

**San José State University**  
**Anthropology Department**  
**ANTH 115/ASIA 115: Emerging Global Cultures, Sec. 3**  
**Spring 2015 Semester**

<b>Instructor:</b>	Professor González
<b>Office Location:</b>	Clark 459
<b>Telephone:</b>	(408) 924-5715
<b>Email:</b>	roberto.gonzalez@sjsu.edu
<b>Office Hours:</b>	Monday 11:30 am-2:30 pm
<b>Class Days/Time:</b>	Tuesday and Thursday 1:30-2:45 pm
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	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.
<b>GE/SJSU Studies Category:</b>	V (Culture, Civilization, and Global Understanding)
<b>Course Fees:</b>	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.

### **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.

*Ninety Percent of Everything* by Rose George

*Globalization: A Very Short Introduction* (3rd edition) by Manfred Steger

### **Classroom Protocol**

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:

Plagiarism tutorial	(10%)
Assignment 1: Annotated list of organizations (meets SLO 2, 3)	(10%)
Assignment 2: Research materials (meets SLO 1, 3)	(10%)
Assignment 3: Ethnographic paper (meets SLO 2)	(15%)
Assignment 4: Class presentations	(10%)
Midterm exam (meets SLO 1, 2, 3)	(15%)
Final exam (meets SLO 1, 2, 3)	(15%)
Participation	(15%)

### 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/](http://tutorials.sjlibrary.org/tutorial/plagiarism/)

Results of the tutorial should be printed out and brought to class on February 6. This is worth 10% of your semester grade. If you have taken the tutorial for another class, you may print out the results (score sheet) and submit it.

### 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. 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.

### Assignment 2: Research Brief (Individual paper)

You should assemble materials regarding the processes that go into the production, processing, distribution, and consumption of your commodity. This might include statistics, journal articles, visual materials, etc. You might include such information such as:

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 and processing 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

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 at least 5 pages (not including references or cover page), typed and double-spaced with 1" margins. Use APA, MLA, or Chicago citation styles. The rough draft of this assignment is worth 20% of the total grade.

### Assignment 3: 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. The rough draft of this assignment is worth 20% of the total grade.

Assignment 4: 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 2015 Course Schedule

*Schedule is subject to change with fair notice.*

Wk	Date	Topics, Readings, Assignments, Deadlines
1	01/22/15	<p><b><u>Course Introduction</u></b>            Readings: Steger, <i>Globalization</i> (Preface to 3rd edition)</p>
2	01/27 - 01/29	<p><b><u>Defining and Debating Globalization</u></b>            Readings: English-Lueck (<i>EGC</i> 1-4), "Introduction"*            Friedman (<i>EGC</i> 5-15), "It's a Flat World after All"*            Gonzalez (<i>EGC</i> 15-18), "Falling Flat"*            Steger, <i>Globalization</i> (Chapter 1)</p>
<b><i>Part I: Historical Background</i></b>		
3	02/03 - 02/05	<p><b><u>The Silk Road</u></b>            Readings: Robbins (<i>EGC</i> 35-52), "Rise of the Merchant, Industrialist, Capital Controller"*            Steger, <i>Globalization</i> (Chapter 2)            Film: "In the Footsteps of Marco Polo"  <b>SJSU LIBRARY PLAGIARISM TUTORIAL DUE FEBRUARY 5</b></p>
4	02/10 - 02/14	<p><b><u>1492</u></b>            Readings: Robbins (<i>EGC</i> 52-66), "Rise of the Merchant, Industrialist, Capital Controller"*            D'Souza (<i>EGC</i> 231-236), "Two Cheers for Colonialism"*            Steger, <i>Globalization</i> (Chapter 3)            Workshop: Group assignments; brainstorming Assignment 1</p>
5	02/17 - 02/19	<p><b><u>Building the Global Economy</u></b>            Readings: Robbins (<i>EGC</i> 66-82), "Rise of the Merchant, Industrialist, Capital Controller"*            Steger, <i>Globalization</i> (Chapter 4)            Workshop: Peer review and discussion of Assignment 1  <b>ASSIGNMENT 1 ROUGH DRAFT DUE FEBRUARY 19</b></p>
<b><i>Part II: People in Motion</i></b>		
6	02/24 - 02/26	<p><b><u>Voluntary and Involuntary Migration</u></b>            Readings: Lubkemann (<i>EGC</i> xx-xx) "Refugees: Worldwide Displacement"*            Steger, <i>Globalization</i> (Chapter 5)            George, <i>Ninety Percent of Everything</i> (Introduction)            Workshop: In-class migration histories  <b>ASSIGNMENT 1 FINAL DRAFT DUE FEBRUARY 26</b></p>
7	03/03 - 03/05	<p><b><u>Tourism</u></b>            Readings: Gmelch and Gmelch (<i>EGC</i> 173-188), "The Global Village"*            Steger, <i>Globalization</i> (Chapter 6)            George, <i>Ninety Percent of Everything</i> (Chapter 1)            Workshop: Brainstorming Assignment 2</p>

Wk	Date	Topics, Readings, Assignments, Deadlines
<b><i>Part III: Global Flows of Commodities and Capital</i></b>		
8	03/10 - 03/12	<p><b><u>The Global Assembly Line</u></b>  Readings: Brandt (<i>EGC</i> 141-164), "Across Space and through Time"*  Steger, <i>Globalization</i> (Chapter 7)  George, <i>Ninety Percent of Everything</i> (Chapter 2)  Film: "Made in Bangladesh"  Workshop: Peer review and discussion of Assignment 2  <b>ASSIGNMENT 2 ROUGH DRAFT DUE MARCH 12</b></p>
9	03/17 - 03/19	<p><b><u>Capital Flow and Capital Flight</u></b>  Readings: Steger, <i>Globalization</i> (Chapter 8)  George, <i>Ninety Percent of Everything</i> (Chapter 3)  <b>ASSIGNMENT 2 FINAL DRAFT DUE MARCH 19</b>  <b>MIDTERM EXAM--MARCH 19</b></p>
<p><b>SPRING BREAK: MARCH 23-27 (NO CLASS MEETINGS)</b>  <b>CESAR CHAVEZ DAY: MARCH 31 (NO CLASS MEETINGS)</b></p>		
<b><i>Part IV: Ideas without Borders</i></b>		
10	04/02/15	<p><b><u>The Global Sport</u></b>  Readings: Vokes, "Arsenal in Bugamba"***  George, <i>Ninety Percent of Everything</i> (Chapters 4 and 5)  Workshop: Brainstorming Assignment 3</p>
11	04/07 - 04/09	<p><b><u>Ideologies of Progress</u></b>  Readings: Bodley, "The Price of Progress"***  George, <i>Ninety Percent of Everything</i> (Chapters 6 and 7)  Film: "Losing Knowledge"  Workshop: Peer review and discussion of Assignment 3  <b>ASSIGNMENT 3 ROUGH DRAFT DUE APRIL 9</b></p>
<b><i>Part V: Crises and Alternatives</i></b>		
12	04/14 - 04/16	<p><b><u>Fragility</u></b>  Readings: Lynn, "The End of the Line"***  George, <i>Ninety Percent of Everything</i> (Chapters 8 and 9)  Workshop: Planning for Assignment 4  <b>ASSIGNMENT 3 FINAL DRAFT DUE APRIL 16</b></p>
13	04/21 - 04/23	<p><b><u>Environmental Trends</u></b>  Readings: Scupin (<i>EGC</i> 83-112), "Contemporary Global Trends"*  George, <i>Ninety Percent of Everything</i> (Chapter 10)  Workshop: Planning for Assignment 4</p>

Wk	Date	Topics, Readings, Assignments, Deadlines
14	04/28 - 04/30	<p><b><u>Alternatives</u></b>  Readings: Graeber (<i>EGC</i> 237-240), "What Real Globalization Would Look Like"*  Chang, "How to Rebuild the World Economy"**  George, <i>Ninety Percent of Everything</i> (Chapter 11)  Film: "The Take"  Workshop: Planning for Assignment 4</p>
15	05/06 - 05/08	<b>CLASS PRESENTATIONS--(ASSIGNMENT 4)</b>
16	05/13/14	<b><u>Summary and Review</u></b>
		<b>FINAL EXAM--THURSDAY, MAY 21 (12:15 - 2:30 PM)</b>

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.

## 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.

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### 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/](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) [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

[Accessible Education Center](http://www.sjsu.edu/aec) <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/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>