Introduction to Cultural Anthropology
with Service Learning

ANTH 3, Section 40282
Spring 2011, PB 8
M/W 2:30-3:50 pm
Email: dklein@gavilan.edu
Phone: 848-4834

Professor: Debbie Klein
Office: LS 113
Office Hours: M/W 11:40am-12:40pm & by appointment

Websites:
hhh.gavilan.edu/dklein (Dr. Klein’s website)
http://hhh.gavilan.edu/dklein/AnthropologyServiceLearning.htm
http://www.gavilan.edu/disted/ (to access ilearn site)

Course Description

What is cultural anthropology? How does anthropology prepare us to live in a multi-cultural world in which people have unequal access to power and resources? How does anthropology offer new lenses through which to understand and interpret “other” cultures? How does anthropology relate to our pasts, everyday lives, and agendas for social change?

This course introduces us to the field of cultural anthropology through ethnographies (books about cultures based on fieldwork) that explore border crossings of many kinds: undocumented immigrants living in California; modern plagues indiscriminately spreading across all national borders; Nigerian artists playing the global market for African art and culture; and African immigrants moving to New York for US dollars. By border crossing, anthropologists mean the merging of two or more cultures, resulting in struggles for control over resources as well as exciting new cultural forms. Key themes of this course include: power and culture; the ideas of progress, neoliberalism and the
nation-state; immigration and identity; race and gender; inequality and structural violence; transnational collaborations; globalization; and transformation.

By getting a chance to participate in a community-based service learning project throughout the semester, you will become familiar with a community organization of your choosing. Over the course of the semester, you will spend 20-30 hours working within your community organization. As you go, you will critically reflect upon your community service experience through class discussions and writings. You will write two ethnographic papers based on your service learning experience. Throughout your service learning project, you will practice and apply your anthropological skills—research methods; descriptive and reflexive writing; and cultural interpretation and analysis.

**Course Learning Outcomes**

- Describe and analyze issues of power and inequality in a range of non-western and western cultures in Africa, the Caribbean, and the United States.
- Demonstrate intercultural communication skills.
- Comprehend own social and cultural group identities and the relative privilege or marginalization of each.
- Identify and demonstrate the importance and limitations of a culturally relativistic outlook in today’s world.
- Examine the relevance of comparative cultural studies in the search for a better understanding of the United States and other countries.
- Demonstrate the utility of a holistic approach to cultures.
- Analyze and explain cultural practices as they are embedded within systems of race, class, and gender.
- Demonstrate knowledge of the demographics, socio-cultural dynamics and assets of a specific local community.
- Examine and analyze a community issue in the context of structural inequalities.
- Enter, participate in, and exit a community with respect and integrity.
- Demonstrate reciprocity and responsiveness in service work with community.
- Each of the above outcomes will be measured by: response papers, quizzes, exams, discussion participation, and a semester-long Service Learning project.

**Course Requirements**

| Class Participation & Reflection Entries | 20% |
| Quizzes & Response Papers               | 20% |
| Midterm                                  | 25% |
| Final Exam                               | 15% |
| Final Research Paper & Presentation      | 20% |

**Class Participation & Reflection Entries (20%)**

Attendance at all class meetings is **required**. If you miss 4 classes, you will be dropped from the course. The college policy on attendance is that students missing one more class hour than the unit value for that particular course may be dropped without possibility of credit. Do not be late: lateness is disrespectful to the instructor and your classmates.
You are expected to read the assignments before each class and come prepared to participate in class discussions and exercises. Be prepared to read between 40 to 100 pages a week. Please read critically and take notes, making sure you understand the authors’ main points. Also, I encourage you to keep a personal reading journal in which you write down your reflections and questions for class discussion.

You will write and post to ilearn a 200 word (minimum) reflection entry after each Service Learning shift due before 9pm on Sundays. You will write a total of 8 reflection entries for credit.

**Quizzes & Response Papers (20% total)**
Several quizzes based on course readings and lectures will be given throughout the semester. Response papers based on specific readings or films will be assigned in advance.

A response paper is 1-2 pages, typed and double-spaced. While it is a relatively open format, your response paper should deal with one or a few of the main points made by the author or film. I am interested in your critical thinking here: tell me what you think about the piece. While some summary is fine, I do not want a summary paper. For example, you might consider these questions before you write: Given what the author or film was trying to convey, do you agree or disagree? Why or why not? Do you have lingering questions about the material presented? Did you appreciate the piece? Why or why not?

**Midterm (25%)**
The Midterm consists of a take-home essay and a fieldwork paper. Based on assigned readings, topics covered in class and videos, the essay will require synthetic and critical thinking. The fieldwork paper will give you the opportunity to begin the process of formally writing up your fieldwork experience, using ethnographic writing techniques of thick description and analysis.

**Final Exam (15%)**
The final will be a take-home essay exam. Based on assigned readings, topics covered in class and videos, questions will require synthetic and critical thinking.

**Final Research Paper and Presentation (20%)**
Your 6-8 page final paper (typed and double-spaced) is due on the last day of class. It will be based on the original ethnographic research that you conducted throughout the course. In this paper, you will integrate description and an anthropological analysis of your topic. Please choose from the topics listed at the end of the syllabus. In the last weeks of class, you present your research findings in a creative presentation.

**Final Grades**
YOU MUST COMPLETE ALL OF THE ABOVE REQUIREMENTS IN ORDER TO PASS THE COURSE. Your grade in the course will be based on: class participation & reflection entries (20%); quizzes & response papers (20%); midterm (25%); final (15%); and final research paper and presentation (20%).
90%-100% = A; 80%-90% = B; 70%-80% = C; 60%-70% = D; below 60% = F
**Important Notes**

Students requiring special services or arrangements because of hearing, visual, or other disabilities should contact their instructor, counselor, or the Disability Resource Center (DRC) at 848-4865.

You are expected to exercise academic honesty and integrity. Violations such as cheating and plagiarism will result in disciplinary action that may include recommendation for dismissal.

**Classroom Etiquette**

I aim to create and facilitate a productive, comfortable and exciting learning environment for each student. In order to do this, I need your cooperation and willingness to take this learning environment seriously. Here are some of my requirements:

- Walk into the classroom each day with an open mind.
- Before entering the classroom, please turn off your cell phone. At the very least, turn it to vibrate mode so that it does not disturb the class.
- No leaving early unless you have cleared it with me.
- Be 100% present in body and mind.

**Required Texts**

Texts are available at: the Gavilan bookstore, various textbook selling websites and the Gavilan library on reserve. Also, you can buy Robbins as an etextbook at coursesmart.com. You are required to read and keep track of all articles and chapters posted to ilearn and distributed in class. You are required to view all videos; all videos are on reserve at the library, and many can be found on youtube.


Recommended (chapters are available on ilearn):


**Course Organization**

**Weekly Topics and Assignments**

**Week 1**

CULTURE AND POWER

W Feb 2  
Review Syllabus and Course Expectations  
Videos: *Fieldwork in Nigeria 2010* & *Service Learning at Gavilan College*

**Week 2**

CULTURE, MEANING & SERVICE LEARNING

M Feb 7  
Discussion: What is Service Learning?  
Reading Due: Singer, “What Should a Billionaire Give—and What Should You?”  
Writing Due: Personal History & Service Learning Narrative
W Feb 9  Lecture: Culture and Power
        Reading Due: Miner, “Body Ritual Among the Nacirema” (pdf)

Week 3

M Feb 14  Lecture: Culture Concept
        Reading Due: Robbins, Ch.1 (first half)

W Feb 16  Reading Due: Robbins, Ch.1 (last half)
        Quiz: Chapter 1
        Due: Signed Community Service Learning Agreement

Week 4

THE MEANING OF “PROGRESS”

M Feb 21  President’s Day holiday!

W Feb 23  Film: Babakiueria
        Reading Due: Robbins, Ch.2 (excerpts)

Week 5

GLOBALIZATION, NEOLIBERALISM & THE NATION-STATE

M Feb 28  Lecture: Colonialism
        Reading Due: Robbins, Ch.3 (excerpts)

W Mar 2  Film: White Shamans and Plastic Medicine Men
        Writing Due: Field Project Proposal

Week 6

IMMIGRATION AND IDENTITY

M Mar 7  Lecture: Migration Overview
        Reading Due: Chavez, Preface, Ch. 1 (pdf)

W Mar 9  Reading Due: Chavez, Ch. 2 (pdf)
        Film: In the Shadow of the Law

Week 7

RACE, CLASS & GENDER

M Mar 14  Reading Due: Chavez, Chs. 5 & 6 (pdf)
        Film: Uneasy Neighbors
        Hand out Take-home midterm

W Mar 16  Reading Due: “Top 10 Immigration Myths and Facts” (pdf)
Week 8
M Mar 21  Writing Due: Take-home midterm  
Film: *Ishi the Last Yahi*

W Mar 23  Reading Due: “White,” excerpt from *White Lies: Race and the Myths of Whiteness* by Maurice Berger (pdf)  
Film: *The House We Live In* (part three of series, *Race: The Power of an Illusion*)

Week 9  
THE CULTURAL CONSTRUCTION OF IDENTITY

M Mar 28  Reading Due: Robbins, Ch.6 (excerpts)

W Mar 30  Reading Due: Farmer, Preface

Week 10  
Spring Break!

Week 11  
INEQUALITY AND STRUCTURAL VIOLENCE

M April 11  Film excerpts: *Haiti: Harvest of Hope*  
Reading Due: Farmer, Ch. 1

W April 13  Reading Due: Farmer, Ch. 3

Week 12  
WHY DO SOCIAL, POLITICAL, AND ECONOMIC INEQUALITIES CHARACTERIZE MOST SOCIETIES?

M April 18  Lecture: Theories of Global Interconnection  
Reading Due: Farmer, Ch. 4, Ch. 8

W April 20  Lecture: Marxist Thinking  
Reading Due: Robbins, Ch.7 (excerpts)

Week 13  
TRANSNATIONAL INTERCONNECTIONS: AFRICA & THE US

M April 25  Lecture: Africa & Niger

W April 27  Reading Due: Stoller (first half)

Week 14  
GLOBALIZATION

M May 2  Lecture: Globalization & Africa
W May 4  
Reading Due: Stoller (last half)

**Week 15**  
**HOW DO SOCIETIES JUSTIFY VIOLENCE?**

M May 9  
Reading Due: Robbins, Ch.8 (first half)

W May 11  
Concluding thoughts  
Reading Due: Robbins, Ch.8 (last half)

**Week 16**  
**YOUR RESEARCH**

M May 16  
Your research presentations!

W May 18  
Your research presentations!  
Writing Due: Final Research Paper

**Week 17**  
**FINALS**

**MON May 23**  
**FINAL EXAM: 1-3pm**

Additional Note  
This syllabus may be revised as the course goes on. Students are responsible for noting such changes and for keeping track of events and readings in the current syllabus.

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**Service Learning Placements for Spring 2011**

<table>
<thead>
<tr>
<th>Community Partner</th>
<th>Contact People</th>
<th>Place</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adaptive Center</strong></td>
<td><strong>Dave Ellis</strong>, 408-848-4878</td>
<td>Gavilan</td>
<td>4 students</td>
</tr>
<tr>
<td>Adaptive Program</td>
<td>Tracy Kester, 408-612-6307</td>
<td>Gilroy</td>
<td></td>
</tr>
<tr>
<td><strong>Community Food Bank of San Benito</strong></td>
<td><strong>Mary Anne Hughes</strong>, 831-637-0340</td>
<td>Hollister</td>
<td>group orientation</td>
</tr>
<tr>
<td><strong>Learning and Loving Center</strong></td>
<td><strong>Sister Pat Davies</strong>, 408-776-1196</td>
<td>Morgan Hill</td>
<td>3 women students</td>
</tr>
<tr>
<td><strong>National Farm Workers Center</strong></td>
<td><strong>Thomas Guzowski</strong>, 408-847-9162</td>
<td>Gilroy</td>
<td></td>
</tr>
<tr>
<td><strong>Si, Se Puede Learning Center</strong></td>
<td><strong>Charles Miller</strong>, 831-637-9097</td>
<td>Hollister</td>
<td></td>
</tr>
<tr>
<td><strong>St. Joseph's Family Center</strong></td>
<td><strong>Lili Armenta</strong>, 408-842-6662 ext. 27</td>
<td>Gilroy</td>
<td></td>
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Service Learning & Fieldwork Assignments

I. Personal History & Service Learning Narrative

Please answer the following questions (2-3 pages, typed, double-spaced):

• What is your family’s history? You may want to describe: your ancestors’ cultural origins, immigration, geography, occupations, religions, medical history, socio-economic class, etc. Consider talking with family members to fill in any gaps in your knowledge.
• How would describe yourself? Which parts of your sense of self come from your family and which have you chosen?
• Which service learning placement interests you and why? In order to respond to this question, go to our course website: http://hhh.gavilan.edu/dklein/AnthropologyServiceLearning.htm & click on the websites of the organizations to see which ones interest you. Choose an organization, contact them, make an appointment, and complete an interview. Plan to start your placement by week 3.

II. Fieldwork Description Paper (due as part of take-home midterm)

Directions: Choose a topic related to your Service Learning placement to research throughout the semester. You will write two papers about your topic. The first is your fieldwork “description” paper, comprising part of your midterm. This paper will be based on your first two hours (round 1) of fieldwork. Your final paper is a “description and analysis” paper and builds on your first paper. This final paper is based on your second two hours of research (round 2) and builds on round 1 of your research. The final paper is due on the last day of class. Your first paper is mainly descriptive, while your final paper is a thesis-driven, analytical paper. Both papers will be evaluated on the quality of your original research.

III. Fieldwork Description & Analysis Paper (final paper due last day of class)

This paper builds on your midterm fieldwork research and paper. Conduct one or two follow-up interviews with the same or different people. In addition to reflexive and descriptive writing, you will create and support a thesis for this paper. By the end of the semester, you will be able to contextualize your service learning organization within broader cultural, political and economic histories. Through data interpretation and social contextualization, you will produce an ethnographic paper based on your service learning experience.