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)

**Required Texts/Readings**

Other Readings
*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 at the Library Outpost in the Academic Success Center (Clark Hall, 126B) on Thursdays from 1 to 3 pm. You can also make an appointment to speak to her in her office (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 to the University. 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 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 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 50 points 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/) 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 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 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 is located at http://www.sjsu.edu/muse/peermentor/

Anthro 146: Culture and Conflict Fall 2010, Tues – Thurs: 9am - 10.15am

Table 1: Tentative Course Schedule: the schedule is subject to change with fair notice in class

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 26th</td>
<td>Course Introduction</td>
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<tr>
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<td>A lecture on Culture, Conflict and their correlation in studying the indigenous people in different parts of the world</td>
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<tr>
<td>2</td>
<td>Aug 31st</td>
<td><strong>1) Concepts, Issues, &amp; Theoretical Frameworks</strong></td>
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<tr>
<td></td>
<td></td>
<td>Anthropology and Indigenous Peoples</td>
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<tr>
<td></td>
<td></td>
<td>Read: Spradley and McCurdy; Lee (reader)</td>
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<tr>
<td></td>
<td>Sep 2nd</td>
<td>Video: <em>The Shock of the Other</em> (60 min.)</td>
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<td>Read: Maybury-Lewis, p. 1-31</td>
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<tr>
<td>3</td>
<td>Sep 7th</td>
<td>Colonialism &amp; Development</td>
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<td>Video: <em>Contact: the Yanomami</em> (30 min.)</td>
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<tr>
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<td></td>
<td>Read: Maybury-Lewis, pp. 31-46</td>
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<td></td>
<td>Sep 9th</td>
<td>Constructing the State: Ethnic groups in comparative perspective</td>
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<td></td>
<td>Read: Maybury-Lewis, Chapter 2</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 4    | Sep 14<sup>th</sup> | Due: Proposal for progressive term paper  
Land appropriation, genocide, ethnic cleansing  
Video: *Delta Force* (30 min)  
Read: Maybury-Lewis, Chapter 3  
Indigenous peoples: Strategies of Survival I  
Read: *Cultural Survival articles* (Reader)  
Indigenous peoples: Strategies of Survival I  
Video: *The Tightrope of Power*  
Read: Maybury-Lewis, Chapters 4  
**Due: Bibliography for Progressive Term Paper** |
|      | Sep 16<sup>th</sup> |                                                                                                             |
| 5    | Sep 21<sup>st</sup> | Discussion: Issues of Indigenous Peoples and Nation States  
Read: Maybury-Lewis, Chapters 5  
Midterm Review – see Concepts & Frameworks to be discussed in class |
|      | Sep 23<sup>rd</sup> |                                                                                                             |
| 6    | Sep 28<sup>th</sup> | **MIDTERM #1**  
**2) Issues of Settlement & Development: Australian Aborigines**  
Cultural Ecology of the Aborigines: food collecting  
Read: Chapter 1, *The Mardu Aborigines* (Reader) |
|      | Sep 30<sup>th</sup> |                                                                                                             |
| 7    | Oct 5<sup>th</sup>  | Video: *Yolngu Boy*  
Read: W.E.H. Stanner “The Dreaming” (Reader)  
Concepts of the Land: The Dreamtime  
Read: Chapter 2, *The Mardu Aborigines* (Reader)  
*Yolngu Boy*, (cont.)  
Discussion of the video and article “The Dreaming” |
|      | Oct 7<sup>th</sup>  |                                                                                                             |
| 8    | Oct 12<sup>th</sup> | Aboriginal/settler relations, the state  
Read: Chapter 7, *The Mardu Aborigines* (Reader)  
Movie: *Rabbit Proof Fence*  
**Section 1 of project DUE**  
Movie: *Rabbit Proof Fence* (cont)  
Discussion of video |
|      | Oct 14<sup>th</sup> |                                                                                                             |
| 9    | Oct 19<sup>th</sup> | Web work: 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](http://news.bbc.co.uk/2/hi/asia-pacific/5115964.stm))  
Discussion on the present conditions of the Aborigines  
What have we learned? [http://news.bbc.co.uk/2/hi/asia-pacific/5115964.stm](http://news.bbc.co.uk/2/hi/asia-pacific/5115964.stm) |
<p>|      | Oct 21&lt;sup&gt;st&lt;/sup&gt; |                                                                                                             |</p>
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</table>
| 10   | Oct 26<sup>th</sup> | 3) Somalia, the War, and One Woman’s Life: Aman’s Story  
Cultural ecology of Somalis: Pastoralism  
Read: *Aman*, Afterword, pp. 289-308  
Challenges facing Pastoral Women  
Video: *Maasai Women* (52 min.)  
Read: *Aman*, Chapters 1-6, pp. 308-336  
Video: *Somalia: Good Intention, Deadly Results* |
|      | Oct 28<sup>th</sup> |                                                                                                         |
| 11   | Nov 2<sup>nd</sup>   | Read: *Aman*, Chapters 7-15  
Section 2 of project DUE  
Finish reading *Aman*, chapters 16 - 27  
“Failed State” Web work: explore BBC website: *Somalia: Emerging from Ruins?*  
Somalis in Diaspora  
Video: *Talk Mogadishu*  
Read: “New in Town: The Somalis of Lewiston” (Reader) |
|      | Nov 4<sup>th</sup>   |                                                                                                         |
| 12   | Nov 9<sup>th</sup>   | MIDTERM #2  
No Class |
|      | Nov 11<sup>th</sup>  |                                                                                                         |
| 13   | Nov 16<sup>th</sup>  | 4) A Culture in Conflict Finds a New Home: Hmong Refugees in Wisconsin  
Cultural ecology of the Hmong/Mien: Agrarian societies  
Read: *Spirit Catches You*, Chapters 1-4  
War and the trauma of migration  
Read: *Spirit Catches You*, Chapters 5-8  
Video: *Bombies* (57 min) |
|      | Nov 18<sup>th</sup>  |                                                                                                         |
| 14   | Nov 23<sup>rd</sup>  | Read: *Spirit Catches You*, Chapters 9-12  
Discuss the video in class  
Thanks Giving Holiday (No Class) |
<p>|      | Nov 25&lt;sup&gt;th&lt;/sup&gt;  |                                                                                                         |</p>
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<th>Week</th>
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<tr>
<td>15</td>
<td>Nov 30th</td>
<td>Read: <em>Spirit Catches You</em>, Chapters 13-15</td>
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<td>Video: <em>The Split Horn</em> (57 min)</td>
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<td>Dec 2nd</td>
<td>Read: Finish the book <em>Spirit Catches You</em></td>
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<td>Hmong/Mien refugees in the U.S.</td>
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<td>Read: “How Not to Resettle Refugees” (news article in Reader)</td>
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<td>Video: <em>Death of a Shaman</em> (57 min)</td>
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<td>16</td>
<td>Dec 7th</td>
<td>The nature of globalization and its impact on the indigenous people: a cross-cultural perspective</td>
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<tr>
<td></td>
<td>Dec 9th</td>
<td>Read: Hmongs in USA (Reader)</td>
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<td><strong>Section 3 of paper DUE</strong></td>
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<td>Review for the final exam and wrapping up the course</td>
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<tr>
<td>Final Exam</td>
<td>Dec 17</td>
<td>7.15 – 9.30 am</td>
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