

## Anthropology 146 - Spring 2009

# Culture and Conflict

Dr. Sandra Cate  
Office: Clark 463, Tel 924-5714  
Office Hours: T1330-1530, W1330-1530  
or by appointment

Section 1 MW 0900-1015, CL 204  
[scate@ix.netcom.com](mailto:scate@ix.netcom.com)

### I. 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 accurate. Anthropologists now recognize that in order to understand conflict, we must pay attention to the very real issues dominance, subordination, and dependence that generate change, in the contexts of colonial experience, formation of nation states, “modernization,” and “development.”

Drawing on a survey of contemporary cultures (with some historic examples for comparison), this course will look at dynamics of tradition and conflict through three case studies: 1) the Aborigines, foragers and the indigenous peoples of Australia, 2) the Somalis, pastoralists in Africa and subjects of a “failed state” 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.

### Prerequisites

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

### SJSU Studies Objectives (Advanced GE, Area V)

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, as well as how cultures in general both develop distinctive features and interact with other cultures.

To accomplish these objectives, students in this course will

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. (Class activities, Progressive Term Project-Part 1)
2. identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and (Class activities, Progressive Term Project-Part 2)
3. explain how a culture outside the U.S. has changed in response to internal and external pressures. (Progressive Term Project-Part 3)

## 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

Brenneman, Robert L. *As Strong as the Mountains: A Kurdish Cultural Journey* (2007) Waveland Press

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

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*, (1997) Noonday Press.

*Culture and Conflict* Course Readings – available on course website or at Maple Press, San Carlos between 10<sup>th</sup> and 11<sup>th</sup> Sts.

### Course Website

Many of the course materials -- lecture outlines, video guides, exam study guides, citation and reference guide, extra credit list, and the class grading policy -- are available on my Faculty Web Page (from SJSU Home Page → Quick Links → Faculty Web Pages)

[http://stage.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=1010](http://stage.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1010)

### 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

[Participation points based on attendance, class discussion, participations in group work, and possible in-class writing responses. E-mailing professor does NOT count as participation]

## General Policies

- **Format of papers:** Papers should be typed, double-spaced, and pages numbered. Please staple together pages, and **do not 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. 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. ALL papers are due the last class meeting – no exceptions.
- **Exams:** All exams will consist of multiple choice and true/false questions. Questions will cover class lectures, readings, and films. I will provide a study guide for each exam.
- **Disability Accommodations** If you need course adaptations or accommodations because of a disability, or if you need 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 DRC to establish a record of their disability.
- **Classroom Etiquette: Please be respectful, to your instructor and your classmates.** If you come late to class or leave early, please enter and exit quietly, without letting the door slam. Cellphones must be **turned off and put away. Please, no text messaging in class.** Computers may be used only for note-taking, not surfing the Web or e-mail, nor during movies.

## Course Schedule

Jan. 26                      Course Introduction

### 1) Concepts and Issues

Jan 26                      Anthropology & Indigenous Peoples  
Read: Brenneman, Introduction and Chapter 1

Jan 28                      Video: *The Shock of the Other* (60 min.)  
Read: Chapter 1: Maybury-Lewis, pp. 1-13, 25-32 (Reader)

Feb 2                        How to do Anthropology Research – in-class tutorial (DO NOT MISS)

Feb 4                        Colonialism & Development  
Video: *Contact: the Yanomami* (30 min.)  
Read: Brenneman, Chapters 1-3

Feb 9                        Constructing the State: Ethnic groups in comparative perspective  
Read: Chapter 2: Maybury-Lewis, pp. 47-79 (Reader)

Feb 11                      Land appropriation, genocide, ethnic cleansing

Feb 16 Video: *Delta Force* (30 min)  
Indigenous peoples: Strategies of Survival I  
Read: *Cultural Survival* articles (Reader)

Feb 18 Indigenous peoples: Strategies of Survival II  
Video: *The Tightrope of Power*  
Read: Brenneman, Chapters 4-7

Feb. 23 **MIDTERM #1**

**2) Issues of Settlement & Development: Australian Aborigines**

Feb. 25 Cultural Ecology of the Aborigines: food collecting  
Read: Chapter 1, *The Mardu Aborigines* (Reader)

Mar. 2 Video: *Yolngu Boy*

Mar. 4 *Yolngu Boy, (cont.)*  
Concepts of the Land: The Dreamtime  
Read: Chapter 2, *The Mardu Aborigines* (Reader)

Mar. 9 Aboriginal/settler relations, the state  
Read: Chapter 7, *The Mardu Aborigines* (Reader)  
**Section 1 of project DUE**

Mar. 11 Movie: *Rabbit Proof Fence*

Mar. 16 Movie: *Rabbit Proof Fence (cont)*  
Discussion of video

Mar. 18 Contemporary problems and conflicts  
Video: *Murrando Yanner in Australia* (26 min.)  
Webwork: BBC Stories on Aborigines  
<http://news.bbc.co.uk/2/hi/asia-pacific/5115964.stm>

**MARCH 23-27 – SPRING VACATION!!!**

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

Apr 1 Cultural ecology of Somalis: Pastoralism  
Read: *Aman*, Afterword, pp. 289-308

Apr. 6 Challenges facing Pastoral Women  
Video: *Maasai Women* (52 min.)  
Read: *Aman*, Chapters 1-6, pp. 308-336

Apr. 8 War in Somalia  
Read: *Aman*, Chapters 8-1

- Apr. 13                    Video: *Somalia: Good Intention, Deadly Results*  
 Read: *Aman*, Chapters 22-27  
**Section 2 of project DUE**
- Apr. 15                    A “Failed State”  
 Webwork: explore BBC website: *Somalia: Emerging from Ruins?*  
[http://news.bbc.co.uk/1/hi/in\\_depth/africa/2004/somalia/default.stm](http://news.bbc.co.uk/1/hi/in_depth/africa/2004/somalia/default.stm)
- Apr. 20                    **MIDTERM #2**
- Apr. 22                    Somalis in Diaspora  
 Video: *Talk Mogadishu*  
 Read: “New in Town: The Somalis of Lewiston” (Reader)

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

- Apr. 27                    Cultural ecology of the Hmong/Mien: Agrarian societies  
 Read: *Spirit Catches You*, Chapters 1-5
- Apr. 29                    War and the trauma of migration  
 Read: *Spirit Catches You*, Chapters 6-9
- May 4                      Video: *Bombies* (57 min.)  
 Read: *Spirit Catches You*, Chapters 10-15
- May 6                      Hmong/Mien in Laos – Shifting Identities  
 Slides: *Fieldwork in Laos*  
 Read: *Spirit Catches You*, Chapters 16-19
- May 11                    Hmong/Mien refugees in the U.S.  
 Read: “How Not to Resettle Refugees” (news article in Reader)  
**Section 3 of paper DUE**
- May 13                    Video: *The Split Horn* (57 min.)

**FINAL EXAM: Monday, May 18, 0715-0930**

**ACADEMIC INTEGRITY**

Academic integrity is essential to the mission of San José State University. As such, students are expected to **perform their own work** (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment that practices academic integrity. Violators of the Academic Integrity Policy will be **subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action** which could result in suspension or expulsion from San José State University.

## **CHEATING**

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **PLAGIARISM**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work. **Appropriate citation and representation includes putting quotation marks around the sentences of other writers as well as full citation of the source in a footnote or in parentheses at the end of the sentence/paragraph.**