I. 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 accurate. Anthropologists now recognize that in order to understand conflict, we must pay attention to the very real issues dominance, subordination, and dependence that generate change, in the contexts of colonial experience, formation of nation states, “modernization,” and “development.”

Drawing on a survey of contemporary cultures (with some historic examples for comparison), this course will look at dynamics of tradition and conflict through three case studies: 1) the Aborigines, foragers and the indigenous peoples of Australia, 2) the Somalis, pastoralists in Africa and subjects of a “failed state” 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.

Prerequisites

Students must have passed the Writing Skills Test (WST) and have taken or be enrolled in a 100W course. NO EXCEPTIONS.

SJSU Studies Objectives (Advanced GE, Area V)

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

**KNOWLEDGE**
- Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
- Awareness of human diversity and the ways humans have categorized diversity.
- Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
- Knowledge of the history of anthropological thought and its place in modern intellectual history.
- Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

**SKILLS**
- Ability to access various forms of anthropological data and literature.
- Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- 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.
- Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

**PROFESSIONAL VALUES**
- Knowledge of political and ethical implications of social research

**Required Reading**

*Culture and Conflict* Course Reader – available at Maple Press, San Carlos between 10th and 11th

**Course Website**
Many of the course materials -- lecture outlines, video guides, exam study guides, citation and reference guide, extra credit list, and the class grading policy -- are available on my Faculty Web Page (from SJSU Home Page → Quick Links → Faculty Web Pages)
http://stage.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1010

**Course Assignments and Evaluation**
- 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 50 points D- to D+ = 210-244 points
- Total 350 points F = below 210 points

[Participation points based on attendance, class discussion, participations in peer review editing, and possible in-class writing responses.]
**General Policies**

- **Format of papers:** Papers should be typed, double-spaced, and pages numbered. Please staple together pages, and **do not use folders, covers, or a cover sheet** (put your name and section number in the top right hand corner of the first page). 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.

- **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:** Will be accepted with permission. 2 points subtracted for each day the paper is late.

- **Exams:** All exams will consist of multiple choice 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. Cellphones 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.

**Course Schedule**

August 25  
Course Introduction

1) **Concepts, Issues, & Theoretical Frameworks**

August 27  
Anthropology, Cultural Ecology & Indigenous Peoples  
Read: Brenneman, Introduction and Chapter 1

September 1  
**LABOR DAY – No Class**

September 3  
Video: *The Shock of the Other* (60 min.)  
Read: *C & C Course Reader*, Maybury-Lewis, pp. 1-13

September 8, 10  
Colonialism & Development  
Video: *Contact: the Yanomami* (30 min.)  
Read: Brenneman, Chapters 1-3

September 15  
Constructing the State: Ethnic groups in comparative perspective  
Read: *C & C Course Reader*, Maybury-Lewis, pp. 47-79

September 17  
Land appropriation, genocide, ethnic cleansing
Video: *Delta Force* (30 min)
Read:

September 22  Indigenous peoples: Strategies of Survival I
Read: *C & C Course Reader: Cultural Survival* articles

September 24  Indigenous peoples: Strategies of Survival II
Video: *The Tightrope of Power*
Read: Brenneman, Chapters 4-7

September 29  MIDTERM #1

**2) Issues of Settlement & Development: Australian Aborigines**

October 1  Cultural Ecology of the Aborigines: food collecting
Read: Chapter 1, *The Mardu Aborigines* (Reader)

October 6  Video: *Yolngu Boy*

October 8  *Yolngu Boy*, (cont.)
Concepts of the Land: The Dreamtime
Read: Chapter 2, *The Mardu Aborigines* (Reader)
In-Class Peer Edit (bring 2 copies of paper)

October 13  Aboriginal/settler relations, the state and the anthropologists
Read: Chapter 7, *The Mardu Aborigines* (Reader)
Section 1 of project DUE

October 15  Movie: *Rabbit Proof Fence*
Read: Aboriginal poetry, story (Reader)

October 20  Movie: *Rabbit Proof Fence* (cont)
Discussion of video

October 22  Contemporary problems and conflicts
Video: *Murrandoo Yanner in Australia* (26 min.)
Read: *New Yorker* article, news articles on Aborigines (Reader)
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)

**3) Somalia, the War, and One Woman’s Life: Aman’s Story**

October 27  Cultural ecology of Somalis: Pastoralism
Read: *Aman*, Afterword, pp. 289-308

October 29  Challenges facing Pastoral Women
Video: *Maasai Women* (52 min.)
Read: *Aman*, Chapters 1-5
November 3  Female Circumcision
Video: *Three Maasai Women Have Their Say* (30 min.)
Read: *Aman*, Chapters 6-8, and pp. 308-336

November 5  War in Somalia
Read: *Aman*, Chapters 9-14
**Peer Edit (bring 2 copies of paper)**

November 10  Video: *Somalia: Good Intention, Deadly Results*
Read: *Aman*, Chapters 22-27
**Section 2 of project DUE**

November 12  A “Failed State”
Webwork: explore BBC website: *Somalia: Emerging from Ruins?*
http://news.bbc.co.uk/1/hi/in_depth/africa/2004/somalia/default.stm

November 17  Somalis in Diaspora
Video: *Talk Mogadishu*
Read: “New in Town: The Somalis of Lewiston” (reader)

November 19  **MIDTERM #2**

4) **A Culture in Conflict Finds a New Home: Hmong Refugees in Wisconsin**

November 24  Cultural ecology of the Hmong/Mien: Agrarian societies
Read: *Spirit Catches You*, Chapters 1-5

November 26  War and the trauma of migration
Read: *Spirit Catches You*, Chapters 6-9

December 1  Video: *Bombies* (57 min.)
Read: *Spirit Catches You*, Chapters 10-15

December 3  Hmong/Mien in Laos – Shifting Identities
Slides: *Fieldwork in Laos*
Read: *Spirit Catches You*, Chapters 16-19

December 8  Hmong/Mien refugees in the U.S.
Read: “How Not to Resettle Refugees” (news article in reader)
**Section 3 of paper DUE**

December 10  Video: *The Split Horn* (57 min.)

**FINAL EXAMS**
Section 1: Thursday, December 18, 0945-1200
Section 2: Tuesday, December 16, 1215-1430
**ACADEMIC INTEGRITY**

Academic integrity is essential to the mission of San José State University. As such, students are expected to **perform their own work** (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment that practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the **Office of Judicial Affairs for disciplinary action** which could result in suspension or expulsion from San José State University.

**CHEATING**

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

- Copying in part or in whole, from another’s test or other evaluation instrument;
- Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

**PLAGIARISM**

At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work. **Appropriate citation and representation includes putting quotation marks around the sentences of other writers as well as full citation of the source in a footnote or in parentheses at the end of the sentence/paragraph.**