

Anthropology 146: CULTURE AND CONFLICT (Course Code) – Section 3
Spring 2008

Professor Annapurna Pandey
Room 204, Clark Hall, 6- 8.45pm (Wednesdays)
Office: Clark Hall 414 K, Tel: 924-4725(email: pandey@ucsc.edu)
Office Hours: Fri 12- 2pm, and by appointment

I. Course Description

When anthropologists discuss social change, they usually mean change brought about in pre-industrial societies through long-standing interaction with the nation-states of the industrialized world. Often this kind of change has been discussed in terms of “culture contact” and acculturation,” even when the term “catastrophic change” is perhaps more appropriate. More recently anthropologists have realized that in talking about change we must pay attention to the very real issues of dominance, subordination, and dependence that characterize the colonial experience, and the many situations of encounter by two or more cultures. Drawing on a survey of contemporary cultures (with some historic examples to provide comparative material) this course will examine situations of culture and conflict that have arisen in the process of modernization, globalization, and war. We will focus on several case studies from different societies, for example, the pluralistic Indian society, Indigenous people of the Americas and other parts of the world, the Hmong, a tribal agrarian group from Laos who are one of the newest immigrant groups in the United States. Our goal is to develop a theoretical framework for understanding our case studies, and to develop alongside this theoretical framework a proposal for how anthropologists and world citizens can positively affect these issues.

Prerequisites

Students must have passed the Writing Skills Test (WST) and have taken or be enrolled in a 100W course. NO EXCEPTIONS.

Course Learning Objectives

- An understanding of theoretical frameworks and anthropological perspectives on change, conflict, and development
- A grasp of several key ethnographic case studies of societies experiencing conflict and change
- Ability to 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
- Reflect critically on the processes of, and theories about, culture and conflict

**SJSU Studies CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING
(Advanced GE, Area V)**

For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses.

Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units.

SJSU Studies: Student Learning Objectives

Students should receive an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. Additionally, students should understand how traditions of cultures outside the U.S. have influenced American culture and society. Students shall be able to:

Learning Objective 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 US.

Learning Objective 2: Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

Learning Objective 3: Explain how a culture outside the U.S. has changed in response to internal and external pressures.

Goals of the Anthropology Department

KNOWLEDGE

- Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
- Awareness of human diversity and the ways humans have categorized diversity.
- Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
- Knowledge of the history of anthropological thought and its place in modern intellectual history
- Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

SKILLS

- Ability to access various forms of anthropological data and literature.
- Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- 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.
- Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

PROFESSIONAL VALUES

- Knowledge of political and ethical implications of social research

Required Reading

Maybury-Lewis, David, 1997, *Indigenous Peoples, Ethnic Groups and the State*. Allyn and Bacon.

Lee Barnes, Virginia and Janice Boddy, 1994. *Aman: The Story of a Somali Girl*. Vintage.

Fadiman, Anne, 1997, *The Spirit Catches you and you Fall Down*. Farrar, Straus and Giroux, New York.

Culture and Conflict Course Reader – available at Maple Press, San Carlos between 10th and 11th

Course Assignments and Evaluation

| | | |
|-----------------------------------|------------------|---------------------------|
| Midterms (2 @ 50 points) | 100 points | A- to A+ = 315-350 points |
| 3-part sequential project (3@ 50) | 150 points | B- to B+ = 280-314 points |
| Final exam | 50 points | C- to C+ = 245-279 points |
| Class Participation | <u>50 points</u> | D- to D+ = 210-244 points |
| Total | 350 points | F = below 210 points |

DESCRIPTION OF ASSIGNMENTS IN FULFILLMENT OF SJSU STUDIES LEARNING OBJECTIVES

Three-part sequential research project (4-5 pages each section)

This project will fulfill the writing requirement of 1500 words for the course and will demonstrate your integrated mastery of Learning Objectives 1, 2, and 3.

Midterm Examination

Two midterm examinations are intended (1) to assess mastery of Learning Objectives 1, 2, and 3, and (2) to test each student's knowledge of the basic course materials

Final Examination

Final Examination is a comprehensive Objective Test, covering the test areas of Learning Objectives 1, 2, and 3, and information examined in the course.

DESCRIPTION OF ASSIGNMENTS IN FULFILLMENT OF ACTIVE LEARNING REQUIREMENT

This course meets the active learning requirement in the following assignments:

(1) March 5 and April 2: In-class peer editing. Here you will interact with other students about the 3-part sequential research project. You will actively discuss each other's work and use your critical thinking skills to discuss the form and content of your peer's work.

(2) February 20 and March 12: In-class discussion session/role playing. In this exercise we will have discussions, based on role playing exercises designed to help you better understand conflicting points of view regarding indigenous peoples and the state.

General Policies

- **Class Participation:** These points are earned through attendance, participation in class discussions; peer editing sessions, the occasional reflective paper and other classroom activities.

No electronic submission of work – don't email me your papers!

- **Format of papers:** Papers should be typed, double-spaced, and pages numbered. Please staple together pages, and it is **helpful to use folders, covers, or a cover sheet** (put your name and section number in the top right hand corner of the first page). Please write clearly and correctly and seek help if you need it. Please proofread your papers carefully. Reading your work aloud often reveals mistakes in syntax and spelling.
- **Plagiarism:** Plagiarism occurs when you use the words of another author – a phrase, sentence, or paragraph -- without giving credit to that author with quotation marks and a citation. This practice misrepresents your writing. Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at: <http://www2.sjsu.edu/SO4-12.pdf> or <http://www2.sjsu.edu/senate/SO4-12.htm> . **SJSU policy forbids plagiarism. It will be punished. If found plagiarizing, you WILL receive a zero for your assignment and I WILL report you.** Please read the statement on Academic Integrity and consult me if you have questions on this issue.
- **Late papers:** Will be accepted with permission. 2 points subtracted for each day the paper is late.
- **Exams:** All exams will consist of multiple choice and short answer questions. Questions will cover class lectures, readings, and films. I will provide a study guide for each exam.
- **Special Arrangements:** If you need course adaptations or accommodations because of a disability, if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please let me know as soon as possible.
- **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 have to leave.

Course Schedule

1) Concepts, Issues, & Theoretical Frameworks

- Jan 23 Introduction: The nature of the course,
 Anthropological perspective on Culture and Conflict
 Anthropology and Indigenous Peoples
 Video: *The Shock of the Other* (60 min.)

- Jan 30 Colonialism & Development
 Read: Maybury-Lewis, p. 1-31
 Read: Maybury-Lewis, pp. 31-46
 Read: Spradley and McCurdy; Lee (reader)
 Video: *Contact: the Yanomami* (30 min.)
- Feb 6 Constructing the State: Ethnic groups in comparative perspective
 Read: Maybury-Lewis, Chapter 2
Due: Proposal for progressive term paper
- Feb 13 Land appropriation, genocide, ethnic cleansing
 Read: Maybury-Lewis, Chapter 3
 Indigenous peoples: Strategies of Survival I
 Read: *Cultural Survival articles* (Reader)
 Indigenous peoples: Strategies of Survival II
 Video: *Delta Force* (30 min)
- Feb 20 Indigenous peoples and nation states
 Read: Maybury-Lewis, Chapters 4-5
Due: Bibliography for Progressive Term Paper
 Discussion: Issues of Indigenous Peoples and Nation States (**Active Learning Requirement***)
 Midterm Review – see Concepts & Frameworks to be discussed in class
 Video: *The Tighrope of Power*
MIDTERM #1 (Learning Objectives 1, 2, 3**)**

2) Issues of Settlement & Development: Australian Aborigines

- Feb 27 Cultural Ecology of the Aborigines: food collecting
 Read: Chapter 1, *The Mardu Aborigines* (Reader)
 Video: *Yolngu Boy*
- March 5 Concepts of the Land: The Dreamtime
 Read: Chapter 2, *The Mardu Aborigines* (Reader)
 Aboriginal/settler relations, the state and the anthropologists
 Read: Chapter 7, *The Mardu Aborigines* (Reader)
In-Class Peer Edit (bring 2 copies of paper) (Active Learning Requirement***)**
- March 12 Movie: *Rabbit Proof Fence*
Section 1 of project DUE (Learning Objectives 1, 2, 3**)**
 Discussion of video/role playing (**Active Learning Requirement***)

March 19 Contemporary problems and conflicts
Video: *Murradoo Yanner in Australia* (26 min.)
Webwork: BBC Stories on Aborigines ("Summit Discusses Aboriginal Abuse" and other stories linked to this one, <http://news.bbc.co.uk/2/hi/asia-pacific/5115964.stm>)

March 26 (No Class) Spring Break: March 24th – 28th

3) Somalia, the War, and One Woman's Life: Aman's Story

April 2 Cultural ecology of Somalis: Pastoralism
Read: *Aman*, Afterward, and pp. 289-308
Read: *Aman*, Chapters 1-8
Challenges facing pastoral women
Female Circumcision
Video: *Three Maasai Women Have Their Say* (30 min.)
Video: *Maasai Women* (52 min.)
In-Class Peer Edit (bring 2 copies of paper) (Active Learning Requirement**)**

April 9 War in Somalia
Read: *Aman*, Chapters 9-14
Read: *Aman*, Chapters 22-27
Video: *Somalia: Good Intention, Deadly Results*
Section 2 of project DUE (Learning Objectives 1, 2, 3**)**

April 16 Rebuilding Somalia
Video: *Talk Mogadishu*
Webwork: explore BBC website: *Somalia: Emerging from Ruins?*
http://news.bbc.co.uk/1/hi/in_depth/africa/2004/somalia/default.stm

MIDTERM #2 (Learning Objectives 1, 2, 3**)**

4) A Culture in Conflict Finds a New Home: Hmong Refugees in USA

April 23 Cultural ecology of the Hmong/Mien: Agrarian societies
Read: Fadiman, Preface and Chapters 1- 7, pp.3-92
War and the trauma of migration
Read Fadiman, Chapters 8-12, pp. 93-170

Video: *Bombies* (57 min.)
Read: Fadiman, Chapters 13-16, pp.171-249

APRIL 30 Hmong/Mien in Laos – Shifting Identities
Hmong/Mien refugees in the U.S.

Read: Fadiman, Chapters 17- 19, pp.250-288

Video: *Death of a Shaman* (57 min.)

May 7 The nature of globalization and its impact on the indigenous people: a cross- cultural perspective
Review for the final exam and wrapping up the course
Section 3 of paper DUE (Learning Objectives 1,2,3**)**

FINAL EXAMS, WED, May 21 (Blue Books required) 5.15 –7.30pm (Learning Objectives 1, 2, 3**)**

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

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Dropping and Adding:

You are responsible for understanding the policies and procedures about adds/drops (including deadlines and penalties), academic renewal, etc. – all found at http://sa.sjsu.edu/student_conduct . If there is demand for this class, I reserve the right to drop any student who misses the first two days of class without notification or contact. If you wish to add this class you need to attend every session and add your name to the waiting list (see me). Wednesday Sept 5 is last day to drop without a “W” grade. Sept 12 is last day to add.

Student Technology Resources:

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional labs that may be available to students 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, screens and monitors.

Learning Assistance Resource Center:

The Learning Assistance Resource Center 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 Learning Assistance Resource Center is located in Room 600 in the Student Services

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Anthro 146
Spring 08

Anthropology 146: CULTURE AND CONFLICT
Sequential Term Project
(*Meets SJSU Studies Area V Learning Objectives 1, 2, and 3***)**

This 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).**

IMPORTANT:

- ❖ Late papers will only be accepted if we have made an agreement **IN ADVANCE** of the due date.
- ❖ Late papers will lose 5 points per week, unless I make an exception (due to illness/death in the family).
- ❖ In addition to handing in a hard copy of your work, you will also submit it to Turnitin.com. The class ID is 1968325. The password is **apandey**. Using Turnitin.com you can check the percentage of copying directly from original sources and therefore make a conscious effort to use your own words in your research paper.

Project Topics:

- ❖ You may choose one indigenous or ethnic group, and learn about that group's culture, history and conflicts. (i.e. Ogoni; Kayapo, Nuer).
- ❖ You may write about two closely related indigenous groups (i.e. Hutu and Tutsi).
- ❖ You may choose a geographical area, and learn about the indigenous groups / ethnic groups in that area, their history and their conflicts.* (i.e. Tibet; Somalia; Belgium).

*For all options, pick a group or area that has experienced a conflict that fits the subject matter of this course and that you will be able to write about in your paper.

Information Sources:

- ❖ Talk to me about possible sources, given your topic.

- ❖ Use the readings for the course, especially Maybury-Lewis' book and his framework of analysis.
- ❖ Bernice Redfern is at the Library Outpost in the Academic Success Center (Clark Hall, 126B) on Thursdays from 1 to 3 pm. You can also make an appointment to speak to her in her office (Bernice.Redfern@sjsu.edu).
- ❖ Martin Luther King Library

Reference Books:

Reference books are especially good for getting ideas and getting started on the project. You might look at the *Encyclopedia of World Cultures*, the *Worldmark Encyclopedia of Cultures and Daily Life*, *Ethnic Cultures of the World*, and others in the Anthropology (GN) section (located on the 2nd floor reference section of the MLK Library. Also check in the Geography section, and in the geographical regions sections. (Caution: your paper should not be drawn entirely from encyclopedias. Use them to get your project off the ground. You might also use their bibliography sections for your topic to find more material.)*

*It may also be useful to simply browse the library stacks within specific sections. Also use the excellent electronic sources available through our library web page: www.sjlibrary.org/gateways/academic. To access research options off-campus, use this semester's password (which you can get by following these links on the library home page). (Under "Your Library" click on SJSU Students and Faculty, and under "Find Articles and More" click on get passwords. Enter your SJSU ID number and pin number.)

Periodicals:

Especially useful for recent conflicts and change are the *Cultural Survival Quarterly* and the IWGIA Newsletter (now called *Indigenous Affairs*): GN 380.15

These and other anthropology journals are catalogued as 'GN': *The American Anthropologist*, *Current Anthropology*, *Human Organization*, etc. These and other journals have academic articles on a variety of topics. Also useful is *Abstracts in Anthropology* where particular topics are indexed.

Books:

Anthropology books, including ethnographies about particular groups, are catalogued as 'GN'. You can look for these by accessing the library's web page, as outlined above. It is a good idea to include books among your research materials.

Library Databases:

Electronic Databases are a good way to access journal articles and up-to-date material about your topic. Useful ones include

- Expanded Academic ASAP (SJSU)
- Ethnic Newswatch
- Gender Newswatch
- Anthrosource
- JSTOR

These databases include many full text articles, which you will be able to print out from your very own computer.

- ❖ **Films and Videos in the IRC** (Instructional Resource Center), 112 Dudley Moorehead Hall.
- ❖ **Books and journals** not part of SJSU's holdings can sometimes be obtained through their web services, or by requesting them through Inter-library Loan.
- ❖ **Internet resources/** An excellent place to start is Cultural Survival's home page: www.cs.org. You can also use the International Work Group on Indigenous Affairs' website: www.iwgia.org, and Survival International: www.survival-international.org. As a search engine, I recommend www.northernlight.com as a way to find lots of good information. Remember that these resources should be used as supplements to the above sources. Do not rely solely or mainly on web sources.

Instructions for the Project:

Each section of the project is a short paper, in essay format, with a references cited page. Please use **AAA style for citations and references** in your research paper. Papers should be typed, double-spaced, with pages numbered. Use Times New Roman, size 12 font. Only papers printed in **black ink** will be accepted. Please staple together pages, and it is **helpful to use folders, covers, or a cover sheet** (put your name and section number in the top right hand corner of the first page).

1) Section I. This will be an ethnographic treatment of a particular group or a country that faces issues surrounding indigenous groups or ethnic minorities. Be sure to pick a group whose conflict you feel confident you can describe at a later stage in the project. Section I should be 4-5 pages long and describe the group in some detail, using an anthropological perspective. The essay must follow this format and include this information:

- I. Economics/ Mode of Production (how people make a living)
- II. Social and Political Organization (may include settlements patterns, social structure, kinship, marriage and residence patterns, leadership, how decisions are made. . .)
- III. Ideology / Religion / Worldview

This section is a baseline description of the group you have chosen, prior to the conflict they experienced.

2) Section II. This will be a continuation of the first section, looking at the group or area you have chosen and discussing the scenario of conflict in which it is involved, its history of conflict, and an analysis of the problem. In this section you begin to bring in theoretical or conceptual frameworks we have been covering, provide comparative examples, or in other ways **set this situation of conflict into the context of the course.** This section will be approximately 4-5 pages.

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.

Score for Section I:

- 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 _____

Section 3 – Further instructions.

- ✓ 4-5 pages in length. Please follow the format section of the project instructions, and make use of the comments and feedback I have supplied on your first two sections.

- ✓ The final section of your paper should tie together your paper by drawing together the themes of conflict you have been developing.

- ✓ The final section picks up on the analysis of the conflict theme you began in Section II, but develops an angle of policy recommendation. Given the group you are researching and the problem they are facing (or faced) as you have developed it in your project, what do you think should be done to resolve the conflict?
- ✓ What approaches should the national government and international community take in regards to resolving the conflict? You may choose to offer some broad and idealistic resolutions, but also address solutions that could likely be implemented, given some pressure from governing bodies. Please offer some **specific** solutions. Be precise with your recommendations. Are there any precedents for your policies? Cite other solutions and sources—this strengthens your argument.
- ✓ Make sure that you continue to set your discussion and recommendations into the **context of the course**—this means that you explicitly use our course material as a way to compare/contrast, bring focus, and in general make a stronger argument for your recommendations. You must cite the course material (for instance Maybury-Lewis, Koltyk, videos we have watched, etc.) as you do this. Show the sources for this comparative angle. Choose material that links well with your topic.

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 | _____ |

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3) **Section III.** The final section continues an analysis of the culture and conflict theme of your project, but develops an angle of policy recommendation. 4-5 pages. Given the group and problem as you see it from your research, what do you think should be done? What approaches should the government and international community take in regards to resolving the conflict? You may consider solutions that have been used elsewhere. Be explicit. Cite your sources. Be sure to reflect on your previous sections in this final section as you wrap up the project, and continue to **reflect explicitly on our course material.**

Format

In all of the writing about your chosen topic, you must cite your sources. You should make reference to bibliographic material and course readings in the body of your paper. When quoting directly be sure to use quotation marks to indicate this. Even when you have paraphrased someone else's material, and do not use quotation marks, you must cite the author you are paraphrasing.¹ References should be placed in the body of the text, in parentheses, like this: (Gilmore 1992:105). This indicates the page number for the material you used. Web addresses (urls) should **not** appear in the body of the paper—use an author if you have one and a title if you do not. Your own thoughts and examples should be used to draw the readings together in a fresh and coherent fashion.

All sections should include a "References Cited" section, which will expand with each phase of the project. Please include this with each section, so that you will show references cited for the current section, and on a separate page, the references you have used previously. Each section should draw on at least 3 academic (referred journal/texts) references. In the end you should have used 9-10 different academic research based sources. Besides, you can only use a total of 2-3 sources from website material or non-academic magazines (*Newsweek*, etc.)

Writing Tips

- ❖ For drop-in assistance with a draft of your paper, or a writing tutor:
The Learning Assistance Resource Center
Student Services Center, Room 600
10th St. Garage - San Fernando between 9th and 10th
Telephone: 924-2587
- ❖ Carefully proofread your paper or ask a friend to do it for you. Use spell-check on your computer program. Plan on correcting your final copy. I will not deduct for the occasional spelling error, but will deduct points if the paper has not been proofread for spelling and clarity.

Grading

Each 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

¹ Plagiarism is borrowing, without the use of quotations, someone else's wording or an idea (any sequence of words more than 4-5 words long). Think of it as intellectual theft. Plagiarism is unacceptable and will not be tolerated by your instructor.

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.

Score for Section I:

- 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 _____

Section 3 – Further instructions.

- ✓ 4-5 pages in length. Please follow the format section of the project instructions, and make use of the comments and feedback I have supplied on your first two sections.
- ✓ The final section of your paper should tie together your paper by drawing together the themes of conflict you have been developing.

- ✓ The final section picks up on the analysis of the conflict theme you began in Section II, but develops an angle of policy recommendation. Given the group you are researching and the problem they are facing (or faced) as you have developed it in your project, what do you think should be done to resolve the conflict?
- ✓ What approaches should the national government and international community take in regards to resolving the conflict? You may choose to offer some broad and idealistic resolutions, but also address solutions that could likely be implemented, given some pressure from governing bodies. Please offer some **specific** solutions. Be precise with your recommendations. Are there any precedents for your policies? Cite other solutions and sources—this strengthens your argument.
- ✓ Make sure that you continue to set your discussion and recommendations into the **context of the course**—this means that you explicitly use our course material as a way to compare/contrast, bring focus, and in general make a stronger argument for your recommendations. You must cite the course material (for instance Maybury-Lewis, Koltzyk, videos we have watched, etc.) as you do this. Show the sources for this comparative angle. Choose material that links well with your topic.

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 | _____ |