

San José State University

College of Social Sciences

Anthropology 146

Culture and Conflict

Course and Contact Information

Instructor: Quincy Dalton McCrary

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Office Hours: Wednesday 4.15-5:45

Class Days/Time: WED 6:00-8:45

Classroom: CL 204

Prerequisites: 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...

GE/SJSU Studies Category: Advanced GE, Area V

Course Format: Traditional

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. Anthropology now complicates older understandings of social organizations in terms of nationalism, colonialism, institutionalized racisms, and the diverse forms that global capitalism takes.

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. The course will challenge students to understand how power, vulnerability, and personhood are experienced beyond the boundaries of the United States. Students will encounter not only the diversity of lives and perspectives that is the hallmark of anthropology, but also grasp the relevance of anthropological writing about power and conflict in the contemporary global world.

Course Goals (Optional)

- 1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution;*
- 2. Awareness of human diversity and the ways humans have categorized diversity;*
- 3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline;*
- 4. Knowledge of the history of anthropological thought and its place in modern intellectual history;*
- 5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society;*
- 6. Ability to access various forms of anthropological data and literature;*
- 7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues;*
- 8. 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;*
- 9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences;*
- 10. Knowledge of political and ethical implications of social research.*

Course Learning Outcomes (CLO)

- 1 Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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
- 2 Understand theoretical frameworks and anthropological perspectives on change, conflict, and development;
- 3 Grasp of several key ethnographic case studies of societies experiencing conflict and change;
- 4 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;
- 5 Reflect critically on the processes of, and theories about, culture and conflict

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

Textbooks

- 1) Brennenman, Robert L. (2007). *As Strong as the Mountains: A Kurdish Cultural Journey*. Waveland Press.
- 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) Maybury-Lewis, David. (2001). *Indigenous Peoples, Ethnic Groups, and the State*.

Other Readings

Other reading will be posted on the Anthropology 146 Canvas site.

Library Liaison

Silke Higgins at the King Library can offer advice about appropriate library resources. To meet with her, please make an appointment via email (silke.higgins@sjsu.edu) or by phone 408.808.2038.

Course Requirements and Assignments

This course requires extensive reading and in class discussions. The primary assignment is the sequential paper project. The sequential project will be completed in 3 stages, allowing you time to gather information, reflect on it in light of the other readings we are doing in the class, and then go back to write another piece of your project. You may choose to learn more about a group that comes up in our reading or you may choose a group or topic on your own—either way use this as an opportunity to extend and intensify your own knowledge. Though I welcome you to include your own ethnographic research in the project, for most of you this will be a library research paper. As such your main sources will be academic journal articles and books, especially those written by anthropologists. These materials may be supplemented by non-scholarly sources such as magazines like *Newsweek* or *The New Yorker*, or by Internet sources and films/videos available through the Instructional Resources Center on campus, but in general your paper must draw the majority of its material from academic resources (academic journals and books). More information about this project will be posted on the Anthropology 146 Canvas site.

Sequential Paper Project

A three part paper described in the **Sequential Paper Project** document on canvas.

Class Response #1: Anthropological view of History and Subjectivity

This 2-3 page paper will require students to demonstrate the ability to distill concepts and arguments from the first section of the course regarding history, politics, and culture. Ideas can be generated from the films, readings and lecture.

Class Response #2: Neoliberalism and Class in US Culture

This 2-3 page paper will address the culture of neoliberalism in United States with particular attention to the production of new communities and inequalities. Respond to the film *Bombies* or the reading “Neoliberalism and the Restoration of Class Power” by David Harvey.

Seminar Facilitation Groups

Students will be required to participate in seminar groups. Each group will be required to lead in-class ethnographic reading seminars twice throughout the quarter.

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

Final Examination or Evaluation

The final exam will be cumulative and are made up of multiple choice, short answer, and an essay.

Grading Information (Required)

- 3-part sequential project (50 pts each)
- Class Response 1 (20 pts)
- Class Response 2 (20 pts)
- Seminar Facilitation 1 (10 pts)
- Seminar Facilitation 2 (10 pts)
- Movie Summaries (Class Participation 50 to 70 pts)
- Midterm (100 pts)
- Final exam (100 pts)

Participation points will be based on movie summaries, class discussion, participation in peer review editing, and possible in-class writing responses. E-mailing the professor does NOT count as participation.

Each sequential paper project section is based on a 50-point scale. The following scores are roughly equivalent to these grades: 45-50 = A, 40-44 = B, 35-39 = C, 30-34 = D, below 30 = F. When assigning your scores, the following are the grading/feedback sheets I will use, so you should pay attention to the areas that they cover, and make sure you've addressed them.

The sequential paper will be graded using the following rubric:

Score for Section 1:

- | | | |
|----|--|-------|
| 1) | Use of Research / Content of Paper (possible points: 25) | _____ |
| 2) | Connection to subject matter of course (5) | _____ |
| 3) | Use of sources: | |
| | Appropriate academic sources (10) | _____ |
| | Proper citation/documentation (5) | _____ |
| 4) | Writing: (Clarity and Coherence) (5) | _____ |
| | | |
| | TOTAL | _____ |

Score for Section 2:

- 1) Use of Research / Content of Paper (possible points: 20) _____
 - 2) Connection to subject matter of course—"pairing"
With appropriate course material (10) _____
 - 3) Use of sources:
 - Appropriate academic sources (10) _____
 - Proper citation/documentation (5) _____
 - 4) Writing: (Clarity and Coherence) (5) _____
- TOTAL _____

Score for Section 3:

- 1) Use of Research / Content of Paper (possible points: 15) _____
 - 2) Connection to subject matter of course—"pairing"
With appropriate course material (15) _____
 - 3) Use of sources:
 - Appropriate academic sources (10) _____
 - Proper citation/documentation (5) _____
 - 4) Writing: (Clarity and Coherence) (5) _____
- TOTAL _____

Determination of Grades

A+ 98>, A 94 97, A 90 93 (percent)

An "A" demonstrates originality, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently gathers and uses data beyond that required in class readings that is self initiated. Papers are fully referenced.

B+ 88 89, B 84 87, B 80 83 (percent)

A "B" may show a good level of competence, but uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps, in argumentation, and demonstrates a good level of writing and knowledge. Writing is still original and does not challenge "fair use." Completes the task and does some extra work guided by the instructor. Referencing is adequate.

C+ 78 79, C 74 77, C 70 73 (percent)

A "C" may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Referencing is spotty. (percent)

D+ 68-69, D 64-67, D- 60-63, F < 60 (percent)

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. Writing is at the border of "fair use" of other scholars' work. A failure will only occur if no effort is made to address the question or topic or if plagiarism is detected.

Grading Information for GE Area V

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

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 be asked to leave.** Students wishing to use computers should do it at the front of class.

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/>

ANTH 146 Culture and Conflict Course Schedule

Course Schedule: Students will be informed of changes to the syllabus.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24/18	<p>Course Introduction</p> <p>Concepts and Issues</p> <p>FORM CLASS DISCUSSION GROUPS</p> <p>Anthropology and Indigenous Peoples</p> <p>Video: <i>Contact the Yanomami</i> AND <i>Children of the Jaguar</i></p> <p>Read: Spradley, <i>Ethnography and Culture</i>, pp. 7 – 13</p> <p>Read: Lee, <i>Eating Christmas in the Kalahari</i>, pp. 15 – 22</p>
2	1/31/18	<p>Colonialism and Development</p> <p>Research – in class tutorial (DO NOT MISS) Download and bring to class Sequential Paper Guide</p> <p>Video: <i>Good Kurds, Bad Kurds: No Friends But the Mountains</i></p> <p>Discussion groups about indigenous peoples.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Read: Brenneman, Introduction</p> <p>Read: Chapter 1: Maybury-Lewis</p>
3	2/7/18	<p>Constructing the State: Ethnic Groups in Comparative Perspective</p> <p>Video: <i>Delta Force</i> (53 min.)</p> <p>Read: Chapter 2: Maybury-Lewis</p> <p>Read: Pei, The Paradox of American Nationalism,</p> <p>Read: Brenneman, Chapters 1 – 3</p> <p>Class Response #1: Analysis of Historical Subjectivity Due</p>
4	2/14/18	<p>Indigenous Peoples: Strategies of Survival</p> <p>Video: <i>The Tightrope of Power</i> (57 min.)</p> <p>Discussion groups on the indigenous experience</p> <p>Read: Brenneman, Chapters 4 – 7</p> <p>Read: Cultural Survival Quarterly articles on Canvas Indigenous Lands or National Parks, pp. 14 – 16 Conservation Policy and Indigenous Peoples, pp. 17 – 22</p>
5	2/21/18	<p>Issues of Settlement & Development</p> <p>Australian Aborigines Cultural Ecology of the Aborigines</p> <p>Video: Rabbit Proof Fence (94 min.)</p> <p>Read: Chapter 1, The Mardu Aborigines</p> <p>Section 1 of Project Due</p>
6	2/28/18	<p>Concepts of the Land: The Dreamtime</p> <p>Aboriginal/settler relations, the state</p> <p>Video: Murradoo Yanner in Australia (26 min.)</p> <p>Discussion groups on aboriginal Australian experience</p> <p>Read: Chapter 2, The Mardu Aborigines</p> <p>Read: Chapter 7, The Mardu Aborigines</p>
7	3/7/18	MIDTERM

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/14/18	<p>Globalization and Conflict</p> <p>One Woman's Life: Aman's Story</p> <p>Cultural ecology of the Somalis: Pastoralism</p> <p>Discussion group on the pastoral cultural experience</p> <p>Video: Maasai Village (48 min.)</p> <p>Read: Aman, Afterword, pp.289-308</p> <p>Read: Aman Chapters 1-10</p>
9	3/21/18	<p>Capitalism and Conflict</p> <p>Challenges facing Pastoral Women</p> <p>Video: Maasai Women (52 min.)</p> <p>Read: Aman, Chapters 10 – 21</p> <p>Class Response #2: Neoliberalism in US Culture</p>
10	4/4/18	<p>Anarcho-capitalism?</p> <p>A "Failed State" Read: Newspaper articles Somalia's Total Nightmare (BBC, 4/28/07) No Winner Seen in Somalia's Battle with Chaos (NYT, 6/1/09)</p> <p>Discussion group on capitalism's impact on indigeneness</p> <p>Video:</p> <p>Read: Aman, Chapters 22 – 27</p>
11	4/11/18	<p>Globalization and Transnationalism</p> <p>Somalis in Diaspora / Rebuilding Somalia</p> <p>Video: Talk Mogadishu (57 min.)</p> <p>Read: New in Town: The Somalis of Lewiston</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Section 2 of project DUE</p> <p>Discussion of Globalization, Capitalism and Refugee Status</p> <p>Seminar Discussion One</p>
12	4/18/18	<p>Globalization and Identity</p> <p>A Culture in Conflict Finds a New Home: Hmong Refugees Cultural ecology of the Hmong: Agrarian societies</p> <p>11Video: <i>Becoming American</i></p> <p>Read: <i>The Spirit Catches You</i>, Chapters 1- 15 War and trauma of migration</p> <p>Discussion of Transnationalism and Identity</p> <p>Seminar Discussion One</p>
13	4/25/18	<p>Shifting Identities</p> <p>Video: The Split Horn (58 min.)</p> <p>Read: <i>The Spirit Catches You</i>, Chapters 15- END</p> <p>Discussion of Traditional Healing v. Biomedical Colonialism/Paternalism</p> <p>Seminar Discussion Two</p>
14	5/2/18	<p>Historical Particularisms</p> <p>Hmong refugees in the US</p> <p>Read: How Not to Resettle Refugees Read: (smith Vietnam 2012)</p> <p>Video: Bombies</p> <p>Discussion of the Vietnam conflict in relation to modern conflicts (Korea, Syria, etc)</p>

Week	Date	Topics, Readings, Assignments, Deadlines			
		Seminar Discussion Two			
15	5/9/18	Review Section 3 of project DUE Make Up Discussions? COMPLETE FINAL PAPER DUE ON LAST DAY OF INSTRUCTION			
Final Exam	5/16/18	<table border="1" data-bbox="402 422 1239 464"> <tr> <td data-bbox="402 422 776 464">1730 or 1800-Wednesday</td> <td data-bbox="779 422 1068 464">Wednesday, May 16</td> <td data-bbox="1071 422 1239 464">1715-1930</td> </tr> </table> http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12629.16280.html	1730 or 1800-Wednesday	Wednesday, May 16	1715-1930
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