

San José State University, Fall 2017
Anthropology 115, Emerging Global Cultures

Contact Information

Instructor:	John Marlovits
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Office Hours:	Tuesday/Thursday 3-4 pm
Class Days/Time:	Tuesday/Thursday 4:30- 5:45
Classroom:	Clark 204
Prerequisites:	The prerequisites for this course are passage of the writing skills test (WST), completion of core General Education, and concurrent or previous enrollment in 100W.
GE/SJSU Studies Category:	V (Culture, Civilization, and Global Understanding)

Course Description

In this course we will examine the emergence of global cultures. We will critically analyze the ways in which global capitalism (and other systems of international trade), migration, and technological change have interacted, while keeping in focus the impacts of such changes upon individual lives and human cultures. Connections between culture and power will be a fundamental part of our analysis. Lectures, films, readings, and in-class team projects form the basis of the course. To pass the course it is essential that you attend class meetings, take good notes during lectures and films, and read all assigned materials.

ANTH 115 Course Goals and Student Learning Objectives

This course has a number of goals, including: to encourage students to make connections between everyday life and broader issues affecting the entire planet, to appreciate different perspectives on complex problems, to work with other students on common issues, and to become conscious, active participants in the transformation of global society. Specific objectives include:

1. Learning how to understand events within a broad worldwide framework

2. Comparing and contrasting today's global issues with those of other historical periods
3. Critiquing different assumptions and reviewing a range of perspectives on global issues
4. Discussing competing definitions of "globalization"
5. Analyzing the impacts of trade, technology, migration, and conflict on cultural change
6. Developing the skills needed to anticipate and shape future scenarios
7. Working with other students cooperatively on a class project

SJSU Studies Area V Student Learning Objectives

1. To 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
2. To identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture
3. To explain how a culture outside the US has changed in response to internal and external pressures

Required Texts/Readings

Required readings include the following books:

Jan English-Lueck, *Emerging Global Cultures, 3rd Edition*, Pearson Publishers

Wayne Ellwood, *The No-Nonsense Guide to Globalization*, New Internationalist

Hans Lucht, *Darkness Before Daybreak: African Immigrants Living on the Margins in Southern Italy Today*, UC Press

Anna L. Tsing, *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*, Princeton UP

Classroom Protocol

Laptop computers, tablets, smartphones, etc. are not permitted during the lecture or film portions of this class unless you have a note from the Disability Resource Center justifying a need. You should write lecture notes by hand, or else make audio recordings of lectures and transcribe them after class meetings. Cell phones must be turned off during class to avoid disruption and out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student

Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

Assignments and Grading Policy

This course is an SJSU Studies course which includes a substantial series of writing assignments.

During the first few weeks of class, the instructor will assign you to a group that will be conducting research on immigration flows. Assignments for this course include:

Plagiarism tutorial

Paper 1: Movement, Migration, Diaspora Research Paper (meets SLO 1, 2, 3) (100 points)

Paper 2: Geopolitics of Movement and Commodities Paper (meets SLO 1, 2, 3) (100 points)

Film Review 1 & 2: Class Presentation (50 points each)

Assignment 4: Global Institution Brief (meets SLO 2, 3) (50 points)

Midterm exam (meets SLO 1, 2, 3) (100 points)

Final exam (meets SLO 1, 2, 3) (100 points)

In-class Seminary Facilitation and Seminar Paper (50 points)

Grading Distribution is as follows:

100-97 = A+

72-70 = C-

96-93 = A

69-67 = D+

92-90 = A-

66-63 = D

89-87 = B+

Below 63 = F

86-83 = B

83-80 = B-

79-77 = C+

76-73 = C

Plagiarism Tutorial

To minimize the possibility of plagiarism, all students should take the SJSU Library's online plagiarism tutorial early in the semester, accessible at the following website: tutorials.sjlibrary.org/tutorial/plagiarism/ Results of the tutorial should be printed out and brought to class on February 6.

Assignment 1: Movement, Immigration, Diaspora Paper

Students will be required to assemble materials that track migrant groups from one locale to another. Explain the key historical, political, social, and economic causes of migration. And describe the forms that life took after the move: opportunities, acceptance, racist exclusion, state support, etc. Papers will be 3 pages.

For this paper, students must also interview a classmate or someone from the local community that is part of the chosen immigrant community. (Meets SLO 1, 2, and 3)

Assignment 2: Geopolitics, Cartographies, and Affects of Surfing

Students will be required to write a 3 page essay in which they perform an historical contextualization and critical analysis of American appropriations of surf locations in Hawaii, South Africa, or other (formerly) international spaces. Papers should draw on Comer's *Surfer Girls* text, as well as class films including *Endless Summer* and *Eddie Would Go: The Story of Eddie Aikau, Hawaiian Hero and Pioneer of Big Wave Surfing* to demonstrate how encounters across racial and national lines – as well as the often contradictory affects and entitlements of surfing subcultural styles – are or were shaped by geopolitical formations. Or students may write a paper about the institutional shifts and ideologies undergirding the rise of post-fordist coffee markets. (Meets SLO 1,2, and 3)

Assignment 3: Immigration History Class Presentations (Group assignment)

Your Seminar Group should present the results of its immigrant history research in a 15-20 minute presentation before the class. Detailed instructions will be provided to you several weeks before presentations.

Assignment 4: Global Institution Brief

Create an annotated list of three organizations (non-profits, non-governmental organizations, government agencies, co-operatives, corporations, or small businesses) related to your commodity. For example, if your group is examining coffee, your list might include Global Exchange, Starbucks, and On Fourth Café. (Remember: A brand is not the same thing as an organization--in other words, you cannot include Mazola or Maxwell House as organizations.) Include global as well as local resources. Each member of your group should have a unique set of organizations--in other words, there should be no overlap with other group members. Your annotation for each organization should include a summary of its activities, the range of products or services it provides, its source of funding, etc. Your list might include answers to the following:

1. What is the history of the organization?
2. What are the organization's goals?
3. What are the organization's needs?
4. What things does the organization do to realize its goals and meet its needs?

Type the annotated list of organizations (with contact information) and return it to the instructor. Your organizational summary should be written in paragraph form--complete sentences, proper grammar and punctuation, etc. It should be paraphrased, meaning that it should be in your own words (not cut-and-pasted, which is a form of plagiarism). Each person in your group must submit a list of three different organizations to the instructor. The assignment should only include information *from sources other than the organization itself*, so that you can include objective data. The rough draft of this assignment is worth 20% of the total grade.

Pick an institution that mediates global flows of one kind of another: commodities, people, ideas, media, etc. You might choose to trace coffee, chocolate, gold, oil, diamonds, beef, or any other global commodity you're interested in. Or you could trace institutions mediating ideas: depression across national medical contexts, "Mutually-Assured Destruction" as global diplomacy, nuclear war, climate change, "free trade," etc. You might look at Jaipuri gem dealers and follow global flows in jewels; or the International Classification of Disease-10 (ICD-10) as it shapes medicine across national boundaries and medical conditions; the North American Free Trade Agreement (NAFTA), etc. The point is to locate a specific institution that regulates the global movement of people, things, or ideas; to explain who, what, when, and where it regulates -- and how it affects different locations. In other words, *where* is "the global"? *How* does it work? Whose interests does the institution serve?

You must include the sources from which your information was collected. You must use a minimum of two peer-reviewed academic journals or books. I strongly recommend that you organize your paper as a report, with sections that correspond to the categories listed above. You should write each section as an organized paragraph (or paragraphs), in complete sentences, that summarizes your findings. Your paper should be 3 pages (not including references or cover page), typed and double-spaced with 1" margins. Use APA, MLA, or Chicago citation styles.

Seminar Facilitation Groups and Seminar Paper

Each student will be required to join a Seminar Group. Each group will facilitate a conversation with the class regarding reading during their assigned day/week. Seminar facilitation consists of a student summary of the main ideas, concepts, insights, and implications raised in course readings. After summarizing the big ideas in course reading, seminar facilitation groups should have pre-prepared questions to ask both the instructor and classmates. Finally, each seminar group is collectively responsible for assembling a 1-2 page Seminar Facilitation Paper that lists the key ideas and questions that they want to discuss.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

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 Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	No Class
2	8/29 8/31	Week 2: Course Introduction Defining and Debating Globalization

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>JA English-Lueck, "Introduction" in <i>EGC</i></p> <p>Friedman (<i>EGC</i> 5-15), "It's a Flat World after All" in <i>EGC</i></p> <p>Gonzalez (<i>EGC</i> 15-18), "Falling Flat" in <i>EGC</i></p> <p>Ray Sculpin, "Contemporary Global Trends" in <i>EGC</i></p>
3	9/5 & 9/7	<p>Week 3: 1492</p> <p>Readings: Robbins (<i>EGC</i> 35-52), "Rise of the Merchant, Industrialist, Capital Controller" in <i>EGC</i></p> <p>Readings: Robbins (<i>EGC</i> 52-66), "Rise of the Merchant, Industrialist, Capital Controller" in <i>EGC</i></p> <p>Film: "In the Footsteps of Marco Polo" or Capitalism: A Six Part Series</p>
4	9/12 & 9/14	<p>Week 4: What is Culture: A Deterritorialized Anthropology of Flows and Processes; or Culture/Power/Place</p> <p>Akhil Gupta and James Ferguson, "Beyond 'Culture': Space, Identity, and the Politics of Difference" <i>Cultural Anthropology</i> 7:1 (1992): 6-23</p> <p>Arjun Appadurai, "Disjuncture and Difference in the Global Cultural Economy," in <i>Modernity At Large: Cultural Dimensions of Globalization</i></p> <p>Doreen Massey, "A Global Sense of Place" in <i>Situation: Documents of Contemporary Art</i></p> <p>SJSU LIBRARY PLAGIARISM TUTORIAL DUE 02/10</p>
5	9/19 & 9/21	<p>Week 5: Building the Global Economy</p> <p>Manfred Steger, "The Economic Dimension of Globalization" and "The Political Dimension of Globalization," pp. 37-73 in <i>A Very Short Introduction to Globalization</i></p> <p>Wayne Ellwood, chapter 1-4 in <i>The No-Nonsense Guide to Globalization</i></p> <p>Viewing: <i>Capitalism: A Six Part Series</i></p>
6	9/26 & 3/28	<p>Week 6: Immigration and Globalization</p> <p>T: Discussion of Steger and Ellwood</p> <p>Readings: Hans Lucht, <i>Darkness Before Daybreak: African Migrants Living</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><i>on the Margins in Southern Italy Today</i>, Part 1: pp. 3-66.</p> <p>Hans Lucht, pp. 67-160</p> <p>TH: EXAM 1</p>
7	10/3 & 10/5	<p>Week 7: Immigration, States of Exception, Cartographies of Exile</p> <p>T: Hans Lucht, <i>Darkness Before Daybreak</i>, pp. 160-216</p> <p>TH: Hans Lucht, pp. 217-272</p> <p>Graeber (<i>EGC</i> 237-240), "What Real Globalization Would Look Like"</p> <p>Didier Fassin, "Compassion and Repression: The Moral Economy of Immigration Policies in France," in <i>The Anthropology of Globalization</i></p>
8	10/10 & 10/12	<p>Week 8: Immigration, Labor, and Citizenship</p> <p>T: Lauren Berlant, "Nearly Utopian, Nearly Normal: Post-Fordist Affect in <i>Rosetta</i> and <i>La Promessa</i>"</p> <p>Discuss Fassin</p> <p>TH: Viewing: <i>La Promessa</i></p>
9	10/17 & 10/19	<p>Week 9: Gender and Globalization</p> <p>T: Comer, chapter 1, "Californians in Diaspora"</p> <p>TH: Viewing: <i>Endless Summer</i></p> <p>PAPER 1 DUE THURSDAY</p>
10	10/24 & 10/26	<p>Week 10: Tourism and Power</p> <p>T: Comer, chapter 3 "The Politics of Play"</p> <p>TH film viewing: <i>Eddie Would Go</i></p> <p>FILM REVIEW PAPER 1 DUE</p>
11	10/31 & 11/2	<p>Week 11: Coffee and Fries</p> <p>T: Paige West, "Neoliberal Coffee," in <i>From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>TH: Paige West, "International Coffee," in <i>From Modern Production</i></p> <p>Melissa Caldwell, "Domesticating the French Fry: McDonald's and Consumerism in Moscow," in <i>The Anthropology of Globalization</i>, Inda and Rosaldo, eds.</p>
12	11/7 & 11/9	<p>Week 12: Global Security, Global Crisis</p> <p>Tuesday: Joseph Masco, "Survival is Your Business," in <i>The Theater of Operations</i></p> <p>Roy Scranton, excerpts from <i>Learning to Die in the Anthropocene: Reflections on the End of a Civilization</i></p> <p>TH Viewing: Inside Job</p> <p>PAPER 2 DUE THURSDAY</p>
13	11/14 & 11/16	<p>Week 13: The Global Crisis</p> <p>T and Th: Excerpts from Wayne Ellwood, <i>The No-Nonsense Guide to Globalization</i> (pp. 90-148)</p> <p>Ian Parker, "The Greek Warrior: How a Radical Finance Minister Took on Europe – and Failed," <i>The New Yorker</i>, August 3, 2015: http://www.newyorker.com/magazine/2015/08/03/the-greek-warrior?</p> <p>Recommended: David Harvey, "Neoliberalism and the Restoration of Class Power," in <i>Spaces of Global Capitalism</i></p> <p>FILM REVIEW 2 DUE</p>
14	11/21 & 11/23 No class 11/23	<p>Week 14: Living in Capitalist Ruins?</p> <p>Anna Tsing, <i>The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins</i></p>
15	11/28 & 11/30	<p>Week 15: Internationalism and Cosmopolitanism</p> <p>Anna Tsing, <i>The Mushroom at the End of the World</i></p>
16	12/5 & 12/7	<p>Week 16: Review</p>
Final Exam	12/13	<p>Final exam schedule: http://info.sjsu.edu/static/policies/final-exam-schedule-fall.html</p> <p>Wednesday December 13, 2:45-5 Clark 204</p>

