San José State University
School of Social Sciences/Anthropology

Anthropology 146: CULTURE AND CONFLICT (Section1) Fall 2013

Instructor: Professor Annapurna Pandey

Office Location: Clark Hall 414 K
Office Hour: Wednesday 12.00 Noon – 1PM and by appointment

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Email: Annapurna.pandey@sjsu.edu or adpandey@ucsc.edu

Office Hours: Wednesdays: 12 Noon -1.00PM

Class Days/Time: Mon - Wed: 1.30pm – 2.45pm (section 1)

Classroom: Clark Hall 310

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

GE/SJSU Studies Category: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (Advanced GE, Area V)

Faculty Web Page and MYSJSU Messaging: http://www.sjsu.edu/people/annapurna.pandey/

Course Description

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.

**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)**

NOTE: "It is University policy that courses to meet Area R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. This policy has been suspended beginning fall 2013 until further notice and students are permitted to take two or three R, S, or V courses from the same department. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education."

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-Parts 2, 3)
3. Explain how a culture outside the U.S. has changed in response to internal and external pressures. (Progressive Term Project-Parts 2,3)

**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 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 a reference and instruction librarian with experience in the field of Social Sciences. She currently serves as liaison to the departments of Anthropology, Sociology, and Social Sciences. Please make an appointment to speak to her (Bernice.Redfern@sjsu.edu) in her office at the MLK library on the 4th floor.

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

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<thead>
<tr>
<th></th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Midterms (2 @ 50 points)</td>
<td>100</td>
<td>A- to A+ = 315-350</td>
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<tr>
<td>3-part sequential project (3@ 50)</td>
<td>150</td>
<td>B- to B+ = 280-314</td>
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<td>Final exam</td>
<td>50</td>
<td>C- to C+ = 245-279</td>
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<tr>
<td>Class Participation</td>
<td>50</td>
<td>D- to D+ = 210-244</td>
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<tr>
<td>Total</td>
<td>350</td>
<td>F = below 210</td>
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[Participation points based on class discussion, presentations and participation in peer review editing, and possible in-class writing responses.]

University Policies

It is recommended in S12-7, Policy Recommendation, Consent for Recording of Class and Public Sharing of Instructor Material, it must be noted that:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the
instructor; you have not been given any rights to reproduce or distribute the material.”

The green sheet includes the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Students should know that the University’s Academic Integrity Policy 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 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 (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 is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 on the first floor 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 2013 Mon – Weds: 1.30pm - 2.45pm (Section 1)

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 21st</td>
<td>Course Introduction&lt;br&gt;A lecture on Culture, Conflict and their correlation in studying the indigenous people in different parts of the world&lt;br&gt;<a href="http://www.youtube.com/watch?v=bL7vK0pOvKI">http://www.youtube.com/watch?v=bL7vK0pOvKI</a></td>
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<td>2</td>
<td>Aug 26th</td>
<td>1) Concepts, Issues, &amp; Theoretical Frameworks&lt;br&gt;Anthropology and Indigenous Peoples&lt;br&gt;Read: Brenneman, Introduction and Chapter 1 and 2</td>
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<td>Aug 28th</td>
<td>Anthopology &amp; Indigenous Peoples&lt;br&gt;Maybury-Lewis, chapter 1, Indigenous Peoples pp.1- 31 (Reader)&lt;br&gt;Read: Spradley and McCurdy; Lee pp -5-21 (Reader)</td>
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<td>Week</td>
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<td>Topics, Readings, Assignments, Deadlines</td>
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<td>Video: <em>The Shock of the Other</em> (60 min)</td>
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<td>3</td>
<td>Sep 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Labor Day</strong> (NO Class)</td>
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<td>Colonialism &amp; Development</td>
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<td>Read: Maybury-Lewis, pp. 31-46 (Reader)</td>
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<td>Read: Brenneman, Chapter 3</td>
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<td>Video: <em>Contact: the Yanomami</em> (30 min.)</td>
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<td>Sep 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Constructing the State: Ethnic groups in comparative perspective</td>
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<td>Read: Maybury-Lewis, Chapter 2, Ethnic groups PP. 46 - 79 (Reader)</td>
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<td>4</td>
<td>Sep 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Land appropriation, genocide, ethnic cleansing</td>
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<td>Video: <em>Delta Force</em> (30 min)</td>
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<td>Read: Brenneman, Chapters 4-5</td>
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<td>Sep 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Indigenous peoples: Strategies of Survival I</td>
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<td>Video: <em>The Tightrope of Power</em></td>
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<td>Read: <em>Cultural Survival articles</em> pp.22- 35 (Reader)</td>
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<td>Read: Kurdish Struggle Blurs Syria’s Battle Lines</td>
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<td><a href="http://www.nytimes.com/2013/08/02/world/middleeast/syria.html?nl=todaysheadlines&amp;emc=edit_th_20130802&amp;_r=0">http://www.nytimes.com/2013/08/02/world/middleeast/syria.html?nl=todaysheadlines&amp;emc=edit_th_20130802&amp;_r=0</a></td>
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<td>5</td>
<td>Sep 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Discussion: Issues of Indigenous Peoples and Nation States</td>
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<td>Read: Brenneman, Chapters 6-7</td>
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<td><strong>Unseen Tears, a documentary</strong></td>
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<td><a href="http://www.youtube.com/watch?v=HwtSfJvSIlc">http://www.youtube.com/watch?v=HwtSfJvSIlc</a></td>
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<td>Sep 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Due: Proposal and Bibliography for Progressive Term Paper</td>
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<td>Midterm Review – see Concepts &amp; Frameworks to be discussed in class</td>
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<td>6</td>
<td>Sep 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>MIDTERM #1</td>
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<td>Sep 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>2) Issues of Settlement &amp; Development: Australian Aborigines</strong></td>
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<td>Cultural Ecology of the Aborigines: food collecting</td>
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<td>Read: Chapter 1, <em>The Mardu Aborigines</em> (pp. 48 - 71) Reader</td>
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<td>Read: Chapter 2, <em>The Mardu Aborigines</em> (pp.72- 102) Reader</td>
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<td>Week</td>
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| 7    | Sep 30<sup>th</sup> Oct 2<sup>nd</sup> | Video: *Yolngu Boy*: Concepts of the Land: The Dreamtime *Yolngu Boy*, (cont.)  
Read: W.E.H. Stanner “The Dreaming” (pp.36-47D) Reader  
Discussion of the video and article “The Dreaming” and the video |
| 8    | Oct 7<sup>th</sup> Oct 9<sup>th</sup> | Aboriginal/settler relations, the state  
Read: Chapter 7, *The Mardu Aborigines* (pp.103 – 125) Reader  
Movie: *Rabbit Proof Fence*  
Section 1 of Progressive Term paper DUE  
Movie: *Rabbit Proof Fence* (cont)  
Discussion of video  
Reading: http://www.bbc.co.uk/news/world-asia-15675556 |
| 9    | Oct 14<sup>th</sup> Oct 16<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  
Discussion on the present conditions of the Aborigines  
What have we learned? http://news.bbc.co.uk/2/hi/asia-pacific/5115964.stm  
Read: Aunt Rita… (PP. 126- 128) Reader  
Read: “The Painted Desert….” Reader, pp. 130 -140  
Witness account: http://www.bbc.co.uk/programmes/p00nhr42 |
| 10   | Oct 21<sup>st</sup> Oct 23<sup>rd</sup> | 3) *Somalia, the War, and One Woman’s Life: Aman’s Story*  
Cultural ecology of Somalis: Pastoralism  
Read: *Aman*, Afterword, pp. 289-308  
http://www.bbc.co.uk/news/world-africa-14094503  
Challenges facing Pastoral Women  
Video: *Maasai Women* (52 min.)  
Read: *Aman*, Chapters 1-6, pp. 308- |
| 11   | Oct 28<sup>th</sup> Oct 30<sup>th</sup> | Read: *Aman*, Chapters 7-15  
http://www.bbc.co.uk/news/10524929  
http://www.bbc.co.uk/news/world-africa-19099442  
Finish reading Aman, chapters 16 – 27  
Somalis in Diaspora Video: *Talk Mogadishu*  
Midterm review |
<p>| 12   | Nov 4&lt;sup&gt;th&lt;/sup&gt; | MIDTERM #2 |</p>
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 13   | Nov 6<sup>th</sup> | Video: *Somalia: Good Intention, Deadly Results*  
Read: A “Failed State” Web work: explore BBC website: *Somalia: Emerging from Ruins*  
“New in Town: The Somalis of Lewiston” (Reader, pp.142-149)  
[http://www.youtube.com/watch?v=Fyv2JLJezaU](http://www.youtube.com/watch?v=Fyv2JLJezaU) (Somali Women in Lewiston on you tube)  
**Read**: Report Finds Gradual Fall in Female Genital Cutting in Africa  
|      | Nov 11<sup>th</sup> | Veteran’s Day (NO CLASS)                                                                                 |
|      | Nov 13<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)  
**Section 2 of Progressive Term paper DUE** |
| 14   | Nov 18<sup>th</sup> | Read: *Spirit Catches You*, Chapters 9-12  
Discuss the video in class  
Video: *The Split Horn* (57 min)  
Read: *Spirit Catches You*........ |
|      | Nov 20<sup>th</sup> |                                                                                                         |
| 15   | Nov 25<sup>th</sup> | Hmong/Mien refugees in the U.S.  
Read: [http://www.jefflindsay.com/Hmong_tragedy.html](http://www.jefflindsay.com/Hmong_tragedy.html) |
<p>|      | Nov 27&lt;sup&gt;th&lt;/sup&gt; | Finish reading <em>Spirit Catches You</em>........ |
| 16   | Dec 2&lt;sup&gt;nd&lt;/sup&gt;  | The nature of globalization and its impact on the indigenous people: a cross-cultural perspective        |</p>
<table>
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<tr>
<td></td>
<td>Dec 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Read: Hmongs in USA (pp.150-160) Reader &lt;br&gt;&lt;br&gt;Section 3 of Progressive Term paper DUE</td>
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<td>Dec 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Last day of class &lt;br&gt;&lt;br&gt;Review for the final exam and wrapping up the course</td>
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<tr>
<td>Final Exam</td>
<td>Dec 11</td>
<td>12.15pm – 2.30 pm</td>
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