

# San José State University, Fall 2014

## Anthropology 146, Culture and Conflict

### Contact Information

<b>Instructor:</b>	John Marlovits
<b>Office Location:</b>	CL 465
<b>Telephone:</b>	924-5542
<b>Email:</b>	John.marlovits@sjsu.edu
<b>Office Hours:</b>	Monday/Wednesday 2-3 pm
<b>Class Days/Time:</b>	Monday/Wednesday 4:30-5:45
<b>Classroom:</b>	Clark Hall 310
<b>Prerequisites:</b>	Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.
<b>GE/SJSU Studies Category:</b>	Area V: Culture, Civilization, and Global Understanding

### I. Course Description

Anthropologists have sought to explain the influences of global interconnectedness, modern bureaucratic and technological systems, and of course, the conflicts that arise through them in our increasingly mobile era. As a result, the notion of culture itself, topics of research, and anthropological methods have changed in order to accurately address contemporary international realities. Whereas culture was once defined as a “whole way of life,” many have suggested that it should be redefined as “a whole way of conflict.” Anthropologists have increasingly come to see culture *not* as monolithic, self-contained, nor as a single set of cultural rules or ideas – but rather, as an unruly, plural space in which experiences across lines of race, class, gender, age, sex, or nation exist in states of tension and conflict. “Culture,” which was once seen as singular has fragmented into a plurality. Cultural others are not merely “over there” but also “here.” And cultural influence spreads throughout the capitalist world system. Thus anthropology has sought to understand how culture and power operates in modern societies – and how anthropology might advocate more effectively for the needs of marginalized populations.

This course will introduce students to anthropological strategies for understanding and responding to conflicts that arise in three key registers: 1) in the cultural imagination of the international system and of cultural “otherness”; 2) in the subjective experience of disruption in ordinary lives; 3) and in the institutional systems for ameliorating – or, as

we may see, sustaining – conflict. In other words, students will come to see, first, the role of anthropological attention in today’s global world; the significance of anthropological skills for analyzing conflicts in our social and bureaucratic institutions; and skills for understanding how cultural contradictions and conflicts are experienced at the level of the body and of ordinary life.

## **II. Course Goals and Learning Objectives**

This course has two sets of learning outcomes, including those determined by university policy for SJSU Studies classes and those tailored for the specific course content.

### **Course Learning Outcomes (CLO) for Area S**

According to University policy, after successfully completing the course, students shall be able to:

1. Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

This will be accomplished through readings, lectures and in-class activities, and writing assignments that focus on social inequality and cross cultural difference. Relevant topics include: gender and power, racial and national difference, and socioeconomic politics.

2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

This will be accomplished through course readings, lectures and in-class activities, and writing assignments that study institutionalized racism and class and national biases in neoliberal economic models.

3. Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

This will be accomplished through course readings, lectures, films and audio, and writing assignments that focus on the history of social movements fighting structural racism and gender-based assumptions.

4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

This will be accomplished through course readings, in-class activities, and films that focus on social movements, medical institutions, social tolerance across differences, and the ethics of research methods.

University Policy: Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.

### **Specific Learning Outcomes for Anthropology 146**

In addition to the above learning outcomes, after the successful completion of the course, students shall be able to:

1. Learn to recognize and unpack the broad social and political context in which conflict arises.
2. Identify assumptions about cultural others in popular culture and correct inaccurate assumptions or myths about marginal groups.
3. Learn to empathize across lines of social difference.
4. Recognize and appreciate tolerance in interactions between people with different sexual identities, practices, mores, and preferences.
5. Understand structural inequality.
6. Grasp anthropological methods for studying and responding to conflicts in modern bureaucratic and social institutions.
7. Understand how social transformation puts pressure on cultural traditions and the ways that change can create cultural contradictions or double-binds.

### **III. Required Texts/Readings**

#### **Textbook**

Adams, Vincanne. *Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Katrina*.

Said, Edward. *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*.

Satrape, Marjane. *The Complete Persepolis*.

The textbook will be available at the University bookstore, and it is also available through online vendors. I suggest that you use the edition available at the bookstore and listed above, though there are not major differences between editions. Please note that it is not the newest edition, but it is the edition used in past classes at SJSU and should therefore be available more cheaply.

#### **Additional Readings**

Additional Readings: Every week there is one required reading that is not found in the textbook. These can be downloaded from a website address TBA.

### **Audio Visual Materials**

Almost every week there is a required media piece that you must listen to or watch before the class meeting. The links for these are in the class schedule, below. The goal of these pieces is to widen your understanding of the topic without requiring more reading; students are responsible for audio and visual content and these are also the focus of specific media response assignments.

## **IV. Course Requirements and Assignments**

University Policy: SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The requirements for this course include:

- Two Midterm Exams
- Final Exam
- Four Short Writing Assignments

The exam dates and assignment due dates may be found on the course schedule, below. All dates are subject to change with fair notice.

You will need a T&E 0200 scantron form for each exam, plus one more for a survey assignment, for a total of four.

### **Midterm Exams and Final Exams:**

The exams are designed to test and encourage basic knowledge acquisition, including fundamental ideas, key terms, and basic historical events. Exams consist of multiple choice and true/false questions; the final exam only may include essay questions. Exams are cumulative, but they will emphasize the most recent course material.

### **Topical Writing Assignments:**

University policy requires that all SJSU Studies classes involve a substantial writing component of at least 12 pages or 3000 words. In this class, this writing requirement will be broken up across four short writing assignments of 800-1000 words each. See the separate worksheet called "Topical Writing Assignments" for detailed instructions. Due dates are listed on the schedule.

## V. Grading Policy

This course is graded on a 300 point scale. To determine your final percentage, I will divide your earned points on exams, assessments, and assignments (and extra credit) by the possible total 300 points. Final letter grades for this class will be assigned according to the following scale:

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

University Policy: A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement. To see full text, review [University Policy S11-3](http://www.sjsu.edu/senate/docs/S11-3.pdf) at <http://www.sjsu.edu/senate/docs/S11-3.pdf>.

### Extra Credit

There are several opportunities for extra credit in this class. There will be one extra credit question on each midterm exam and an extra credit essay question on the final exam. Also, each student has the opportunity to do ONE additional activity or assignment (worth 10 possible points) for extra credit from the following options:

1. Present to the class a popular song, advertisement, or other audio-visual media form that demonstrates or illustrates a concept or idea that we have discussed in class. The presentation must include the basic context (who, what, where, when, why, and how) of the media itself, as well as an analysis of how it fits into our class. 5 minute presentation *in addition* to the media; must be pre-approved and scheduled.
2. Write an additional (but longer) Media Response Writing Assignment from one of the class media presentations. 2 pages; must be pre-approved.
3. Share your thing with us! Are you a singer, dancer, artist, programmer, gamer? Do you have an expertise that most people don't? Many of our activities, hobbies, and specialties are infused with sexuality in unexpected ways. If you have some expertise that you are willing to share with the class, talk to the instructor. Must be pre-approved and scheduled.

Please note: just because you hand something in or present it does not mean that it will earn extra credit points. The writing must merit the time I spend reading it.

### Late Work

Due dates are given on the course schedule, below. Late assignments disrupt the class. Each late assignment will lose 25% of its possible grade per day late unless accompanied by a doctor's note or other evidence justifying the delay. Requests for exceptions must be in advance and will not be considered unless they are accompanied by a doctor's note or other verifiable evidence of an emergency.

### **All Writing Assignments MUST Be Turned In**

All four “Short Writing Assignments” must be turned in to pass the class. Even if an assignment is so late as to result in zero points, all writing assignments must be turned in or the final grade will be an F.

### **Plagiarism and Cheating**

Work that is found to be plagiarized or the result of cheating will receive a zero, and will be reported to the Office of Student Conduct. Plagiarism and **cheating include:**

- Copying answers from someone else’s exam
- Referring to notes or class materials during a closed-book exam
- Collaborating on assignments or assessments specified as independent work
- Using text written by other people without proper attribution
- Copying and pasting text from Wikipedia or other website without quoting and attributing it
- Having someone else write your assignments or take your exams

## **VI. Classroom Protocol**

### **Expectations of Students**

Everyone enrolled in this course deserves an equal opportunity to learn. The way for this to happen – for all students to get equal instructor attention, for example – is for all students to fulfill their responsibilities in the class. These responsibilities are: to attend class, to prepare for class, to participate during class, to listen to others respectfully and allow others the space and time to participate, and to complete his/her own work.

Students who disrupt class or prevent others from learning will be asked to leave. Disruptive use of mobile phones or other electronic devices will result in their confiscation for the remainder of class.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes. [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html)  
<http://info.sjsu.edu/static/catalog/policies.html>. [Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/)  
[http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)  
[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Information about the latest changes and news is available at the [Advising hub](http://www.sjsu.edu/advising) at <http://www.sjsu.edu/advising>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor’s permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

**Plagiarism, Cheating, and Academic Dishonesty**

This course will follow the protocol in SJSU's [Policy on Academic Integrity](http://www.sjsu.edu/senate/policies/pol_plagarism_acad_integrity/), located at [http://www.sjsu.edu/senate/policies/pol\\_plagarism\\_acad\\_integrity/](http://www.sjsu.edu/senate/policies/pol_plagarism_acad_integrity/). This policy requires 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. Please familiarize yourself with the Policy on Academic Integrity

The University has also published an [excellent guide to academic integrity](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/) that you should study carefully.

[http://www.sjsu.edu/studentconduct/Students/Student\\_Academic\\_Integrity\\_Process/](http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/)

### **Students with Disabilities**

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 [Accessible Education Center](#) [AEC] to establish a record of their disability.

### **Other Student Needs**

Speakers of English as a second language will be allowed extra time to complete assignments and to take quizzes, tests, and exams. To take advantage of this policy you must let me know *in the first week of class* so that I have time to make appropriate arrangements.

Please let me know in the first week if you have a religious conflict with the class and we will make arrangements for you to make up the missed material.

### **Email and Email Etiquette**

I will do my best to respond to emails once daily during the week and once on weekends. However, I will only respond to polite emails that conform to a professional format.

- In the “Subject” line of the email, please write “Anth 146:” followed by a brief description of the email’s subject.
- In the “Message” portion of the email, please open with “Dear Dr. Marlovits.”
- Adopt professional word choice, capitalization, and punctuation.
- Close with your name.

**Anthropology 146: Culture and Conflict, Fall 2014**  
**Course Schedule**

The following schedule is subject to change. Changes to reading schedule will be discussed in class. Any changes to assignment deadlines or exam dates will be confirmed by email.

Important university dates for Fall 2014:

Aug 25: first day of instruction

Sep. 5: last day to drop a class without a “W”

Sep. 12: last day to add a class or change grade options

Nov 11: No class for Veterans Day

Nov 18: last day to withdraw

Dec 10: last day of fall term

CB = Crooks and Baur textbook, *Our Sexuality*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 25/27	<b>Introduction and Syllabus</b> Akhil Gupta and James Ferguson, “Culture, Power, Place: Ethnography at the End of an Era”
2	Sept 3 no class Sep 1	<b>Constructions of Sex and Sexuality: Science, Religion, Media</b> Marjane Satrapi, <i>The Complete Persepolis</i> Rahul Hamid, “Persepolis” in <i>Cineaste</i> , online: <a href="http://www.cineaste.com/articles/persepolis.htm">http://www.cineaste.com/articles/persepolis.htm</a>
3	Sept 8/10	<b>Imagining the Globe: Representation, Exceptionalism, and Internationalism</b>  Continue <i>Persepolis</i> Edward Said, <i>Covering Islam</i>
4	Sept 15/17	<b>Essentialism, Heterogeneity, Power... and empiricism</b>  Edward Said, <i>Covering Islam</i>
5	Sept 22/24	<b>Losing Composure: Subjectivity and Conflict</b>  Joan Didion, “The White Album” Michael Taussig, “Terror as Usual” Kathleen Stewart, “Precarity’s Forms”  Viewing: Zizek

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>First Essay due September 24</b>
6	Sep 29/Oct 1	<p><b>Cultural Contradictions: Downsized Masculinity and Mental Health</b></p> <p>Michael Kimmel, excerpts from <i>Angry White Men: American Masculinity at the end of an Era</i></p> <p>Podcast: Scott Atran discussing his book <i>Talking to the Enemy</i>: <a href="http://www.pri.org/stories/2012-05-28/talking-enemy-scott-atran-presents-another-way-think-terrorists">http://www.pri.org/stories/2012-05-28/talking-enemy-scott-atran-presents-another-way-think-terrorists</a></p> <p><b>First Midterm Exam Oct 1</b></p>
7	Oct 6/8	<p><b>Making Class Difference Ordinary</b></p> <p>Rachel Sherman, excerpts from <i>Class Acts: Service and Inequality in Luxury Hotels</i></p> <p>Viewing: <i>Grand Budapest Hotel</i> (2014)</p>
8	Oct 13/15	<p><b>Civil Society I: Public Space</b></p> <p>Greg Grandin, “Empire’s Ruins: Detroit to the Amazon”  Langdon Winner, “Silicon Valley Mystery House”  Joe Masco, “Engineering the Future as Nuclear Ruin”</p> <p><b>Second Essay Due Oct 15</b></p>
9	Oct 20/22	<p><b>Remaking Civil Society, Remaking Subjects</b></p> <p>Ann Alison, selections from <i>Precarious Japan</i>  Judith Halberstam, “The Queer Art of Failure”</p>
10	Oct 27/29	<p><b>Institutional Racism and the “Culture War”</b></p> <p>George Lipsitz, Introduction to <i>The Possessive Investment in Whiteness</i>  Lisa Duggan, selections from <i>The Twilight of Equality</i>  Sarah Stillman, “Get out of Jail, Inc,” <i>The New Yorker</i>, June 23, 2014</p> <p>Viewing: <i>The Black Power Mixtape</i></p>
11	Nov 3/5	<p><b>State and Civil Society I: Privatization and Market Governance</b></p> <p>Vincanne Adams, <i>Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Katrina</i></p> <p><b>Second Midterm Nov 3</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	<p><b>No class on Nov 11</b></p> <p>Nov 10/12</p>	<p><b>State and Civil Society II: Non-functioning Institutions</b></p> <p>Vincanne Adams, <i>Markets of Sorrow</i></p> <p>Viewing: <i>The Shock Doctrine</i></p> <p><b>Third Essay Due</b></p>
13	Nov 17/19	<p><b>Financialization and Neoliberalism</b></p> <p>Noam Chomsky, selections from <i>Profits over People</i></p> <p>Arundhati Roy, "Capitalism, a Ghost Story"</p> <p>Jill Lepore, "The Disruption Machine: Rethinking the Innovation Craze," <i>The New Yorker</i>, June 23, 2014</p>
14	Dec 24/26	<p><b>Debt</b></p> <p>Andrew Ross, selections from <i>Creditocracy</i></p>
15	Dec 1/3	<p><b>Applied Anthropology and Social Institutions</b></p> <p><b>Fourth Essay Due Dec 3</b></p>
16	Dec 8/10	Course review and final preparation
Final Exam	Friday class	<p>Wed, December 17 at 2:45-5 PM</p> <p><a href="http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html">Final Exam Schedule</a>, <a href="http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html">http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html</a></p>