

**San José State University, Department of Anthropology
Anthropology/Asia 115, Sections 1 & 2**

Emerging Global Cultures, Fall, 2014

Contact Information

Instructor:	Dr. Sandra Cate
Office Location:	Clark 463
Telephone:	(408) 924-5714
Email:	Sandra.Cate@sjsu.edu
Office Hours:	MoWe: 12:30-1:30 p.m., 3-4 p.m.
Class Days/Time:	Section 1: MoWe, 9:00-10:15 a.m. Section 2: MoWe, 4:30-5:45 p.m.
Classroom:	Clark 204
Prerequisites:	You must have completed a 100W course or be currently enrolled in one. You must also have completed the Core GE requirements, passed the Writing Skills Test, and have upper division standing.
GE/SJSU Studies Category:	This course meets area V “Culture, Civilization and Global Understanding.”

Course Documents and Communication

You can find course materials such as the syllabus, major assignment handouts, lecture outlines, study guides and grades on **Canvas** (sjsu.instructure.com), the learning management system at SJSU. I will communicate with you about assignments and updates through your e-mail address there, so please make certain Canvas has a working e-mail address for you and that you check your e-mail regularly.

Course Description

This course examines the emerging global cultures of the 21st century through processes at both the macro and micro levels – that is, how globalizing processes have changed and are changing the everyday lives of individuals and communities and vice versa. In addition to examining the structures of global capitalism, we will also consider art, popular culture, food, health, the environment and political protests.

This course is taught from a multidisciplinary perspective, introducing the systems approach to social science issues. The course is based in the discipline of anthropology, however, it also integrates sociological, economic, and historical perspectives.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will 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 U.S. (*GIP project, GIP paper, exams*)

GELO 2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and (*GIP project, exams*)

GELO 3: explain how a culture outside the U.S. has changed in response to internal and external pressures (*GIP presentation, GIP paper, exams*)

GELO 4: write at least 3,000 words (essay exams, papers, etc.) with practice and feedback on the writing (*GIP research paper, Commodity Chain analysis, narrative portion of exam*)

Anthropology/Asia 115 Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO 1: Examine events within a broad worldwide framework (*GIP project; GIP paper; examinations*)

CLO 2: Analyze current-day issues with reference to earlier historical developments (*GIP project; class activities*)

CLO 3: Critique different assumptions and reviewing a range of perspectives on global issues (*Commodity Chain Analysis, exams*)

CLO 4: Analyze the impacts of trade, technology, migration, and conflict on cultural change (*Commodity Chain Analysis, GIP project; class activities; exams*)

CLO 5: Visualize how societies change and create new cultures (*GIP project; movies; exam paper*)

CLO 6: Develop the skills needed to anticipate and shape future scenarios (*GIP teamwork, class activities, exams*)

CLO 7: Work with other students cooperatively on a class project (*GIP project and team-based in-class activities*)

Required Texts/Readings

Emerging Global Cultures, Second Edition, edited by Jan English-Lueck, et al. Pearson Publishing (2006), recommended

Noodle Narratives: The Global Rise of an Industrial Food into the Twenty-First Century by Frederick Errington, Tatsuro Fujikura, and Deborah Gewertz, University of California Press (2013), required

Additional articles, to be posted on Canvas.

Course Assignments and Grading Policy

Reading Quizzes

Please note that you will take weekly quizzes on Canvas on the readings, to better prepare you for the class discussions. These quizzes are 5 questions each, are easy if you have done the

reading, are timed at 20 minutes each, and must be completed by the beginning of class. To take a quiz, click on the Canvas link for that day's quiz. You will take 11 quizzes, but only 10 will count towards your final grade.

Commodity Chain Analysis

Each student will write a 3-page Commodity Chain Analysis of their favorite commodity. Instructions will be provided.

Global Issues Project

The Global Issues Project examines a social problem or issue in a variety of cultural settings. The goal of the project is to develop appreciation of the simultaneous processes of globalization and local responses, as well as the links between cultures, economies, values and technologies. Each team will work on a single topic; each student will write a 6-page research "brief" on that topic in one specific country. Working with these multiple cultural perspectives, your team will present a 15-minute analysis of their findings to the class, in Powerpoint or Prezi form (50 points).

GIP team activities include the following meetings (each team day worth 10 points, with advance notice, you may miss one team day for ½ credit)

1. Select a topic, form teams
2. Identify key issues and team approach
3. Share research materials, analyze relations between issues, develop timeline
4. Plan presentation to class
5. Peer Edit individual papers, work on presentations

GIP individual activities include:

- Annotated bibliography of peer-reviewed sources for your research paper (2-3 pages, 20 points)
- GIP research paper (6 pages; 1800 words, peer evaluated, 100 points)
- Evaluation of own team's efforts

Evaluation

Reading Quizzes (10 x 5 points)	50 points
Midterm Exam	50
Commodity Chain Analysis	50
GIP Group Meetings (6 x 10 points)	60
GIP Individual Annotated Bibliography	10
GIP Research Paper	100
GIP Team Presentations	50
Class Participation	30
<u>Final Exam</u>	<u>50</u>
TOTAL POINTS	450 points

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

Classroom Protocol

I understand that multi-tasking may be essential to getting through life. BUT NOT THROUGH THIS CLASS. You need to be FULLY PRESENT to be successful. Therefore, please do not text, do not surf the web, do not go on Facebook, e-mail or anywhere else during class. If you are distracting me or others, you will have to put your computer away, or I will confiscate your cellphone. No computer note-taking during videos, of which there are many.

Please do not leave the class unless you have a REAL emergency.

Class Participation

I do grade on class participation, which involves being present and active in class discussions.

Anth/Asia 115, Emerging Global Cultures, Fall, 2014 Course Schedule (subject to change with fair notice)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 25	Course Introduction: Anthropology and Globalization Readings: Friedman, "It's a Flat World" (EGC 5-10); Gonzalez, "Falling Flat" (EGC 15-18)
2	Aug. 27, Sept. 3	8/27: Economic Systems and Society Readings: Spradley and McCurdy, "Economic Systems"; Lee, "Eating Christmas in the Kalahari"; Cronk, "Reciprocity and the Power of Giving" Video: The Goddess and the Computer (7.5 minutes) Reading Quiz #1 9/3: The Penny Game
3	Sept. 8, 10	9/8: History of Globalization I: Early empires, Silk Road & Spice Trade Readings: Robbins, "The Rise of the Merchant..." (EGC, 35-59) Recommended video: <i>In the Footsteps of Marco Polo</i> (90 minutes), http://www.youtube.com/watch?v=OmAuJ4Y7Aa0 9/10: History of Globalization II: Colonialism and the Sugar/Slavery Trade Readings: D'Souza, "Two Cheers for Colonialism," (EGC 231-36); Robbins, "The Rise of the Merchant..." (EGC 59-81)

Week	Date	Topics, Readings, Assignments, Deadlines
		Reading Quiz #2
4	Sept. 15, 17	9/15: GIP Meeting #1: Form Teams, Select Topics, Discuss Issues 9/17: Modern World System, Part I - Commodity Chains Readings: Barndt, "Across Space and Through Time: Tomatl Meets the Corporate Tomato," (EGC 141-164); Reading Quiz #3 Video: <i>The Corporation</i> (excerpts)
5	Sept. 22, 24	9/22: GIP Meeting #2: International Organizations Contest (for list, see Canvas) Video: <i>China Blue</i> (88 minutes) 9/24: Modern World System, Part II -The Container Readings: Minter, "Introduction," Junkyard Planet Finish <i>China Blue</i> Reading Quiz #4
6	Sept. 29, Oct. 1	9/29: Modern World System, Part III - The Global Economic Crisis Readings: Ellwood, "The Global Casino" and "Poverty, the Environment, and the Market" Reading Quiz #5 10/1: Video: <i>Inside Job</i> (1:08 minutes)
7	Oct. 6, 8	10/6: GIP Meeting #3: Share research, ideas, plan presentation Finish <i>Inside Job</i> DUE: 3-page Commodity Chain Analysis 10/8: Local Impacts of Globalization Readings: Hull, "From Field to Factory and Beyond"; Reading Quiz #6 Video: <i>Losing Knowledge</i> (41 minutes)
8	Oct. 13, 15	10/13: MIDTERM 10/15: Global Migration Readings: Chavez, "Culture Change and Culture Reproduction:

Week	Date	Topics, Readings, Assignments, Deadlines
		Lessons from Research on Transnational Migration”; Shandy, “The Road to Refugee Resettlement”
9	Oct. 20, 22	<p>10/20: Global Migration and The Global City Reading Quiz #7 GIP Meeting #4: Share research, ideas, plan presentation</p> <p>10/22: Global Tourism Readings: Gmelch & Gmelch, “The Global Village: Television, Tourism and Travel”; Errington, et al, Introduction, Chapters 1-2 Video: <i>The Toured: The Other Side of Tourism in Barbados</i> (38 minutes)</p>
10	Oct. 27, 29	<p>10/27: Environmental Trends Readings: Vance, “Emptying the World’s Aquarium” Video: <i>When the Fish Are Gone</i> (6:28 minutes) Reading Quiz #8</p> <p>10/29: Food, Nutrition and Health: Industrial Agriculture Readings: Cate, “Breaking Bread with a Spread...”; Errington, et al., Chapter 3-4</p>
11	Nov. 3, 5	<p>11/3: Food, Nutrition and Health: Industrial Agriculture Readings: Errington, et. al., Chapter 5, Conclusion GIP Team Meeting: Noodle contest Reading Quiz #9</p> <p>11/5: Food, Nutrition & Health – <i>9000 Needles</i> (83 minutes)</p>
12	Nov. 10, 12	<p>11/10: Finish <i>9000 Needles</i>, Discussion</p> <p>11/12: What Is Popular Culture? Readings: Condry, “Japanese Hip-Hop”; Slides: Graffiti Goes Global Reading Quiz #10 Video: Rapping to preserve a nearly extinct Arctic language</p>
13	Nov. 17, 19	11/17: Video: <i>Inside Out: The People’s Art Project</i> (1:13)

Week	Date	Topics, Readings, Assignments, Deadlines
		11/19: GIP Team Meeting #5: Peer Edit Individual Papers (bring a copy of your paper), finalize presentations
14	Nov. 24, 26	<p>11/24: Global Sports Reading: Vokes, “Arsenal in Bugamba”; Foer, “How Soccer Explains the American Culture Wars” Reading Quiz #11 Video: <i>Pelada</i> (1: 30)</p> <p>11/26: Finish <i>Pelada</i>, Two GIP Presentations</p>
15	Dec. 1, 3	<p>12/1: Three GIP Presentations</p> <p>12/3: Finish Presentations GIP Activity #6: Team Peer Evaluations DUE: Global Issues Project Research Paper</p>
16	Dec. 8, 10	<p>12/8: Global Social Protest: The Colorized Revolutions, Arab Spring and Beyond Readings: Graeber, “What Real Globalization Would Mean” (EGC, 237-239; Ellwood, “Redesigning the Global Economy”</p> <p>12/10: Video, <i>The Take</i> (87 minutes)</p>
Final Exam		<p>Section 1: Tuesday, Dec. 16, 8:00 a.m. Section 2: Wednesday, Dec. 17, 2:45 p.m.</p>

Departmental Goals

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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.

University Policies

Here are some of the basic university policies that students must follow.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines http://www.sjsu.edu/provost/services/academic_calendars/

Late Drop Policy <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

University Policy S12-7 <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

University Academic Integrity Policy S07-2 <http://www.sjsu.edu/senate/docs/S07-2.pdf>

Student Conduct and Ethical Development website <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

Presidential Directive 97-03 http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

Accessible Education Center <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

Academic Success Center <http://www.sjsu.edu/at/asc/>

Peer Connections website <http://peerconnections.sjsu.edu>

Writing Center website <http://www.sjsu.edu/writingcenter>

Counseling Services website <http://www.sjsu.edu/counseling>