

San José State University

College of Social Sciences

Anthropology 146

Culture and Conflict

Course and Contact Information

Instructor:	Quincy Dalton McCrary
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Office Hours:	WED 3:50-8:45
Class Days/Time:	WED 6:00-8:45
Classroom:	CL 204
Prerequisites:	(Delete this row if not applicable)
GE/SJSU Studies Category:	Advanced GE, Area V

Course Format: Traditional

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 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 Goals (Optional)

- 1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution;*
- 2. Awareness of human diversity and the ways humans have categorized diversity;*
- 3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline;*
- 4. Knowledge of the history of anthropological thought and its place in modern intellectual history;*
- 5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society;*
- 6. Ability to access various forms of anthropological data and literature;*
- 7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues;*
- 8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline;*
- 9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences;*
- 10. Knowledge of political and ethical implications of social research.*

Course Learning Outcomes (CLO)

- 1 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
- 2 Understand theoretical frameworks and anthropological perspectives on change, conflict, and development;
- 3 Grasp of several key ethnographic case studies of societies experiencing conflict and change;
- 4 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;
- 5 Reflect critically on the processes of, and theories about, culture and conflict

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

Textbook

- 1) Brenneman, 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.
- RECOMMENDED: Maybury-Lewis, David. (2001). *Indigenous Peoples, Ethnic Groups, and the State*.

Other Readings

Other reading will be posted on the Anthropology 146 Canvas site.

Library Liaison

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) or by phone 408.808.2038.

Course Requirements and Assignments

This course requires extensive reading and in class discussions. The primary assignment is the sequential paper project. The sequential project will be completed in 3 stages, allowing you time to gather information, reflect on it in light of the other readings we are doing in the class, and then go back to write another piece of your project. You may choose to learn more about a group that comes up in our reading or you may choose a group or topic on your own—either way use this as an opportunity to extend and intensify your own knowledge. Though I welcome you to include your own ethnographic research in the project, for most of you this will be a library research paper. As such your main sources will be academic journal articles and books, especially those written by anthropologists. These materials may be supplemented by non-scholarly sources such as magazines like *Newsweek* or *The New Yorker*, or by Internet sources and films/videos available through the Instructional Resources Center on campus, but in general your paper must draw the majority of its material from academic resources (academic journals and books). More information about this project will be posted on the Anthropology 146 Canvas site.

There will be one midterm and a final cumulative exam. Exams are made up of multiple choice, short answer, and an essay.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.

Final Examination or Evaluation

The final exam will be cumulative and are made up of multiple choice, short answer, and an essay.

[University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

Grading Information (Required)

Midterm (50 points) 50 points

3-part sequential project (3@ 50) 150 points

Final exam 50 points
Class Participation 50 points
Total 300 points

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

Each sequential paper project section is based on a 50-point scale. The following scores are roughly equivalent to these grades: 45-50 = A, 40-44 = B, 35-39 = C, 30-34 = D, below 30 = F. When assigning your scores, the following are the grading/feedback sheets I will use, so you should pay attention to the areas that they cover, and make sure you've addressed them.

The sequential paper will be graded using the following rubric:

Score for Section 1:

- 1) Use of Research / Content of Paper (possible points: 25) _____
 - 2) Connection to subject matter of course (5) _____
 - 3) Use of sources:
 - Appropriate academic sources (10) _____
 - Proper citation/documentation (5) _____
 - 4) Writing: (Clarity and Coherence) (5) _____
- TOTAL _____

Score for Section 2:

- 1) Use of Research / Content of Paper (possible points: 20) _____
 - 2) Connection to subject matter of course—"pairing"
With appropriate course material (10) _____
 - 3) Use of sources:
 - Appropriate academic sources (10) _____
 - Proper citation/documentation (5) _____
 - 4) Writing: (Clarity and Coherence) (5) _____
- TOTAL _____

Score for Section 3:

- 1) Use of Research / Content of Paper (possible points: 15) _____
- 2) Connection to subject matter of course—"pairing"
With appropriate course material (15) _____
- 3) Use of sources:
 - Appropriate academic sources (10) _____

	Proper citation/documentation (5)	_____
4)	Writing: (Clarity and Coherence) (5)	_____
	TOTAL	_____

Determination of Grades

A+ 98>, A 94 97, A 90 93 (percent)

An "A" demonstrates originality, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently gathers and uses data beyond that required in class readings that is self initiated. Papers are fully referenced.

B+ 88 89, B 84 87, B 80 83 (percent)

A "B" may show a good level of competence, but uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps, in argumentation, and demonstrates a good level of writing and knowledge. Writing is still original and does not challenge "fair use." Completes the task and does some extra work guided by the instructor. Referencing is adequate.

C+ 78 79, C 74 77, C 70 73 (percent)

A "C" may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Referencing is spotty. (percent)

D+ 68 69, D 64 67, D 60 63, F < 60 (percent)

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. Writing is at the border of "fair use" of other scholars' work. A failure will only occur if no effort is made to address the question or topic or if plagiarism is detected.

Grading Information for GE Area V

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

Classroom Etiquette: If you come late to class or leave early, please enter and exit quietly. **Cell phones must be turned off and put away – no text messaging in class.** Computers may be used only for note taking – **if I find you surfing the web in class, you will be asked to leave.** Students wishing to use computers should do it at the front of class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) at <http://www.sjsu.edu/gup/syllabusinfo>

ANTH 146 Culture and Conflict Course Schedule

Course Schedule: Students will be informed of changes to the syllabus.

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1/17	Course Introduction 1) Concepts and Issues Anthropology and Indigenous Peoples Video: <i>Contact the Yanomami</i> (30 min) Read: Brenneman, Introduction Spradley, <i>Ethnography and Culture</i> , pp. 7 – 13 Lee, <i>Eating Christmas in the Kalahari</i> , pp. 15 – 22
2	2/8/17	Research – in class tutorial (DO NOT MISS) Download and bring to class Sequential Paper Guide Video: <i>The Shock of the Other</i> (60 min) How to do Anthropology Read: Chapter 1: Maybury-Lewis, pp. 1 – 13, 25 – 32 <i>Colonialism and Development</i>
3	2/15/17	Constructing the State: Ethnic Groups in Comparative Perspective Video: <i>Delta Force</i> (53 min.) Read: Chapter 2: Maybury-Lewis Pei, <i>The Paradox of American Nationalism, Foreign Policy</i> (May/June 2003) Land appropriation, genocide, and ethnic cleansing Read: Brenneman, Chapters 1 – 3
4	2/22/17	Indigenous Peoples: Strategies of Survival I Read: Cultural Survival Quarterly articles Indigenous Lands or National Parks, pp. 14 – 16 Conservation Policy and Indigenous Peoples, pp. 17 – 22 Indigenous peoples: Strategies of Survival II Video: <i>The Tightrope of Power</i> (57 min.) Read: Brenneman, Chapters 4 – 7
5	3/1/17	2) Issues of Settlement & Development: Australian Aborigines Cultural Ecology of the Aborigines: food collecting Video: <i>Rabbit Proof Fence</i> (94 min.) Read: Chapter 1, <i>The Mardu Aborigines</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Section 1 of Project Due
6	3/8/17	<p>Concepts of the Land: The Dreamtime Read: Chapter 2, The Mardu Aborigines, BBC, Aborigines Dreaming of Land (http://news.bbc.co.uk/go/em/fr/-/2/hi/asia-pacific/2309249.stm) Aboriginal/settler relations, the state</p> <p>Video: Murrandoo Yanner in Australia (26 min.)</p> <p>Read: Chapter 7, The Mardu Aborigines</p>
7	3/22/17	MIDTERM
8	3/29/17 NO CLASS SPRING BREAK	<p>3) Somalia, the War, and One Woman's Life: Aman's Story Cultural ecology of the Somalis: Pastoralism</p> <p>Read Aman, Afterword, pp.289-308</p>
9	4/5/17	<p>Challenges facing Pastoral Women</p> <p>Video: Maasai Women (52 min.)</p> <p>Read: Aman, Chapters 1 – 6 War in Somalia Read: Aman, Chapters 8 – 21</p>
10	4/12/17	<p>A "Failed State" Read: Newspaper articles Somalia's Total Nightmare (BBC, 4/28/07) No Winner Seen in Somalia's Battle with Chaos (NYT, 6/1/09)</p> <p>Video: Somalia--A-State-of-Need</p> <p>Read: Aman, Chapters 22 – 27</p> <p>50Section 2 of project DUE</p>
11	4/19/17	<p>Somalis in Diaspora / Rebuilding Somalia</p> <p>Video: Talk Mogadishu (57 min.)</p> <p>Read: New in Town: The Somalis of Lewiston</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/26/17	<p>4) A Culture in Conflict Finds a New Home: Hmong Refugees Cultural ecology of the Hmong: Agrarian societies</p> <p>Video: <i>Becoming American</i></p> <p>Read: <i>The Spirit Catches You</i>, Chapters 1- 15 War and trauma of migration</p>
13	5/3/17	<p>Hmong -Shifting Identities</p> <p>Video: <i>The Split Horn</i> (58 min.)</p> <p>Read: <i>The Spirit Catches You</i>, Chapters 15- END</p>
14	5/10/17	<p>Hmong refugees in the US Read: <i>How Not to Resettle Refugees Old Allies, Still Hiding in Laos</i></p> <p>Video: BOMBIES</p> <p>Discussion of the Vietnam conflict</p> <p>Review</p> <p>Section 3 of project DUE</p> <p>COMPLETE FINAL PAPER DUE ON LAST DAY OF INSTRUCTION</p>
15	5/17/16	STUDY DAY NO CLASSES
Final Exam	5/24/17	CL 204 5:15-7:30