

**San José State University, Spring 2016**  
**Anthropology 146, Culture and Conflict (section 1 & 3)**

**Contact Information**

<b>Instructor:</b>	John Marlovits
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<b>Office Hours:</b>	MW 12pm-1pm
<b>Class Days/Time:</b>	MW 1:30-2:45 (section 1) & 3:00-4:15 (section 3)
<b>Classroom:</b>	Clark 310 (section 1) and Clark 303 (section 3)
<b>Prerequisites:</b>	The prerequisites for this course are passage of the writing skills test (WST), completion of core General Education, and concurrent or previous enrollment in 100W. No Exceptions
<b>GE/SJSU Studies Category:</b>	V (Culture, Civilization, and Global Understanding)

**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 attend to the intimate and ordinary forms that power takes, often connecting individuals to large, global forces that they are only vaguely aware of; it will track the organization of violence and repression on minds, bodies, and collectivities; and it will challenge students to understand how power, vulnerability, and personhood are experienced beyond the boundaries of the United States. The course will thereby help students to imagine not only the diversity of lives and perspectives that is the hallmark of anthropology, but also to grasp the relevance of anthropological writing about power and conflict in the contemporary global world, and the challenges of anthropology's form of non-parochial global citizenship.

**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 Area V Student Learning Objectives**

1. To compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the US and how they have influenced American culture

3. To explain how a culture outside the US has changed in response to internal and external pressures

### **Classroom Protocol**

Laptop computers, tablets, smartphones, etc. are not permitted during the lecture or film portions of this class unless you have a note from the Disability Resource Center justifying a need. You should write lecture notes by hand, or else make audio recordings of lectures and transcribe them after class meetings. Cell phones must be turned off during class to avoid disruption and out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

### **Assignments and Grading 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>.

This course is an SJSU Studies course, which includes a substantial series of writing assignments. Students will be required to complete 3 essay assignments, a midterm exam and a final exam, participate in in-class seminar facilitation groups, and peer-editing groups.

During the first few weeks of class, the instructor will assign you to a seminar facilitation group. Assignments for this course include:

### **Grading Distribution is as follows:**

100-97 = A+

96-93 = A

92-90 = A-

89-87 = B+

79-77 = C+

69-67 = D+

86-83 = B

76-73 = C

66-63 = D

83-80 = B-

72-70 = C-

Below 63 = F

## **COURSE ASSIGNMENTS**

### **Plagiarism Tutorial (50 points)**

To minimize the possibility of plagiarism, all students should take the SJSU Library's online plagiarism tutorial early in the semester, accessible at the following website: [tutorials.sjlibrary.org/tutorial/plagiarism/](http://tutorials.sjlibrary.org/tutorial/plagiarism/) Results of the tutorial should be brought to class on February 6.

### **Paper #1: Ethnographic Analysis of Repression and Resistance (100 points)**

This 3-5 page paper will require students to demonstrate the ability to distill concepts and arguments from the first section of the course regarding the history, politics, and culture of The Spanish Civil War. 20% of paper grade will result from participating in Seminary Facilitation Peer-editing groups. (Meets SLO 1 & 3)

### **Paper #2: Crises and experiments in Post-Cold War West Africa (100 points)**

This 3-5 page paper will require students to identify and describe the key mutations in political governance and ordinary cultural expectations in Togo following the end of Cold War-era international support. 20% of paper grade will result from participating in Seminary Facilitation Peer-editing groups. (Meets SLO 1, 2, & 3)

### **Paper #3: Research Brief about the Geopolitics of Exile and States and Exception (100 points)**

This 3-5 page paper will require students to articulate a grasp of anthropological arguments concerning the historical roots, national-institutional practices, and forms of belonging and exclusion that scholars have described as "states of exception." Students will be required to choose an example of a large-scale refugee situation in recent history, procure a bibliography containing at least two scholarly works about that situation, and develop a research brief underscoring the geopolitical circumstances – ethnic or religious conflicts, shifts in resources, regional conflicts, etc. – driving their chosen situation. 20% of paper grade will result from participating in Seminary Facilitation Peer-editing groups. (Meets SLO 1, 2, & 3)

### **Seminar Facilitation Groups and Seminar Papers (50 points for seminar facilitation, 50 points (x 4) for seminar papers)**

Students will be required to participate in seminar groups. Each group will be required to lead ethnographic reading seminars through the quarter concerning key course texts. And during "stock-taking" weeks throughout the semester, each group will be required to develop a short 1-2 page seminar paper reflecting – broadly and creatively – on key questions, concerns, and implications in course materials. Seminar groups will consist of 4-5 students, meaning that, while seminar papers should be the result of collective group discussion and mutual in-put, students will rotate through the roll of Group Seminar Leader (GSL) in charge of composing each seminar paper – and will write their name first at the top of the paper. Group Seminar papers will form the basis of our Class Assemblies during "stock-taking" weeks. Class Assemblies are a

space for collective discussion and reflection on clusters of course texts – and the ways that questions of social cohesion, ideology, (dis)organization, propaganda, political-economic control, repression inform the (in)stability of the commons.

Seminar facilitation groups will also meet throughout the semester – though formally, four times – to conduct peer-editing, review, and brainstorming concerning class essay assignments. Seminar groups will be the collective site in which course papers are developed.

### **Midterm and Final Exams (100 points each)**

There will be a midterm and final exam for the course. (Meets SLO 1, 2, & 3)

### **REQUIRED TEXTS**

Brenneman, Robert, *As Strong as the Mountains: A Kurdish Cultural Journey*, Waveland Press, 2007

Piot, Charles, *Nostalgia For the Future: West Africa After the Cold War*, University of Chicago Press, 2010

Pitt-Rivers, Julian, *The People of the Sierra*, University of Chicago Press, 1971

### **University Policies**

#### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

#### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The 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.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

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

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
- It is suggested that the greensheet include 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**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Student Technology Resources (Optional)**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections (Optional)**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



### **SJSU Counseling Services (Optional)**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## **COURSE SCHEDULE**

**Part 1: Cultural Repression: Memory, Psyche, Aesthetics**

**Part 2: States of Disorder, Collapse, Experiment**

**Part 3: Geopolitics of Exile, States of Exception**

**Part 4: Revolution**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/28	No Class
		<b>PART 1: CULTURAL REPRESSION: MEMORY, PSYCHE, AESTHETICS</b>
2	2/1  2/3	<b>The Spanish Civil War</b>  2/1 Helen Graham, "The Origins of Spain's Civil War", Julian Pitt-Rivers, <i>People of the Sierra</i> , chapters 1 and 2  2/3 Pitt-Rivers, chapter 3 & 4  In Class: Seminar Group 1 & 2 Facilitation

Week	Date	Topics, Readings, Assignments, Deadlines
3	2/8 & 2/10	<p><b>Spain Under Franco</b></p> <p>2/8 Pitt-Rivers, chapters 5 &amp; 6</p> <p>2/10 Pitt-Rivers, chapter 7, 8, &amp; 9</p> <p>In class: Seminar Group 3 &amp; 4</p>
4	2/15 & 2/17	<p><b>The Anarchists of Andalusia</b></p> <p>2/15 Pitt-Rivers, chapters 10 &amp; 11</p> <p>2/17 Pitt-Rivers, chapter 12, 13, &amp; 14</p> <p>In Class: Seminar Group 7 &amp; 8</p>
5	2/22 & 2/24	<p><b>Memory and the Aesthetics of Repression</b></p> <p>2/22 Michael Taussig, "Terror as Usual: Walter Benjamin's Theory of History as a State of Siege, and James C. Scott, "Vernacular Order, Official Order"</p> <p>2/23 Avery Gordon, "the other door, its flood of tears with consolation enclosed," in <i>Ghostly Matters: Haunting and the Sociological Imagination</i> (available as an e-book through the SJSU library)</p> <p>In class: Seminar Group 9 &amp; 10</p>
6	2/29 & 3/2	<p><b>Taking Stock, Overview Summaries, Writing Workshop</b></p> <p>2/29 In class: Group Brainstorm meetings, paper topic discussion and peer-editing, <b>Rough Draft of paper #1 due in class</b></p> <p>3/2 In class: Big Ideas reflection, <b>Seminar Papers Due for all groups</b></p>
		<p><b>PART 2: STATES OF DISORDER, COLLAPSE, EXPERIMENT</b></p>
7	3/7 & 3/9	<p><b>Togo as Failed State?</b></p> <p>2/29 Charles Piot, Introduction to <i>Nostalgia for the Future: West Africa After the Cold War</i></p> <p>3/2 Piot, chapter 1</p> <p>Viewing: <i>Touki Bouki</i></p> <p><b>PAPER #1 DUE 3/9</b></p>
8	3/14 & 3/16	<p><b>Togo after the Cold War</b></p> <p>3/7 Piot, chapter 2</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>3/9 Piot, chapter 3 and <i>"Mise en scene"</i></p> <p>In class: Seminar Groups 1 &amp; 2</p>
9	3/21 & 3/23	<p><b>Transformative Culture</b></p> <p>3/14 Piot, chapters 4 &amp; 5</p> <p>In Class: Seminar Groups 3 &amp; 4</p> <p>3/16 Piot, chapter 6</p> <p><b>Midterm 3/23</b></p>
10	<p><b>3/28 &amp; 3/30</b></p> <p><b>Spring Break</b></p> <p>4/4 &amp; 4/6</p>	<p><b>Taking Stock, Review, Writing Workshops</b></p> <p>4/4 In class: Group Brainstorm meetings, paper topic discussion and peer-editing, <b>Rough Draft of paper #2 due in class</b></p> <p>4/6 In class: Big Ideas reflection, <b>Seminar Papers Due for all groups</b></p>
		<p><b>PART 3: GEOPOLITICS OF EXILE, STATES OF EXCEPTION</b></p>
11	4/11 & 4/13	<p><b>Geopolitics of Displacement and Exile</b></p> <p>4/4 &amp; 4/6 Brenneman, <i>As Strong as the Mountains: A Kurdish Cultural Journey</i></p> <p>In Class: Seminar Group 5 &amp; 6</p> <p><b>PAPER #2 DUE 4/13</b></p>
12	4/18 & 4/20	<p><b>States of Exception</b></p> <p>4/11 Complete Brenneman, Hugh Raffles, "Jews", and Michel Foucault, "17 March, 1976," in <i>Society Must Be Defended: Lectures at the College de France, 1975-76</i></p> <p>4/13 Liisa Malkki, Introduction and chapter 1 in <i>Purity and Exile</i></p> <p>In class: Seminar Group 7 &amp; 8</p>
		<p><b>PART 4: THE NEW AUTHORITARIANISM AND REVOLUTION</b></p>
13	4/25 & 4/27	<p><b>Neoliberal Institutions and Conflict</b></p> <p>4/18 Excerpts form Wayne Ellwood, <i>The No-Nonsense Guide to Globalization</i> (pp. 90-148), and Ian Parker, "The Greek Warrior: How a Radical Finance Minister Took on Europe – and Failed," <i>The New Yorker</i>, August 3, 2015: <a href="http://www.newyorker.com/magazine/2015/08/03/the-greek-warrior?">http://www.newyorker.com/magazine/2015/08/03/the-greek-warrior?</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>In class: Seminar Group 9 &amp; 10</p> <p>4/20 David Harvey, "Neoliberalism and the Restoration of Class Power," in <i>Spaces of Global Capitalism</i> and <b>taking stock</b></p> <p>In Class: <b>Seminar Papers Due for all groups</b></p>
14	5/2 & 5/4	<p><b>The New Authoritarianism</b></p> <p>5/2 Henry Giroux, "Class Warfare and the Advance of Austerity Policies Under the New Authoritarianism" and "Racism, Violence, and Militarized Terror in the Age of Disposability"</p> <p>5/4 Excerpts from Lero Vergara-Camus, <i>Land and Freedom: The MST, the Zapatistas, and Peasant Alternatives to Neoliberalism</i></p> <p><b>PAPER #3 DUE 5/4</b></p>
15	5/9 & 5/11	<p><b>Revolution: The Zapatista Uprising</b></p> <p>5/9 Excerpts from Lero Vergara-Camus, <i>Land and Freedom: The MST, the Zapatistas, and Peasant Alternatives to Neoliberalism</i></p> <p>5/11 <b>Taking Stock</b></p> <p>In class: In class: Big Ideas reflection, <b>Seminar Papers Due for all groups</b></p>
16	5/16	<p><b>Week 16: Review</b></p>
Final Exam	5/18 (sec 1) 5/20 (sec 3)	<p>May 18, 12:15-2:30 (section 1) May 20, 12:15-230 (section 3)</p> <p>See Final Exam Schedule here: <a href="http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html">http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html</a></p>