

**San José State University**  
**College of Social Sciences**  
**ANTH 146, 01 Culture & Conflict, Fall 2020**

<b>Instructor:</b>	<b>Dr. G. Bousquet</b>
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<b>GE/SJSU Studies Category:</b>	<b>Area V</b>
<b>Office Hours (zoom meeting)</b>	<b>Thursday 9:30am-11:30am or by appointment</b>

#### **Course Format**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended. Note: All SJSU Studies courses require completion of the WST and upper division standing.

#### **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. However, recent anthropology has complicated older static and binary understandings of social organizations in terms of nationalism, colonialism, institutionalized racisms, and the diverse forms that global capitalism takes. Nevertheless, anthropology has retained its focus on the ordinary forms of social conflict – over ideas, over resources, over institutions, over appropriate forms of personhood – that provoke ordinary conflicts over cultural forms. This course will help students understand how power struggles that engender violence are at the core of local and global conflicts.

#### **Course Learning Objectives**

Students who successfully complete this course will be able to:

1. Understand theoretical frameworks and anthropological perspectives on change, conflict, and development;
2. Grasp of several key ethnographic case studies of societies experiencing conflict and change;

3. 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;
4. Reflect critically on the processes of, and theories about, culture and conflict.

#### **SJSU Studies: General Education Learning Objectives (Area V)**

Students who successfully complete this course will 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;
3. Explain how a culture outside the U.S. has changed in response to internal and external pressures.

#### **Required Texts/Readings**

Scheper-Hughes Nancy and Philippe Bourgois (Editors) 2003 *Violence in War and Peace: An Anthology*. Wiley-Blackwell. ISBN: 978-0-631-22349-8

Holmes, Seth 2013 *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press. ISBN: 9780520275140

#### **Communication and Netiquette Expectations**

*With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:*

**Identify yourself by your real name.** Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

**Write in the first person** (this is your opinion).

**Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

**What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

**Be Professional, Clear and Respectful.** Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

**Read and Formulate Communications Carefully.** Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

**Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

**Remember, This Course is Online.** Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.

**Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!" Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

**Provide Enough Detail in Your Messages.** When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

## **Assignments and Grading policy**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Assignments for this course include the following:**

**1 Midterm Exam, 20% of the final grade:** The midterm consists of five essay questions based on lectures, readings, films, and class discussions (300 words/ each question). The essays are based on Canvas posted questions that have been discussed in class. for example, the questions address social inequality and structural violence in culture outside the United States. Examples of essay questions: Why are the toddlers' deaths in Brazil the result of structural violence? and 2.What does Paul Farmer mean by "not all suffering is equal," when discussing the AIDS epidemic in Haiti.

**A Final Exam 20% of the final grade.** In class final consisting of five essay questions based on lectures, readings, films, and class discussions (300 words/ each question). The final will be identical to the midterm.

**Outline of the research paper 5% of the final grade.** The outline includes: the research paper title and a brief description of issues that you will focus on and analyze. Type of conflicts: ethnic conflicts, structural violence, institutionalized racism, proxy wars and civil wars) climate change, environmental conflicts, immigration, housing and homelessness, violence against women and racism.

**Presentation of a research paper 15% of the final grade.** It consists of a posted power point presentation of with three to five slides. Your presentation will include a background of the conflict and your argument.

**Research paper 20% of the final grade (3,500 words).** It is due the last week of instruction and consists of writing and critically analyzing a contemporary conflict addressing the cultural impact and develop a conflict resolution's plan. a) An introduction: introduce the type of conflict you will be presenting (ethnic conflicts, structural violence, institutionalized racism, proxy war and civil wars) and the argument (what are you going to demonstrate in this paper) (Example regarding the conflict in South Sudan "I will show how the conflict in South Sudan is an ethnic conflict rather than a civil war b) Present the facts: historical background of the conflict, the different parties involved or actors, who are the victims and who are the perpetrators. The impact on those communities: massacres, life trauma, destruction, lack of the infrastructure, famine, ravage economy, displacement/ refugees. and long term psychological/social/cultural consequences. c) Use presented facts to support your argument regarding the conflict. d) Conclusion: summarize your paper. e) References: list the academic articles on the subject matter.

**10% Discussions** consist of posting meaningful comments on a topic and replying to at least one of your peers.

**10% Group activities** consist of small groups discussing and answering questions on the reading assignments. One grade will be attributed to all students in the same group.

**Reading Assignments.** Students are expected to read the weekly reading assignments and prepared to discuss them in small discussion groups

**Grading Policy**

Incompletes will be granted only if the instructor has been notified and has approved. Students with missing major assignments (over 50 points) will receive a WU (unauthorized withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL**

Notification of grades: Your final grade will appear in Canvas at the time it is calculated.

Marking Criteria for Written Work (Instructor reserves the right to take class participation into consideration in calculating the final grade)

A plus = 98-100 points

A = 94-97 points

A minus = 90-93 points

B plus = 88-89 points

B = 84-87 points

B minus = 80-83 points

C plus = 78-79 points

C = 74-77 points

C minus = 70 -73 points

D plus = 68 -69 points

D = 64-67 points

D minus = 60-63 points

Below 63 points F

**ANTH 146 FALL 2020 COURSE SCHEDULE**

This schedule is subject to change with fair notice and such changes will be communicated to you by the instructor in class and via email.

<b>MODULES</b>	<b>DATE</b>	<b>TOPICS AND READING ASSIGNMENTS</b>
<b>M1</b>	<b>08/19-08/22</b>	<b>INTRODUCTION</b> Introduction to the class goals and format and review of the syllabus. Readings:

		<i>Violence in War and Peace</i> : Introduction p 1
<b>M2</b>	<b>08/24-08/29</b>	<p><b>COLONIALISM AND THE CULTURE OF TERROR</b></p> <p>Readings:</p> <p><i>Violence in War and Peace</i>:</p> <p>Heart of Darkness (Joseph Conrad). p 35</p> <p>Culture of Terror-Space of Death: Roger Casement's Putumayo Report and the Explanation of Torture (Michael Taussig). p 39</p> <p>Ishi in Two Worlds: A Biography of the Last Wild Indian in North America (Theodora Kroeber).p 54</p>
<b>M3</b>	<b>08/31-09/05</b>	<p><b>POST COLONIALISM AND THE CULTURE OF TERROR</b></p> <p><i>Violence in War and Peace</i>:</p> <p>Preface to Frantz Fanon's Wretched of the Earth (Jean-Paul Sartre) P229</p> <p>Why did You Kill?: The Cambodian Genocide and the Dark Side of Face and Honor (Alexander Laban Hinton) p157</p>
<b>M4</b>	<b>09/07-09/12</b>	<p><b>GENOCIDE</b></p> <p>Readings:</p> <p><i>Violence in War and Peace</i>:</p> <p>This Way for the Gas, Ladies and Gentlemen (Tadeusz Borowski). p 109</p> <p>The Witness (Giorgio Agamben). p 437</p>
<b>M5</b>	<b>09/14-09/19</b>	<p><b>ETHNIC CONFLICTS</b></p> <p>Readings:</p> <p><i>Violence in War and Peace</i>:</p> <p>Purity and Exile: Violence, Memory, and National Cosmology among Hutu Refugees in Tanzania (Liisa Malkki). p129</p> <p>We Wish To Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda (Philip Gourevitch). p136</p>

		Behavioral Study of Obedience (Stanley Migram). p 143
	<b>09/14</b>	<b>PAPER OUTLINE DUE FIRST MIDTERM</b>
<b>M6</b>	<b>09/21-09/26</b>	<b>STATE REPRESSIONS</b> Readings: <i>Violence in War and Peace</i> Killing Priests, Nuns, Women, Children (Jean Franco). p196 Living in a State of Fear (Linda Green).p186 The Massacre at El Mozote: A Parable of the Cold War (Mark Danner). p334 Taking Terror (Michael Taussig). p 171
<b>M7</b>	<b>09/28-10/03</b>	<b>GENDER AND CONFLICTS</b> Readings: <i>Violence in War and Peace:</i> Trauma and Recovery: The Aftermath of Violence - From Domestic Abuse to Political Terror (Judith Herman). p 368 The Everyday Violence of Gang Rape (Philippe Bourgois). p34 "Racialized Geographies and the "War on Drugs": Gender Violence, Militarization, and Criminalization of Indigenous Peoples." Hernandez Castillo Rosalva Aida (canvas)
<b>M8</b>	<b>10/05-10/10</b>	<b>STRUCTURAL VIOLENCE: POVERTY</b> Readings: <i>Violence in War and Peace</i> Two Feet Under and a Cardboard Coffin: The Social Production of Indifference to Child Death (Nancy Scheper-Hughes). p 275 On Suffering and Structural Violence: A View from Below (Paul Farmer).p 281 <i>Fresh Fruit, Broken Bodies</i> Chapter 1

<b>M9</b>	<b>10/12-10/17</b>	<b>RACIAL CONFLICTS</b> Readings: <i>Violence in War and Peace</i> Inner City Apartheid: The Contours of Structural and Interpersonal Violence (Philippe Bourgois) p 301 The New "Peculiar Institution": On the Prison as Surrogate Ghetto (Loic Wacquant). p318 "Hellhounds" (Leon F. Litwack). p123 <i>Fresh Fruit, Broken Bodies</i> Chapter 2
<b>M10</b>	<b>10/19-10/24</b>	<b>APARTHEID: INSTITUTIONAL RACISM</b> Readings: <i>Violence in War and Peace:</i> Undoing: Social Suffering and the Politics of Remorse in the New South Africa (Nancy Scheper-Hughes).p459 Who's the Killer? Popular Justice and Human Rights in a South African Squatter Camp (Nancy Scheper-Hughes). p253 <i>Fresh Fruit, Broken Bodies</i> Chapter 3
	<b>10/26</b>	<b>SECOND MIDTERM</b>
<b>M11</b>	<b>10/26-10/31</b>	<b>CHILDREN AND WARS</b> Readings: <i>Violence in War and Peace:</i> The Treatment of Children in the 'Dirty War': Ideology, State Terrorism, and the Abuse of Children in Argentina (Marcelo M. Suarez-Orozco), p378 Suffering Child: An Embodiment of War and Its Aftermath in Post-Sandinista Nicaragua (James Quesada). p 219 <i>Fresh Fruit, Broken Bodies</i> Chapter 4
<b>M12</b>	<b>11/01-11/07</b>	<b>ENVIRONMENTAL CONFLICTS</b> Readings: "The State in Waiting: State-ness Disputes in Indigenous Territories." (Martinez, Juan Carlos) (canvas) Connel, Robert "Maroon Ecology: Land, Sovereignty, and Environmental Justice." (Canvas)

		<i>Fresh Fruit, Broken Bodies</i> Chapter 5
<b>M13</b>	<b>11/09-11/14</b>	<b>CONFLICTS AND POST TRAUMATIC STRESS</b> Readings: <i>Violence in War and Peace:</i> Colonial War and Mental Disorders (Frantz Fanon).p443 The Continuum of Violence in War and Peace" Post Cold War (Philippe Bourgois) p 425 <i>Fresh Fruit, Broken Bodies</i> Chapter 6
<b>M14</b>	<b>11/16-11/21</b>	<b>CONFLICT RESOLUTION</b> Readings: <i>Violence in War and Peace:</i> When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda (Mahmood Mamdani) p 468 <i>Fresh Fruit, Broken Bodies</i> Chapter 7
<b>M15</b>	<b>11/23-11/28</b>	<b>RECONCILIATION</b> The Burden of Memory: The Muse of Forgiveness (Wole Soyinka). p 475 The Soft Vengeance of a Freedom Fighter.(Albie Sachs) p453
<b>M16</b>	<b>11/30-12/05</b>	<b>ANTHROPOLOGISTS AND CONFLICTS</b> <i>Violence in War and Peace:</i> The Anthropologist as Terrorist.( Joseba Zulaika) p 416 An Alternative Anthropology: Exercising the Preferential Option for the Poor. (Leigh Binford). p.420
	<b>12/07</b>	<b>FINAL EXAMINATION</b>

**Commented [1]:** Thursday, December 10 ~~1715-1930~~  
Thursday, December 10 ~~1945-2200~~  
Friday, December 11 ~~1715-1930~~  
Friday, December 11 ~~1945-2200~~  
Wednesday, December 16 ~~All day~~

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) at <http://www.sjsu.edu/gup/syllabusinfo>