

**San José State University
Department of Anthropology
Anthropology/Asia 115 (05)
Emerging Global Culture
Spring 2011**

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Office hours:	MW 2:00-3:00; TR 1:30-2:30
Class days/time:	TTh 3:00-4:15
Classroom:	CL 238
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 corequisite in a 100W course is required. 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.
GE/SJSU Studies Category, if applicable	V

Faculty Web Page

Copies of the course syllabus and major assignment sheets may be found on my faculty web page accessible through the quick links/faculty web page links on the SJSU home page after the first week of classes. You are responsible for regularly checking with the new messaging system through MySJSU. This will be used for updates, etc. You may not reply to this message, use my email address for questions, etc. Karen.Fjelstad@sjsu.edu

Course Description and Goals

This course examines the emerging global culture of the late twentieth and early twenty-first centuries. We explore those aspects of human culture that merge human societies including communications, popular cultures, population shifts, and political movements, economic and environmental interdependencies. The central questions of the course are:

What is globalization and how is it viewed by various groups and individuals?

How have cultures changed in the twentieth century?

Is there an emerging global culture and if so, what is it?

What forces - such as tourism, social movements, and popular culture - nurture or limit an emerging global culture?

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 on the discipline of anthropology, however, it also integrates sociological 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.

Student Learning Objectives

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; Examinations*)
- *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; exams*)
- 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*)

Required Texts/Readings

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.

Three Cups of Tea. 2006. Greg Mortenson and David Oliver Relin. New York: Penguin Books.

Pop Culture: The Culture of Everyday Life. 2009. Shirley Fedorak. Toronto: University of Toronto Press.

Classroom Protocol

Participation in class activities can be worth several points. To be excused, you must leave a voice or email message that day giving your name and reason for missing the activity. If you are excused from a GAP group meeting you will receive no more than 1/2 of the points for the day. You may only have one excused absence for the GAP project. In addition, there will be several unannounced in-class assignments. You will not be able to make these up.

Late papers/assignments will NOT be accepted.

Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at <http://www.sjsu.edu/registrar/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

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 two examinations, participation in the GAP group process, one term paper, and several in-class writing assignments.

Examinations

The exams (a midterm and a final) will consist of multiple choice, fill-in, short answer and essay questions that will be answered in class. Students will receive a study guide prior to the examination. Examinations may include a substantial amount of writing. Each test will be worth 100 points each.

GAP: The Global Alternatives Project

The Global Alternatives Project is a group project that focuses on the production, distribution and consumption of a particular commodity within a global setting. Each student works in a team and each team will become experts in a particular commodity. Some of the GAP exercises are group activities and others involve individual efforts. The GAP process continues over the course of the semester, culminating in a poster presentation. In-class discussions are worth up to 10 points, so participation on GAP days is important. **Late or emailed assignments will NOT be accepted.**

GAP **group activities** include the following meetings:

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

GAP individual assignments 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 (3 pages; instructor and peer evaluated)

Individual Trade Fair proposal (2 pages; instructor and peer evaluated)

Your final grade will be based on the following:

Midterm Exam	100 points
GAP Group Meetings	70
Annotated List	20
Research bibliography	20
GAP Commodity Paper	100
Trade Show Proposal	20
Peer Evaluations	20
In-class assignments	100
Final Exam	100
TOTAL POINTS	550

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:

532-550	A+	421-439	C+
514-531	A	403-420	C
495-513	A-	385-402	C-
476-494	B+	366-384	D+
458-475	B	348-365	D
440-457	B-	Below 330	F

University Policies

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. 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 and other resources related to student conduct can be found at http://sa.sjsu.edu/student_conduct.

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.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Student Technology Resources

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional labs that may be available to students in your department/college. Computers are also available in the Martin Luther King Library.

Learning Assistance Resource Center

The Learning Assistance Resource Center 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 Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

SJSU Writing Center

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar,

organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at <http://www.sjsu.edu/writingcenter> or call 924-2308.

Peer Mentor 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 is located on the first floor of Clark Hall in the Academic Success

Anth 115 Course Schedule

(Note: subject to change with fair notice.)

Most GAP meetings and due dates are on Thursdays

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 27	Introduction to the class
2	Feb. 1-3	Introduction to anthropology and globalization studies Read: English-Lueck et al. Ch. 1. <i>Introduction</i> Ch. 2. <i>It' a Flat World</i> Ch. 3 <i>Falling Flat</i> Pop Culture, Chapters 1,2
3	Feb. 8-10	Globalization and economic systems <i>Read:</i> English-Lueck et al. Ch. 10. <i>Across Space and Through Time</i> Ch. 5. Anticipatory Anthropology Three Cups of Tea, Chapters 1-8 GAP Meeting #1: Select Topic, Discuss Issues
4	Feb. 15-17	Economic Systems, continued <i>Read:</i> English-Lueck et al. Ch. 6. <i>The Rise of the Merchant Class...</i> Three Cups of Tea, Chapters 9-12 ANNOTATED LIST OF ORGANIZATIONS DUE GAP Meeting # 2: Share information on organizations, list of topics for research/poster
5	Feb. 22-24	Colonialism, Trade and Development Read: English-Lueck et al. Ch. 15. Two Cheers for Colonialism Three Cups of Tea, Chapters 13-16
6	March 1-3	Colonialism and Corporate Globalization Read: Three Cups of Tea, Chapters 17-23 ANNOTATED BIBLIOGRAPHY DUE GAP meeting # 3 : Share research materials
7	March 8-10	Class discussion: Three Cups of Tea

		Review for midterm
8	March 15-17	Midterm Case studies in technology Read: English-Lueck et al. Ch. 11. <i>Civilization and its Discontents</i> Pop Culture, Part I
9	March 22-24	Technology and Development/Futures Read: English-Lueck et al. Ch. 13. <i>Virtually Vietnamese</i> Pop Culture, Chapters 3, 5 INDIVIDUAL GAP PAPERS DUE GAP Meeting # 4: Peer edit individual papers
	March 28-April 1	Spring Break!
10	April 5-7	Culture Change, Futures, and Recontextualization Read: English-Lueck et al. Chapter 9. <i>Transnationalism, Localization....</i> Pop Culture, Chapters 4,6 and 7
11	April 12-14	No class
12	April 19-21	The movement of people –tourism Read: English-Lueck et al. Ch. 12. <i>The Global Village</i> INDIVIDUAL PROPOSAL DUE GAP Meeting #5: Group proposal/What makes a good poster?GAP Meeting #6: Assemble Poster
13	April 26-28	GAP Meeting #6: Assemble Poster The movement of people- migration Read: English-Lueck et al. Ch. 8. <i>Refugees</i> Pop culture, Chapter 8 and 9
14	May 3-5	GAP Meeting #7: FAIR TRADE FAIR

		Popular Religious movements Read: English-Lueck et al. Ch. 14. <i>Democracy and Terror</i> Ch. 16. <i>What Real Globalization Would Mean</i>
15	May 10-12	Culture change and resistance Read: Pop Culture, Chapter 10 and conclusions
16	May 17	Review

Final examination Tuesday, May 24 2:45-5:00