

San José State University
School of Social Sciences/Anthropology

Anthropology 146: CULTURE AND CONFLICT Section 2 spring 2013

Instructor:	Professor Annapurna Pandey
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Office Hours:	Tues –Thurs: 1PM – 2PM and by appointment
Class Days/Time:	(Tues- Thurs: 10.30AM – 11.45AM)
Classroom:	(Clark Hall 204)
Prerequisites:	Students must have passed the Writing Skills Test (WST) and have taken or be enrolled in a 100W course. NO EXCEPTIONS.
GE/SJSU Studies Category:	CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (Advanced GE, Area V)

Faculty Web Page and MYSJSU Messaging:

<http://www.sjsu.edu/people/annapurna.pandey/courses/>

Course Description

When anthropologists discuss social change, they usually mean change brought about in pre-industrial societies through long-standing interaction with the nation-states of the industrialized world. Often this kind of change has been discussed in terms of “culture contact” and acculturation,” even when the term “catastrophic change” is perhaps more appropriate. More recently anthropologists have realized that in talking about change we must pay attention to the very real issues of dominance, subordination, and dependence that characterize the colonial experience, and the many situations of encounter by two or more cultures. Drawing on a survey of contemporary cultures (with some historic examples to provide comparative material) this course will examine situations of culture and conflict that have arisen in the process of modernization, globalization, and war. We will focus on several case studies from different societies, for example, the pluralistic Indian society, Indigenous people of the Americas and other parts of the world, the Hmong, a tribal agrarian group from Laos who are one of the newest immigrant groups in the United States. Our goal is to develop a theoretical framework for understanding our case studies, and to develop alongside this theoretical framework a proposal for how anthropologists and world citizens can positively affect these issues.

Course Learning Objectives

- An understanding of theoretical frameworks and anthropological perspectives on change, conflict, and development
- A grasp of several key ethnographic case studies of societies experiencing conflict and change
- Ability to write about a particular culture and its experience of change and conflict, including a recommendation for how policy-makers should deal with the problems with which this group is faced
- Reflect critically on the processes of, and theories about, culture and conflict

SJSU Studies Objective CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (Advanced GE, Area V) AREA "V" GE LEARNING OBJECTIVES (GELOs)

Student Learning Objectives

Students should receive an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. Additionally, students should understand how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

To accomplish these objectives, students in this course will

1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. (Class activities, Progressive Term Project-Part 1)
2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and (Class activities, Progressive Term Project-Part 2)
3. Explain how a culture outside the U.S. has changed in response to internal and external pressures. (Progressive Term Project-Part 3)

SJSU Studies Objectives (Advanced GE, Area V)

NOTE: "It is University policy that courses to meet Area R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. This policy has been suspended beginning fall 2012 until further notice and students are permitted to take two or three R, S, or V courses from the same department. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education."

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To accomplish these objectives, students in this course will

1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one

- culture outside the U.S. (Class activities, Progressive Term Project-Part 1)
2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and (Class activities, Progressive Term Project-Parts 2, 3)
 3. Explain how a culture outside the U.S. has changed in response to internal and external Pressures (Progressive Term Project-Parts 2,3).

Required Texts/Readings

Brenneman, Robert L. 2007. *As Strong as the Mountains: A Kurdish Cultural Journey*
Waveland Press

Lee Barnes, Virginia and Janice Boddy, 1994. *Aman: The Story of a Somali Girl*.
Vintage.

Fadiman, Anne, 1997, *The Spirit Catches you and you Fall Down*. Farrar, Straus and
Giroux, New York.

Culture and Conflict Course Reader – available at San Jose Copy, 109 E Santa Clara St.
San Jose, CA 95113 (408) 297-6698

Library Liaison: Bernice Redfern is a wonderful resource for your research project. Please make an appointment to speak to her in her office at the MLK library on the 4th floor. Her phone is [408-808-2038](tel:408-808-2038) and email is (Bernice.Redfern@sjsu.edu).

Classroom Protocol

General Policies

Format of papers: Papers should be typed, double-spaced, and pages numbered. Please staple together pages, (put your name and section number on a cover sheet). Please write clearly and correctly and seek help from the writing center if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.

- **Plagiarism:** Plagiarism occurs when you use the words of another author – a phrase, sentence, or paragraph -- without giving credit to that author with quotation marks and a citation. This practice misrepresents your writing. SJSU policy forbids plagiarism. It will be punished. If found plagiarizing, you WILL receive a zero for your assignment and I WILL report you. Please read the statement on Academic Integrity and consult me if you have questions on this issue.
- **Late papers:** Papers are due in class on the due date. No late paper will be accepted without prior notice. A late paper will be accepted only with prior permission from me. Still a minimum 2 points will be subtracted for each day the paper is late. The last section of your research project would not be accepted after the due date.
- **Exams:** All exams will consist of short answer, matching, and true/false questions. Questions will cover class lectures, readings, and films. I will provide a study guide for each exam.
- **Disability Accommodations** If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.
- **Classroom Etiquette:** Please be respectful, to your instructor and your classmates. If you come late to class or leave early, please enter and exit quietly, without letting the door slam. Cell phones must be turned off and put away. Please, no text messaging in class. Computers may be used only for note taking, not surfing the Web or e-mail.

- **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester's [catalog policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html> for any add/drop deadlines, policies, and procedures section and specific registration information. [Late drop policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Midterms (2 @ 50 points)	100 points	A- to A+ = 315-350 points
3-part sequential project (3@ 50)	150 points	B- to B+ = 280-314 points
Final exam	50 points	C- to C+ = 245-279 points
Class Participation	<u>50 points</u>	D- to D+ = 210-244 points

Total 350 points F = below 210 points

[Participation points based on class discussion, presentations and participation in peer review editing, and possible in-class writing responses.]

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections and it is located in SSC 600 (the 10th Street Garage

on the corner of 10th and San Fernando St.), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B.

Peer Connections is the new campus-wide resource for mentoring and tutoring students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Anthro 146 / Culture and Conflict, Spring 2013, Tues- Thurs 10.30AM – 11.45AM

Tentative Course Schedule: *the schedule is subject to change with fair notice in class*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 24 th	Course Introduction A lecture on Culture, Conflict and their correlation in studying the indigenous people in different parts of the world
2	Jan 29 th Jan 31 st	1) <u>Concepts, Issues, & Theoretical Frameworks</u> Anthropology and Indigenous Peoples Read: Spradley and McCurdy; Lee (Website) Video: <i>The Shock of the Other</i> (60 min.) Read: Maybury-Lewis, p. 1-31 (Website)
3	Feb 5 th Feb 7 th	Colonialism & Development Video: <i>Contact: the Yanomami</i> (30 min.) Read: Maybury-Lewis, pp. 31-46 (Reader) Read: Brenneman, Introduction and Chapter 1 Constructing the State: Ethnic groups in comparative perspective Read: Maybury-Lewis, Chapter 2, pp. 47-79 (Reader) Read: Brenneman, Chapters 2 -3
4	Feb 12 th Feb 14 th	Land appropriation, genocide, ethnic cleansing Video: <i>Delta Force</i> (30 min) Read: Brenneman, Chapters 4-5 Indigenous peoples: Strategies of Survival I Read: <i>Cultural Survival articles</i> (Reader) Indigenous peoples: Strategies of Survival I Video: <i>The Tighrope of Power</i> Due: Due: Proposal and Bibliography for Progressive Term Paper
5	Feb 19 th Feb 21 st	Discussion: Issues of Indigenous Peoples and Nation States Midterm Review – see Concepts & Frameworks to be discussed in class Read: Brenneman, Chapters 6-7 Unseen Tears, a documentary http://www.youtube.com/watch?v=HwtSfJvSIic Midterm Review – see Concepts & Frameworks to be discussed in class

Week	Date	Topics, Readings, Assignments, Deadlines
6	Feb 26 th Feb 28 th	MIDTERM #1 <u>2) Issues of Settlement & Development: Australian Aborigines</u> Cultural Ecology of the Aborigines: food collecting Read: Chapter 1, <i>The Mardu Aborigines</i> (Reader)
7	March 5 th March 7 th	Video: <i>Yolngu Boy</i> Read: W.E.H. Stanner “The Dreaming” (Reader) Concepts of the Land: The Dreamtime Read: Chapter 2, <i>The Mardu Aborigines</i> (Reader) <i>Yolngu Boy, (cont.)</i> Aboriginal/settler relations, the state Read: Chapter 7, <i>The Mardu Aborigines</i> (Reader) Section 1 of project DUE
8	March 12 th March 14 th	Movie: <i>Rabbit Proof Fence</i> Movie: <i>Rabbit Proof Fence (cont)</i> Discussion of video Webwork: BBC Stories on Aborigines (“Summit Discusses Aboriginal Abuse” and other stories linked to this one, http://news.bbc.co.uk/2/hi/asia-pacific/5115964.stm)
9	March 19 th March 21 st	<u>3) Somalia, the War, and One Woman’s Life: Aman’s Story</u> Cultural ecology of Somalis: Pastoralism Read: <i>Aman</i> , Afterword, pp. 289-308 Challenges facing Pastoral Women Video: <i>Maasai Women</i> (52 min.) Read: <i>Aman</i> , Chapters 1-6
10	March 26 th March 28 th	March 25 - 29 No Class (Spring Break)
11	April 2 nd April 4 th	Video: <i>Somalia: Good Intention, Deadly Results</i> Read: <i>Aman</i> , Chapters 7-15 Section 2 of project DUE Finish reading <i>Aman</i> , chapters 16 – 27

Week	Date	Topics, Readings, Assignments, Deadlines
12	April 9 th April 11 th	A “Failed State” Webwork: explore BBC website: <i>Somalia: Emerging from Ruins?</i> http://news.bbc.co.uk/1/hi/in_depth/africa/2004/somalia/default.stm Somalis in Diaspora Video: <i>Talk Mogadishu</i> Read: “New in Town: The Somalis of Lewiston” (Reader) http://www.youtube.com/watch?v=Fyv2JLJezAU (Somali Women in Lewiston on you tube)
13	April 16 th April 18 th	MIDTERM #2 <u>4) A Culture in Conflict Finds a New Home: Hmong Refugees in Wisconsin</u> Cultural ecology of the Hmong/Mien: Agrarian societies Read: <i>Spirit Catches You</i> , Chapters 1-4
14	April 23 rd April 25 th	War and the trauma of migration Read: <i>Spirit Catches You</i> , Chapters 5-8 Video: <i>Bombies</i> (57 min) Read: <i>Spirit Catches You</i> , Chapters 9-12 Discuss the video in class
15	April 30 th May 2 nd	Read: <i>Spirit Catches You</i> , Chapters 13-15 Video: <i>The Split Horn</i> (57 min) Read: Finish the book <i>Spirit Catches You</i>
16	May 7 th May 9 th	Hmong/Mien refugees in the U.S. Video: <i>Death of a Shaman</i> (57 min) Read: “How Not to Resettle Refugees” (news article in Reader) The nature of globalization and its impact on the indigenous people: a cross- cultural perspective Read: Hmong in USA (Reader) Review for the final exam and wrapping up the course Section 3 of paper DUE

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	May 21 st	9.45AM – 12.00 Noon