

**San José State University
School of Social Sciences/ Anthropology**

**Anthropology 146, Culture and Conflict, Section 3, Fall
2009**

Instructor:	Dr. Annapurna Pandey
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Office Hours:	MW 3.30 – 4.30pm TTh 12.00-1.30pm or by appointment
Class Days/Time:	Section 3 TTH 1.30- 2.45pm
Classroom:	CL 204
Prerequisites:	Students must have passed the Writing Skills Test (WST) and have taken or be enrolled in a 100W course.
GE/SJSU Studies Category:	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)

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Faculty Web Page and MYSJSU Messaging

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)
www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1381

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 four case studies: 1) the Aborigines, foragers and the indigenous peoples of Australia, 2) the Kurds, in Iraq, 3) 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.

Course Goals and Student Learning Objectives

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.

Students shall be able to:

GELO 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 US.

GELO 2_ Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

GELO 3_ Explain how a culture outside the U.S. has changed in response to internal and external pressures.

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 Texts/Readings:

Students may buy these texts from the SJSU campus book store and Roberts Bookstore, 330 S 10th St, San Jose, CA 95112-3696

Brenneman, Robert L. *As Strong as the Mountains: A Kurdish Cultural Journey* (2007)
Waveland Press, ISBN 1577664779

Lee Barnes, Virginia and Janice Boddy. *Aman: The Story of a Somali Girl*. (1994)
Vintage Press. ISBN 0679762094

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*, (1997) Noonday Press.
ISBN 0374525641

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

Classroom Protocol

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 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 attendance, class discussion, participations 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.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

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/>

Course Number / Title, Semester, Course Schedule

Final Exam: Section 3: Tuesday, December 15, 1215-1430

Section 3: Tuesday, December 15, 1215-1430

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25 8/27	Course Introduction Anthropology & Indigenous Peoples Read: Brenneman, Introduction and Chapter 1
2	9/1 9/3	Video: <i>The Shock of the Other</i> (60 min.) Read: Chapter 1: Maybury-Lewis, pp. 1-13, 25-32 (Reader) Colonialism & Development Video: <i>Contact: the Yanomami</i> (30 min.) Read: Brenneman, Chapters 1-3
3	9/8 9/10	Land appropriation, genocide, ethnic cleansing Video: <i>Delta Force</i> (30 min) Indigenous peoples: Strategies of Survival I Read: <i>Cultural Survival</i> articles (Reader)
4	9/15 9/17	How to do Anthropology Research – Visit from Librarian Bernice Redfern Constructing the State: Ethnic groups in comparative perspective Read: Chapter 2: Maybury-Lewis, pp. 47-79 (Reader)
5	9/22 9/24	Indigenous peoples: Strategies of Survival II Video: <i>The Tightrope of Power</i> Read: Brenneman, Chapters 4 MIDTERM #1
6	9/29 10/1	<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) Video: <i>Yolngu Boy</i>

		Cultural Ecology of the Aborigines: food collecting Read: Chapter 1, <i>The Mardu Aborigines</i> (Reader)
7	10/6 10/8	Aboriginal/settler relations, the state Read: Chapter 7, <i>The Mardu Aborigines</i> (Reader) <i>Yolngu Boy, (cont.)</i> Movie: <i>Rabbit Proof Fence</i>
8	10/13 10/15	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) Section 1 of project DUE Contemporary problems and conflicts Video: <i>Murrandoo Yanner in Australia</i> (26 min) 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	10/20 10/22	<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, pp. 308-336
10	10/27 10/29	War in Somalia Read: <i>Aman</i> , Chapters 8-1 Video: <i>Somalia: Good Intention, Deadly Results</i> Read: <i>Aman</i> , Chapters 22-27 Section 2 of project DUE
11	11/3	A “Failed State” Web work: explore BBC website: <i>Somalia: Emerging from Ruins?</i> http://news.bbc.co.uk/1/hi/in_depth/africa/2004/somalia/default.stm

	11/05	<p>Section 2 of project DUE</p> <p>Somalis in Diaspora Video: <i>Talk Mogadishu</i> Read: “New in Town: The Somalis of Lewiston” (Reader)</p>
12	11/10 11/12	<p>Somalis in Diaspora Video: <i>Talk Mogadishu</i> Read: “New in Town: The Somalis of Lewiston” (Reader)</p> <p>MIDTERM #2</p>
13	11/17 11/19	<p><u>4) A Culture in Conflict Finds a New Home: Hmong Refugees in Wisconsin</u></p> <p>Cultural ecology of the Hmong/Mien: Agrarian societies Read: <i>Spirit Catches You</i>, Chapters 1-5</p> <p>War and the trauma of migration Read: <i>Spirit Catches You</i>, Chapters 6-9 Video: <i>Bombies</i> (57 min.)</p>
14	11/24 11/26	<p>Read: <i>Spirit Catches You</i>, Chapters 10-15 Video: <i>The Split Horn</i> (57 min.)</p> <p>Thanksgiving Day (No Class)</p>
15	12/1 12/3	<p>Read: <i>Spirit Catches You</i>, Chapters 16-19</p> <p>Hmong/Mien refugees in the U.S. Read: “How Not to Resettle Refugees” (news article in Reader)</p>
16	12/8	<p>Finish reading <i>Spirit Catches You</i>.....</p> <p>Section 3 of paper DUE</p>
Final Exam		<p>FINAL EXAMS: Tuesday, December 15: 1215-1430</p> <p>Section 3: Tuesday, December 15: 1215 - 1430</p>

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