

**San José State University
College of Social Sciences
Anthropology/Asia 115 (Section 04)
Emerging Global Cultures
Spring 2011**

Instructor:	Quincy Dalton McCrary
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Office Hours:	Monday 6.00pm – 8.00pm
Class Days/Time:	We 6:00PM - 8:45PM
Classroom:	CLARK 204
Prerequisites:	Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or co-requisite in a 100W course is required.
GE/SJSU Studies Category:	V
Course Number:	Anth 42313 / Asia 48960

Course Description

The 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" effect 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 the Area V requirements for the Culture and Civilization SJSU Studies, as well as departmental and program requirements in anthropology and behavioral science. Note that courses taken to meet areas R, S and V of SJSU Studies must be taken from three different departments.

Course Goals and Student Learning Objectives

1. To be able to examine cultural systems, especially political economies, and select predictive elements to anticipate cultural development
2. To be able to critically analyze the assumptions underlying various projections of social issues
3. To comprehend the links between cultural values and technological choice
4. To understand the links between cultural values and social organization
5. To understand the shifting worldviews dominating various global regions in different times and places
6. To be able to visualize how societies change and create new cultures
7. To systematically analyze issues from the perspectives of the different actors involved
8. To be able to engage in cooperative learning activities

Courses in SJSU Studies Area V will also ask students:

9. To be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S. (*In exams, and commodity chains papers and group exhibits*)
10. To be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. (*In exams, class exercises on food, tourism and global flows exercises*)
11. To be able to explain how a culture outside the U.S. has changed in response to internal and external pressures (*In exams, tourism exercise, commodity chain papers and group exhibits*).
12. To write at least 3000 words requirement (e.g. essay exams, papers, etc.) with "practice and feedback" on their writing (*In essays on exams, individual papers*)

describing organizations related to the commodity chain, annotated bibliographies, individual papers proposing the exhibit, commodity chain analysis papers, global flows papers).

Learning Objectives of the Anthropology Department (* objectives covered in Anth 115)

KNOWLEDGE

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

SKILLS

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

PROFESSIONAL VALUES

10. Knowledge of political and ethical implications of social research.*

SJSU Studies: Culture, Civilization & Global Understanding Area V

For students who begin continuous enrollment Fall 2005 or later, courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units.

Required Texts/Readings

Textbook

Emerging Global Cultures, 2nd Edition. Drs. Jan English-Lueck, Jennifer Anderson, Sandra Cate, Soo Choi, Karen Fjelstad, Roberto Gonzalez, Patricia Lange, William Reckmeyer eds., Pearson Publishing.

Other Readings

Required online articles indicated in class syllabus.

Classroom Protocol

Writing Fluency: Often confused with plagiarism, students need to express themselves fluently and grammatically without excessive quotation.

See <http://www.aresearchguide.com/1steps.html>

and <http://www.geneseo.edu/~writing/?pg=topics/commonerrors.html> for hints

Writing Format: All papers should be typed and fully referenced. Use the AAA system, found on the aaanet.org website, http://www.aaanet.org/pubs/style_guide.htm unless you have specific permission by the instructor to use another style.. Number your pages!.

Writing should be clear and correct. All papers should be proof-read. I suggest reading the draft aloud to catch errors and unwieldy writing. Each assignment uses certain analytical skills and requires comprehension of cultural themes. Accuracy, depth of understanding and effort will all be assessed.

Late papers or makeup exams: No late papers or makeup exams will be accepted unless a genuine emergency arrives and the student notifies the professor immediately. NO EXCEPTIONS.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at](#)

<http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Course assignments consist of: (1) a series of activities focused around a global commodities project (see below); (2) a eight to ten page paper based on your analysis of a commodity chain; (3) a two-page proposal that each student will prepare individually for the global commodities project; (4) a short three page paper based on an in-class ethnographic interview about immigration and; (5) a mid-term and final exam. Detailed information on the global commodities project, the ethnographic paper, and the in class ethnographic interview paper are included on the course website.

Global Commodities Project

The global commodities project is a series of activities designed to sharpen your awareness of the processes by which commodities are produced, distributed, and consumed. Project groups of 4-6 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. Examples include the following commodities: coffee, cell phones, handguns, batteries, silk lingerie, flowers, chocolate, corn, CDs, gasoline, dairy products, diamonds, leather jackets, diapers, plastic products, missiles. Each group should choose one of these products during the **fourth** week of the course. Group projects will be presented at the end of the semester.

Primary Assignments

Assignment 1: Issue Statement and Annotated Bibliography 20pts

Assignment 2: Global Commodities Project Proposal 10pts

Assignment 3: Commodity Chain Analysis Paper 120 pts

Assignment 4: Group Project Presentation 50 pts

Assignment 5: Peer evaluations 10 pts

Secondary Assignments:

Assignment 1: In-class immigration assignment 20 pts

Assignment 2: "Possible" In-class tourism assignment 10 pts

Discussion 40 pts

Mid-term 120 pts

Final 120 pts

Assignment 1: Issue Statement and Annotated Bibliography

After you have chosen a topic, identify any possible problems in the commodity chain. Problem could be ones of health, the environment, or social inequality. Problems could be

at the point of production, distribution or consumption. Explore the commodity online to see where social activism and global citizenship is being mobilized.

As you conduct research you should assemble an annotated bibliography with five to ten references regarding the process that goes into the production of your commodity (I will post an example of an annotated bibliography the week the assignment is posted). This might include websites, journal articles, books, materials from organizations etc. These resources 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 should include the sources from which your information was collected. Coordinate specific research within your group. **Wikipedia should be a starting place for research only, not a final bibliographic item.** Make sure that you have a mixture of media, not only web-based materials. All material should be in a known bibliographic format such as APA, MLA, Chicago/Turabian or use the American Anthropological Association format.

Once you have developed your bibliography, produce an annotated bibliography (look here for instructions/examples <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>). Include with your bibliography a one to three sentence Topic Statement for your paper. Simply put, a topic statement is what you are going to write about.

Assignment 2: Global Commodities Project Proposal

Each group member will research an aspect of the commodity and report back to the group. Included in this discussion would be the key organizational players: corporate, governmental, transnational and non-governmental. The group will make a short list of issues that will be the focus of the presentation. For example, if your group is examining coffee, you might focus on health issues, impacts on plantation environments or the conditions of workers. Key organizations would include Global Exchange, Thanksgiving Coffee, Starbucks, and Peet's Coffee.

Each individual is responsible for preparing a two-page project proposal in preparation for the global commodities presentation. 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 the presentation.

Assignment 3: Commodity Chain Analysis Paper (Individual Term Paper)

In addition to the group project, each class member will prepare a commodity chain analysis paper that considers the impact of the commodity on the individual worker, at the points of production or distribution, or individual consumer. The paper should outline the commodity chain for a product as specifically as possible (try to identify particular commodities and not the

generic commodity if possible). The paper should also consider, analytically, the consequences of production or consumption on cultural, economic or political globalization. Include:

1. Choose ONE brand name product you or someone you know buys, uses, desires, needs, eats, or adores.
2. 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 <http://www.sweatshopwatch.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.
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? (Visit www.soc.duke.edu/courses/soc142/tree.html for one representation of this "commodity chain.")
4. What conclusions can you reach about your connections to global cultural, political and economic landscapes through this exercise?

Your paper should be at least 8 - 10 pages, typed and double-spaced. It is due in class on (see schedule). Optional rewritten essays, incorporating the feedback from the professor, are due on the final day of class (see schedule). The commodity under study may be the commodity chosen by the group the individual is in, or a completely different one.

Assignment 4: Global Commodities Group Project Presentation (Group Exercise)

You should execute a well-organized project. To make sure you are well prepared you will bring drafts of your poster or Power Points to class one week prior to the presentations. The instructor will assign each group 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 5: Peer Evaluations

One class period after the presentations, each of you will be asked to fill out an evaluation. This will include (a) an evaluation of the peers in your group and your project as a whole.

In addition to the Global Commodities Project, there will be...

An in-class Ethnographic Interview

This project is based on an in-class ethnographic interview conducted with a fellow class member outlining the context of family arrival in the United States drawn from the Silicon Valley region. You will have an in-class interview and an in-class follow-up discussion. The exercise will integrate themes and ideas outlined in the course and written into a 3 page report.

An in-class Tourism Exercise

This project is based on an in-class exercise on tourism. You will be provided a worksheet and a prompt on the day the assignment is conducted.

Two Open Note/Open Book Exams

Students will be provided with a study guide in advance to prepare for two short essay and fill-in exams. Electronic media may not be substituted for the text book or class notes during exam.

Participation and misc. activities

Participation and attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit will be given on days in which such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and late entry or exit in an activity, and no credit for non-participation. TO BE EXCUSED if you cannot make it to class to participate in the exercise, please leave a "voice mail" or 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.

Grading

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

Marking Criteria

A+ 98>, A 94-97, A- 90-93 (percent)

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

gathers and uses data beyond that required in class readings that is self-initiated. Papers are fully referenced.

B+ 88-89, B 84-87, B- 80-83 (percent)

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. Writing is still original and does not challenge "fair use." Completes the task and does some extra work guided by the instructor. Referencing is adequate.

C+ 78-79, C 74-77, C- 70-73 (percent)

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. Referencing is spotty. (percent)

D+ 68-69, D 64-67, D- 60-63, F < 60 (percent)

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. Writing is at the border of "fair use" of other scholars' work. A failure will only occur if no effort is made to address the question or topic or if plagiarism is detected.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available 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). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 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 DRC (Disability Resource Center) 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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](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/](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/> .

Anthropology/ Asia 115

Emerging Global Cultures, Spring 2009

Course Schedule

	Date	Topics, Readings, Assignments, Deadlines
1	1/26/11	<p>Systems, anthropological and Futures Thinking</p> <p>Introduce course, the anthropological eye; cultural systems; principles of systems theory.</p> <p>Read</p> <p>[English-Lueck, et al.] “Introduction”; Chapter 1, Friedman, “It’s a Flat World” and Chapter 2, Gonzalez, “Falling Flat”</p> <p>Read main site and surf:</p> <p>http://en.wikipedia.org/wiki/History_of_anthropology</p> <p>http://www.tamu.edu/classes/cosc/choudhury/culture.html</p> <p>http://en.wikipedia.org/wiki/Edward_Burnett_Taylor</p>
2	2/2/11	<p>Anthropological examples of systems.</p> <p>LECTURE ON THE GREEN REVOLUTION</p> <p>Read main site and surf:</p> <p>http://en.wikipedia.org/wiki/Systems_theory</p> <p>http://pespmc1.vub.ac.be/FEEDBACK.html</p> <p>http://pespmc1.vub.ac.be/SYSTHEOR.html</p> <p>http://www.panarchy.org/vonbertalanffy/systems.1968.html</p>
3	2/9/11	<p>Ethnographic inquiry and global flows</p> <p>Read</p> <p>[English-Lueck, et al.] Chapter 10, Barndt, “Across space and through time: Tomatl meets the corporate tomato”</p> <p>In-class activity: Unpacking tomatls</p> <p>Prepare for the Global Project, choose commodities, create global issues groups.</p>
4	2/16/11	<p>Creating social change</p> <p>Read</p>

	Date	Topics, Readings, Assignments, Deadlines
		<p>http://en.wikipedia.org/wiki/Social_movements</p> <p>http://en.wikipedia.org/wiki/Human_rights</p> <p>View Video <i>Black Gold</i></p> <p>Discuss Fair Trade as a social movement.</p>
5	2/23/11	<p>Creating social change, technology and movements of identity; thinking like a futurist and an ethnographer</p> <p>Surf</p> <p>http://en.wikipedia.org/wiki/Social_movements</p> <p>http://en.wikipedia.org/wiki/Human_rights</p> <p>Read</p> <p>[English-Lueck, et al.] Chapter 5, Razak, “Anticipatory Anthropology”</p> <p>[English-Lueck, et al.] Chapter 7, Scupin, “Contemporary global trends”</p> <p>Global Commodities Project Assignment 1 due</p>
6	3/2/11	<p>Flowing Goods</p> <p>Setting the stage for the emergent world system—Colonialism and development</p> <p>Read</p> <p>[English-Lueck, et al.] Chapter 6, Robbins, “The rise of the merchant, industrialist, and capitalist controller”</p> <p>Read “Introduction” and “The colonial context of fieldwork”</p> <p>[JSTOR in SJSU library database] "Anthropology and Colonialism." <i>Current Anthropology</i> 1973 14 (5): 581-602.</p>
7	3/9/11	<p>Commodity Chains in a cultural perspective (two films for this week)</p> <p>View Video: <i>Global Villages</i></p> <p>View Video: <i>Mardi Gras Made in China</i> (EAC0339)</p>
8	3/16/11	<p>Review</p> <p>Midterm</p>
9	3/23/11	<p>Globalization at Work: from the field to your table, global food systems</p> <p>Read</p> <p>[English-Lueck, et al.] [Watson] “Transnationalism,</p>

	Date	Topics, Readings, Assignments, Deadlines
		<p>localization, and fast foods in East Asia”</p> <p>[Online] Theodore C. Bestor, “How Sushi Went Global,” 2000, <i>Foreign Policy</i> (121): 54-63. Stable URL: http://links.jstor.org/sici?sici=0015-7228%28200011%2F12%290%3A121%3C54%3AHSWG%3E2.0.CO%3B2-F</p> <p>Global Alternatives Project Assignment 2 due</p>
		<p>THIS YEARS SPRING RECESS IS MARCH 28-APRIL 1</p>
	4/6/11	<p>View Video: The Toured</p> <p>Read</p> <p>[English-Lueck, et al.] Chapter 12, Gmelch and Gmelch, “Television, Tourism and Travel”</p> <p>Drafts of the Assignment 3 Term Paper are due (Drafts are optional)</p> <p>In-class workshop on to plan for presentations, bring draft sketches, printed Power Point slides</p>
12	4/13/11	<p>Flowing People</p> <p>Migration, immigration, transnationalism</p> <p>Read</p> <p>[English-Lueck, et al.] Chapter 8, Lubkemann, Refugees: Worldwide Displacement and International Response</p> <p>Group Presentations</p>
13	4/20/11	<p>Presentations Continued...</p> <p>Lecture on migration Continued</p> <p>In-class exercise on Immigration and Interviewing</p> <p>Assignment 6 of the Global Alternatives Project due on</p>

	Date	Topics, Readings, Assignments, Deadlines		
14	4/27/11	<p>Transnationalism</p> <p>View Video: Digital Lives</p> <p>Read</p> <p>[Online] AnnaLee Saxenian, 2002 “Brain Circulation: How High-Skill Immigration Makes Everyone Better Off.” <i>The Brookings Review</i> 20 (1): 28-31. http://www.brookings.edu/press/review/winter2002/saxenian.htm</p>		
15	5/4/11	<p>Agency</p> <p>[English-Lueck, et al.] Chapter 14, Barber, Democracy and Terror in the Era of Jihad vs. McWorld</p> <p>In-class exercise on Immigration and Interviewing due</p> <p>Optional Rewritten Assignment 3 Papers are due to instructor</p>		
16	5/11/11	<p>REVIEW THIS CLASS IS OPTIONAL</p> <p>Wednesday, May 18 Study/Conference Day (no classes or exams)</p>		
Final Exam	5/16>25/11	<p>FINAL</p> <table border="1"> <tr> <td>Wednesday, May 25</td> <td>1715-1930</td> </tr> </table>	Wednesday, May 25	1715-1930
Wednesday, May 25	1715-1930			