

**San José State University**  
**College of Social Sciences**  
**ANTH 146, Cultural & Conflict, Sec. 01, Spring 2015**

<b>Instructor:</b>	Dr. Guadalupe Salazar
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<b>Office Hours:</b>	Monday / Wednesday 7:00 am – 8:15 am
<b>Class Days/Time:</b>	Monday / Wednesday 10:30 am – 11:45 am
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	Writing Skills Test and 100 W. <b>NO EXCEPTIONS.</b>
<b>GE/SJSU Studies Category:</b>	Area V

### **Faculty Web Page**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/guadalupe.salazar>.

### **Course Description**

Anthropologists have long studied social change brought about in pre-industrial or small-scale societies through ongoing interactions with the nation states of the industrialized world. Often this kind of change has been conceptualized as “culture contact” or “acculturation,” even when the term “catastrophic change” is perhaps more appropriate. Anthropologists now recognize that in order to understand change, we must pay attention to the very real issues of dominance, subordination, and dependence that characterize colonial experiences, and the many situations of encounter by two or more cultures.

Drawing on a survey of contemporary cultures (with some historic examples for a comparative perspective), this 3-unit lecture course will examine situations of culture and conflict that have arisen in the process of modernization and development, globalization, and war. The three case studies we will study in depth come from very traditional societies: 1) Aborigines, foragers and the indigenous peoples of Australia, 2) Somalis, pastoralists in Africa, and 3) the Hmong, swidden agriculturalists from Laos who now live in diasporic communities throughout the United States. Our goal is to develop a theoretical framework for understanding these case studies and the issues they raise, and analyze how anthropologists and world citizens can positively affect the issues affecting small-scale societies.

### **Course Learning Objectives**

Students who successfully complete this course will be able to:

1. Understand theoretical frameworks and anthropological perspectives on change, conflict, and development;

2. Grasp of several key ethnographic case studies of societies experiencing conflict and change;
3. 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;
4. Reflect critically on the processes of, and theories about, culture and conflict.

### **SJSU Studies: Culture, Civilization & Global Understanding Area V**

For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units.

### **SJSU Studies: Learning Objectives (Area V)**

Students who successfully complete this course will be able to:

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.;
2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture;
3. Explain how a culture outside the U.S. has changed in response to internal and external pressures.

### **Required Texts / Readings**

#### **Textbooks**

- 1) Brenneeman, Robert L. (2007). As Strong as the Mountains: A Kurdish Cultural Journey. Waveland Press.
- 2) Lee Barnes, Virginia and Janice Boddy (1994). Aman: The Story of a Somali Girl. Vintage.
- 3) Fadiman, Anne (1997). The Spirit Catches You and You Fall Down. Farrar, Straus and Giroux, New York.
- 4) Culture and Conflict Readings

The books are available at Spartan Bookstore or Amazon.com. The readings are available online on my Faculty Web page.

#### **Course Website**

Course materials such as the syllabus, readings, sequential project guide, and exam study guides will be available on my Faculty Web Page.

#### **Library Liaison (Optional)**

Silke Higgins at the King Library can offer advice about appropriate library resources. To meet with her, please make an appointment via email ([Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu)) or by phone 408-808-2118.

## Classroom Protocol / Student Responsibilities

- Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.
- I have a zero-tolerance policy for cheating and plagiarism; if you cheat or plagiarize you will fail the course! Incidences of cheating or plagiarism will be turned into the academic integrity office. Students are responsible to understanding and adhering to the academic integrity policy.
- If you miss a class, ask your fellow students for copies of their notes. If you need further help, please come to my office hours.

## Student Responsibilities

- Download and refer to **Sequential Project Guide** for detailed guidance. Please write clearly and correctly and seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.
- No electronic submission of work – **do not email me your papers!**
- A 1 page Originality Report from Turnitin.com is **required** with each section of your **Sequential Project**.
- **No late papers will be accepted.** Pay attention to due dates and complete your assignments in a timely manner as I will not be accepting late papers.
- If you know in advance that you will be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing or telephoning me, leaving a message for me in the Anthropology Department office, or by coming by during my office hours.
- **Only** students with a documented excuse will be able to take a make-up exam.
- Students are responsible for understanding policies about adding, dropping, and incompletes.
- Students are responsible for being aware of assignment due dates, midterm dates, and the final exam schedule.
- If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

## Course Assignments and Grading

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

Class participation points will be based on class discussion, participation in peer review editing, and possible in-class writing responses. E-mailing the professor does **NOT** count as participation.

## Departmental Goals

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Learn about the goals of the anthropology department and how it can benefit your education.

**Goals** <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

### Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## University Policies

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Here are some of the basic university policies that students must follow.

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

**Catalog Policies** <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/)

**Late Drop 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>

### 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>

**Student Conduct and Ethical Development website** <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)

**Accessible Education Center** <http://www.sjsu.edu/aec>

## Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

## ANTH 146-01 / Culture and Conflict, Spring 2015

### Course Schedule

Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

Week	Date	Topics, Readings, Assignments, Deadlines
2	Jan. 26	<b>Introduction:</b> Class goals and format, review of syllabus, add/drop process & deadlines
	Jan. 28	<b>1) Concepts and Issues</b> <i>Anthropology and Indigenous Peoples</i> <b>Read:</b> Brenneman, Introduction <b>Read:</b> Spradley, Ethnography and Culture <b>Read:</b> Lee, Eating Christmas in the Kalahari <b>•How to do Anthropology Research</b> – in class tutorial ( <b>DO NOT MISS</b> ). <b>•Download and bring to class Sequential Paper Guide.</b>
3	Feb. 2	<b>Read:</b> Maybury-Lewis, Ch. 1 pp. 1 – 13, 25 – 32 <b>Video:</b> <i>The Shock of the Other</i> (XB1157A; 60 min.)
	Feb. 4	<i>Colonialism and Development</i> <b>Read:</b> Maybury-Lewis, Ch. 3 pp. 81 – 88 <b>Video:</b> <i>Contact the Yanomami</i> (XD1274; 30 min.)
4	Feb. 9	<i>Constructing the State: Ethnic Groups in Comparative Perspective</i> <b>Read:</b> Maybury-Lewis, Ch. 2 <b>Read:</b> Brenneman, Ch. 1 – 3
	Feb. 11	<i>Land appropriation, genocide, and ethnic cleansing</i> <b>Video:</b> <i>Delta Force</i> (XS1318; 53 min.)
5	Feb. 16	<i>Indigenous Peoples: Strategies of Survival I</i> <b>Read:</b> Brenneman, Ch. 4 – 7 <b>Video:</b> <i>The Tightrope of Power</i> (XB1161A; 57 min.)
	Feb. 18	<i>Indigenous peoples: Strategies of Survival II</i> <b>Read:</b> Indigenous Lands or National Parks <b>Read:</b> Conservation Policy and Indigenous Peoples <b>•In-Class Peer Edits</b> <b>•Download and bring to class 2 of copies Section 1 Peer Edit sheets</b>
6	Feb. 23	<b>•MIDTERM 1</b>
	Feb. 25	<b>2) Issues of Settlement &amp; Development: Australian Aborigines</b> <i>Cultural Ecology of the Aborigines: food collecting</i> <b>Read:</b> Tonkinson, <i>The Mardu</i> Ch. 2

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Video:</b> <i>Yolngu Boy</i> (XD1088; 83 min.)
7	Mar. 2	<b>•Section 1 of Project Due</b> <b>Video:</b> <i>Yolngu Boy</i> , (cont.)
	Mar. 4	<i>Concepts of the Land: The Dreamtime</i> <b>Read:</b> Tonkinson, Ch. 1 <b>Read:</b> BBC, Aborigines Dreaming of Land ( <a href="http://news.bbc.co.uk/go/em/fr/-/2/hi/asia-pacific/2309249.stm">http://news.bbc.co.uk/go/em/fr/-/2/hi/asia-pacific/2309249.stm</a> )
8	Mar. 9	<i>Aboriginal/settler relations and the state</i> <b>Read:</b> Tonkinson, Ch 7
	Mar. 11	<b>Video:</b> <i>Rabbit Proof Fence</i> (XD0702; 93 min)
9	Mar. 16	<b>Video:</b> <i>Rabbit Proof Fence</i> (cont.) Discussion
	Mar. 18	<i>Contemporary problems and conflicts</i> <b>Read:</b> Land Rights of Aborigines Set off Australian Battle <b>Read:</b> Australia Says Sorry to Aborigines for Mistreatment <b>Read:</b> Facing a Crisis, Aborigines Stage Interventions of their Own <b>Video:</b> <i>Murrandoo Yanner in Australia</i> (XS2428; 26 min.)
10	Mar. 23 & 27	<b>SPRING BREAK</b>
11	Mar. 30	<b>•In-Class Peer edits</b> <b>•Download and bring to class 2 of copies Section 2 Peer Edit sheets</b>
	Apr. 1	<b>•Section 2 of project DUE</b> <b><u>3) Somalia, the War, and One Woman's Life: Aman's Story</u></b> <i>Cultural ecology of the Somalis: Pastoralism</i> <b>Read:</b> <i>Aman</i> , Afterword, pp.289-308
12	Apr. 6	<i>Challenges facing a pastoral society</i> <b>Read:</b> <i>Aman</i> , Chapters 1 – 7 <b>Video:</b> <i>The Maasai Today</i> (XD0982; 53 min.)
	Apr. 8	<i>Female Circumcision</i> <i>Aman</i> , Chapters 8 – 21 <b>Video:</b> <i>Three Maasai Women Have Their Say</i> (XD0294; 30 min.)
13	Apr. 13	<i>War in Somalia</i> <b>Read:</b> <i>Aman</i> , Chapters 22 – 27 <b>Video:</b> <i>Somalia, Good Intention, Deadly Results</i> (on reserve)
	Apr. 15	<i>A "Failed State"</i> <b>Video:</b> <i>Talk Mogadishu</i> (XD0348; 57 min.)
14	Apr. 20	<i>A Failed State /Somalis in Diaspora / Rebuilding Somalia</i> <b>Read:</b> Somalia's Total Nightmare <b>Read:</b> No Winner Seen in Somalia's Battle with Chaos <b>Read:</b> New in Town: The Somalis of Lewiston
	Apr. 22	<b>MIDTERM 2</b>
15	Apr. 27	<b><u>4) A Culture in Conflict Finds a New Home: Hmong Refugees</u></b> <i>Cultural ecology of the Hmong: Agrarian societies</i> <b>Read:</b> <i>The Spirit Catches You</i> , Chapters 1 – 5

Week	Date	Topics, Readings, Assignments, Deadlines
	Apr. 29	<ul style="list-style-type: none"> <li>•<b>In-Class Peer Edits</b></li> <li>•<b>Download and bring to class 2 of copies Section 3 Peer Edit sheets</b></li> </ul> <i>Hmong - Shifting Identities</i> Read: The Spirit Catches You, Ch. 6 – 9
16	May 4	<b>Video:</b> <i>The Split Horn</i> (XD0916; 58 min.) • <b>Section 3 of Project Due</b>
	May 6	<i>War and trauma of migration</i> <b>Video:</b> <i>Bombies</i> (TBA; 57 min.) <b>Read:</b> The Spirit Catches You, Ch.10 – 15
17	May 11	<i>Hmong refugees in the US</i> <b>Read:</b> How Not to Resettle Refugees <b>Read:</b> Old Allies, Still Hiding in Laos
	May 13	<b>Read:</b> The Spirit Catches You, Ch. 16 – 19
<b>Final Exam</b>	<b>Tuesday May 19</b>	<b>FINAL 9:45 am – 12:00 pm</b> <b>Clark Hall 204</b>