

**San José State University  
College of Social Sciences  
Anthropology 146 Culture and  
Conflict, Spring 2011**

<b>Instructor:</b>	Quincy Dalton McCrary
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<b>Office Hours:</b>	(Monday 6:00PM – 8.00PM)
<b>Class Days/Time:</b>	(MoWe 4:30PM - 5:45PM)
<b>Classroom:</b>	(Clark Hall 225)
<b>Prerequisites:</b>	Writing Skills Test and 100W. <b>NO EXCEPTIONS.</b>
<b>GE/SJSU Studies Category:</b>	Advanced GE, Area V

**Faculty Web Page and MYSJSU Messaging (Optional)**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Faculty Web Page links on the SJSU home page (<http://www.sjsu.edu/people/quincy.mccrary/courses/anth146>).

**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.

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.

### **Goals of the Anthropology Department**

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution;
2. Awareness of human diversity and the ways humans have categorized diversity;
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline;
4. Knowledge of the history of anthropological thought and its place in modern intellectual history;
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society;
6. Ability to access various forms of anthropological data and literature;
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues;
8. 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;
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences;
10. Knowledge of political and ethical implications of social research.

### **Course Learning Objectives:**

Students who successfully complete this course will 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

## **SJSU Studies: Culture, Civilization & Global Understanding Area V**

For students who begin continuous enrollment Fall 2005 or later, courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units.

### **SJSU Studies: Learning Objectives (Area V)**

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.

### **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) Culture and Conflict Course Reader

The books are available at Spartan Bookstore or Amazon.com. The readings will be available online on my Faculty Web page or at the Reservation Desk in King Library.

### **Course Website**

Course materials such as the syllabus, readings, sequential paper guide, and exam study guides will be available on my Faculty Web Page.

### **Library Liaison (Optional)**

Bernice Redfern at the King Library can offer advice about appropriate library resources. To meet with her, please make an appointment via email ([Bernice.Redfern@sjsu.edu](mailto:Bernice.Redfern@sjsu.edu)) or by phone 408.808.2038.

## Classroom Protocol

No electronic submission of work – **do not email me your papers!**

**Format of papers:** Papers should be typed, double-spaced, and pages numbered. Please staple together pages, and use 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.

**Late papers:** Will **ONLY** be accepted if you have spoken with me and gotten permission for a late submission. 2 points subtracted for each day the paper is late.

**Exams:** All exams will consist of multiple choice, True and False, and Fill in the blank 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 the 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:** 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. Students wishing to use computers must sit at the front of class.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Course Assignments and Grading

Midterm (100 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 50 points D-to D+ = 210-244 points

Total 350 points F = below 210 points

Participation points will be based on attendance, class discussion, participation in peer review editing, and possible in-class writing responses. E-mailing the professor does NOT count as participation.

## **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 (Optional)**

Computer labs for student use are available in the 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 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 (Optional)**

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/](http://www.sjsu.edu/larc/).

**SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

**Peer Mentor Center (Optional)**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

ANTH 146 / Culture and Conflict, Spring 2011 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26>31/11	Course Introduction <b>1) Concepts and Issues</b> Anthropology and Indigenous Peoples Read: Brenneman, Introduction Spradley, Ethnography and Culture, pp. 7 – 13 Lee, Eating Christmas in the Kalahari, pp. 15 – 22
2	2/7/11	<b>Video:</b> <i>The Shock of the Other</i> (60 min.) Read: Chapter 1: Maybury-Lewis, pp. 1 – 13, 25 – 32 Colonialism and Development <b>Video:</b> <i>Contact the Yanomami</i> (30 min.) How to do Anthropology Research – in class tutorial (DO NOT MISS) Download and bring to class Sequential Paper Guide
3	2/9/11	Constructing the State: Ethnic Groups in Comparative Perspective Read: Chapter 2: Maybury-Lewis Pei, The Paradox of American Nationalism, <i>Foreign Policy</i> (May/June 2003) Land appropriation, genocide, and ethnic cleansing <b>Video:</b> <i>Delta Force</i> (53 min.) Read: Brenneman, Chapters 1 – 3
4	2/14/11	Indigenous Peoples: Strategies of Survival I Read: Cultural Survival Quarterly articles Indigenous Lands or National Parks, pp. 14 – 16 Conservation Policy and Indigenous Peoples, pp. 17 – 22 Indigenous peoples: Strategies of Survival II <b>Video:</b> <i>The Tightrope of Power</i> (57 min.) Read: Brenneman, Chapters 4 – 7
5	2/16/11	<b>2) Issues of Settlement &amp; Development: Australian Aborigines</b> Cultural Ecology of the Aborigines: food collecting Read: Chapter 1, <i>The Mardu Aborigines</i> <b>Video:</b> <i>Yolngu Boy</i> (83 min.) <b>Video:</b> <i>Yolngu Boy</i> , (cont.)

	Date	Topics, Readings, Assignments, Deadlines
6	2/21>23/11	Concepts of the Land: The Dreamtime Read: Chapter 2, <i>The Mardu Aborigines</i> , BBC, Aborigines Dreaming of Land ( <a href="http://news.bbc.co.uk/go/em/fr/-/2/hi/asia-pacific/2309249.stm">http://news.bbc.co.uk/go/em/fr/-/2/hi/asia-pacific/2309249.stm</a> ) <b>In-Class Peer Edits (Bring 2 copies of paper)</b> Aboriginal/settler relations, the state Read: Chapter 7, <i>The Mardu Aborigines</i> <b>Section 1 of Project Due</b>
7	2/28>3/2/11	<b>Video:</b> <i>Rabbit Proof Fence</i> (94 min.) <b>Video:</b> <i>Rabbit Proof Fence</i> (cont.) Discussion <b>MIDTERM # 1</b>
8	3/7>9/11	Contemporary problems and conflicts <b>Video:</b> <i>Murrandoo Yanner in Australia</i> (26 min.) Read: NY Times articles: Australia Says Sorry to Aborigines for Mistreatment (2-13-08) Facing a Crisis, Aborigines Stage Interventions of their Own (7-5-09) <b>3) Somalia, the War, and One Woman's Life: Aman's Story</b> Cultural ecology of the Somalis: Pastoralism Read <i>Aman</i> , Afterword, pp.289-308
9	3/14>16/11	Challenges facing Pastoral Women <b>Video:</b> <i>Maasai Women</i> (52 min.) Read: <i>Aman</i> , Chapters 1 – 6 War in Somalia Read: <i>Aman</i> , Chapters 8 – 21 <b>Video:</b> <i>Somalia, Good Intention, Deadly Results</i>
10	3/21>23/11	Read: <i>Aman</i> , Chapters 22 – 27 <b>In-Class Peer edits (bring 2 copies of paper)</b> A “Failed State” Read: Newspaper articles Somalia's Total Nightmare (BBC, 4/28/07) No Winner Seen in Somalia's Battle with Chaos (NYT, 6/1/09)
11	4/4>6/11	Somalis in Diaspora / Rebuilding Somalia <b>Video:</b> <i>Talk Mogadishu</i> (57 min.) Read: New in Town: The Somalis of Lewiston <b>Section 2 of project DUE</b>
12	4/11>13/11	<b>4) A Culture in Conflict Finds a New Home: Hmong Refugees</b> Cultural ecology of the Hmong: Agrarian societies <b>Video:</b> <i>Becoming American</i> <b>MIDTERM # 2</b>

	Date	Topics, Readings, Assignments, Deadlines
6	2/21>23/11	Concepts of the Land: The Dreamtime Read: Chapter 2, <i>The Mardu Aborigines</i> , BBC, Aborigines Dreaming of Land ( <a href="http://news.bbc.co.uk/go/em/fr/-/2/hi/asia-pacific/2309249.stm">http://news.bbc.co.uk/go/em/fr/-/2/hi/asia-pacific/2309249.stm</a> ) <b>In-Class Peer Edits (Bring 2 copies of paper)</b> Aboriginal/settler relations, the state Read: Chapter 7, <i>The Mardu Aborigines</i> <b>Section 1 of Project Due</b>
7	2/28>3/2/11	<b>Video:</b> <i>Rabbit Proof Fence</i> (94 min.) <b>Video:</b> <i>Rabbit Proof Fence</i> (cont.) Discussion <b>MIDTERM # 1</b>
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