

**San José State University**  
**Emerging Global Cultures**  
**ANTH 115, Section 5, Spring 2010**

**Contact Information:**

Instructor: Jennifer L. Anderson

Meeting Time: TTH 9:00-10:15

Course Number: ANTH 115(5) Code: 29846, ASIA 115 (5) Code 29847

Room: Spartan Complex Central 211

Office: Clark 461

Office hours: MW 8:8:45, 10:30-11:45, TTH 10:30-1:30 and by arrangement

Phone: 924-5348 (fax)

E-mail: [Jennifer.Anderson@sjsu.edu](mailto:Jennifer.Anderson@sjsu.edu) (preferred)

Course URL: <http://www.sjsu.edu/people/jennifer.anderson/courses/c11/>

**May 6 is a Furlough Day for this class.**

**Required 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

**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.

## **General Requirements for Culture, Civilization, & Global Understanding (Area V)**

The content of this course is intended to meet the goals of SJSU studies Area V, Culture, Civilization, & Global Understanding. **“Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”** (from SJSU General Education Guidelines).

### A. Goals

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.

### B. Student Learning Objectives (SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING Area V)

Students shall 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.

## **Learning Objectives of the Anthropology Department**

- Understand culture, and the relationships of human life, biology
- Awareness of past/present cultures
- Knowledge of significant findings: archaeology, cultural anthropology, physical anthropology
- Knowledge of the history of anthropological thought and its place in modern intellectual history
- Comprehension of multiculturalism as central phenomenon in modern society
- Familiarity with forms of data, literature, ability to access
- Awareness of anthropology's importance to issues of contemporary society; ability to apply knowledge to social issues
- Knowledge of qualitative & quantitative research methods in one sub-discipline
- Ability to present & communicate anthropological knowledge, results to different audiences

## **Evaluation: (Exams, Papers, Participation)**

### **1. Global Flows Exercise** (40 points, 8% of class total)

This exercise which 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 (10 points for participation in practice in class as interviewer, 10 points for participation as an interviewee, 20 points for submission of final interview with a family member and the authorization form). (This assignment will be used to assess GE (V) student learning objective No. 2.)

### **2. Global Alternative Project** (300 points total, 60% of class total)

This will consist of (1) a series of group activities focused around a global alternatives project (see below); (2) a 1500 word paper based on your analysis of a commodity chain; (3) a 700 word ethnographic paper that each student will prepare individually, based on observations made at the global alternatives project "Global Alternatives Fair". (This assignment will be used to assess GE (V) student learning objective No. 1.)

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". Global alternatives projects will be conducted in seven phases:

Assignment 1: Annotated list of organizations	(30 pts.)
Assignment 2: Research materials	(45 pts.)
Assignment 3: Global alternatives project proposals	(20 pts.)
Assignment 4: Commodity chain analysis paper	(100 pts.)
Assignment 5: Global Alternatives Fair	(50 pts.)
Assignment 6: Peer evaluations	(20 pts.)
Assignment 7: Ethnographic paper	(35 pts.)

#### Assignment 1:

##### (1A) List of Group Members

Submit the list of group members and their emails to the instructor.

##### (1B, 10 points) List of Members Researching Organizations

For your group, create an annotated list of at least five (or one for each group member in larger groups) 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. Each person should choose a different organization. Submit this list to the instructor.

(1C, 20 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. This assignment should be typed, spell-checked, and proof-read. List URLs for organization web sites.

Assignment 2: Research Materials

(2A, 10 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.

(2B, 35 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.

Assignment 3: Global Alternatives Project Group Proposal

(3A, 10 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").

(3B, 10 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 which will 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.

#### Assignment 4: Commodity Chain Analysis Paper (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. (Visit [www.soc.duke.edu/courses/soc142/tree.html](http://www.soc.duke.edu/courses/soc142/tree.html) for one representation of this "commodity chain.")
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 must be submitted to Turnitin.com and come up with a score in the blue or green zone in advance of being submitted. (Omit your reference list when submitting to Turnitin, but include it in the hard copy submitted to the instructor. See the student skills section of my faculty website for information on when to cite, citation form, and reference list form: <http://www.sjsu.edu/people/jennifer.anderson/courses/c1/>)

#### Assignment 5: Global Alternatives Fair (20 points for active participation in preparation of Powerpoint, 30 points for participation)

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.

#### Assignment 6: Peer Evaluations

After the Global Alternatives Fair, each group will be asked to fill out two evaluations. These will include (a) an evaluation of the peers in your group and your project as a whole (10 points); and (b) an evaluation of the other groups' presentations (10 points). You will conduct these evaluations at the Global Alternatives Fair.

### Assignment 7: Ethnographic Paper (35 points)

You should individually prepare a 700 word ethnographic report describing your observations of the audience at the Global Alternatives Fair. You should include excerpts from at least two informant interviews. The report should be double-spaced, typed, and in paragraph format. How did this experience relate back to the globalization issues discussed in the ANTH 115 class lectures and films? In what ways were the people you observed impacted by what they were learning at the trade show? How have your views of globalization been impacted by this course?

### **3. Open Note (Not open book) Midterm** (70 points, 12% of class total)

Students will be provided with a study guide in advance to prepare for a mixed format multiple choice, short answer/essay exams. (This assignment will be used to assess GE (V) student learning objective No. 1-3.)

### **4. Comprehensive Final Exam** (100 points, 20% of class total)

Students should use the study guide on the class website to prepare for a final comprehensive short answer/essay exam. (This assignment will be used to assess GE (V) student learning objectives No. 1-3.)

### **5. Participation and Miscellaneous Activities**

Attendance is highly desirable and participation in class discussions and the Global alternatives project is necessary to understand some issues.

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.

## **Class Policies**

### *Academic Integrity*

Academic integrity statement (from the Office of Student Conduct and Ethical Development): “Your own commitment to learning, as evidenced by your enrollment at San José 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 Student Conduct and Ethical Development.” The policy on academic integrity including definitions of plagiarism and cheating and sanctions for violations can be found at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf)

“If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy F06-1 requires approval by instructors.”

Assignments which require collaboration are marked as group assignments. If an assignment is labeled “individual” you should not collaborate on the work. The midterm and final are not

collaborative work. If you collaborate on notes for the Study Guide, use your own words in the notes and on the final and midterm.

### *Late Papers*

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

### *Adds/Drops/Incompletes, etc.*

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. The SJSU procedure for adding classes can be found at:

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-311.html>

The procedure for dropping a class can be found at:

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-323.html>

The policy regarding incompletes can be found at:

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-30.html>

### *Disabilities*

If you require accommodation, please advise me. I will be happy to help. “Campus policy in compliance with the Americans with Disabilities Act:

“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 register with DRC to establish a record of their disability.” For more information on accommodations contact the Disability Resource Center at <http://www.drc.sjsu.edu/>.

### *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 want to use laptops in class will be asked to sit at the front of the class and sign an agreement not to use the laptop in class for anything but taking class notes. Students who abuse this policy by surfing the web or playing games during class will be asked not to use laptops in class.

## **Grading**

### 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

If you wish to know your final grade before grade reports are issued, give Dr. Anderson a stamped self-addressed postcard or email a grade request (please do not phone).

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 that is self-initiated.

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 guided by the instructor.

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.

### **Internet Resources**

Anthropology 115 study questions on readings and lectures and assignments are posted to the class website: <http://www.sjsu.edu/people/jennifer.anderson/courses/c11/> Any changes to the schedule will be printed to the website syllabus. Please check it regularly.

## Class Schedule

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

Furlough Days for this Class: May 6th

### Tuesday, January 26

- Introduce course
- Lecture: “What is Anthropology?”
- Reading: (Text) English-Lueck, "Introduction" pp. 1-3.

### Thursday, January 28

- What does anthropology have to do with globalization?
- Lecture: “Anticipatory Anthropology”
- Reading: (Text) “Introduction to Anticipatory Anthropology” by Victoria Razak, pp. 27-34.

### Tuesday, February 2

- Who are the players on the world stage?
- Lecture: “Perspectives on Ethnic Diversity”
- Reading: (Download) “An Easy Stereotype Called ‘Race’” by Boyce Rensberger

### Thursday, February 4

- How do anthropologists listen to world voices?
- Lecture: “Ethnographic Inquiry”
- Reading: (Download) Excerpt from “Sandakan Brothel No. 8” by Yamazaki Tomoko
- Bring a copy of the *Global Flows Ethnographic Exercise* downloaded from the class web site to the next class.

### Tuesday, February 9

- 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 for interviewing and 10 points for being interviewed). **The in-class Global Flows Exercise is due February 11.** 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 on February 18.** (20 points possible). **You will receive no credit if you forget to include the oral consent form.**

### Thursday, February 11

- How do actors move around on the global stage?
- Lecture: “Global Flows”
- Reading: (Text) “Virtually Vietnamese” by Kim-an Lieberman (189-216)
- **Typewritten version of in-class interview with your classmate is due.**

### Tuesday, February 16

- 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
- In-class activity: Select groups for Global Alternatives Project (**Assignment 1(A)**). **Exchange emails with other group members and turn a copy of 1(A) in to the instructor.**
- **Assignment (1B) (20 points) The List of Members Researching Organizations (1B) (10 group points) is due February 18. To avoid duplication, on February 18 your group will make its final selection of the organizations you will individually investigate for Assignment 1(C) due on February 25** (Assignment 1C, 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 next Thursday.**

### Thursday, February 18

- 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 and D’Souza, “Two Cheers for Colonialism” pp. 231-236.
- **Meet briefly with your group, compare organization lists, and select three organizations for each group member. Submit one copy of the List of Organizations (1B) to the instructor. Start work on Individual Research on Three Organizations, Assignment 1(C) because it is due February 25.**
- **Outside Global Flows Interview due.**

### Tuesday, February 23

- 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.

### Thursday, February 25

- 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 1(C) 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 **Assignment 2(A)** among group members (10 points). Each topic in Assignment 2 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 2(A) in to the instructor.**
- Check availability of information for your personal contribution to **Assignment 2(B)** (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. See the class website for citation form. **Bring your completed Assignment 2(B) to class on Tuesday March 9.**

### Tuesday, March 2

- Film: Mardi Gras: Made in China

### Thursday, March 4

- Who runs the show?
- Lecture: “The Emerging Global Economy”
- Reading: (Text) “What Real Globalization Would Mean” by David Graeber, pp. 237-239.

### Tuesday, March 9

- Food Habits on the Cultural Level
- Lecture: “The Anthropology of Food Habits”
- Reading: Watson, (Text) "Transnationalism, Localization, and Fast foods in East Asia," pp. 127-140.
- **Assignment 2(B) due.**
- **Begin preparing your individual contribution to Assignment 3 (A) (10 points). It is due Thursday, March 11.**
- **Begin work on Individual Assignment 4 (100 points). This is a 1500 word paper due on Tuesday, March 23. You must submit it to the class Turnitin.com site before the due date. You will receive 25 points of the possible 100 points for 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. Save yourself 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. If you do not submit your paper to Turnitin.com, you can only get a maximum of 75 points on the paper. Failure to submit through Turnitin.com does not mean I will not check for plagiarism. I will submit it myself.**

### Thursday, March 11

- 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 3(A), 10 points Due.** Meet with Group and prepare **Group Assignment 3(B) 10 points.** Turn in individual Assignment 3(A) and group Assignment 3(B) at the end of class.

### Tuesday, March 16

- The Pervasiveness of Global Food Systems
- Lecture: “Global Food Systems, Part 2”
- Reading: (Download) Robbins, “Hunger, Poverty, and Economic Development,” pp. 10-19.
- **Begin work on Group Assignment 5.** Your final group Powerpoint (made on a PC) is due to me on disk on **Thursday, April 8**. Your name in 12 point type in the lower right hand corner of each slide you contributed. Put the names of all group members who worked on the Powerpoint on your Title Slide. Every group member must contribute to at least four slides. You will also get 30 points for helping at the Global Alternatives Fair.

### Thursday, March 18

- Who Decides What We Eat?
- Lecture: “The Corporate Tomato”
- Reading: (Text) Barndt, "Across Space and Through Time: Tomato meets the Corporate Tomato," pp. 141-163.
- In class activity – Meet with group to discuss progress on Global Alternatives Fair Project

### Tuesday, March 23

- When Global Cultures Meet: Tourism
- Lecture: “Anthropology and Tourism”
- Readings: (Text) Gmelch and Gmelch, "Television, Tourism and Travel," pp. 173-187.
- **Individual Assignment 4: Commodity Chain Analysis Paper due in class.**

### Thursday, March 25

- Q and A for Midterm
- Finalize Preparations for Global Alternatives Fair (You may need to meet outside of class also.)

## Spring Vacation – No Class March 30 or April 1

### Tuesday, April 6

- **Midterm (60 points)**

### Thursday, April 8

- What is Global Culture and Where is it Going?
- Lecture: “The Global Village”
- Reading: (Download) Talbott, “Do We Really Want a Global Village?”
- **Powerpoints for Global Alternatives Fair due to Instructor on disk (made on PC)** 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.
- Remember that your group needs to bring at least one copy each of Assignments 6(A) and 6 (B) to the Global Alternatives Fair

### Tuesday, April 13

- Global Alternative Group Work Day

### Thursday, April 15

- Global Alternatives Fair Attendance during class time required – If your do not attend, you will not be able to prepare Assignments 6 (A and B) and Assignment 7.
- This is Assignment 5 and it is due.
- Fill out Assignments 6a (10 points) and b (10 points). **Assignments 6(A) and 6(B) are due Thursday, April 20.** These are group assignments so you need submit only one copy of Assignments 6(A) and 6(B) per group. **Take notes for Assignment 7** (50 points) (due **Thursday, April 27**) at the Global Alternatives Fair. This is an individual assignment.

### Tuesday, April 20

- What is the Future of Global Culture?
- Lecture: “Contemporary Global Trends”
- Reading: (Text) Scupin, "Contemporary Global Trends," pp.83-112.
- **Assignment 6(A) and (B) (Group and Peer Reviews) due.**

### Thursday, April 22

- Video: The Heifer Project

### Tuesday, April 27

- Social and Environmental Movements in the Fourth World: A Case Study
- Lecture: The Kayapo
- Readings: (Download) Turner, "The Kayapo Resistance"
- **Assignment 7 (Ethnographic Observations) due.**

### Thursday, April 29

- Video: Kayapo: People of the Forest

### Tuesday, May 4

- Pondering the Complexities of Systemic Change in an Era of Global Fragility.
- Lecture: “Democracy and Terror in the Era of Jihad vs. McWorld”

- Readings: (Text) Barber, "Jihad vs. McWorld" pp. 217-230.

## **Thursday, May 6 is a Furlough Day!**

### **Tuesday, May 11**

- Movie: Inside Islam

### **Thursday, May 13**

- Review for Final

**Comprehensive Final Exam (100 points)**

**Room: Spartan Complex Central 211**

**Tuesday May 25, 7:15-9:30 AM**