

**San José State University**  
**College of Social Sciences**  
**ANTH 146 Section 81 Culture & Conflict, Fall 2021**

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<b>GE/SJSU Studies Category:</b>	<b>Area V</b>
<b>Office Hours (zoom meeting)</b>	

### **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 atti

**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

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:**

#### **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 proposal 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) climate change, environmental conflicts, immigration, housing and homelessness, violence against women and racism.

**Presentation of a research paper 15% of the final grade.** It consists of a posted power point presentation of with three to five slides. Your presentation will include a background of the conflict and your argument.

**Research paper 20% of the final grade (2,500 words).** It is due the last week of instruction and consists of writing and critically analyzing a contemporary conflict addressing the cultural impact. a) An introduction: introduce the type of conflict you will be presenting (ethnic conflicts, structural violence, institutionalized racism, proxy war and civil wars) and the argument (what are you going to demonstrate in this paper) (Example regarding the conflict in South Sudan "I will show how the conflict in South Sudan is an ethnic conflict rather than a civil war b) Present the facts: historical background of the conflict, the different parties involved or actors, who are the victims and who are the perpetrators. The impact on those communities: massacres, life trauma, destruction, lack of the infrastructure, famine, ravage economy, displacement/ refugees. and long term psychological/social/cultural consequences. c) Use presented facts to support your argument regarding the conflict. d) Conclusion: summarize your paper. e) References: list the academic articles on the subject matter.

**10% Media Response Assignments:** consist of summarizing and posting meaningful comments on posted videos and replying to at least one of your peers.

**Reading Assignments.** Students are expected to read the weekly assigned readings. Study guide questions will be posted every week..

### **Grading Policy**

Incompletes will be granted only if the instructor has been notified and has approved. Students with missing major assignments (over 50 points) will receive a WU (unauthorized withdrawal).  
**NO WORK WILL BE ACCEPTED AFTER THE FINAL**

Notification of grades: Your final grade will appear in Canvas at the time it is calculated.

Marking Criteria for Written Work (Instructor reserves the right to take class participation into consideration in calculating the final grade)

A plus = 98-100 points

A = 94-97 points

A minus = 90-93 points

B plus = 88-89 points

B = 84-87 points

B minus = 80-83 points

C plus = 78-79 points

C = 74-77 points

C minus = 70 -73 points

D plus = 68 -69 points

D = 64-67 points

D minus = 60-63 points

Below 63 points F

### **Determination of Grades**

Grades will be determined be determined on the basis of points. See descriptions above for point breakdown of individual assignments.

There will be no extra credit.

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note will be required for late papers to be considered.

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<b>M1</b>	<b>08/19-08/21</b>	<p><b>INTRODUCTION</b></p> <p>Introduction to the class goals and format and review of the syllabus.</p> <p>Readings:</p> <p>Ishi in Two Worlds: A Biography of the Last Wild Indian in North America (Theodora Kroeber).p 54</p>
<b>M2</b>	<b>08/23-08/28</b>	<p><b>COLONIALISM AND THE CULTURE OF TERROR</b></p> <p>Readings:</p> <p><i>Violence in War and Peace:</i></p> <p>Culture of Terror-Space of Death: Roger Casement's Putumayo Report and the Explanation of Torture (Michael Taussig). p 39</p> <p>Heart of Darkness (Joseph Conrad). p 35</p>
<b>M3</b>	<b>08/30-09/04</b>	<p><b>POST COLONIALISM AND THE CULTURE OF TERROR</b></p> <p><i>Violence in War and Peace:</i></p> <p>Preface to Frantz Fanon's Wretched of the Earth (Jean-Paul Sartre) P229</p> <p>Why did You Kill?: The Cambodian Genocide and the Dark Side of Face and Honor (Alexander Laban Hinton) p157</p>
<b>M4</b>	<b>09/06-09/11</b>	<p><b>GENOCIDE</b></p> <p>Readings:</p> <p><i>Violence in War and Peace:</i></p>

		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: <i>Violence in War and Peace</i> Living in a State of Fear (Linda Green).p186 The Massacre at El Mozote: A Parable of the Cold War (Mark Danner). p334
<b>M7</b>	<b>09/27-10/02</b>	<b>GENDER AND CONFLICTS</b> Readings: <i>Violence in War and Peace:</i> Trauma and Recovery: The Aftermath of Violence - From Domestic Abuse to Political Terror (Judith Herman). p 368 The Everyday Violence of Gang Rape (Philippe Bourgois). p34 "Violence, Militarization, and Criminalization of Indigenous Peoples." Hernandez Castillo Rosalva Aida (canvas)
<b>M8</b>	<b>10/04-10/09</b>	<b>STRUCTURAL VIOLENCE: POVERTY</b> Readings: <i>Violence in War and Peace</i> Two Feet Under and a Cardboard Coffin: The Social Production of Indifference to Child Death (Nancy Scheper-Hughes). p 275 On Suffering and Structural Violence: A View from Below (Paul Farmer).p 281







Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Studies' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) at <http://www.sjsu.edu/gup/syllabusinfo>