

San José State University
Anthropology Department
ANTH 115/ASIA 115: Emerging Global Cultures, Sec. 2
Spring 2013 Semester

Instructor:	Professor González
Office Location:	Clark 402G
Telephone:	(408) 924-5715
Email:	roberto.gonzalez@sjsu.edu
Office Hours:	Tuesday and Thursday 2:45-4:15 pm
Class Days/Time:	Monday and Wednesday 4:30-5:45 pm
Classroom:	Clark Hall 203
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 Fees:	N/A

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.

“It is University policy that courses to meet Area R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. This policy has been suspended beginning fall 2012 until further notice and students are permitted to take two or three R, S, or V courses from different departments. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education.”

ANTH 115/ASIA 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:

Emerging Global Cultures: A Reader (2nd edition), edited by Jan English-Lueck et al.

The No-Nonsense Guide to Globalization (3rd edition), by Wayne Ellwood

In addition, we will use a supplemental course reader available for purchase at Maple Press (at 481 E. San Carlos Street) by mid-February.

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. Most of the assignments are centered around an analysis of one of the following global commodities:

coffee	diamonds	beef	oil
gold	corn	chocolate	sugar

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

Assignment 1: Annotated list of organizations	(10%)
Assignment 2: Research materials (meets SLO 1, 3)	(10%)
Assignment 3: Group presentation proposal	(10%)
Assignment 4: Commodity chain analysis paper (meets SLO 2, 3)	(15%)
Assignment 5: Ethnographic paper (meets SLO 2)	(15%)
Assignment 6: Class presentations	(10%)
Midterm exam (meets SLO 1, 2, 3)	(15%)
Final exam (meets SLO 1, 2, 3)	(15%)

Assignment 1: Annotated List of Organizations (Individual paper)

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. 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 questions:

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.

Assignment 2: Research Materials (Individual paper)

You should assemble materials regarding the process that goes into the production of your commodity. This might include statistics, journal articles, visual materials, etc. You might include such information such as: (a) primary countries in which the commodity is produced; (b) labor conditions under which the commodity is produced; (c) environmental consequences of the production process; (d) effects of the production process on people in relevant regions; (e) health effects associated with the consumption of the product; (f) environmental effects associated with the consumption of the product.

You must include the sources from which your information was collected. You must use a minimum of two peer-reviewed academic journals or books. You are allowed maximum of only two online sources (websites). I would strongly recommend that you organize your paper as a report, with six or more 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. In past semesters, most students have been able to do this within a 3-page double-spaced report (not including references or title page). I will accept longer reports.

Assignment 3: Group Presentation Proposal (Group paper)

During the last two weeks of this semester, each group will be responsible for making a 15-minute oral presentation to the class about its global commodity. Each presentation should summarize the following information:

1. A brief history of the commodity and how it became "globalized"
2. Countries or regions that are the most important producers of the commodity
3. Countries or regions that are the most important consumers of the commodity
4. Corporations that dominate the production or extraction of the commodity
5. How production of the commodity affects workers and the environment
6. How transportation of the commodity occurs, and consequences of this process
7. Corporations that dominate the processing or retail sale of the commodity (or products derived from it)
8. How consumption of the commodity (or products derived from it) affects consumer health, the environment, etc.
9. A hypothetical action plan for making the production and consumption of the commodity more socially responsible--in other words, a plan to reduce the social costs associated with the production and consumption of the commodity

If you think it will be helpful, you may use PowerPoint slides to help in your presentation, or create a short video using YouTube, or create a poster, or a handout to distribute in class. If you do plan on using such media, let the instructor know at least one week before your presentation. As a group, write up a summary of your answers for points 1-9 above and submit one copy to the instructor on the specified date.

Assignment 4: Commodity Chain Analysis Paper (Individual paper)

You should prepare a commodity chain analysis paper that follows these criteria:

1. Choose ONE brand name product you or someone you know buys, uses, desires, needs, eats, or adores. Examples: Starbucks latté, Taco Bell taco, gallon of Shell gasoline, M&Ms candy. This need not match the category of your group's commodity.
2. Write a brief description of this product's role in your life (or that of the person you know). Was it a spur-of-the-moment purchase? A daily lunchtime item? A necessity? A luxury?
3. Try to trace out all of the factors in its production, distribution, and consumption – what resources are necessary for this product to reach you? What institutions or types of companies are involved?
4. Try to locate information about those who work in the companies producing this product—at the beginning of the commodity chain. Summarize in a paragraph or two some of the issues they face. (The websites of the manufacturer and www.labourbehindthelabel.org or www.globalexchange.org are excellent places to start). If you cannot locate information on the specific product, find information relevant to the generic class of goods.
5. What conclusions can you reach about your connections to the global economy through this exercise?

Your paper should be at least 5 pages (not including references or cover page), typed and double-spaced with 1" margins. Use APA, MLA, or Chicago citation styles.

Assignment 5: Ethnographic Paper (Individual paper)

Pick an organization that is related in some way to your group's commodity. Spend at least 30 minutes conducting participant-observation there. You should prepare an ethnographic report describing and analyzing your observations. For example, if your group is researching diamonds, you might choose Zales at Eastridge Mall. (NOTE: Each member of your group should pick a different organization.) If appropriate, you should interview customers or employees. Your paper should include the following: (a) a description of your research site; (b) a summary of your observations (human interactions, spatial analysis, interpretation of symbols, linguistic analysis); and (c) your analysis and reflections. How did this experience relate back to globalization themes discussed in ANTH 115? Your paper should be at least 5 pages (not including references or cover page), typed and double-spaced with 1" margins. Use APA, MLA, or Chicago citation styles.

Assignment 6: Class Presentations (Group assignment)

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

Grading distribution is as follows:

100	-	97	A+	79	-	77	C+
96	-	93	A	76	-	73	C
92	-	90	A-	72	-	70	C-
89	-	87	B+	69	-	67	D+
86	-	83	B	66	-	63	D
83	-	80	B-	Below 63			F

ANTH 115/ASIA 115, Emerging Global Cultures

Spring 2013 Course Schedule

Schedule is subject to change with fair notice.

Wk	Date	Topics, Readings, Assignments, Deadlines
1	01/23	<u>Course Introduction</u> Readings: No readings
2	01/28 - 01/30	<u>Anthropology and Ethnography</u> Readings: Laura Nader, "Barriers to Thinking New about Energy" (to be distributed in class)
3	02/04 - 02/06	<u>Defining and Debating "Globalization"</u> Readings: English-Lueck* (<i>EGC</i> 1-4), Friedman* (<i>EGC</i> 5-10), Gonzalez* (<i>EGC</i> 15-18) Workshop: Group assignments SJSU LIBRARY PLAGIARISM TUTORIAL DUE 02/06
4	02/11 - 02/13	<u>Global Cultures--A History (Part 1)</u> Readings: Robbins* (<i>EGC</i> 35-60) Film: "In the Footsteps of Marco Polo" Workshop: Assignment 1 (due 02/18)
5	02/18 - 02/20	<u>Global Cultures--A History (Part II)</u> Readings: Robbins* (<i>EGC</i> 60-82) Workshop: Assignment 2 (due 03/04)
6	02/25 - 02/27	<u>Economic Integration</u> Readings: Ellwood, <i>The No-Nonsense Guide</i> (Introduction and Chapters 1-2)
7	03/04 - 03/06	<u>Economic Disintegration</u> Readings: Ellwood, <i>The No-Nonsense Guide</i> (Chapters 3-6) Film: "Inside Job" Workshop: Assignment 3 (due 03/18)
8	03/11 - 03/13	<u>Environmental Trends</u> Readings: Scupin* (<i>EGC</i> 83-112) MIDTERM EXAM--MARCH 13
9	03/18 - 03/20	<u>Food, Nutrition, and Health</u> Readings: Brandt* (<i>EGC</i> 141-164) Film: "9000 Needles" Workshop: Assignment 4 (due 04/03)
		SPRING BREAK: MARCH 25-29 (NO CLASS MEETING) CESAR CHAVEZ DAY OBSERVED: APRIL 1 (NO CLASS MEETING)
10	4.03	<u>Music, Religion, and Philosophy</u> Readings: Ian Condry, "Japanese Hip Hop"***
11	04/08 - 04/10	<u>Sports</u> Readings: Vokes, "Arsenal in Bugamba"*** Film: "Pelada" Workshop: Assignment 5 (due 04/29)
12	04/15 - 04/17	<u>Migration and Labor</u> Readings: Gmelch* (<i>EGC</i> 173-188) Film: "Losing Knowledge"

Wk	Date	Topics, Readings, Assignments, Deadlines
13	04/22 - 04/24	<u>Protest</u> Readings: Gideon Rachman, "2011, The Year of Global Indignation"*** Anderson, "The Protester: Time Magazine's Person of the Year"*** Workshop: Planning for Assignment 6
14	04/29 - 05/01	<u>Searching for Alternatives</u> Readings: Lambert, "Funny Money"*** Engardio, "Global Capitalism--Can It Be Made to Work Better?"** Schwartz, "In Cleveland, Worker Co-ops Look to Spanish Model"*** Graeber, "What Real Globalization Would Look Like"* (EGC 237-240) Film: "The Take"
15	05/06 - 05/08	CLASS PRESENTATIONS--(ASSIGNMENT 6)
16	5.13	<u>Summary and Review</u> Readings: No readings
		FINAL EXAM--WEDNESDAY, MAY 15 (2:45 - 5:00 PM)

NOTES:

Readings followed by an asterisk () can be found in the *Emerging Global Cultures (EGC)* book.

Readings followed by two asterisks () can be found in the supplemental course reader.

Anthropology Department and San Jose State University Policies and Resources

Anthropology Department Policies and Resources

Anthropology Department Learning Objectives

The SJSU Anthropology Department has learning *objectives* and skills that its students should obtain. These include an increased:

1. Understanding of culture as the distinguishing phenomenon of human life, and understanding of the relationship between human biology and evolution;
2. Awareness of human diversity and the ways humans have categorized diversity;
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 phenomena shaping global society;
6. Ability to access various forms of anthropological data and literature;
7. Awareness of the 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;
10. Knowledge of political and ethical implications of social research.

University Policies and Resources

Academic Integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Cheating on assignments or exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) may result in a failing grade and sanctions by the University. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity and other resources related to student conduct can be found at <http://info.sjsu.edu/static/catalog/integrity.html>.

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 your instructor as soon as possible, or see him or her 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. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date. For more information, visit the DRC website at <http://www.drc.sjsu.edu>.

Dropping and Adding Courses

Students are responsible for understanding the policies and procedures about adding and dropping courses, academic renewal, etc. Information on these and other topics are available at <http://www.sjsu.edu/registrar/>. Students should be aware of current deadlines and penalties for adding and dropping classes.

Classroom Recording

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his or 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. Common courtesy and professional behavior dictate that you notify someone when you are recording him or 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.

Credit Hours

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

SJSU Writing Center

The Writing Center in Clark Hall 126 offers tutoring services to SJSU students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at <http://www.sjsu.edu/writingcenter/> or call 924-2308.

Student Technology Resources

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional labs may be available to students 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 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 Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

Peer Mentor 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 is located on the first floor of Clark Hall in the Academic Success Center.