

**Anthropology**  
**Anth115(04) (#27923), Asia 115(04) (#29199)**  
**Emerging Global Culture,**  
**Spring 2015**

**Contact Information**

<b>Instructor:</b>	Dr. Jennifer L. Anderson
<b>Office Location:</b>	Clark 461
<b>Telephone:</b>	408-925-5561
<b>Email:</b>	Jennifer.Anderson@sjsu.edu
<b>Office Hours:</b>	TTH 1:30 to 2:45, and by arrangement
<b>Class Days/Time:</b>	TTH 4:30-5:45
<b>Classroom:</b>	Clark 204
<b>Prerequisites:</b>	None
<b>GE/SJSU Studies Category:</b>	V

**Course Description**

SJSU Catalog: Introduction to systems concepts and approach as a way to investigate the global impacts of industrial technology on political, economic, social and moral/psychological structures of humankind.

Supplement: This 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" affect 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 requirements for the Culture and Civilization Advanced General Education, as well as departmental and program requirements in anthropology and behavioral science.

### **Course Goals and Learning Objectives**

The content of this course is intended to meet the goals of SJSU studies Area V, Culture, Civilization, & Global Understanding

"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 the same department. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education."

Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

### **GE Learning Outcomes (GELO)**

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

1. compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.;
2. identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and
3. explain how a culture outside the U.S. has changed in response to internal and external pressures.

### **Course Content Learning Outcomes (CCLO's)**

1. The student will learn how to understand events within a broad worldwide framework.
2. The student will practice comparing and contrasting today's global issues with those of other historical periods.
3. The student will learn to critique different assumptions and reviewing a range of perspectives on global issues.
4. Students will discuss competing definitions of "globalization."
5. Students will analyze the impacts of trade, technology, migration, and conflict on cultural change.

6. Students will develop the skills needed to anticipate and shape future scenarios.
7. Students will learn to work cooperatively with other students on a class project.

## 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.

## Required Texts/Readings

### Textbook

*Emerging Global Cultures. Second Edition.* Jan English-Lueck, Jennifer Anderson, Sandra Cate, Soo Chooi, Karen Fjelstad, Roberto Gonzalez, William Reckmeyer eds., Pearson Publishing. ISBN: 0-536-17560-8

*Coffee Life in Japan.* Merry White. Berkeley, University of California Press. 2012. ISBN 978-0-520-27115-9 (This book is available for free as an e-book through the King Library.) Other Readings will be made available through Canvas.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **Global Flows Exercise** (30 points, 6% of class total)

This exercise has both in-class and outside class components. You will interview a classmate and be interviewed by them. Based on this experience you will also do a fieldwork assignment which is an ethnographic interview conducted with a family member or friend outlining the context of family arrival in the United States. The exercise will integrate themes and ideas outlined in the course (**Assignment 1**, 10 points in class interview, **Assignment 2**, 20 points for submission of final interview with a family member and the authorization form).

### **Global Alternative Project** (260 points total, 52% of class total)

This will consist of (1) a series of group and individual activities focused around a global alternatives project (see below) and (2) a 1500 word paper based on your analysis of a commodity chain. (See Canvas for due dates).

The global alternatives project is a series of group activities designed to sharpen your awareness of the processes by which commodities are produced, distributed, and consumed. Project groups of 5-8 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. Your group will choose a commodity from a suggested list which will include items like coffee, chocolate, diamonds, athletic shoes, jeans, plastic toys, strawberries, roses, rice, etc. Each group should choose one of these products. Group projects will culminate in the "Global Alternatives Fair" and an in-class presentation of the PowerPoint your group has prepared for the Fair. Global alternatives projects will be conducted in seven phases:

Members researching organizations	(10 points)
Individual Research on three organizations	(20 points)
Annotated list of organizations	(35 pts.)
Research materials	(45 pts.)
Global alternatives project proposals	(20 pts.)
Commodity chain analysis paper	(100 pts.)
Group PowerPoint	(20 pts.)
Global Alternatives Fair	(30 pts.)
In-Class Presentation of PowerPoints	(15 pts.)

#### Assignments:

**(Assignment 3, 10 Group points)** List of Members Researching Organizations  
For your group, create an annotated list of at least three organizations per person (non-profit organizations, non-governmental organizations, co-operatives, corporations, or business enterprises) related to your commodity. For example, if your group is examining coffee, your list might include Global Exchange, Thanksgiving Coffee, Starbucks, Jazzland Café, and Peet's Coffee. Include global as well as local resources. Do not use corporate sites exclusively. Each person should choose different organizations. Submit this list to the instructor. Each person who participated in this group exercise will get a maximum of ten points.

**(Assignment 4, 20 Individual points)** Individual Research on Three Organizations  
Your individual annotations for each organization should include a summary of its activities, the range of products or services that they provide, their source of funding, their mission, etc. Group Members should do different organizations. Do not cut and paste any material. This assignment must be submitted through Turnitin.com. This assignment should be typed, spell-checked, and proof-read. List URLs for organization web sites. You will get 20 points maximum for this individually graded project.

#### Research Topics

**(Assignment 5, 10 group points)** Your group should divide up the responsibility to 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. (Assign one person to each of these topics. In small groups, members may have to cover more than one topic. This assignment will be submitted by the group. Each person who participated may get a maximum of ten points.

**(Assignment 6, 35 Individual points)** You should individually make an annotated list of the materials you have found and include the sources from which your information was collected. List them under the topic letter you were assigned in the previous exercise. Each group member must submit material on at least one topic as indicated by the letters above. This list should include a short description of each resource. Each individual must list at least seven resources. Do not cut and paste. This exercise will be submitted to Turnitin. You can earn a maximum of 35 points for your individual submission. (700 word minimum excluding the URL for the source)

#### Global Alternatives Project Proposal

**(Assignment 7, 15 Individual points)** Each individual is responsible for preparing a 500 word project proposal in preparation for the Global Alternatives Fair. Elements of the proposal should include (a) concise, specific statements of the proposed project and its goals; (b) description of methodology—describe the plan, strategy, and timeline for developing and completing the project; (c) use of community organizations or representatives; (d) proposed audience for the project; and (e) an action plan that might include one or more of the following: a petition (for example, urging Spartan Shops to sell only fair trade items made with sweatshop-free labor); alternative products on display (such as a hybrid Toyota Prius or Honda Civic); a letter-writing campaign (perhaps to a jewelry store chain urging them to adopt a policy rejecting "blood diamonds"). This is an individual assignment. **You will only receive the ten points if this assignment is turned in on the day it is due.**

**(Assignment 8, 5 group points)** Once each member of the group prepares a proposal, you will meet with your groups in class to arrive at a consensus regarding the project, which you will prepare for display at the Global Alternatives Fair. The instructor will ask you to fill out a group project proposal in preparation for the Global Alternatives Fair and submit it to Canvas. It should include the following questions:

1. In 3-5 sentences, describe the group's projects and goals.
2. For each member of the group, give the member's name and job description.
3. What is the timeline for completing this project?
4. What concrete steps for resolving your issue will your group suggest to Global Alternatives Fair visitors? Your suggestions should be feasible, culturally-sensitive, and take economic and political realities into account.

Everyone who participates in this group assignment will receive a maximum of ten points. You must be in class the day this assignment is discussed to get the ten points. One group member should write up the proposal and submit it to the instructor.

Commodity Chain Analysis Paper (**Assignment 9**, 100 points for paper)

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

1. Try to trace out all of the factors which pertain to your product's production, distribution, and consumption—what resources are necessary for this product to reach you? What institutions or types of companies are involved? Does national or international law affect the production, transportation, or disposal of your product? What are the environmental consequences of using this product from its initial production to its disposal as waste?
2. Try to locate information about those who work in the companies producing, distributing, and selling this product—at every step of the commodity chain. Summarize in a paragraph or two some of the issues faced by the people associated with this product at each stage of the commodity chain. For example, you may investigate labor and health issues related to the primary producers, effects of the environment of transporting the product, health consequences for consumers, and the effect on the environment produced by this product's waste. You may not be able to treat all aspects of the commodity chain in equal depth because of a lack of information on certain aspects of your commodity chain. Try to cover everything, but you may have to write about some aspects of the commodity chain in greater depth than others.
3. What conclusions can you reach about your connections to the global economy through this exercise?

Your paper should be at least 1500 words, typed and double-spaced. Your paper must include in-text citations and a reference list prepared in [Chicago Author-Date format](#). No more than 300 words in the paper may be directly quoted. The paper will automatically be submitted to Turnitin.com and you must come up with a score in the blue or green. I will not record your grade until you have a successful (blue or green area) Turnitin submission. Do not cut and paste any material prepared by another group member.

Global Alternatives Fair (**Assignment 10**, 20 points for active participation in preparation of PowerPoint; **Assignment 11**, 30 points for active participation in preparing your group presentation before the Fair and for participation at the Fair; **Assignment 12**, 15 points for in-class presentation of PowerPoint).

Your group should execute a well-organized project on the day of the trade show, which should include at minimum a well-prepared table and representatives from each group on hand to provide information to each passersby. The presentation should include a PowerPoint. Someone in the group must take responsibility for bringing their laptop to the Global Alternatives Fair and displaying the PowerPoint. The instructor will assign each group member the same grade based on the following criteria: (a) accuracy, clarity, and presentation of the materials on display; (b) creativity of the presentation; (c) preparedness of the group's representatives; (d) viability of the action plan. Ideally the group should present global alternatives and/or an action plan related to the products under consideration. Your group will give a nine minute in class presentation of your Powerpoint in one of two class days after the fair (15 group points). Your Powerpoint should be edited down to not more than ten slides for this purpose.

**Assessment Assignment** (**Assignment 13**, 10 points, 2% of total)

Students will be asked to fill out a paper which includes their reaction to a selected learning objective.

**Two Midterm Exams** (50 points each, 20% of class total for both)

Students will be provided with a study guide in each Canvas Module to prepare for a mixed format multiple choice, short answer/essay exams.

**Final Exam** (100 points, 20% of class total)

Students should use the study guide in the Canvas Modules to prepare for a final short answer/essay exam.

## **Grading Policy**

### Incompletes

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

### Notification of grades

Your final grade will appear in Canvas at the time it is calculated.

Marking Criteria for Written Work (Instructor reserves the right to take class participation into consideration in calculating the final grade)

A+ 98-100 A 94-97 A- 90-93

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 does extra work.

B+ 88-89 B 84-87 B- 80-83

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. Completes the task and does some extra work.

C+ 78-79 C 74-77 C- 70-73

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.

D+ 68-69 D 64-67 D- 60-63 F<60

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. A failure will only occur if no effort is made to address the question or topic.

### Participation and Miscellaneous Activities

Attendance and participation in class discussions is required. “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.”

<http://www.sjsu.edu/senate/AS1475.pdf>



## **Classroom Protocol**

To Be Excused if you cannot make it to class to participate in an exercise, please leave an E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points.

You may not collaborate on work in this class. Group study for the midterm and final are permitted, but anything you write on the midterm or final must be in your own words. If the text of answers on the midterm or final are found to be identical to that of another student or cut and pasted from another source, you will receive an “F” on the exam.

### Student Rights and Responsibilities

For a statement of your rights and responsibilities, including classroom behavior, see <http://www.sjsu.edu/senate/S90-5.pdf>

### Late Papers

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

### Cell phones

**Please turn off all cell phones at the beginning of the class and keep them off. If you have a family emergency that may require you to keep the cell phone on, inform me at the beginning of class. Text messaging in class will not be tolerated.**

Laptops – Students are permitted to use laptops in class for note-taking **only**. Students who abuse this policy by surfing the web or playing games during class will be asked not to use laptops in class. If you want to use a laptop, you must sit in the front row of class.

### Evacuation Procedures

Information from the campus police on evacuating a classroom can be found at:

[http://www.sjsu.edu/police/docs/ept/ept\\_procedures\\_flyer.pdf](http://www.sjsu.edu/police/docs/ept/ept_procedures_flyer.pdf)

Note that in case of an earthquake, you should get under a sturdy desk or table, or move against interior walls and away from windows. Do not run out of the building. In case of fire, use the stairs, not an elevator.

## **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)      <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/](http://www.sjsu.edu/provost/services/academic_calendars/)

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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) <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) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

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

## **Anth/Asia 115(4) Emerging Global Culture, Spring 2015, Course Schedule**

(The schedule may be changed on fair notice. Readings are to be done before the class with which they are associated. **You are responsible for turning in assignments on the due date. I will not remind you!**)

### **Module 1 Thursday, January 22**

- Introduce course
- Lecture: "What is Anthropology?"
- Reading: (Text) English-Lueck, "Introduction" pp. 1-3. White, *Coffee Life in Japan*, pp. 1-18
- Download the Study Questions for Module 1 and fill them out.
- Note **Exam 1 (50 points) takes place in Module 10**. It includes ten questions taken from the study questions provided in Modules 1-10.

### **Module 2 Tuesday, January 27**

- What does anthropology have to do with globalization?

- Lecture: “Anticipatory Anthropology”
- Reading: (Text) “Introduction to Anticipatory Anthropology” by Victoria Razak, pp. 27-34.

### Module 3 Thursday, January 29

- Who are the players on the world stage?
- Lecture: “Perspectives on Ethnic Diversity”
- Reading: (Download) “An Easy Stereotype Called ‘Race’” by Boyce Rensberger, *White, Coffee Life in Japan*, pp. 19-41

### Module 4 Tuesday, February 3

- How do anthropologists listen to world voices?
- Lecture: “Ethnographic Inquiry”
- Reading: *White, Coffee Life in Japan*, pp. 66-88 (Yes, we are skipping ahead one chapter.)
- Bring a copy of the *Global Flows Ethnographic Exercise* to the next class.

### Module 5 Thursday, February 5

- In-class activity: Two copies of the *Global Flows Ethnographic Exercise* and one copy of the oral consent form should be downloaded and brought to class by each student. The form with questions is available in Word Format on the class webpage. One *Global Flows Ethnographic Exercise* form is for use in class practice (10 points).
- **The in-class Global Flows Exercise (Assignment 1, 10 points) is due in Module 6.** Take good notes in class. Type them up. Be sure to put your name and the name of the interviewee on the form.
- The other *Global Flows Exercise* form is to be taken home and used in interviewing a family member or friend and **return the outside interview it with the oral consent form in Module 8.** (Assignment 2, 20 points possible). **You will receive no credit if you forget to include the oral consent form.**

### Module 6 Tuesday, February 10

- How do actors move around on the global stage?
- Lecture: “Global Flows”
- **In-class interview with your classmate is due to Canvas (Assignment 1).**

### Module 7 Thursday, February 12

- What happens to displaced people? How do they maintain their identity?
- Lecture: “Refugees”
- Reading: (Text) “Worldwide Displacement and International Response” by Stephen Lubkemann pp. 113-126
- You will see that you have been assigned to a group for the Global Alternative Fair Project in Canvas. I will read your names in class. You will meet and select a commodity to research from a list I will post on the screen. **Set up a discussion**

page in Canvas to coordinate with other group members.

- **Assignment 3 (10 points)** **The List of Members Researching Organizations is due in Module 8.** To avoid duplication, in Module 8 your group will make its final selection of the organizations you will individually investigate for **Assignment 4 due** in Module 11 (Assignment 4, 20 individual points). The organizations selected by each group member must be different from those of other members. Do some research on organizations related to your commodity this weekend and bring the list of organizations you would like to research to the next class. (You may not get your first choice.)
- Notice that the **Global Flows Ethnographic Exercise with a friend or family member is due** in the next Module.

### Module 8 Tuesday, February 17

- How was the stage set for globalization?
- Lecture: “Emergent World Systems, Part 1”
- Reading: (Text) Robbins, "The Rise of the Merchant, Industrialist, and Capitalist Controller" pp. 35-66
- **Meet briefly with your group, compare organization lists, and select three different organizations for each group member. Submit one copy of the List of Members Researching Organizations (Assignment 3) to Canvas before the next class. Start work on Individual Research on Three Organizations, Assignment 4 because it is due in Module 11.**
- **Outside Global Flows Interview (Assignment 2) due.**

### Module 9 Thursday, February 19

- How did new technologies help set the stage for globalization?
- Lecture: Emergent World Systems, Part 2”
- Reading: (Text) Robbins, "The Rise of the Merchant, Industrialist, and Capitalist Controller" pp. 66-81.
- In class review for Exam 1

### Module 10 Tuesday, February 24

- **Exam 1 (50 points)**

### Module 11 Thursday, February 26

- Following Clues to Global Economic and Social Relationships
- Lecture: “Global Value Chains”
- Reading: (Download) Global Restructuring of Value Chains and the Effects on the Employment by Monique Ramioul
- **Assignment 4 due.** Each group member should be submitting material on at least three organizations with their name and group number on the paper.
- In-class activity: Meet with your group and divide responsibilities for Research Topics (**Assignment 5**) among group members (10 points). Each topic in Assignment 5 should be covered by at least one group member. If your group is

small, you may have to cover more than one topic. **Turn Assignment 5 in to Canvas before the next class.**

- Check availability of information for your personal contribution to Annotated List of Research Materials, **Assignment 6** (35 points) this week. Make sure you can find enough references on-line and in the library to do the assignment. Each person must have seven sources on their topic. Save your sources. Direct quotes, statistics, paraphrases must all be cited. The rule is: If you did not know a fact before you started writing your assignment—you must cite it. We will use the Chicago Author-Date system on this class. A quick guide to this system is listed below. We will also use this system for your research paper. This assignment will automatically be submitted through Turnitin. **Submit your completed Assignment 6 to Canvas in Module 14.**

### Module 12 Tuesday, March 3

- One copy of **Assignment 5 due** to Canvas from each group.
- Film: *Black Gold* (XD0906)
- Reading: White, *Coffee Life in Japan*, pp. 89-107
- See Assignment 13- This is a short paper about *Black Gold*

### Module 13 Thursday, March 5

- Who runs the show?
- Lecture: “The Emerging Global Economy”
- Reading: (Text) “What Real Globalization Would Mean” by David Graeber, pp. 237-239.
- **Begin work on Individual Assignment 9 (100 points). This is a 1500 word paper due in Module 18. You must submit it to Canvas before the due date. I will not record your grade for this assignment unless you have a submission which is in the green or blue range. The first submission will be returned to you in a matter of hours. If you do not come up in the blue or green zone, you must re-write your paper removing the cut and pasted items or paraphrasing them and citing them correctly. Remember: you must cite paraphrased information as well as information which is directly quoted. Submit the paper again. A second submission takes at least 24 hours to process. Avoid the hassle of resubmitting by keeping quoted passages to a minimum. Use your own words. Do not submit your reference list to Turnitin. You must, however, submit a reference list with your final hardcopy to me. Failure to submit through Turnitin.com does not mean I will not check for plagiarism. I will submit it myself.**
- Assignment 13 to be handed out.

### Module 14 Tuesday, March 10

- Food Habits on the Cultural Level
- Lecture: “The Anthropology of Food Habits”
- Reading: White, *Coffee Life in Japan*, pp.108-126
- **Assignment 6 due.**
- **Assignment 13 due.**

- **Begin preparing your individual contribution to Assignment 7 (15 points). Assignment 7 is due in the next module.**

#### **Module 15 Thursday, March 12**

- The Development of Global Food Systems
- Lecture: “Global Food Systems, Part 1”
- Reading: (Download) Robbins, “Hunger, Poverty, and Economic Development,” pp. 1-9.
- **Individual Assignment 7, 15 points due to Canvas. Meet with Group and prepare Group Fair Proposal Assignment 8, 5 points.**

#### **Module 16 Tuesday, March 17**

- Film: *End of the Line*

#### **Module 17 Thursday, March 19**

- The Pervasiveness of Global Food Systems
- Lecture: “Global Food Systems, Part 2”
- Reading: (Download) Robbins, “Hunger, Poverty, and Economic Development,” pp. 10-19. (File is found in Module 15)
- **Turn in Assignment 8 to Canvas.**
- **Begin work on Group Assignment 10, 20 points for each person who contributes. Your final group Powerpoint (made on a PC) is due to me on Canvas in Module 20. Post it to your Group Homepage. Put the names of all group members who worked on the Powerpoint on your Title Slide. The group presentation should include twenty slides. Divide slide preparation among group members equally. Put your name in 12 point type in the lower right hand corner of each slide you contributed. Sources of illustrations should be included on a slide at the end of the presentation. This slide and the title slide do not count in the twenty slide total. You will also get 30 points for helping at the Global Alternatives Fair.**

Spring Vacation – March 23-27, Cesar Chavez Day March 30

#### **Module 18 Tuesday, March 31**

- **Individual Assignment 9: Commodity Chain Analysis Paper due to Canvas.**
- Who Decides What We Eat?
- Lecture: “The Corporate Tomato”
- Reading: (Text) Barndt, "Across Space and Through Time: Tomatl meets the Corporate Tomato," pp. 141-163.
- Review for Exam 2 (50 points)

#### **Module 19 Thursday, April 2**

- **Exam 2 (50 points)**

### **Module 20 Tuesday, April 7**

- When Global Cultures Meet: Tourism
- Lecture: “Anthropology and Tourism”
- Readings: (Text) Gmelch and Gmelch, "Television, Tourism and Travel," pp. 173-187.
- **PowerPoints for Global Alternatives Fair due to Instructor on Canvas) (20 points per participant).** If you do not give me a copy of your PowerPoint, I cannot give you the points for doing it! Put the names of everyone who worked on the PowerPoint on the first slide. Put the sources for your illustrations on the last slide.
- **Read Assignment 11 to prepare for the next class.**

### **Module 21 Thursday, April 9**

- Global Alternatives Fair Attendance during class time required

### **Module 22 Tuesday, April 14**

- Reading: **White**, *Coffee Life in Japan*, pp.127-156
- **Assignment 11 due** (30 points, you will not get the points if you were not present at the Fair).
- Class Presentations of PowerPoints. Attendance at both classes (Modules 23 and 24 required to receive points required to receive points. (15 points) Bring your PowerPoint on a thumb drive. It takes too much time to switch between laptops. If you include video in your PowerPoint, it must also be on your thumb drive. It is not always possible to access the Internet from the classroom and PowerPoint cannot find your video if it is in another folder from your presentation. Note that the PowerPoint must be edited to fit in the allotted time span.

### **Module 23 Thursday, April 16**

- Reading: **White**, *Coffee Life in Japan*, pp.157-172
- Class Presentations of PowerPoints. Attendance Required to receive points. (15 points)

### **Module 24 Tuesday, April 21**

- Social and Environmental Movements in the Fourth World: A Case Study
- Lecture: The Kayapo
- Reading: (Download) Turner, "The Kayapo Resistance"

### **Module 25 Thursday, April 23**

- Video: *Kayapo: People of the Forest*

### **Module 26 Tuesday, April 28**

- Video: *Crude*
- Reading: (Download) Keefe, “Reversal of Fortune,” pp. 1-9



**Module 27 Thursday, April 30**

**No Class – I am attending the Southwestern Anthropological Association Conference**

**Module 28 Tuesday, May 5**

- Video: *Crude* (finish)
- Reading: (Download) Keefe, “Reversal of Fortune,” pp. 10-19
- Discussion: Government, Transnational Corporations, and Ecological Resistance in the Fourth World

**Module 29 Thursday, May 7**

- Video: *The Heifer Project*

**Module 30 Tuesday, May 12**

- In class review for Final

**Comprehensive Final Exam (100 points)**  
**Friday, May 15 2:45-5:00**  
**Clark 204**