

**Anthropology 146: CULTURE AND CONFLICT (Course Code) – Section 4**  
Spring 2009

Professor Annapurna Pandey

Room 204, Clark Hall, 6- 8.45pm (Wednesdays)

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Office Hours: Tues: 4- 6 p.m. and Wed: 4- 6 p.m. 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 Objective CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (Advanced GE, Area V)**

AREA “V” GE LEARNING OBJECTIVES (GELOs)

## **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:

**GELO 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.

**GELO 2\_** Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

**GELO 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 10<sup>th</sup>  
and 11<sup>th</sup>

### **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	100points	C- to C+ = 245-279 points
		D- to D+ = 210-244 points
		F = below 210 points
Total	350 points	

### **DESCRIPTION OF ASSIGNMENTS IN FULFILLMENT OF THE THREE GELOs**

#### **1. The three-sections sequential research project (4,5pages each section)**

will fulfill **1500 words** or writing requirements for the course and will demonstrate your integrated mastery of GELOs 1,2, and 3.

#### **The Midterm Examination**

Two Midterms and a Final examination are intended (1) to assess mastery of the three GELOs, and (2) to test each student's knowledge of the basic course materials

#### **4. The Final Examination**

The Final Examination is a comprehensive Objective Test, covering the test areas of the three GELOs, and major issues and background information examined in the course.

#### **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

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|--------|---|
| Jan 28 | Introduction: The nature of the course,<br>Anthropological perspective on Culture and Conflict<br>Anthropology and Indigenous Peoples<br>Video: <i>The Shock of the Other</i> (60 min.)   |
| Feb 4  | Colonialism & Development<br>Read: Maybury-Lewis, p. 1-31<br>Read: Maybury-Lewis, pp. 31-46<br>Read: Spradley and McCurdy; Lee (reader)<br>Video: <i>Contact: the Yanomami</i> (30 min.)  |
| Feb 11 | Constructing the State: Ethnic groups in comparative perspective<br>Read: Maybury-Lewis, Chapter 2<br><b>Due: Proposal for progressive term paper</b>   |
| Feb 18 | Land appropriation, genocide, ethnic cleansing<br>Read: Maybury-Lewis, Chapter 3<br>Indigenous peoples: Strategies of Survival I<br>Read: <i>Cultural Survival articles</i> (Reader)<br>Indigenous peoples: Strategies of Survival II<br>Video: <i>Delta Force</i> (30 min) |
| Feb 25 | Read: Maybury-Lewis, Chapters 4-5   |

Discussion: Issues of Indigenous Peoples and Nation States  
Midterm Review – see Concepts & Frameworks to be discussed in class  
Video: *The Tightrope of Power XB 1161*

**Due: Bibliography for Progressive Term Paper**

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

March 4           **MIDTERM #1**

Cultural Ecology of the Aborigines: food collecting

Read: Chapter 1, *The Mardu Aborigines* (Reader)

Read: Chapter 7, *The Mardu Aborigines* (Reader)

Concepts of the Land: The Dreamtime

**In-Class Peer Edit (bring 2 copies of paper)**

March 11           Colonization and the Aborigines

Read: Chapter 2, *The Mardu Aborigines* (Reader)

Aboriginal/settler relations, the state and the anthropologists

Movie: *Rabbit Proof Fence*

**Section 1 of project DUE**

Video: *Yolngu Boy*

Discussion of video

March 18

Contemporary problems and conflicts

Video: *Murrandoo 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 25

**(No Class) Spring Break: March 23rd – 27<sup>th</sup>**

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

April 1

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)**

- April 8                      War in Somalia  
Read: *Aman*, Chapters 9-14  
Read: *Aman*, Chapters 22-27  
Video: *Somalia: Good Intention, Deadly Results*  
**Section 2 of project DUE**
- April 15                     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](http://news.bbc.co.uk/1/hi/in_depth/africa/2004/somalia/default.stm)

April 22                    **MIDTERM #2**

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

- APRIL 29                  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
- May 6                      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 13                    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**

**FINAL EXAMS, WED, May 20 (Blue Books required) 5.15 –7.30pm**

**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](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). February 3 is the last Day to Drop Courses Without an Entry on Student's permanent Record. Tuesday, February 10 is the last Day to Add Courses & Register Late.

### **Student Technology Resources:**

Computer labs for student use are available in the new Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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