

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 3.00-4.30 via Zoom http://www.sjsu.edu/ecampus/teaching-tools/zoom/
Class Days/Time:	Online
Classroom:	Online
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

Technology Intensive, Hybrid, and Online Courses

This course adopts a completely online format. You must have Internet connectivity, and access to a computer, to participate in the classroom activities and/or submit assignments. All assignments must be uploaded to Canvas in .doc or .docx format to be graded due to the limitations of the grading software in Canvas. Please save or export documents created in other formats (such as Google.docs) to Word before submitting the assignment. Please be aware that the Canvas App does not include the full functionality of Canvas as seen on a computer screen and you will not be able to fully participate in the class if using the app only. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Online Course Material

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas (or other communication system as indicated by the instructor) to learn of any updates.

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 these 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)

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

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

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) Brenneman, 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: Assimilation in US Culture

This 2-3 page paper will address issue of assimilation in United States with particular attention to the production of new communities and inequalities.

Movie Summaries

250 words summarizing and commenting on a film.

Midterm

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

Final Examination or Evaluation

The final exam will be cumulative and are made up of multiple choice, short answer, and an essay. [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

Weekly Discussion Posts AND Responses

Participation in online discussions will be assessed by giving full credit for active participation, partial credit for passive participation. Participation will be generated via discussion board questions posted after each lecture (each class week) with required responses. Posts must be at least 250 words. Each student must also include a thoughtful response to another student’s post. I will not put a word count on responses, but it must be a bit more than “i liked what u wrote!!!!”

Ground Rules for Online Discussions

Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute. Report Glitches: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.

Help Others: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it’s not so hard. They’re really going to appreciate it!

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don’t.

Be Brief: You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don’t lose yourself, or your readers, in overly wordy sentences or paragraphs.

Use Proper Writing Style: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

Cite Your Sources: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r’s.

Respect Diversity: It’s an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

No YELLING! Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters are bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).

No Flaming!: Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

Grading Information (Required)

3-part sequential project (50 pts each)

Class Response 1 (20 pts)

Class Response 2 (20 pts)

Movie Summaries (Class Participation 50 to 70 pts)

Midterm (100 pts)

Final exam (100 pts)

Daily Discussion Posts AND Responses (5 points per week)

Grading Information

Use <https://www.grammarly.com> or another electronic service to check your writing. All papers will be submitted through Canvas and will be vetted by Turnitin.com.

Incompletes

Incompletes will be granted only if the instructor has been notified in a timely manner 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

Determination of Grades

An "A" demonstrates originality, not merely efficient memory, 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 does extra work that is self-initiated.

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

A "C" may show a fair level of competence, but may be uneven. Work 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. Language may be inappropriately informal in parts of assignment.

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. A failure will only occur if no effort is made to address the question or topic.

Example Grading Scale

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 829	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

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

Academic integrity

Students should know that the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 requires that students with disabilities

requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

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

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/28/19	Course Introduction Concepts and Issues Anthropology and Indigenous Peoples Video: <i>Contact the Yanomami</i> AND <i>Children of the Jaguar</i> Read: Spradley, <i>Ethnography and Culture</i> , pp. 7 – 13 Read: Lee, <i>Eating Christmas in the Kalahari</i> , pp. 15 – 22

Week	Dates	Topics, Readings, Assignments, Deadlines
2	2/4/19	<p>Colonialism and Development</p> <p>Video: Good Kurds, Bad Kurds: No Friends But the Mountains</p> <p>Read: Maybury-Lewis, D Indigenous Peoples 1-44</p> <p>Read: Brenneman, Introduction</p>
r	2/11/19	<p>Indigenous Peoples: Strategies of Survival</p> <p>Video: <i>Delta Force</i> (53 min.)</p> <p>Read: Maybury-Lewis, D Genocide and Ethnic Cleansing 81-99</p> <p>Read: Brenneman, Chapters 1 – 3</p> <p>Class Response #1: Anthropological view of History and Subjectivity</p>
4	2/18/19	<p>Constructing the State</p> <p>Ethnic Groups in Comparative Perspective</p> <p>Video: <i>The Tightrope of Power</i> (57 min.)</p> <p>Read: Pei, The Paradox of American Nationalism (ON CANVAS)</p> <p>Read: Brenneman, Chapters 4 – 7</p> <p>Read: Maybury-Lewis, D Ethnic Groups 47-77</p> <p>Class Response #1: Analysis of Historical Subjectivity Due</p>
5	2/25/19	<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>Read: Maybury-Lewis, D The State 105-130</p> <p>Read: Indigenous Lands or National Parks, pp. 14 – 16 (ON CANVAS)</p>
6	3/4/19	<p>Concepts of the Land: The Dreamtime</p> <p>Aboriginal/settler relations, the state</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Video: Murrando Yanner in Australia (26 min.)</p> <p>Read: Chapter 2, The Mardu Aborigines</p> <p>Read: Chapter 7, The Mardu Aborigines</p> <p>Read: Conservation Policy and Indigenous Peoples, pp. 17 – 22 (ON CANVAS)</p> <p>Section 1 of Project Due</p>
7	3/11/19	MIDTERM
8	3/18/19	<p>Globalization and Conflict</p> <p>One Woman’s Life: Aman’s Story</p> <p>Cultural ecology of the Somalis: Pastoralism</p> <p>Video: Maasai Village (48 min.)</p> <p>Read: Aman, Afterword, pp.289-308</p> <p>Read: Aman Chapters 1-10</p>
9	3/25/19	<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: Assimilation in US culture</p>
10	4/8/19	<p>Conflict in Somali</p> <p>A “Collapsed State”</p> <p>Video: Talk Mogadishu (57 min.)</p> <p>Read: Newspaper articles Somalia’s Total Nightmare (BBC, 4/28/07) No Winner Seen in Somalia’s Battle with Chaos (NYT, 6/1/09) (BOTH ON CANVAS)</p> <p>Read: Aman, Chapters 22 – 27</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
11	4/15/19	<p>Globalization and Transnationalism</p> <p>Somalis in Diaspora / Rebuilding Somalia</p> <p>Read: New in Town: The Somalis of Lewiston (ON CANVAS)</p> <p>Section 2 of project DUE</p>
12	4/22/19	<p>Globalization and Identity: A Culture in Conflict Finds a New Home</p> <p>Hmong Refugees. Cultural ecology of the Hmong: Agrarian societies</p> <p>Video: <i>Becoming American</i></p> <p>Read: The Spirit Catches You, Chapters 1- 15 War and trauma of migration</p>
13	4/29/19	<p>Shifting Identities: Acculturation or Assimilation</p> <p>Video: The Split Horn (58 min.)</p> <p>Read: The Spirit Catches You, Chapters 15- END</p>
14	5/6/19	<p>Historical Particularisms</p> <p>Hmong refugees in the US</p> <p>Video: Bombies</p> <p>Read: How Not to Resettle Refugees (ON CANVAS)</p> <p>Read: Smith, Vietnam 2012 (ON CANVAS)</p>
15	5/13/19	<p>Review of semester</p> <p>Section 3 of project DUE</p> <p>Make Up assignments?</p> <p>COMPLETE FINAL PAPER DUE ON LAST DAY OF INSTRUCTION</p>
Final Exam		<p>Final Exam</p> <p>Friday, May 17. 1715-1930</p> <p>So, the final exam will be given online on May 17th from 5.15-7.30</p>

