the journal.**

### **Core Requirements:**

This course fulfills the Social Science and Area Studies requirement for Core 2008 and before and the Social Science, World Cultures Area Studies/Regional, and the Experiential Learning for Social Justice requirement for Core 2009 to present.

#### **The Social Science requirement goals and objectives are as follows:**

Goals: Scientific Inquiry, Complexity, Critical Thinking, Mathematical & Quantitative Reasoning

- Objectives -- Students will

- 1.1 Apply deductive and inductive reasoning to analyze social science topics. (Scientific Inquiry, Mathematical and Quantitative Reasoning)
- 1.2 Evaluate evidence used to validate theories, hypotheses, or predictions. (Scientific Inquiry, Critical Thinking, Complexity)
- 1.3 Appreciate that theories and data analysis often admit multiple interpretations and evaluate the relative merits of alternative perspectives. (Critical Thinking, Complexity)

#### **The Experiential Learning for Social Justice goals and objectives are as follows. The ELSJ requirement is linked to the Arrupe placements program.**

- Goals: Social Justice, Civic Life, Perspective, Civic Engagement
- Objectives: Students will

- 1.1 Recognize the benefits of life-long responsible citizenship and civic engagement in personal and professional activities. (Civic Life)
- 1.2 Interact appropriately, sensitively, and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess. (Perspective)
- 1.3 Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups. (Social Justice)
- 1.4 Make vocational choices in light of both their greatest gifts and the world's greatest needs. (Civic Engagement)

For more on the Core, see the following: <http://www.scu.edu/provost/ugst/core2009/index.cfm>.

**Course texts:**

Gary Ferraro, *Cultural Anthropology: An Applied Perspective*, Wadsworth/Thomson Learning, Belmont, CA (9th edition).

James Spradley & David W. McCurdy, *Conformity and Conflict: Readings in Cultural Anthropology*, Person Education, Inc. 2003 (13th edition).

Orin Starn, *Ishi's Brain: In Search of America's Last "Wild" Indian*, W.W. Norton & Co., 2004.

**Course requirements, the honor code, and class etiquette:**

**Attendance and active participation** in discussions and group work is required. Written assignments must be completed on time. You must take notes of class discussions and your assigned readings. You must bring your texts books and/or assigned readings to class. Coming to class unprepared - that is without having completed the assigned readings and/or journal assignments and without your text and notebook will be an indication of poor participation in the class.

**Honor code:** Plagiarism, cheating or helping others cheat, using old exams or other students' notes are in violation of the university's policies on academic integrity. Students are expected to know and follow the student honor code. If a student is caught cheating in any way, he/she will fail the course and be sent to Student Affairs for possible further action. To review the university policy further see: <http://www.scu.edu/studentlife/resources/academicintegrity/index.cfm>.

**Cell phones, texting, computer use, and other disruptions:**

In order to maintain an engaging and respectful learning environment, students must have all phones off before class starts. There is absolutely no texting. If you have a computer in class it must be for class notes only, turn your wireless/AirPorts off during class. Late arrivals and early departures are disruptive and disrespectful, and you will be marked late or absent, and points will be deducted from your participation grade.

**Assessments and grading:**

The following are assessments and criteria for grading:

- 1. Attendance and participation (20%)** – Besides attendance, participation includes having an updated journal and demonstrating that you have carefully read the assigned texts and are able to discuss them in class. Chatting, texting, working on assignments not part of this course, will all be viewed by me as lack of participation. More than 2 unexcused absences can lower your grade by one full letter. Also, coming late (more than 5 minutes) to class will result in a **tardy** mark. Two **tardy** marks will count as one

unexcused absence. **An excused absence requires a letter from your doctor or email from your advisor explaining the reason for your absence.**

2. **Midterm exam (25%)** - The midterm will cover all of the lectures, readings, and/or films reviewed prior to the midterm. The format of the midterm exam will be true/false, short answer, and/or essay questions. Graded exams must be returned to me after you've reviewed your grade.
3. **Journal (25%)** - The journal is a compilation of short assignments listed on the syllabus and your notes about your Arrupe visits. The point of the journal is to allow you to use concepts and methods discussed in class to experience how anthropologists collect data. In particular in the journal you will be able to document your observations about the social and cultural characteristics of the Arrupe placement site. The journal will be checked periodically and must be turned in again for final grading at the end of the quarter. The entries should be clearly written and organized. You must use complete sentences, present your ideas in a logical manner with transitions and sub-headings if needed, check your grammar and spelling, and use quotations and citation when appropriate. Journal entries should be 1-2 pages long. **Journals entries must have a title and they must be typed, dated, printed, and kept in a folder. I will not accept hand-written journal assignments.**
4. **Final exam (30%)** - For the final exam you will be responsible for all the materials covered in the course. This includes lectures, readings and films. The exam will be short answer, true/false, and essay questions.

**Grade Scale:**

**A = 95-100, A- = 94-90, B+ = 89-87, B = 86-83, B- = 82-80, C+ = 79-77, C = 76-73, C- = 72-70, D+ = 69-67, D = 67-64, D- = 63-60, F = 59 and lower.**

**CLAS SCHEDULE:****Week 1: What is Anthropology?**

Sept. 20 Review syllabus, class roster, and course requirements.

Discuss Journal assignments. Complete short assessment survey.

Arrupe assignments overview by Rosa Guerra-Sarabia.

**Journal assignment #1 due Thursday.**

Sept. 22 Ferraro, Chapter 1, “What is Anthropology?”

Spradley & McCurdy #2 and #4.: What do Anthropologists do?

How will learning about cultural anthropology help you understand your Arrupe placements and also to fulfill the goals of the ELSJ requirement?

**Journal Assignment #1:** Visit the lobby of the Arts & Sciences Bldg. on campus. Write about the photographs on the lobby wall. What do the photographs ‘say’ about the community and culture of Santa Clara University? Can you relate the lobby images to the idea of “multiculturalism?” What does multiculturalism mean to you? How does multiculturalism relate to the field of Cultural Anthropology?

**Week 2: What is culture? How do anthropologists study it?**

Sept. 27 Ferraro Chapter 2, “The Concept of Culture”

Spradley & McCurdy #1 “Ethnography and Culture”

**Journal Assignment #2: Arrupe placement.** Describe your Arrupe placement, and what you have learned from the orientation about the program and goals.

**IN CLASS: Arrupe Placement Flyer:** Create a flyer that represents your Arrupe placement program. It should convey the goals of the program, those whom it serves, any umbrella organizations or institutions that support it or that it is affiliated to. Also include the name, address, symbols used by the organization.

Sept. 29

Ferraro Chapter 4, "The Growth of Anthropological Theory"

What are the major theories of social and cultural organization in anthropology? Why did these theories change over time? Why do they use the imagery of a ladder to illustrate how they thought cultural evolution occurred?

**IN CLASS Evolutionary Ladder Diagram/Timeline -**

19<sup>th</sup> century evolutionists used the image of a ladder to describe the history of human cultures and the different stages of that history. Draw the ladder of evolution that many 19<sup>th</sup> Social Evolutionists wrote about. Draw pictures of cultural items that would be associated with different stages of evolution.

**Week 3: Kinship, descent, family, and marriage.**

Oct. 4

Ferraro, Chapter 10, "Kinship and Descent" (skip the section called "Different Systems of Classification," pages 245-247)

**View: "The Family Table" (Kinship in pre-reform China, rural versus urban life)**

Spradley & McCurdy, #20 & #21: Two cases of descent in China and Tibet.

**View: "Working sister" (Work, kinship and gender roles in post-reform China).**

**Journal Assignment #3: Life History & Genealogy.** Interview your parent, guardian or other relative about your family and create a kinship diagram of your family. Use the symbols on page 240 in the Ferraro text to help you. What is the descent system in your family? Does your diagram reflect how you define what family or kinship is? Have you left anything out? Why?

Oct. 6

**Gender...**

Ferraro, Chapter 11, "Sex and Gender"

Spradley & McCurdy, #22 "Heading Home: Women, Work, and Identity in America & #24 "Symbolizing Roles: Behind the Veil",

**View: "Modern Family"**

**Journal Assignment #4: Arrupe placement entry:** How are the interactions you observe during your placement visits shaped by gender, race, and/or class? You can include yourself in the discussion.

Part II: Create a collage of images (from magazines, printed from websites) that represent gender roles, sexual differences, and/or sexuality. What do the images say about gender, sex, sexuality? Describe the cultural or historical context of the images

Week 4:

Oct. 11

**Class and Race**

Ferraro, Chapter 12, "Social Stratification"

Spradley & McCurdy, #23 "Poverty at Work: Office Employment and the Crack Alternative"

**View: "The Office"**

*Oct. 12 Department Seminar: David Cohen, 5pm*

Oct. 13

Spradley & McCurdy, #25, "Mixed Blood"

**Journal Assignment #5:** Study the website, "**Race, Are We So Different?**" Link to the website from the American Anthropological Association website: [www.aaanet.org](http://www.aaanet.org).

How has our understanding of race changed over the last 200 years?

Reminder: Last day to withdraw from classes without a W

Week 5:

Oct. 18

**\*\*MIDTERM EXAM\*\***

Oct. 20

**An Ethnography: *Ishi's Brain***

Starn, *Ishi's Brain...*, Prologue – Chapter 6.

Describe the world Ishi was born into and what happened to Native California and its peoples.

**View: Ishi in Two Worlds**

Week 6:

**Culture Change and Survival**

Oct. 25

Starn, *Ishi's Brain...*, Chapters 7-11.

What questions did anthropologists of the 19<sup>th</sup> century ask about human beings? How has anthropology changed since the 19<sup>th</sup> century? Identify and define 3 anthropological concepts from this section of the reading.

Starn, *Ishi's Brain...*, Chapters 12-16. Describe life in Native American communities today. What kinds of issues are they concerned with? How has the relationship of anthropology to Native Americans changed since Ishi's time?

Oct. 27 Starn, *Ishi's Brain...*, Chapters 17-Epilogue;  
What kinds of methods does Starn use in his research for this ethnography? In what ways is this ethnography an example of postmodernism?

**View: "Going Home: A Grandmother's Story" and "On and Off the Reservation"**

**Week 7: Research Methods in Anthropology**

Nov. 1 Ferraro, Chapter 5, "Methods in Cultural Anthropology"

**Journal Assignment #6: Arrupe placement:** What are you learning about the social structure of your Arrupe placement site? Describe the different groups of people that make up the site including staff, volunteers, visitors, and individuals and communities being served by your site.

**IN CLASS:** Mapping exercise. Draw an ethnographic map of your placement site. This should reflect what you have seen so far: For example try to show the spaces where you will work and which spaces are for staff, clients, visitors, etc. You can use a key to label these spaces. Also in the key include the placement name, site address, the name of your supervisor.

Nov. 3 Spradley & McCurdy, # 5, "Nice Girl Don't Talk to Rastas"

**Journal Assignment #7: Arrupe placement:** Describe how people have responded to your presence at your placement? Have you had experiences that were awkward or disruptive? If so describe the experience and try to analyze what made it awkward in terms of social expectations and roles or miscommunication. Have you learned anything about yourself – your values, likes or dislikes – through your participation in the Arrupe program.

**Week 8: Supernatural Beliefs/Antropology of Religion**

Nov. 8 Ferraro, Chapter 14, "Supernatural Beliefs"  
Spradley & McCurdy, # 28, "Baseball Magic" & #29, "Run for the Wall"

**Journal #8: Arrupe Placement:** Have you seen or had conversations about religious beliefs? Have you found people engaging in rituals or using fetishes?

**View: “Satya: A prayer for the enemy”**

Nov. 10

**Language, Communication and Culture**

Spradley & McCurdy, pp. 52-55,” #7 “Conversation Style: Talking on the Job” & #9 “Anthropologists Investigate Communication Technology”

**Journal Assignment #9: Arrupe placement:** Have you been able to observe different styles of communication during your visits? Have you been misunderstood because of a language or dialect or style barrier? Can you describe how differences in communication styles shape how people relate to each other?

**View: “American Tongues”**

Week 9:        **Globalization, Diffusion, and Culture Change**

Nov. 15

Ferraro Chapter 7: “Making a Living” Human Adaptation  
Spradley & McCurdy, “Ecology & Subsistence,” pp.83-87;  
#10, “The Hunters: Scarce Resources in the Kalahari.”

*Nov. 16        Department Seminar: Mary Voigt, 5pm*

Nov. 17

Ferraro Chapter 16, “The Modern World System, Globalization, and Global Challenges”  
Ferraro Chapter 4, Postmodernism

**View: “Outsourced,” “T-shirt Travels,”**

Nov. 22 & 24

NO CLASS. HAPPY THANKSGIVING!

Week 10:

Dec. 1

Spradley & McCurdy, #36 “Japanese Hip-Hop...” & #37 “Kayapo Resistance”

**View: The Kayapo**

Dec. 3

Spradley and McCurdy, #40 “Career Advice for Anthropology Undergraduates”

Review and wrap-up

**Journals Due**

Dec 5-9

**Final exam: TBA**

