

Anthropology 146: Culture and Conflict Spring 2009

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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 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.

Prerequisites

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

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: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING Area V

For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units.

SJSU Studies: Learning Objectives (Area V)

Students shall 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; 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

- 1) Maybury-Lewis, David (1997) *Indigenous Peoples, Ethnic Groups and the State*. Allyn and Bacon.
- 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.
- 4) *Culture and Conflict* Course Reader

The books are available through the Spartan Bookstore and Amazon.com. The reader is available at Maple Press (located at 481 E. San Carlos). All material will be on reserve in the MLK Library.

Course Assignments and Grading

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 will be based on attendance, class discussion, participation in peer review editing, and possible in-class writing responses.

Plus and minus grades may be assigned at the instructor's discretion.

General Policies

- **No electronic submission of work – do not email me your papers!**
- **Format of papers:** Papers should be typed, double-spaced, and pages numbered. Please staple together pages, and **it is helpful to 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.
- **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 short answer questions. Questions will cover class lectures, readings, and films. I will provide a study guide for each exam.
- **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 have to leave.

Academic Integrity Policy

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties. It might also result in you failing the course and/or having the incident permanently noted in your SJSU student records.
If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or ask for clarification, before you hand in written work.

Learning when to cite a source, and when not to, is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.
- If you paraphrase somebody else's theory or idea and do not reference the source, you have committed plagiarism.
- If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism.
- If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU library has a tutorial that explains how to identify and avoid plagiarism, available at: <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

In addition, the University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See, in particular, the following three pages:

- <http://www.indiana.edu/~istd/overview.html>

- <http://www.indiana.edu/~istd/examples.html>
- <http://education.indiana.edu/~frick/plagiarism/item1.html>

If you have questions about the official SJSU policy on plagiarism, please read the “Academic Integrity Policy” at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html>.

Accommodations for Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need to make special arrangements in case the building must be evacuated, please make an appointment to speak with me as soon as possible. SJSU Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center to establish a record of their disability (924-6000).

Course Schedule

Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

1) Concepts, Issues, & Theoretical Frameworks

Week 1: January 22 Thursday

Introduction to class goals and format, review syllabus, add/drop process and deadlines...
No readings

Week 2: January 27 Tuesday – Anthropology and Indigenous Peoples

Read: Spradley and McCurdy (Reader)
Lee (Reader)

Video: *The Shock of the Other* (60 min.)

January 29 Thursday

Read: Maybury-Lewis, pp. 1-31

Week 3: February 3 Tuesday – Colonialism and Development

Video: *Contact: the Yanomami* (30 min.)

Read: Maybury-Lewis, pp 31-46

February 5 Thursday – Constructing the State: Ethnic groups in comparative perspective

Read: Maybury-Lewis, Ch. 2

Week 4: February 10 Tuesday

Nation versus State

Read: The Paradox of American Nationalism by Minxin Pei. *Foreign Policy* (May/June 2003)

February 12 Thursday

Land appropriation, genocide and ethnic cleansing

Video: *Delta Force* (30 min.)

Read: Maybury-Lewis, Ch 3

Week 5: February 17 Tuesday

Indigenous peoples: Strategies of Survival I

Read: *Cultural Survival articles* (Reader)

February 19 Thursday

Indigenous peoples: Strategies of Survival II

Video: *The Tightrope of Power*

Read: Maybury-Lewis, Ch. 4-5

Week 6: February 24 Tuesday

MIDTERM # 1

2) Issues of Settlement & Development: Australian Aborigines

February 26 Thursday

Cultural ecology of the aborigines: food collecting

Read: Introduction, *The Mardu Aborigines* (Reader)

Week 7: March 3 Tuesday

Concepts of the land: The Dreamtime

Video: *Where the Green Ants Dream*

Read: Chapter 2, *The Mardu Aborigines* (Reader)

March 5 Thursday

Video: *Where the Green Ants Dream*, (cont.)

In-Class Peer Edits (bring 2 copies of paper)

Week 8: March 10 Tuesday

Aboriginal/ settler relations, the state and anthropologists

Read: Chapter 7, *The Mardu Aborigines* (Reader)

Section 1 of project DUE (3/10/09)

March 12 Thursday

Movie: *Rabbit Proof Fence*

Read: Aboriginal poetry, story (Reader)

Week 9: March 17 Tuesday

Movie: *Rabbit Proof Fence* (cont.)

Discussion of movie

March 19 Thursday

Contemporary problems and conflicts

Video: *Murrandoo Yanner in Australia* (26 min.)

Read: *New Yorker* articles on Aborigines (Reader)

Week 10: March 24 Tuesday

Spring Break

March 26 Thursday

Spring Break

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

Week 11: March 31 Tuesday
Cesar Chavez Day – No Class

April 2 Thursday
Cultural ecology of Somalis: Pastoralism
Challenges facing pastoral women
Video: *Three Maasai Women Have Their Say* (30 min.)
Read: *Aman*, Afterword, pp 289-308; Ch. 1 -5
In-Class Peer Edit (bring 2 copies of paper)

Week 12: April 7 Tuesday
Female Circumcision
Video: *Maasai Women* (52 min.)
Read: *Aman*, Ch. 6-8, and pp. 308-336
Section 2 of project DUE (4/7/09)

April 9 Thursday
Read: *Aman*, ch. 9-14

Week 13: April 14 Tuesday
War in Somalia
Video: *Somalia: Good Intentions: Deadly Results*
Read: *Aman*, Ch. 22-27

April 16 Thursday
Rebuilding Somalia
Video: *Talk Mogadishu* (50 min)
Read: "New in Town: The Somalis of Lewiston" (Reader)

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

Week 14: April 21 Tuesday
MIDTERM #2

April 23 Thursday
Cultural ecology of the Hmong/ Mien: Agrarian societies
Video: *Becoming American*
Read: *The Spirit Catches You*, Ch. 1-5

Week 15: April 28 Tuesday
War and the trauma of migration
Video: *Bombies* (57 min.)
Read: *The Spirit Catches You*, ch. 6-9

April 30 Thursday
Read: *The Spirit Catches You*, ch. 10-15
In-Class Peer Edit (Bring 2 copies of paper)

Week 16: May 5 Tuesday
Hmong/Mien in Laos – Shifting Identities
Read: *The Spirit Catches You*, ch. 16-19

Section 3 of paper DUE (5/5/09)

May 7 Thursday – Hmong Refugees

Video: *The Split Horn* (58 min)

Week 17: **May 12 Tuesday**

Hmong/Mien Refugees in the U.S.

Read: “*How Not to Resettle Refugees*” (Reader)

“*Old Allies, Still Hiding in Laos*” (Reader)

Review

Final Exam: *Wednesday May 20 from 2:45 pm to 5:00 pm.* No exams will be accepted after 5:00 pm.