San José State University  
Anthropology/Asia 115  
Section 1 Fall 2013  
Emerging Global Culture

Instructor: Alejandra L. Kramer

Office Location: Clark 404L

Telephone: 408-924-5732

Email: alk.sjsu@gmail.com (temporary)

Office Hours: M-W 10-11 am

Class Days/Time: M-W 1:30-2:45 pm

Classroom: Clark 204

Prerequisites: The prerequisites for this course are passage of the writing skills test (WST), completion of core General Education, and concurrent or previous enrollment in 100W.

GE/SJSU Studies Category: V (Culture, Civilization, and Global Understanding)

Course 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.”
Course Goals and Student Learning Objectives

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

Textbook


Both books will be available at Spartan Bookstore

Other Readings
Additional articles will be provided in PDF form to download from the course page.

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 ANTH 115/ASIA 115, Section 1, Fall 2013 Page 3 of 11 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.*

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**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—completes 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 (not exceeding 5 pages).

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 - 95  A        79 - 77  C+
94 - 90  A-        76 - 73  C
89 - 87  B+        72 - 70  C-
86 - 83  B         69 – 67  D+
83 - 80  B-        66-62    D
    Bellow 62    F
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ 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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and
drop-in tutoring are available. Please visit the LARC website for more information at 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/.

**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/
# Course Schedule

(Readings are to be done before the class with which they are associated. They may be subject to change with fair notice.)

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>W 8/21</td>
<td>Introduction – No readings</td>
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| 2    | M 8/26 | **Anthropology and Ethnography**  
Laura Nader, "Barriers to Thinking New about Energy" (to be distributed in class)  
W 8/28 | Film: *Mardi Gras: Made in China*  
(Take notes. We will discuss the film next week) |
| 3    | M 9/2  | LABOR DAY – NO CLASS |
|      | W 9/4  | **Defining and Debating "Globalization"**  
Readings: English-Lueck* (*EGC* 1-4), Friedman* (*EGC* 5-10), Gonzalez* (*EGC* 15-18) |
| 4    | M 9/9  | **Global Cultures--A History (Part 1)**  
Readings: Robbins* (*EGC* 35-60)  
W 9/11 | Film: "In the Footsteps of Marco Polo"  
*Workshop: Group assignments*  
*Workshop: Assignment 1 (due 9/16)* |
| 5    | M 9/16 | **Global Cultures--A History (Part II)**  
Readings: Robbins (*EGC* 60-82)  
W 9/18 | *Workshop: Assignment 2 (due 9/23)* |
| 6    | M 9/23 | **Economic Integration**  
Readings: Ellwood, *The No-Nonsense Guide*  
(Introduction and Chapters 1-2)  
Anna Tsing “The Global Situation”- Cultural Anthropology  
W 9/25 |
| 7    | M 9/30 | **Economic Disintegration**  
Readings: Ellwood, *The No-Nonsense Guide* (Chapters 3-6)  
W 10/2 | Film: "Inside Job" |
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<th>Week</th>
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<tr>
<td>8</td>
<td>M 10/7</td>
<td><strong>MIDTERM EXAM Monday OCTOBER 7th</strong></td>
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<td>W 10/9</td>
<td>Environmental Trends</td>
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<td>Readings: Scupin* (*EGC 83-112)</td>
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<td><em>Workshop: Assignment 3 (due 10/16)</em></td>
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<td>9</td>
<td>M 10/14</td>
<td>Social and Environmental Resistance in the Fourth World</td>
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<td>W 10/16</td>
<td>A case study: The Kayapo</td>
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<td>Readings: (Download) Turner, &quot;The Kayapo Resistance&quot;</td>
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<td>Milton “Civilization and its Discontent” (ECG 165-171)</td>
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<td>Film: <em>Kayapo, People of the Forrest.</em></td>
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<td><em>Workshop: Assignment 4 (due 10/21)</em></td>
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<td>10</td>
<td>M 10/21</td>
<td>Colonialism and Corporate Globalization</td>
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<td>W 10/23</td>
<td>Read: (Download) Gmelch, <em>The Parish Behind God’s Back</em></td>
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<td>Introduction, Ch. 1-3</td>
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<td>Film: <em>The Corporation or Crude</em></td>
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<td>11</td>
<td>M 10/28</td>
<td>When Global Cultures Meet</td>
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<td>W 10/30</td>
<td>Gmelch The Global Village (ECG 173-187)</td>
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<td>Watson “Transnationalism, Localization and Fast Foods in East Asia (ECG 127-140)</td>
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<td>Barndt “Across Space and Through Time” (ECG 141-163)</td>
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<td>Film: <em>The Toured</em></td>
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<td><em>Workshop: Assignment 5 (due 11/4)</em></td>
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<td>12</td>
<td>M 11/4</td>
<td>Globalization and Migration</td>
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<td>W 11/6</td>
<td>Reading: Lubkemann “Refugees” (ECG 113-124)</td>
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<td>Film: <em>Split Horn: The Hmong in America</em></td>
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<td>13</td>
<td>M 11/11</td>
<td>MONDAY Nov. 11 – VETERANS DAY - NO CLASS</td>
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<td></td>
<td>W 11/13</td>
<td><em>Workshop: Planning for Assignment 6</em></td>
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<td>14</td>
<td>M 11/18</td>
<td>Searching for Alternatives</td>
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<td></td>
<td>W 11/20</td>
<td>Readings: Lambert, &quot;Funny Money&quot;**</td>
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<td>Engardio, &quot;Global Capitalism--Can It Be Made to Work Better?&quot;**</td>
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<td>Schwartz, &quot;In Cleveland, Worker Co-ops Look to Spanish Model&quot;**</td>
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<td>Graeber, &quot;What Real Globalization Would Look Like&quot;* (EGC 237-240)</td>
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<td>15</td>
<td>M 11/25</td>
<td>Film: &quot;The Take&quot;</td>
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<td></td>
<td>W 11/27</td>
<td><strong>Wednesday – NO CLASS</strong></td>
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<tr>
<td>16</td>
<td>M 12/2</td>
<td>Class Presentations</td>
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<td></td>
<td>W 12/4</td>
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<tr>
<td>17</td>
<td>M 12/9</td>
<td><strong>Summary and Review</strong></td>
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<tr>
<td></td>
<td>W 12/11</td>
<td>Readings: No readings</td>
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<td></td>
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<td><strong>Clark 204 - 12:15 AM – 2:30 PM</strong></td>
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