

**Department of Anthropology**

Instructor

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ANTH 115

**Emerging Global Culture**  
Spring 2009  
W 6:00-8:45 PM  
WSQ 004

Office Hours

MW 10:00-12:00; 2:30-3:00

Teaching Assistant

**Kim Pham**  
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**Course Website**

[www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=840](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=840)

**Course Description**

This is an undergraduate course for people who are interested in learning more about the nature of the emerging global culture of the early 21st century and mix of critical issues that are shaping humanity's future. It is a general education course that is open to upper-division students and satisfies the requirements for SJSU Studies Area V (courses meeting areas R, S, and V must be taken from three different departments). We will explore globalization and the factors that are forging human societies into an increasingly interconnected world. Of particular interest is the interplay between global and local interests as evolving changes affect different cultures, regions, and sectors of our planet. We will place special emphasis on a systems approach to understanding social complexity and change.

**Course Learning Objectives**

The goals of this course are to help people learn how to think more strategically about broader issues and the planet as a whole, appreciate multiple perspectives on complicated matters, work with others to address common concerns, and act in ways that make the world a better place for all to live. Specific objectives include:

- developing a better sense of the big picture, an interest in shaping humanity's future, and the basic leadership skills required for meaningful change
- clarifying the nature of cultural systems, societal development, environmental concerns, and the evolution of political economies around the world
- exploring the role of trade and technology in the modern world, their effect on different cultures, and their pivotal role in the emerging global culture
- learning how to critically analyze underlying assumptions, address issues from different perspectives, and comprehend shifting worldviews

Our primary focus throughout the course will be on improving participants' ability to think globally and act locally in more effective and responsible ways, through the use of selected systemic teaching-learning strategies.

## Course Format and Requirements

This is an undergraduate course that will be participatively designed and implemented by the class as a whole. We will spend the first two weeks clarifying the nature of systemic teaching-learning and organizing our course work. Most of the semester will be devoted to addressing selected topics through presentations by the instructor and outside experts; reading and discussion assigned materials; and a variety of other classroom activities. The last two weeks will be devoted to pulling everything together into a coherent result. Everyone is expected to help create a shared learning experience. Note that SJSU has a minimum 3,000-word writing requirement for all Area V courses. Specific responsibilities will include the following assignments: [1] a team project that consists of 3 team summaries, an individual research paper, and a team poster presentation; [2] final exam; and [3] responsible participation throughout the course.

Your learning will be evaluated on the basis of your performance on the three team summaries (5% each), research paper (??%-??%), team presentation (??%-??%), final exam (??%-??%), and responsible class participation (10%) as specified in your personal learning contract.

## Course Schedule and Topics

<u>Dates</u>	<u>Content Topics</u>	<u>Learning Topics</u>
28 January 09	Course Introduction	Systemic Teaching
* 4 February 09 *	* Living in a Global World *	Delta Project Prep
11 February 09	Systemic Course Design	Learning Contracts
18 February 09	Emerging Global World	
25 February 09	Cultural Systems	
4 March 09	Roots of Globalization	
11 March 09	Great Revolutions	
18 March 09	Colonialism & Development	
25 March 09	☺ Holiday ☺	☺ Holiday ☺
1 April 09	Global Evolution	
8 April 09	Global Challenges	
* 15 April 09 *	* <i>Mindwalk</i> *	* <i>Mindwalk</i> *
22 April 09	Futures Thinking	
29 April 09	Global Commons	
6 May 09	Global Citizenship	
13 May 09	Team Poster Presentations	Presentations

**Course Resources**

English-Lueck, Jan; Reckmeyer, William J., et al., eds. *Emerging Global Cultures*. 2<sup>nd</sup> Edition. Boston: Pearson, 2006.

**Course Grading Policies**

An integrated set of course materials are available in electronic form on the course website, including detailed guidelines for all assignments that include specific grading criteria for each assignment. Students should familiarize themselves with these materials and use them to proactively prepare for class sessions and assignments on a timely basis. Assignments will be penalized 10% each week they are late, unless there are compelling circumstances. When preparing these assignments, it is important to remember that people who live and work in a globalizing world must be able to communicate successfully with a broad variety of audiences. SJSU graduates are expected to write well and deliver effective presentations, which usually require several iterations to refine before work is sufficiently polished to be shared with others. Students should pay close attention to the guidelines and templates for each assignment, particularly in terms of ensuring that they are submitted in the appropriate format for that assignment. It is also helpful to seek feedback and suggestions from others (including members of the learning teams) to help finalize your work. In addition, the University offers assistance for students through group workshops and individual consultations at the SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>).

**SJSU Academic Integrity Policy**

SJSU expects all students enrolled in the University, whether on a matriculated or extended education basis, to act in accordance with accepted academic and professional standards for integrity at all times. Official University policy states that:

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found online (<http://www2.sjsu.edu/senate/S04-12.pdf>).

The most common issues of academic integrity are usually associated with some form of plagiarism, which is using other people's ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people's ideas (from the Internet, textbooks, magazines, lectures, or student papers) and incorporate them into your own work. As a result, it is very important to give proper credit to those sources. If proper credit is not given, then you are passing these ideas and words off as your own. This is both unethical and illegal. Students who engage in any form of academic dishonesty that

contravenes SJSU policy will result in a failing grade (F) on that assignment for all parties involved and may lead to dismissal from the course and possibly the University.

### SJSU Disability Policy

SJSU also recognizes that some students may require special accommodations to participate in a course. If any student in this course needs such assistance and/or would like to share emergency medical information, especially as it might affect potential safety issues like evacuation procedures, please contact me privately as soon as possible so we can decide how to proceed. Presidential Directive 97-03 requires that students with disabilities register at the Disability Resource Center (924-6000) to establish a record of their disability so they can utilize the University's resources.

### Department Learning Objectives

#### **Knowledge**

- Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
- Awareness of human diversity and the ways humans have categorized diversity.
- Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
- Knowledge of the history of anthropological thought and its place in modern intellectual history.
- Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

#### **Skills**

- Ability to access various forms of anthropological data and literature.
- Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- 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.
- Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

#### **Professional Values**

- Knowledge of political and ethical implications of social research.

## Area V Learning Objectives

For those students beginning continuous enrollment in Fall 2005 or later, completion of or co-registration in a 100w course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other academic units. ANTH 115 has been designed to meet the University's Area V requirements. Students shall be able to:

### Student Learning Objectives

- 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 United States (examinations; class activities).
- To identify the historical context of ideas and cultural traditions outside the United States and how they have influenced American culture (Delta team project; examinations)
- To explain how a culture outside the U.S. has changed in response to internal and external pressures (Delta team project; examinations).

## Area V Content Areas

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner (class activities; Delta team project; lectures and readings).
- *Writing.* Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline (Delta team project assignments and paper; examinations).
- *Civic Learning.* Courses shall address the civic relevance of the topic in an appropriate manner (Delta team project).
- *Values Clarification.* Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse (Delta team project; ethnographic interview paper; examinations).
- Courses will address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world (class activities; Delta team project; lectures and readings).