

San José State University
College of Social Sciences
Anthropology 146
Culture and Conflict

Instructor	Quincy Dalton McCrary
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Office Hours	Virtual Office (Wednesday 2.00-4.00 via Zoom https://sjsu.zoom.us/j/2816290117)
Class Days/Time	Online Sections 80, 81
Classroom	Canvas (https://sjsu.instructure.com/)
GE/SJSU Studies Category	V

Course Format

Technology Intensive, Hybrid, and Online Courses

This course adopts a completely online instruction 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.

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

To be able to examine cultural systems, especially political economies, and select predictive elements to anticipate cultural development

To be able to critically analyze the assumptions underlying various projections of social issues

To comprehend the links between cultural values and technological choice

To understand the links between cultural values and social organization

To understand the shifting worldviews dominating various global regions in different times and places

To be able to visualize how societies change and create new cultures

To systematically analyze issues from the perspectives of the different actors involved

To be able to engage in cooperative learning activities

GE Learning Outcomes (GELO)

Upon successful completion of this program, students 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; and
3. explain how a culture outside the U.S. has changed in response to internal and external pressures.

Course Learning Outcomes (CLO)

1. The student will learn how to understand events within a broad worldwide framework.
2. The student will practice comparing and contrasting today's global issues with those of other historical periods.
3. The student will learn to critique different assumptions and reviewing a range of perspectives on global issues.
4. Students will discuss competing definitions of "globalization."
5. Students will analyze the impacts of trade, technology, migration, and conflict on cultural change.
6. Students will develop the skills needed to anticipate and shape future scenarios.

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 is a 3 credit hour course. As such, 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.

Movie Summaries

For a movie summary, you must write at least 200 words and submit over canvas. Movies will be streamed via canvas and assigned via weekly discussions.

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)

- Movie Summaries (20pts)
- Daily Discussions(5pts)
- 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	_____

Marking Criteria

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

“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 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](#) at

<http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources with students.

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.

Course Schedule: The course schedule is on canvas. Here is a simple outline. Students will be informed of changes to the syllabus.

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p>Course Introduction</p> <p>Concepts and Issues</p> <p>Anthropology and Indigenous Peoples</p> <p>Video: <i>Children of the Jaguar</i></p> <p>Read: Maybury-Lewis, D Indigenous Peoples 1-44</p> <p>Read: Lee, Eating Christmas in the Kalahari, pp. 15 – 22</p>
2		<p>Colonialism and Development</p> <p>Video: Good Kurds, Bad Kurds: No Friends But the Mountains</p> <p>Read: Maybury-Lewis, D Genocide and Ethnic Cleansing 81-99</p> <p>Read: Brenneman, Introduction</p>
3		<p>Indigenous Peoples: Strategies of Survival</p> <p>Video: <i>The Shock of the Other</i> (53 min.)</p> <p>Read: Brenneman, Chapters 1 – 3</p> <p>Class Response #1: Anthropological view of History and Subjectivity</p>
4		<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>
5		<p>Issues of Settlement & Development</p> <p>Australian Aborigines Cultural Ecology of the Aborigines</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Video: Stolen Generations (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		<p>Concepts of the Land: The Dreamtime</p> <p>Aboriginal/settler relations, the state</p> <p>Video: The Dreamtime: Aboriginal Documentary</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		MIDTERM
8		<p>Globalization and Conflict</p> <p>One Woman’s Life: Aman’s Story</p> <p>Cultural ecology of the Somalis: Pastoralism</p> <p>Video: Diary of a Maasai Village, Part 1: The Prophet's Village</p> <p>Read: Aman, Afterword, pp.289-308</p> <p>Read: Aman Chapters 1-10</p>
9		<p>Capitalism and Conflict</p> <p>Challenges facing Pastoral Women</p> <p>Video: The Women's Olamal (52 min.)</p> <p>Read: Aman, Chapters 10 – 21</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Class Response #2: Assimilation in US culture
10		<p>Conflict in Somali</p> <p>A "Collapsed State"</p> <p>Video: Somalia: The Forgotten Story (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>
11	3/30-4/2	Spring Break!
12		<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: Becoming American</p> <p>Section 2 of project DUE</p> <p>Read: The Spirit Catches You, Chapters 1- 15 War and trauma of migration</p>
13		<p>Globalization and Identity: A Culture in Conflict</p> <p>Read: The Spirit Catches You, Chapters 15-20</p> <p>Video: The Split Horn</p>
14		<p>Globalization and Identity: A Culture in Conflict</p> <p>Read: The Spirit Catches You, Chapters 20-</p> <p>Video: Bombies</p>
15		<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		Final Exam

Week	Dates	Topics, Readings, Assignments, Deadlines
		Our final exam period will be: 5/15/2020 ALL DAY