

**San José State University
College of Social Sciences**

**Anthropology/Asia 115
Emerging Global Cultures**

Instructor:	Quincy Dalton McCrary
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Office Hours:	3.50-5.50 Thursday
Class Days/Time:	Online Section
Classroom:	Canvas
Prerequisites:	Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or co-requisite in a 100W course is required.
GE/SJSU Studies Category:	V
Course Number:	Anth 50998 / Asia 48590

Technology Intensive, Hybrid, and Online Courses

This course adopts a completely online format. You must have Internet connectivity, and access to a computer, to participate in the classroom activities and/or submit assignments. All assignments must be uploaded to Canvas in .doc or .docx format to be graded due to the limitations of the grading software in Canvas. Please save or export documents created in other formats (such as Google.docs) to Word before submitting the assignment. Please be aware that the Canvas App does not include the full functionality of Canvas as seen on a computer screen and you will not be able to fully participate in the class if using the app only. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Course Description

The course examines the emerging global culture of the early twenty-first century. Those aspects of human culture which merge human societies--communications, popular cultures, population shifts, political movements, economic and environmental interdependencies--will be explored. In addition, the creation of "local" culture and identity will provide a complementary perspective. The central questions of the course are:

- What are the systemic principles that extend to culture and how does the systemic point of view illuminate the processes of change?
- How have cultures changed in the twentieth century and how has our understanding of that process changed?
- Is there an emerging global culture and if so, what is it? What forces--such as political economics, tourism, social movements, and popular culture--limit and nurture it?
- How can we anticipate future manifestations in global cultures?
- How does the experience of living in a "global culture" effect both individuals and cultures?

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 will integrate sociological, cybernetic and historic perspectives. It satisfies the Area V requirements for the Culture and Civilization SJSU Studies, as well as departmental and program requirements in anthropology and behavioral science. Note that courses taken to meet areas R, S and V of SJSU Studies must be taken from three different departments.

Course Goals and Student Learning Objectives

1. To be able to examine cultural systems, especially political economies, and select predictive elements to anticipate cultural development
2. To be able to critically analyze the assumptions underlying various projections of social issues
3. To comprehend the links between cultural values and technological choice
4. To understand the links between cultural values and social organization
5. To understand the shifting worldviews dominating various global regions in different times and places
6. To be able to visualize how societies change and create new cultures
7. To systematically analyze issues from the perspectives of the different actors involved
8. To be able to engage in cooperative learning activities

Courses in SJSU Studies Area V will also ask students:

9. To be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the S. (*In exams, and commodity chains papers and group exhibits*)
10. To be able to identify the historical context of ideas and cultural traditions outside the S. and how they have influenced American culture. (*In exams, class exercises on food, tourism and global flows exercises*)
11. To be able to explain how a culture outside the S. has changed in response to internal and external pressures (*In exams, tourism exercise, commodity chain papers and group exhibits*).
12. To write at least 3000 words requirement (e.g. essay exams, papers, etc.) with “practice and feedback” on their writing (*In essays on exams, individual papers describing organizations related to the commodity chain, annotated bibliographies, individual papers proposing the exhibit, commodity chain analysis papers, global flows papers*).

Learning Objectives of the Anthropology Department (* objectives covered in Anth 115)

KNOWLEDGE

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.*
2. Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.*
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.*

SKILLS

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.*

PROFESSIONAL VALUES

10. Knowledge of political and ethical implications of social research.*

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.

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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.

Required Texts/Readings

Textbook

Emerging Global Cultures, 2nd Edition. Drs. Jan English-Lueck, Jennifer Anderson, Sandra Cate, Soo Choi, Karen Fjelstad, Roberto Gonzalez, Patricia Lange, William Reckmeyer eds., Pearson Publishing.

Mintz, S. W. (1985). *Sweetness and power: The place of sugar in modern history*. New York, N.Y: Viking.

Globalization: A Very Short Introduction by Manfred Steger (3RD EDITION, 2013) – You can find this on amazon for very cheap, there are kindle editions and editions in the King Library.

Other Readings

Required online articles indicated in class syllabus.

Classroom Protocol

Writing Fluency: Often confused with plagiarism, students needs to express themselves fluently and grammatically without excessive quotation. See

<http://www.aresearchguide.com/1steps.html> and <http://www.geneseo.edu/~writing/?pg=topics/commonerrors.html> for hints

Writing Format: All papers should be typed and fully referenced. Use the APA style system for in text citations. Number your pages! Writing should be clear and correct. All papers should be proof-read. I suggest reading the draft aloud to catch errors and unwieldy writing. Each assignment uses certain analytical skills and requires comprehension of cultural themes. Accuracy, depth of understanding and effort will all be assessed.

Late papers or makeup exams: No late papers or makeup exams will be accepted unless a genuine emergency arrives and the student notifies the professor immediately.
NO EXCEPTIONS.

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-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.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.

Assignments and Grading Policy

Course assignments consist of: (1) a series of activities focused around a global commodities project (see below); (2) an eight to ten page paper based on your analysis of a commodity chain; (3) a two-page proposal that each student will prepare individually for the global commodities project; (4) a short three page paper based on an in-class ethnographic interview about immigration and; (5) a mid-term and final exam. Detailed information on the global commodities project, the ethnographic paper, and the in class ethnographic interview paper are included on the course website.

Global Commodities Project

The global commodities project is a series of activities designed to sharpen your awareness of the processes by which commodities are produced, distributed, and consumed. It is made up of smaller individual and group projects, and cumulates in a group presentation and an individual term paper. Project groups of 4-6 members will work together to analyze a global commodity from production point to its final destination, with particular focus on how people, environments, cultures, and other systems are affected. Examples include the following commodities: coffee, cell phones, handguns, batteries, silk lingerie, flowers, chocolate, corn, CDs, gasoline, dairy products, diamonds, leather jackets, diapers, plastic products, missiles. Individual group members will also complete term papers on the topic.

Primary Assignments

Assignment 1: Issue Statement and Annotated Bibliography (individual project) 20pts

Assignment 2: Global Commodities Project Proposal (group project) 10pts
Assignment 3: Group Project Presentation (group project) 50 pts
Assignment 4: Peer evaluations (total project) 10 pts
Assignment 5: Commodity Chain Analysis Paper (individual project) 120 pts

Secondary Assignments

Assignment A: Immigration assignment	20 pts
Assignment B: Tourism assignment	20 pts
Assignment C: Movie Summaries	10 pts each = 140 pts total
Weekly Discussion Posts AND Responses	5 pts post/5 pts response = 140 pts total
Mid-term	120 pts
Final Exam	120 pts

Assignment 1: Issue Statement AND Annotated Bibliography

Begin your bibliography a one paragraph Topic Statement for your paper. Simply put, a topic statement is what you are going to write about.

After you have chosen a topic, YOU MUST HAVE IT APPROVED BY ME after the first week of class. Identify any potential problems in the commodity chain. Problems are consumer health, the environment, or social inequality. Problems could be at the point of production, distribution or consumption. Explore the commodity online to see where social activism and global citizenship is being mobilized.

As you conduct research you should assemble an annotated bibliography with five to ten references regarding the process that goes into the production of your commodity. This might include websites, journal articles, books, materials from organizations etc. These resources might include such information such as:

- (a) detailed presentation of the commodity chain;
- (b) labor conditions under which the commodity is produced;
- (c) environmental consequences of the production process;
- (d) effects of the production process on people (health, status, etc) in relevant regions;
- (e) health effects associated with the consumption of the product;

You should include the sources from which your information was collected. Coordinate specific research within your group. Wikipedia should be a starting place for research only, not a final bibliographic item. Make sure that you have a mixture of media, not only web-based materials.

Assignment 2: Global Commodities Project Proposal

Each student will research each aspect of the commodity (such as: (a) detailed presentation of the commodity chain; (b) labor conditions under which the commodity is produced; (c) environmental consequences of the production process; (d) effects of the production process on people (health, status, etc) in relevant regions; (e) health effects associated with the consumption of the product). Each student is responsible for preparing

a two-page project proposal in preparation for the global commodities presentation outlining what the presentation will be about in detail.

Assignment 3: Global Commodities Project Presentation

You should execute a well-organized project. The instructor will assign a grade based on the following criteria: (a) accuracy, clarity, and presentation of the materials on display; (b) creativity of the presentation; (c) preparedness; (d) viability of the action plan. Ideally the project should present global alternatives and/or an action plan related to the products under consideration. Presentations should be at least 25 minutes, no more than 40. Presentations can be in PowerPoint, Screen capture, or any other format I approve. Presentations will be posted to Canvas where I will make them viewable to the class. The class will assess the presentations using a peer evaluation rubric.

Assignment 4: Commodity Chain Analysis Paper

Each class member will prepare a commodity chain analysis paper that considers the impact of the commodity. The paper should outline the commodity chain for a product as specifically as possible (try to identify particular commodities and not the generic commodity if possible). The paper should also consider, analytically, the consequences of production or consumption on cultural, economic or political globalization. Excellent quality papers MUST INCLUDE each of these sections:

- (a) detailed presentation of the commodity chain;
- (b) labor conditions under which the commodity is produced;
- (c) environmental consequences of the production process;
- (d) effects of the production process on people (health, status, etc) in relevant regions;
- (e) health effects associated with the consumption of the product;

Your paper must be written in APA style; including a Cover Page, Abstract, 8-10 pages of text, and a work's cited page. Term papers are due on the final day of the class.

In addition to the Global Commodities Project, there will be...

Ethnographic Interview (Assignment A)

This project is based on an ethnographic interview conducted with a fellow class member outlining the context of family arrival in the United States drawn from the Silicon Valley region. You will conduct an interview and write up the exchange into a 3 page report.

Tourism Exercise (Assignment B)

This project is based on an exercise on tourism. You will be provided a worksheet and a prompt on the week the assignment is conducted.

Movie Summaries (Assignment C)

Assigned movie summaries/responses.

Assessment Assignment (Assignment D)

Students will be asked to complete an assignment which includes their reaction to a selected learning objective.

Midterm

Students will be provided with a study guide in advance to prepare for short answer/essay exams. This exam will be conducted on (see class schedule).

Final Exam: Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or a project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

Students should use the study guide on the class website to prepare for a final exam. This exam will consist of a multiple-choice section and an essay. This will be conducted online on 12/19/18.

Weekly Discussion Posts AND Responses

Participation in online discussions will be assessed by giving full credit for active participation, partial credit for passive participation. Participation will be generated via discussion board questions posted after each lecture (each class week) with required responses. Posts must be at least 250 words. Each student must also include a thoughtful response to another student's post. I will not put a word count on responses, but it must be a bit more than "i liked what u wrote!!!!"...

12 Ground Rules for Online Discussions

Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Report Glitches: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.

Help Others: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

Be Brief: You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.

Use Proper Writing Style: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

Cite Your Sources: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.

Respect Diversity: It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

No YELLING! Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).

No Flaming! Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

Grading

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 U (unauthorized withdrawal). NO WORK WILL BE ACCEPTED AFTER THE FINAL

Marking Criteria

A+ 98+, A 94-97, A- 90-93 (percent)

An "A" demonstrates originality, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently gathers and uses data beyond that required in class readings that is self-initiated. Papers are fully referenced.

B+ 88-89, B 84-87, B- 80-83 (percent)

A "B" may show a good level of competence, but uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps, in argumentation, and demonstrates a good level of writing and knowledge. Writing is still original and does not challenge "fair use." Completes the task and does some extra work guided by the instructor. Referencing is adequate.

C+ 78-79, C 74-77, C- 70-73 (percent)

A "C" may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Referencing is spotty. (percent)

D+ 68-69, D 64-67, D- 60-63, F < 60 (percent)

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. Writing is at the border of "fair use" of other scholars' work. A failure will only occur if no effort is made to address the question or topic or if plagiarism is detected.

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).

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 at http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

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

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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

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

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

The Peer Mentor Center is located on the 1st 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. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>

	Week	Topics, Readings, Assignments, Deadlines “subject to change with reasonable notice”
	1	<p>Systems, anthropological and Futures Thinking</p> <p>Introduction; the anthropology of cultural systems; principles of systems theory.</p> <p>Read for the next week’s session:</p> <p>[English-Lueck, et al.] “Introduction”; Chapter 1, Friedman, “It’s a Flat World” and Chapter 2, Gonzalez, “Falling Flat</p> <p>Read main site and surf:</p> <p>http://en.wikipedia.org/wiki/History_of_anthropology http://en.wikipedia.org/wiki/Edward_Burnett_Tylor</p> <p>See CANVAS site for assigned Movie(s) and Discussion Topic</p> <p>DISCUSSION TOPIC DUE. THIS DISCUSSION WILL PROVIDE YOUR TOPIC FOR THE RESEARCH IN THIS CLASS. I WILL PROVIDE MORE DETAILS IN THIS WEEK’S LECTURE MATERIALS.</p>
	2	<p>Critical Anthropology of systems.</p> <p>LECTURE ON THE GREEN REVOLUTION</p> <p>Read</p> <p>Lessons from the old Green Revolution for the new: Social, environmental and nutritional issues for agricultural change in Africa.</p> <p>http://libaccess.sjlibrary.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=77405528&site=ehost-live</p>

	Week	Topics, Readings, Assignments, Deadlines "subject to change with reasonable notice"
		<p>Read main site and surf: http://en.wikipedia.org/wiki/Systems_theory</p> <p>See CANVAS site for assigned Movie(s) and Discussion Topic</p> <p>Assignment 1 DUE: Issue Statement and Annotated Bibliography (individual project)</p> <p>DISCUSSION TOPIC DUE</p>
	3	<p>Ethnographic inquiry and global system</p> <p>Read</p> <p>[English-Lueck, et al.] Chapter 10, Barndt, "Across space and through time: Tomatl meets the corporate tomato"</p> <p>Mintz, Sidney. Sweetness and Power: The Place of Sugar in Modern History. Chapter One</p> <p>In-class activity: Unpacking tomatls</p> <p>Prepare for the Global Project, choose commodities, create global issues groups.</p> <p>See CANVAS site for assigned Movie(s) and Discussion Topic</p> <p>DISCUSSION TOPIC DUE</p>
	4+5	<p>Creating social change, technology; thinking like a futurist and an ethnographer</p> <p>Surf</p> <p>http://en.wikipedia.org/wiki/Social_movements</p> <p>http://en.wikipedia.org/wiki/Human_rights</p> <p>Read</p> <p>[English-Lueck, et al.] Chapter 5, Razak, "Anticipatory Anthropology"</p> <p>[English-Lueck, et al.] Chapter 7, Scupin, "Contemporary global trends"</p> <p>See CANVAS site for assigned Movie(s) and Discussion Topic</p>

	Week	Topics, Readings, Assignments, Deadlines “subject to change with reasonable notice”
		Assignment 2 DUE: Global Commodities Project Proposal (group project) DISCUSSION TOPIC DUE
	6	Flowing Goods Setting the stage for the emergent world system—Colonialism and development USING THE SJSU LIBRARY – JSTOR, Anthro Plus, ASP Read [English-Lueck, et al.] Chapter 6, Robbins, “The rise of the merchant, industrialist, and capitalist controller” See CANVAS site for assigned Movie(s) and Discussion Topic MIDTERM NO DISCUSSION TOPIC DUE
	7	Commodity Chains in a cultural perspective Read Mintz, Sidney. Sweetness and Power: The Place of Sugar in Modern History. Chapter Two See CANVAS site for assigned Movie(s) and Discussion Topic DISCUSSION TOPIC DUE
	8	Globalization at Work: from the field to your table, global food systems Read [English-Lueck, et al.] [Watson] “Transnationalism, localization, and fast foods in East Asia” [Online] Theodore C. Bestor, “How Sushi Went Global,” 2000, <i>Foreign Policy</i> (121): 54-63. Stable URL: http://links.jstor.org/sici?sici=0015-7228%28200011%2F12%290%3A121%3C54%3AHSWG%3E2.0.CO%3B2-F

	Week	Topics, Readings, Assignments, Deadlines “subject to change with reasonable notice”
		See CANVAS site for assigned Movie(s) and Discussion Topic Assignment A: Immigration assignment DISCUSSION TOPIC DUE
		Read [English-Lueck, et al.] Chapter 12, Gmelch and Gmelch, “Television, Tourism and Travel” Mintz, Sidney. Sweetness and Power: The Place of Sugar in Modern History. Chapter Three See CANVAS site for assigned Movie(s) and Discussion Topic Assignment B: Tourism assignment DISCUSSION TOPIC DUE
	9	Read [Online] Theodore C. Bestor, “How Sushi Went Global,” 2000, Foreign Policy (121): 54-63. Stable URL: http://links.jstor.org/sici?sici=0015-7228%28200011%2F12%290%3A121%3C54%3AHSWG%3E2.0.CO%3B2-F Mintz, Sidney. Sweetness and Power: The Place of Sugar in Modern History. Chapter Four See CANVAS site for assigned Movie(s) and Discussion Topic DISCUSSION TOPIC DUE
	10	We will probably need a couple weeks for presentations. I will assign readings and films as necessary. Group Presentations DISCUSSION TOPIC DUE

	Week	Topics, Readings, Assignments, Deadlines “subject to change with reasonable notice”
	11-15	Group Presentations / Semester Review Assignment 5 DUE: Commodity Chain Analysis Paper (individual project) 120 pts
Non-cumulative Final Exam on Wednesday December 19th		