

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

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<b>Class Days/Time</b>	In-Person Section
<b>Classroom</b>	Canvas ( <a href="https://sjsu.instructure.com/">https://sjsu.instructure.com/</a> )
<b>GE/SJSU Studies Category</b>	V

### Course Format

#### Technology Intensive, Hybrid, and Online Courses

This course a technology intensive format. You must have Internet connectivity, and access to a computer, to participate in some activities and/or submit assignments. All assignments other than the midterm and final exams 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. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences; and
4. Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

### **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.

### **SJSU Credit Hours**

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **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](mailto: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.

### **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"<br>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-plus 98>, A 94 97, A-minus 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-plus 88 89, B 84 87, B-minus 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-plus 78 79, C 74 77, C-minus 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-plus 68 69, D 64 67, D-minus 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**

### **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](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](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: 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><b>Course Introduction</b></p> <p>Concepts and Issues</p> <p>Anthropology and Indigenous Peoples</p> <p><b>Video:</b> <i>Children of the Jaguar</i></p> <p><b>Read:</b> Spradley, <i>Ethnography and Culture</i>, pp. 7 – 13</p> <p><b>Read:</b> Lee, <i>Eating Christmas in the Kalahari</i>, pp. 15 – 22</p>
2		<p><b>Colonialism and Development</b></p> <p><b>Video:</b> Good Kurds, Bad Kurds: No Friends But the Mountains</p> <p><b>Read:</b> Maybury-Lewis, <i>D Indigenous Peoples</i> 1-44</p> <p><b>Read:</b> Brenneman, Introduction</p>
3		<p><b>Indigenous Peoples: Strategies of Survival</b></p> <p><b>Video:</b> <i>The Shock of the Other</i> (53 min.)</p> <p><b>Read:</b> Maybury-Lewis, <i>D Genocide and Ethnic Cleansing</i> 81-99</p> <p><b>Read:</b> Brenneman, Chapters 1 – 3</p> <p><b>Class Response #1: Anthropological view of History and Subjectivity</b></p>
4		<p><b>Constructing the State</b></p> <p>Ethnic Groups in Comparative Perspective</p> <p><b>Video:</b> <i>The Tightrope of Power</i> (57 min.)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><b>Read:</b> Pei, The Paradox of American Nationalism (ON CANVAS)</p> <p><b>Read:</b> Brenneman, Chapters 4 – 7</p> <p><b>Read:</b> Maybury-Lewis, D Ethnic Groups 47-77</p> <p><b>Section 1 of Project Due</b></p>
5		<p><b>Issues of Settlement &amp; Development</b></p> <p>Australian Aborigines Cultural Ecology of the Aborigines</p> <p><b>Video:</b> Stolen Generations (94 min.)</p> <p><b>Read:</b> Chapter 1, The Mardu Aborigines</p> <p><b>Read:</b> Maybury-Lewis, D The State 105-130</p> <p><b>Read:</b> Indigenous Lands or National Parks, pp. 14 – 16 (ON CANVAS)</p>
6		<p><b>Concepts of the Land: The Dreamtime</b></p> <p>Aboriginal/settler relations, the state</p> <p><b>Video:</b> The Dreamtime: Aboriginal Documentary</p> <p><b>Read:</b> Chapter 2, The Mardu Aborigines</p> <p><b>Read:</b> Chapter 7, The Mardu Aborigines</p> <p><b>Read:</b> Conservation Policy and Indigenous Peoples, pp. 17 – 22 (ON CANVAS)</p>
7		MIDTERM
8		<p><b>Globalization and Conflict</b></p> <p>One Woman’s Life: Aman’s Story</p> <p>Cultural ecology of the Somalis: Pastoralism</p> <p><b>Video:</b> Diary of a Maasai Village, Part 1: The Prophet's Village</p> <p><b>Read:</b> Aman, Afterword, pp.289-308</p> <p><b>Read:</b> Aman Chapters 1-10</p>



Week	Dates	Topics, Readings, Assignments, Deadlines
9		<p>Capitalism and Conflict</p> <p>Challenges facing Pastoral Women</p> <p><b>Video:</b> The Women's Olamal (52 min.)</p> <p><b>Read:</b> Aman, Chapters 10 – 21</p> <p><b>Section 2 of project DUE</b></p>
10		<p>Conflict in Somali</p> <p>A “Collapsed State”</p> <p><b>Video:</b> Somalia: The Forgotten Story (57 min.)</p> <p><b>Read:</b> 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><b>Read:</b> Aman, Chapters 22 – 27</p> <p><b>Class Response #2: Assimilation in US culture</b></p>
11		<p><b>Globalization and Transnationalism</b></p> <p>Somalis in Diaspora / Rebuilding Somalia</p> <p><b>Read:</b> New in Town: The Somalis of Lewiston (ON CANVAS)</p>
12		<p><b>Globalization and Identity: A Culture in Conflict Finds a New Home</b></p> <p>Hmong Refugees. Cultural ecology of the Hmong: Agrarian societies</p> <p><b>Video:</b> <i>Becoming American</i></p> <p><b>Read:</b> The Spirit Catches You, complete text</p>
13		<b>Read:</b> The Spirit Catches You, complete text
14		<b>Read:</b> The Spirit Catches You, complete text
15		<p><b>Review of semester</b></p> <p><b>Section 3 of project DUE</b></p> <p><b>Make Up assignments?</b></p> <p><b>COMPLETE FINAL PAPER DUE ON LAST DAY OF INSTRUCTION</b></p>
Final Exam		<b>Final Exam</b>

Week	Dates	Topics, Readings, Assignments, Deadlines
		The final exam will be given online on 5/19