

**San José State University**  
**College of Social Sciences**  
**ANTH 146 Section 01 Culture & Conflict,**

ordinary forms of social conflict – over ideas, over resources, over institutions, over appropriate forms of personhood – that provoke ordinary conflicts over cultural forms. This course will help students understand how power struggles that engender violence are at the core of local and global conflicts.

### **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: General Education 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.;

**Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

**What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

**Be Professional, Clear and Respectful.** Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

**Read and Formulate Communications Carefully.** Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

**Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

**Remember, This Course is Online.** Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.

**Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!" Provide Context For

to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

### **Assignments and Grading policy:**

**All assignments for this class are due at the end of the week.**

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Assignments for this course include the following:**

**2 Midterm Exams, 30% of the final grade (15% each):** The midterm consists of three essay questions based on lectures, and readings (150 words/ each question). The essays are based on Canvas posted questions that have been discussed in class. for example, the questions address social inequality and structural violence in culture outside the United States. Examples of essay questions: Why are the toddlers' deaths in Brazil the result of structural violence? and 2.What does Paul Farmer mean by "not all suffering is equal," when discussing the AIDS epidemic in Haiti.

**A Final Exam 20% of the final grade.** The final consists of three essay questions based on lectures and readings (150 words/ each question). The final will be identical to the midterm.

**Research paper proposal 5% of the final grade.** The outline includes: the research paper title and a brief description of issues that you will focus on and analyze. Type of conflicts: ethnic conflicts, structural violence, institutionalized racism, proxy wars and civil wars)(pn of i)7(s)-6(s)-6(ue)7



for late papers to be considered.

Plagiarism will result in an automatic “f” grade for the entire course. no exceptions.

Students must complete ALL assignments in order to pass the class.

### **ANTH 146 FALL 2021 COURSE SCHEDULE**

This schedule is subject to change with fair notice and such changes will be communicated to you by the instructor in class and via email.

<b>MODULES</b>	<b>DATE</b>	<b>TOPICS AND READING ASSIGNMENTS</b>
<b>M1</b>	<b>08/19-08/21</b>	<b>INTRODUCTION</b> Introduction to the class goals and format and review of the syllabus. Readings: Ishi in Two Worlds: A Biography of the Last Wild Indian in North America (Theodora Kroeber).p 54
<b>M2</b>	<b>08/23-08/28</b>	<b>COLONIALISM AND THE CULTURE OF TERROR</b> Readings: <i>Violence in War and Peace:</i> Culture of Terror-Space of Death: Roger Casement's Putumayo Report and the Explanation of Torture (Michael Taussig). p 39 Heart of Darkness (Joseph Conrad). p 35
<b>M3</b>	<b>08/30-09/04</b>	<b>POST COLONIALISM AND THE CULTURE OF TERROR</b> <i>Violence in War and Peace:</i> Preface to Frantz Fanon's Wretched of the Earth (Jean7(ol)7(e)

<b>M5</b>	<b>09/13-09/18</b>	<b>ETHNIC CONFLICTS</b> Readings: <i>Violence in War and Peace:</i> Purity and Exile: Violence, Memory, and National Cosmology among Hutu Refugees in Tanzania (Liisa Malkki). p129 We Wish To Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda (Philip Gourevitch). p136
	<b>09/18</b>	<b>RESEARCH PAPER PROPOSAL DUE</b> <b>FIRST MIDTERM</b>
<b>M6</b>	<b>09/20-09/25</b>	<b>STATE REPRESSIONS</b>

Readings:

*Violence in War and Peace*

Two Feet





**M16**

**11/29-12/04**

**ANTHROPOLOGISTS AND CONFLICTS**