

**San José State University**  
**ANTH 146 Section 1 (24387), Spring 2022**  
**Human Sexuality**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jay Ou
<b>Office Location:</b>	Zoom Online
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<b>Office Hours:</b>	Fr 4-5pm or by Appt. <a href="https://sjsu.zoom.us/j/88193754514">https://sjsu.zoom.us/j/88193754514</a>
<b>Class Days/Time:</b>	MW 1030-1145
<b>Classroom:</b>	Clark 202
<b>Prerequisites:</b>	Passed Writing Skills Test (or completed/currently enrolled in 100W), Upper division standing (60 units) and Core General Education Completed.

**GE/SJSU Studies Category:** V

**Technology Intensive Online Course**

This course adopts an asynchronous online classroom delivery format. A computer with internet connectivity and Canvas is required for students to participate in class activities and submit assignments. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details. All course material developed by the instructor is the intellectual property of the instructor and is to be used for private, study purposes only, and cannot be shared publicly or uploaded without the instructor's approval (see University policy S12-7). See Online Class Protocol Below.

**Canvas and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, and grades can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) or [Canvas](#) 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. 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.

## **Area V Learning Outcomes**

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.

## **Course Learning Outcomes**

After the successful completion of the course, students shall 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.

## **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

## **Assignments and Grading Policy**

- 10% Reading Response Assignment x 2 (5% each)
- 10% Media Response Assignment x 2 (5% each)
- 5% Annotated Bibliography
- 15% Research Paper
- 15% Exam 1
- 15% Exam 2
- 15% Exam 3
- 15% Exam 4

## **Exams:**

Non-cumulative essay format exams related to course materials to date.

**Reading Response Assignment:**

Summary and critical reflection of the readings for the indicated week. Critical reflection should comprise at least 125 words and include critique of themes/issues as relevant to course materials. Minimum 500 words (not including cover page information, cited materials and references) each.

**Media Response Assignments:**

Summary and critical reflection of the film for the indicated week. Critical reflection should comprise at least 125 words and include critique of themes/issues as relevant to course materials. Minimum 500 words (not including cover page information, cited materials and references) each.

**Annotated bibliography:** Topic related to course themes, with instructor's approval.

Minimum 500 words (not including cited text, references or cover page). Minimum 5 peer-reviewed academic sources.

**Research Paper:** Topic related to course themes, with instructor's approval.

Minimum 1500 words (not including cited text, references or cover page). Minimum 5 peer-reviewed academic sources.

**NOTE: For all writing assignments, please follow APA style manual for format (12 pt. Times New Roman font; 1 inch margins), and for citations if needed. Submissions with more than three grammatical and/or formatting errors will be penalized at least one letter grade. All university level paper assignments should be carefully proofread and thoroughly edited before submission.**

**Grading Policy**

Course grades will be assigned as follows:

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%
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Module	Topics, Readings, Assignments, Deadlines
1	Course Introduction
2	<p><b>COLONIALISM AND THE CULTURE OF TERROR</b></p> <p>Readings:</p> <p><i>Violence in War and Peace:</i></p> <p>Ishi in Two Worlds: A Biography of the Last Wild Indian in North America (Theodora Kroeber).p 54</p> <p>Culture of Terror-Space of Death: Roger Casement's Putumayo Report and the Explanation of Torture (Michael Taussig). p 39</p> <p>Heart of Darkness (Joseph Conrad). p 35</p>
3	<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> <p><b>Reading Response Assignment 1</b></p>
4	<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> <p><b>Media Response Assignment 1</b></p>

Module	Topics, Readings, Assignments, Deadlines
5	<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> <p><b>Exam 1 (Weeks 1-4)</b></p>
6	<p><b>STATE REPRESSIONS</b></p> <p>Readings:</p> <p><i>Violence in War and Peace</i></p> <p>Living in a State of Fear (Linda Green).p186</p> <p>The Massacre at El Mozote: A Parable of the Cold War (Mark Danner). p334</p>
7	<p><b>GENDER AND CONFLICTS</b></p> <p>Readings:</p> <p><i>Violence in War and Peace:</i></p> <p>Trauma and Recovery: The Aftermath of Violence - From Domestic Abuse to Political Terror (Judith Herman). p 368</p> <p>The Everyday Violence of Gang Rape (Philippe Bourgois). p34</p> <p>"Racialized Geographies and the "War on Drugs": Gender Violence, Militarization, and Criminalization of Indigenous Peoples." Hernandez Castillo Rosalva Aida (canvas)</p>
8	<p><b>STRUCTURAL VIOLENCE: POVERTY</b></p> <p>Readings:</p> <p><i>Violence in War and Peace</i></p> <p>Two Feet Under and a Cardboard Coffin: The Social Production of Indifference to Child Death (Nancy Scheper-Hughes). p 275</p> <p>On Suffering and Structural Violence: A View from Below (Paul Farmer).p 281</p> <p><b>Exam 2 (Weeks 5-7)</b></p>

Module	Topics, Readings, Assignments, Deadlines
9	<p><b>RACIAL CONFLICTS</b></p> <p>Readings:</p> <p><i>Violence in War and Peace</i></p> <p>Inner City Apartheid: The Contours of Structural and Interpersonal Violence (Philippe Bourgois) p 301</p> <p>The New "Peculiar Institution": On the Prison as Surrogate Ghetto (Loic Wacquant). p318</p> <p>"Hellhounds" (Leon F. Litwack). p123</p> <p><b>Annotated Bibliography Due</b></p>
10	<p><b>APARTHEID: INSTITUTIONAL RACISM</b></p> <p>Readings:</p> <p><i>Violence in War and Peace:</i></p> <p>Undoing: Social Suffering and the Politics of Remorse in the New South Africa (Nancy Scheper-Hughes).p459</p> <p>Who's the Killer? Popular Justice and Human Rights in a South African Squatter Camp (Nancy Scheper-Hughes). p253</p> <p><b>Media Response Assignment 2</b></p>
11	<p><b>CHILDREN AND WARS</b></p> <p>Readings:</p> <p><i>Violence in War and Peace:</i></p> <p>The Treatment of Children in the 'Dirty War': Ideology, State Terrorism, and the Abuse of Children in Argentina (Marcelo M. Suarez-Orozco). p378</p> <p>Suffering Child: An Embodiment of War and Its Aftermath in Post-Sandinista Nicaragua (James Quesada). p 219</p> <p><b>Exam 3 (Weeks 8-10)</b></p>

Module	Topics, Readings, Assignments, Deadlines
12	<p><b>ENVIRONMENTAL CONFLICTS</b></p> <p>Readings:</p> <p>"The State in Waiting: State-ness Disputes in Indigenous Territories." (Martinez, Juan Carlos) (canvas)</p> <p>Connel, Robert "Maroon Ecology: Land, Sovereignty, and Environmental Justice."</p>
13	<p><b>CONFLICTS AND POST TRAUMATIC STRESS</b></p> <p>Readings:</p> <p><i>Violence in War and Peace:</i></p> <p>Colonial War and Mental Disorders (Frantz Fanon).p443</p> <p>The Continuum of Violence in War and Peace" Post Cold War (Philippe Bourgois) p 425</p> <p><b>Reading Response Assignment 2 (Mottier 3-4)</b></p>
14	<p><b>CONFLICT RESOLUTION, SOCIAL JUSTICE, AND RECONCILIATION</b></p> <p>Readings:</p> <p><i>Violence in War and Peace:</i></p> <p>When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda (Mahmood Mamdani) p 468</p> <p>The Burden of Memory: The Muse of Forgiveness (Wole Soyinka). p 475</p> <p><b>Research Paper Due</b></p>
15	<p><b>ANTHROPOLOGISTS AND CONFLICTS</b></p> <p><i>Violence in War and Peace:</i></p> <p>The Anthropologist as Terrorist.( Joseba Zulaika) p 416</p> <p>An Alternative Anthropology: Exercising the Preferential Option for the Poor. (Leigh Binford). p.420</p> <p><b>Exam 4 (Weeks 11-15)</b></p>

## **Class Protocol and Policies**

1. Check Canvas and SJSU email regularly for updates or changes to schedule.
2. *Plagiarism* will result in an automatic 0 points for the assignment and referral to the SJSU Committee on Academic Integrity
3. Late assignments and exams will *not* be accepted unless accompanied by documented proof of personal or family medical emergency. There will be no exceptions so please download and/or work on your assignments well in advance of due date and time.
4. All submissions must be in the form of an attachment in PDF format; no google docs or other file types. All submissions must include all essential information (course number and section; full formal name registered with SJSU; assignment name). Submissions that do not fulfill these basic requirements will not be assessed.
5. All correspondence will be conducted via canvas and canvas message. Include proper subject headings (course number and section, full name, topic) and standard business letter format to receive a response.

## **Email and Email Etiquette Policies**

I will do my best to respond to emails promptly on weekdays during business hours. However, I will only respond to polite emails that conform to a professional format (see below). I will not respond to emails that request information that can be 1) found in the syllabus; 2) about missed lectures; 3) information presented in lecture; 4) questions concerning grades because this is not legal information for me to reveal over email; 5) extensive questions that should be addressed during office hours; 6) electronic papers; 7) paper drafts (drafts must be addressed during office hours).

In the "Subject" line of the email, please write course name and section followed by a brief description of the email's subject. In the "Message" portion of the email, please open with "Dear Dr./Professor\_" and adopt professional word choice, capitalization, and punctuation. Close with your name and email address.

## **Online Class Protocol and Policies**

This course will not be recorded. Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative.

#### Zoom Classroom Etiquette:

**Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.

**Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.

Avoid video setups where people may be walking behind you, people talking/making noise, etc.

Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

**Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.

**Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

**Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

#### Online Exams:

Exams will be proctored in this course through Respondus Monitor and LockDown Browser.

Please note it is the instructor’s discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student’s disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.

No earbuds, headphones, or headsets visible.

The environment is free of other people besides the student taking the test.

If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.

No other browser or windows besides Canvas opened.

A workplace that is clear of clutter (i.e., reference materials, notes, textbooks, cellphone, tablets, smart watches, monitors, keyboards, gaming consoles, etc.)

Well-lit environment. Can see the students’ eyes and their whole face. Avoid having backlight from a window or other light source opposite the camera.

#### Testing Environment:

Before students can access the test questions, they are expected to conduct a scan around their testing environment to verify that there are no materials that would give the student an unfair advantage during the test. The scan will include: the desk/work-space; a complete view of the computer including USB ports and power cord connections; a 360-degree view of the complete room. Students must: Remain in the testing environment throughout the duration of the test; Keep full face, hands, workspace including desk, keyboard, monitor, and scratch paper,

in full view of the webcam

Technical difficulties:

Internet connection issues:

Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties:

Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas:

<https://www.sjsu.edu/ecampus/support/>

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

Academic Dishonesty:

Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course.

Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

## **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. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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 serve to address the issue, it is recommended that the student contact the Department Chair as a 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](#) 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](#) 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](#) 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) at <http://www.sjsu.edu/aec> to establish a record of their disability.