strategy for magnetization, including a discussion of the physical properties and applications of magnetic materials. The focus will be on the development of magnetic materials and their potential use in emerging technologies such as data storage and sensing devices.
this course are passage of the writing skills test (WST) and 100 W, upper division standing, and completion of Core General Education. [See University Catalog].

Anthropology 115 Student learning objectives

- To be able to examine cultural systems and select predictive elements to anticipate cultural development (GAP project; GAP paper; examinations)
- To be able to critically analyze the assumptions underlying various projections of social issues (GAP project; class activities)
- To comprehend the links between cultural values and technological choice (class activities; exams)
- To understand the links between cultural values and social organization (GAP project; class activities; exams)
- To be able to visualize how societies change and create new cultures (GAP project; class activities; exams)
- To systematically analyze issues from the perspectives of the different actors involved (Ethnographic interview paper; exams)
- To be able to engage in cooperative learning activities (GAP project)

Area V Course 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 U.S. (Examinations; class activities)
2. To identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture (GAP project; exams)
3. To explain how a culture outside the U.S. has changed in response to internal and external pressures (Gap project; exams)

Area V Content Areas

- Diversity. Issues of diversity shall be incorporated in an appropriate manner (Class activities; GAP 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 (GAP project assignments; Ethnographic paper; GAP paper)
- Civic Learning. Courses shall address the civic relevance of the topic in an appropriate manner (GAP project)
- Values Clarification: Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse (Gap project; ethnographic interview paper)
- 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; GAP project, lectures and readings)

Goals of the Anthropology Department

Knowledge

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution (Exams; class activities)
2. Awareness of human diversity and the ways humans have categorized diversity (Exams)
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline (Exams)
4. Knowledge of the history of anthropological thought and its place in modern intellectual history (Exams)
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society (GAP project; ethnographic interview; exams)

Skills

6. Ability to access various forms of anthropological data and literature (Research paper; exams; GAP project)
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues (GAP project)
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline (Ethnographic interview; exams)
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences (GAP project; research paper; exams)

Professional Values

10. Knowledge of political and ethical implications of social research (Ethnographic paper; GAP project; exams)

Course Assignments and Evaluation

Global Alternatives Project:

You will be expected to write about 3,000 words of critical analytical work that will be peer and instructor reviewed. This writing requirement will be met through in-class reflective papers, a 5-page essay based on library and internet research for the GAP project and one 3-page paper based on ethnographic fieldwork. Teams will examine issues of “global alternatives” over the semester. Each student will write a 5 pp. research “brief” on a commodity in one specific country. Working with multiple perspectives, your team will examine issues involved in the production of the commodity and develop policies to address those issues, from initial conception to concrete planning. In addition, each team will assemble a poster depicting their commodity, issues and recommended actions for a Global Alternatives Trade Show.

GAP group activities include the following meetings:

10 pts    Meeting 1. Select a topic
10 pts    2. Share info on organizations, identify issues
10 pts    3. Share research materials, analyze relations between issues
10 pts.   4. Edit individual papers, develop scenarios of future
10 pts    5. Develop alternative action, plan poster, group proposal
10 pts    6. Assemble poster
10 pts    7. Evaluations

GAP individual activities include:
- Annotated bibliography of organizations (approx. 2-3 pages; graded by instructor)
- Annotated bibliography of peer reviewed sources (2-3 pages; instructor graded)
- GAP commodity paper (5 pages; instructor and peer evaluated)
- Individual Trade Fair proposal (2 pages; instructor and peer evaluated)

Participation: Participation in GAP activities is required. To be excused, you must leave a voice mail message that day giving your name and reason for missing the activity. If you are excused, you will receive no more than 1/2 of the points for the day. You may only have one excused absence
Evaluation:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>GAP Group Meetings</td>
<td>70</td>
</tr>
<tr>
<td>Annotated List</td>
<td>20</td>
</tr>
<tr>
<td>Research bibliography</td>
<td>20</td>
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<tr>
<td>GAP Commodity Paper</td>
<td>100</td>
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<tr>
<td>Trade Show Proposal</td>
<td>20</td>
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<tr>
<td>Peer Evaluations</td>
<td>20</td>
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<tr>
<td>Ethnographic Fieldwork Paper</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>400</strong></td>
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</tbody>
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Once you are assigned a point total at the end of the semester, your letter grade for the course will be calculated according to the following table:

- 388-400 = A+
- 348-357 = B+
- 308-325 = C+
- 268-279 = D+
- 372-387 = A
- 332-347 = B
- 292-307 = C
- 252-267 = D
- Below 252 = F

General Policies

- **Format of papers:** Papers should be typed, double-spaced, and pages numbered. Please staple together pages, and do not use folders, covers, or a cover sheet. Put your name and section number in the top right hand corner of the first page. Please write clearly and correctly and seek help if you need it at Student Services, ground floor Clark. Please proofread your papers carefully or read aloud for syntax and spelling errors.

- **Plagiarism:** Plagiarism occurs when you use the words of another author – a phrase, sentence, or paragraph -- without giving credit to that author with quotation marks and a citation. This practice misrepresents your writing. SJSU policy forbids plagiarism. It will be punished. If found plagiarizing, you WILL receive a zero for your assignment and I WILL report you. Please read the statement on Academic Integrity and consult me if you have questions on this issue.

- **Late papers:** Will be accepted with permission only. 2 points subtracted for each day the paper is late. ALL papers are due the last class meeting – no exceptions.

- **Exams:** All exams will consist of multiple choice and true/false questions. Questions will cover class lectures, readings, and films. I will provide a study guide for each exam.

- **Disability Accommodations** If you need course adaptations or accommodations because of a disability, or if you need 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 DRC to establish a record of their disability.

- **Classroom Etiquette:** I understand that multi-tasking is essential to getting through life. BUT NOT THROUGH THIS CLASS. You need to be FULLY PRESENT to be successful. Therefore, please do not text, do not surf the web, do not go on Facebook, e-mail or anything else during class. If you are distracting me or others, you will have to put your computer away. No computer note-taking during videos, of which there are many.

Class Schedule

Readings: E-L = English-Lueck, et al. Reader; WS = Class Website, TT = Three Cups of Tea
What Is Anthropology? What Is Global Culture?
Jan. 26, 28  Course Introduction
Readings (E-L) Chapter 1 “Introduction”, Chapter 2 “It’s a Flat World”,
Chapter 3 “Falling Flat”

Economic Systems
Feb. 2  Lecture: Economic Systems
Readings: E-L: Chapter 10: “Across Space and Through Time,” TT: Chapters 1-4
Feb. 4  Exchange: The Penny Game
Feb. 9  Video: The Capuccino Trail
Readings: TT: Chapters 5-11
Feb. 11  GAP Meeting #1: Select Topic, Discuss Issues

Social Change
Feb. 16  Lecture: Theories of Social Change
(WS)
Slides: Graffiti Goes Global
Feb. 18  Lecture: Futures Thinking
Reading: “Thinking Like a Futurist” (E-L)
ANNOTATED LIST OF ORGANIZATIONS DUE
GAP Meeting #2: Share Organizations, Develop list of topics for poster

Global Economic Integration
Feb. 23  Lecture: Early World Systems
Colonialism”
See Sugar/Slavery Chart on class website
Feb. 25  Colonialism
Video: Life and Debt (excerpt)
Mar. 2  Lecture: Modern World System/Neo-liberalism
Readings: TT: Chapters 16-19
Mar. 4  Video: The Corporation (excerpts)

Trade: Free or Fair?
Mar. 9  Lecture: Trade and the Movement of Goods & Capital
Readings: E-L: Chapter 9, “Transnationalism, localization and fast foods in East Asia”; TT:
Chapters 20-23
Mar. 11  ANNOTATED BIBLIOGRAPHY DUE
GAP Meeting #3: Share Research Materials

Midterm Review & Exam
Mar. 16  Discussion Three Cups of Tea, other readings, course concepts
Mar. 18     MIDTERM

Global Population Flows
Mar 22     Lecture: Migration & Travel
Readings: E-L: Chapter 8 “Refugees: Worldwide Displacement and International Response”
GAP Meeting #4: Peer Edit Individual Papers

Mar 25     Furlough Day – No Class

March 29 – April 2: SPRING BREAK!!!

Apr. 6     GAP INDIVIDUAL PAPERS DUE
Lecture: Migration & Travel cont.
Readings: E-L: Chapter 12 “The Global Village...”
Video: The Toured: The Other Side of Tourism in Barbadoes

Apr. 8     INDIVIDUAL PROPOSAL DUE
GAP Meeting #5: Group Proposal

Values and Technology I
Apr. 13     Lecture: Technology, Luddites v. Technocrats
Readings: E-L: Chapter 11 “Civilization and Its Discontents”

Apr. 15     GAP Meeting #6: Assemble Poster

Apr. 20     Lecture: Industrial Agriculture & History of Beef
Video: Hungry for Profit (excerpt)

Apr. 22     GAP Meeting #7: Trade Show

Development, Change & Resistance
Apr. 27     Lecture: Change & Resistance
Video: Contact: The Yanomami

Apr. 29     Lecture: Change & Resistance cont.
Videos: Delta Force
GAP Peer Evaluations Due

Global Social Protest
May 4     Lecture: Social Protest
Readings: E-L: Chapter 14: “Democracy and Terror”

May 6     Furlough Day – No Class

May 11     Video: The Take
Reading: E-L: Chapter 16: “What Real Globalization Would Mean”

Course Wrap-up/Final Review
May 13     Ethnographic Paper on Migration Due

FINAL EXAM: WEDNESDAY, MAY 19, 9:45-NOON
Global Alternatives Project

Assignment 1: Annotated List of Organizations (20 points)

Create an annotated list of five organizations (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. Make sure you have some business and some non-profit groups. Your annotation 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. Include contact information for each group. The list of organizations should include one typed single spaced paragraph about each organization – about 2-3 pages total.

Assignment 2: Annotated Bibliography (20 points)

You should assemble a bibliography about your commodity. The bibliography should include one typed single spaced paragraph that describes each source. What is the peer-reviewed article or book about? What pertinent information is in the article? How will it be helpful to you or your group? Four of your sources MUST be peer-reviewed articles or books. (If you do not know what a peer reviewed source is then please do the library tutorial on plagiarism that is on the SJSU library homepage.) You might look for 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. About 2-3 pages in length.

Assignment 3: Commodity Chain Analysis (100 points)

Each individual will write a 5-page research paper about a specific aspect of your commodity. For example, one person will write about the commodity and labor, someone will write about the environment, and another will write about consumption. Your paper must be typed, double-spaced with 1” margins and no larger than a 12 point font. The paper should include an introduction with a thesis statement, the argument and supporting data, and a conclusion. The paper must have five references, four of which must be peer-reviewed. The 4th page of your paper is a bibliography and all references listed in the bibliography must be cited in the body of the text. (If you do not know how to cite references you can learn by taking the library tutorial on plagiarism which is accessed through the SJSU library homepage.) Please do not use more than three quotes in the paper and if quotes are longer than three lines they must be indented and single-spaced.

Assignment 4: Proposal for Trade Show (20 points)

Each individual is responsible for preparing a 2-page project proposal in preparation for the Global Alternatives Project trade show. The proposal describes your personal ideas about what to include in the trade show. 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 (d) 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 the DeBeers company, urging them to adopt a policy rejecting "blood diamonds"). The proposal should be about 1-2 pages in length.

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 trade show.

**Assignment 5: The Global Alternatives Project Trade Show—The Main Event**

You should execute a well-organized project on the day of the trade show, which should include at minimum a booth or table and three representatives from each group on hand to provide information to passersby. The instructor and your fellow students will provide feedback 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. The group that receives the highest evaluations will be eligible for up to 10 extra credit points.

**Assignment 6: Peer Evaluations (20 points)**

After the trade show, each of you will be asked to write a one page evaluation of the peers in your group and your project as a whole.
ANTHROPOLOGY 115 - ACADEMIC INTEGRITY

ACADEMIC INTEGRITY:
Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment that practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

CHEATING:
At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another’s test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:
At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work. Appropriate citation and representation includes putting quotation marks around the sentences of other writers as well as full citation of the source in a footnote or in parentheses at the end of the sentence/paragraph.

I have read the above statement and pledge to submit work according to these academic standards.

________________________________________  __________________
Name                                              Date