

Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.

**San José State University
Department of Anthropology**

ANTH 115 The Emerging Global Culture
Section 01 (47023), Fall 2019

Course and Contact Information

Instructor:	Dr. Melissa Beresford
Office Location:	Clark Hall 402G
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Office Hours:	Tu/Th 1:45 pm -2:45 pm
Class Days/Time:	Tu/Th 12:00 pm – 1:15 pm
Classroom:	DMH 357
GE/SJSU Studies Category:	V: Culture, Civilization, and Global Understanding
Pre-requisites	Completion of WST, core GE, and upper-division standing
Scheduled Final Exam Period	Tuesday, December 19 th , 9:45 am – 12:00 pm

SJSU Course Catalog Description:

Introduction to systems concepts and approaches as a way to investigate the global impacts of industrial technology on political, economic, social and moral/psychological structures of humankind.

Detailed Course Description:

We are now living in an unprecedented age of globalization in which societies around the world are increasingly interconnected by the global circulation and flow of peoples, information, capital, and goods across national borders. Although globalization has opened up new possibilities for some, it has had serious negative repercussions for others. While it has empowered certain peoples with information, power, and wealth, it has also exacerbated socioeconomic inequality and exploitation, increased Western cultural domination, degraded the environment, and threatened the viability of local cultures. How local peoples, institutions, and governments manage the benefits and advantages of globalization while trying to mitigate its disadvantage and harms has become one of the most pressing issues in the modern world. There are rarely any easy answers.

The course is designed with two major goals: (1) to critically engage students with the causes, impacts, and effects of globalization, and (2) to help students develop and articulate a sophisticated understanding of the ethical issues related to globalization, including socio-economic disparities, environmental impacts,

and ideas for restorative justice. Students will develop research, writing, and speaking skills through in-depth independent and class-based examinations of the following themes: global migration, global economy, global food, global environment, global health, and global justice. While the course will draw significantly on anthropological debates and approaches to these topics, they will be explored and discussed within the context of the social sciences more broadly.

This is a demanding course. Ethical issues are complicated and value-ridden and are thus challenging both intellectually and personally. Students enrolling in the course must be ready to meet high standards for class preparation (e.g., completing readings before class), and be prepared to engage fully with the demands of critical thinking, argumentation, self-reflection, and oral and written expression required in this course.

Course Learning Outcomes:

Students who successfully complete this course will:

1. Grasp the importance of globalization and its impact on local societies around the world
2. Understand local events within a broad worldwide framework
3. Learn to critique different assumptions and review a range of perspectives on global issues
4. Articulate their own arguments and opinions about the benefits and consequences of globalization on the basis of empirical evidence and reasoned analysis
5. Develop their analytical as well as research, reading and writing skills
6. Learn to work cooperatively with other students on a class project

GE Learning Outcomes:

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.

After completing the course, students shall be able to:

1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture
2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture
3. Explain how a culture outside the U.S. has changed in response to internal and external pressures
4. Write at least 3000 words with "practice and feedback" on their writing in appropriate language to the task

Course Format:

This course will be delivered via in-person meetings twice a week. Our in-person meetings will be an active learning environment with a mix of lectures, activities, discussions, and debates. The course will be largely structured around Study Communities that students engage in throughout the course of the semester (see Study Communities outline below). Students are also required to conduct independent research outside of class time, which will require the use of the SJSU library online data bases. Students must access and submit course materials via our online Canvas learning management platform, as well as regularly check their SJSU email accounts for course updates and announcements.

Study Communities

Study Communities are the basic unit for all participatory activities in this course. Each student must choose a study community to join during the first week of the course.

- Study Community 1 – Human Rights & International Development
- Study Community 2 – Food & Nutrition
- Study Community 3 – Migration, Immigration, & Resettlement
- Study Community 4 – Economy, Markets, & Business

Along with your other Study Community members, you will participate in group discussions and revisions of your work. The purpose of the Study Community is to provide you with a small stable group of peers that share your interests. In your Study Community, you will support each other, critically discuss each lesson, and develop ideas.

Required Texts/Readings (Required):

- All readings will be provided to you via the class Canvas platform

Final Grades (based on percentage of total possible points)

<i>Grade</i>	<i>Percentage of Total Course Points</i>	<i>Assessment</i>
<i>A</i>	92.5-100	Excellent
<i>A minus</i>	89.5-92.4	Excellent
<i>B plus</i>	87.5-89.4	Good
<i>B</i>	82.5-87.4	Good
<i>B minus</i>	79.5-82.4	Good
<i>C plus</i>	77.5-79.4	Average
<i>C</i>	69.5-77.4	Average
<i>D</i>	59.5-69.4	Passing
<i>F</i>	Less than 59.5	Failure

Note on “rounding” grades: The grades here have already been “rounded up” – meaning, if you earn an 89.5, I round up to give you an A minus (rather than a B plus). Grades will not be rounded up further than what is already stated here.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Course Requirements and Assignments:

Assignment/Exam	Total Pts	% of Grade
Discussion Participation	250	25%
Syllabus Agreement	25	2.5%
Study Community Sign Up	25	2.5%
Debate Essay	150	15%
Debate Speech	150	15%
Reflection Essay	150	15%

Reflection Speech	150	15%
Final Reflection and Evaluation Essay	100	10%
Total Points Possible	1000	100%

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica (this equates to three hours per unit per week, or 9 hours per week for a 3 unit course). Other course structures will have equivalent workload expectations as described in the syllabus.

In this course, the time breakdown is as follows:

- 3 hours/week of in-class meeting
- 2 hours/week of required reading
- 4 hours/week of out-of-class assignments/activities

Final grades for the course will be assigned on basis of the following. **Refer to the course schedule located on Canvas for due dates.** Please note that these are summary descriptions. Detailed instructions for each assignment will be posted on the course site.

Class Participation

This will be based upon your participation in your study community and within the discussions and activities of the class as a whole. All students begin the class with 250 participation points. Lack of participation will result in docking points from this total.

There are two ways you could be docked participation points:

1. *Absence from class discussions and voting in class debates and reflections:* We will have small group and whole class discussions each class period. During these class discussions, students will be asked to write brief responses to a given prompt and/or to vote in in-class debates and reflection speeches – these responses and voting slips will be submitted to the instructor as evidence of your participation in class. You are allowed two absences (no questions asked) and starting on the third and each subsequent absence you will be **docked 10 points** from your participation grade (unless you have an instructor-approved absence). If you are late to class, you will be counted as absent (unless you have an instructor-approved reason for being late, or arranged to be late to class with the instructor prior to that day).
2. *Unprofessional Behavior:* Students are expected to participate in class in a professional manner (see below for expectations of class discussions). Students who choose to engage in an unprofessional manner and/or are inattentive in class (e.g. tardiness, talking while others are talking, on their phones or laptops view non-course related material, etc.) will lose participation points after being given a verbal and written warning.

Syllabus Agreement

Each student is required to read through this syllabus and submit a form stating that they have read over, understand, and agree to participate in the work laid out in the syllabus (submit on Canvas). If students submit the agreement by the due date, they will receive full credit. Students who submit after the due date (or do not submit at all) will receive no credit.

Debate Essay

Based on a case study, each student will prepare an essay that proposes, develops, and justifies two different arguments on an ethics issue. The goal is to demonstrate the ability to develop and support

two very different ethics arguments based on the same set(s) of evidence. The paper must be 4 pages, *single-spaced* to receive full credit.

These debates will be on interesting and provocative topics, such as human organ trafficking, corporate social responsibility programs, and international food aid programs. You will have the opportunity to sign up for the debate topic by (1) choosing a Study Community and (2) a debate topic during the first week of the course.

Debate Speech

Following instructor feedback on your Debate Essay, students will debate the ethical cases they researched and wrote about in their Debate Essays. Each student will present a 2-minute speech to the class on their Study Community's assigned day. Grades will be based on the quality of each student's speech.

Reflection Essay

Writing a reflection statement reveals one's beliefs in a way that informs and shapes future actions. The goal of the reflection essay assignment is for each student to share how their personal life experiences have led them to have a life philosophy or a value system or a set of ethical beliefs about the causes, impacts, and ramifications of globalization. Students must address how they are going to act on that philosophy or belief system when executing their future goals whether personally, professionally, or politically. How students tackle this challenge is up to them, but the statement should show (1) careful thought and clarity of expression, (2) thoughtful integration of concepts and propositions we have explored in the class with one's own personal philosophic and ethical positions, (3) the acknowledgement of doubts and the effort to resolve doubts, and (4) articulation with their longer term goals. The paper must be 2.5 pages, *single-spaced* to receive full credit.

Reflection Speech

Following instructor feedback on your Reflection Essay, students will present a reflective speech summarizing their personal values and future actions. Each student will present a 1-2 minute speech to the class on their Study Community's assigned day. Grades will be based on the quality of each student's speech.

Final Reflection

For the final culminating activity of the course, students are required to write a short essay (1 page single-spaced) that evaluates the course material, activities and assignments and provides critical and instructive feedback to the instructor on how to improve the course for future students. This essay is not merely a course evaluation that articulates what students liked or didn't like about the course, but rather, it should critically engage with the ways that course material, assignments, and activities informed (or did not inform) the issues they present in their final Reflection Essay and Speech. The reflection should be written as an argument posed to the instructor, using your own personal learning and experiences as the "evidence" in support of your argument. The final reflection is due via Canvas no later than the scheduled final exam period for the course (see beginning of syllabus).

Extra Credit

There are two ways you may earn extra-credit in this course:

Winning Debate Speeches

5 extra credit points will be added to Debate Speech grades for the winner of each debate

Most Insightful Reflection Speeches

5 extra credit points will be added to Reflection Speech grades for the “most insightful” speakers in each Study Community

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course (at least 80% of coursework) and are otherwise doing acceptable work (have a passing grade) but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements.

Late Assignments

Students are responsible for knowing the course due dates (listed on course schedule located on Canvas), and for turning work in on time.

- If you need an accommodation/extension on course assignments for religious practices, please follow the [university procedure](#) to request an accommodation.
- If you have a personal or medical reason for requesting an extension on an assignment, you must do so *in advance* of the assignment due date. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed by the instructor. In order to get credit, with the late assignment you must turn in a copy of the email approval or signed written excuse.
- Written assignments will be accepted up to 5 days late (including weekends) and will be docked 10% points (i.e. one letter grade) for each day that they are late on top of assigned grade. Students can request an extension without penalty only in cases of documented medical or personal emergencies/circumstances approved by the instructor.

Please note: If there is a system-wide outage when an assignment is due you will not be punished for not turning it in on time, but will be required to turn it in by the newly stated day and time.

Absences

Students are allowed two absences (excused or unexcused, meaning no documentation is needed) without adversely affecting their participation grade. On the third absence you'll lose points off your participation grade (see above for details), unless it is an excused absence approved by the instructor. Students **MUST** provide proper documentation for excused absences. The conditions for approved absences include:

- *Illness/medical or other personal situation in which the student can provide documentation or has discussed their situation in advance with the instructor. Having to work is not grounds to request an excused absence or extension on assignments.*
- *Excused absences related to religious observances/practices that are in accordance with [S14-7](#) “Accommodations to Students’ Religious Holidays.”*

Tardiness

Tardiness is very disruptive to the class and repeated tardiness will not be tolerated and will result in a decrease participation grade. If you happen to be tardy, you should enter the classroom as quietly as possible to diminish the disruption to your fellow classmates.

Cell Phones

Cell phone ringtones should be turned off upon entering the class and speaking on cell phones during class is prohibited. Excessive use of cell phones that is not class-related will result in a decrease in participation grade.

Laptops

Students are allowed to be on their laptops for the purpose of course-related activities. Excessive use of computers on non-course related activities will result in a decrease in participation grade.

Discussions

This course will rely heavily upon your thoughts and insights as we complete discussion and activities

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Be courteous. Don't interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

University Policies Applicable to All SJSU Courses

Please go to <http://www.sjsu.edu/gup/syllabusinfo/> to review university policies, procedures, and resources that are applicable to all SJSU courses. These include the following:

- General expectations, rights, and responsibilities of students
- Workload and credit hour requirements
- Attendance and participation policies
- Expectations for timely feedback class assignments
- Accommodations to students' religious holidays
- Dropping and adding courses
- Consent for recording of class and public sharing of instructor material
- Academic integrity
- Campus policy in compliance with the American Disabilities Act
- Student technology resources
- SJSU Peer Connections (tutoring services)
- SJSU Writing Center
- SJSU Counseling and Psychological Services

Schedule of Readings and Assignments

See the next page for an anticipated outline of topics and due dates. See Canvas for a detailed and up-to-date schedule of lectures, actives, readings, assignments and due dates.

Class Day/Week	Date	Topic	In-class Activities	Readings (to be completed before class; find on Canvas)	Assignments/Activities Due In/Before Class
1	22-Aug	Class Introduction and Overview	Syllabus, goals for the course, overview of assignments and expectations, student introductions	None - first day of class	
Week 1					
		Overview - What is Globalization?			
2	27-Aug	Introductory Lecture: History and Overview of Globalization (the 30,000 ft. view)	(1) Lecture, discussion, activities (2) Discuss study communities and debate topics	Ritzer and Dean - Chapter 1	
3	29-Aug	Lecture: How do scholars think about globalization? (disciplinary and theoretical perspectives in the social sciences)	(1) Lecture, discussion, activities (2) Discuss debates & upcoming due dates	(1) Ritzer and Dean - Chapter 3 & (2) Lechner "Global Inequality: Winners and Losers in Globalization"	Review study communities and debate topics
Week 2					
4	Spt 3	Lecture: How do researchers study globalization? (Social science research methods)	(1) Lecture, discussion, activities (2) Discuss debate essay instructions & Q&A (3) Sign up for study communities and debate topics	Bernard, H.R., "The Science in Social Science"	Sign up for Study Community AND Debate Topic (NOTE - ONLY TWO PEOPLE PER DEBATE TOPIC)
5	5-Sep	WORKSHOP - Conducting Debate research -- LOCATION: Library, 2nd Floor, Room 219 (classroom area)	Workshop led by Silke Higgins, Anthropology Reference Librarian	Explore and read over SJSU Library Website	
Week 3					
		Global Food			
6	10-Sep	Lecture: What can food tell us about globalization?	Lecture, discussion, activities	Lechner - Global Food and the History of Globalization	
7	12-Sep	WORKSHOP - How to read an academic article	Study community check-in/In class workshop	(1) Dunifon, R. "How to Read a Research Article"; (2) Greenhalgh, "How to read a paper: Getting your bearings (deciding what a paper is about)"	Find 4 articles on your debate topic ("yes/" side); bring to class
Week 4					
8	17-Sep	Lecture: McDonalds - Global, Local, or neither?	Lecture, discussion, activities	Yan, Y. "McDonald's in Beijing: The Localization of Americana"	
9	19-Sep	WORKSHOP - Debate research (continued) -- LOCATION: Library, 2nd Floor, Room 219 (classroom area)	Workshop led by Silke Higgins, Anthropology Reference Librarian	"Google Scholar: The Ultimate Guide" -- https://paperpile.com/g/google-scholar-guide/	Bring your notes from first library session, and any notes and work on your Debate Essay Research
Week 5					
		Global Economy			
10	24-Sep	Lecture: What is an/"the" economy? (overview of economic globalization)	Lecture, discussion, activities	Lechner - The Global Economy and the Power of the Market	
11	26-Sep	WORKSHOP - Acknowledging Opposing Views and Doubts	Study community check-in/In class workshop	Smith, M. "How can Archaeologists Make Better Arguments?"	Find & read 4 articles on your debate topic ("no" side); bring copies to class.
Week 6					
12	1-Oct	Lecture: Development for whom? (overview of global development -- history and critical theory)	Lecture, discussion, activities	Nash, J. "Development Strategies, the Exclusion of Women, and Indigenous Alternatives"	
13	3-Oct	WORKSHOP - Persuasion and reaching an audience/Peer Review of essay drafts	Study community check-in/In class peer-review workshop	Read: "How to Build a Strong Argument in 3 Short Steps" -- https://medium.com/the-argument-clinic/how-to-build-a-strong-argument-in-3-short-steps-and-how-not-to-b75c155f4d1	(1) Draft 2-3 ways to use anecdote, emotional detail, or humor to support your arguments (approx 50 words each) - bring to class; (2) bring COMPLETE drafts of debate essay to class
Week 7					
		Global Migration			
14	8-Oct	Lecture: What is migration? Why do people migrate? (overview of global migration)	Lecture, discussion, activities	Lechner - Global Migration - How New People Change Old Places	
15	10-Oct	WORKSHOP - Career Center Overview and Career Exploration	Debate Speech Assignments (pro/con) to be posted; Debate Speech Instructions + Q&A	Read over Career Center website	Debate Essay Due @ midnight (via Canvas)
Week 8					
16	15-Oct	Lecture: Responses to immigration (host community responses and immigrant adaptations)	Lecture, discussion, activities	Estrada, E. "Changing Household Dynamics: Children's American Generational Resources in Street Vending Markets"	
17	17-Oct	WORKSHOP - Debate Speeches	(1) Discuss Reflection Essay Instructions + Reflection Essay Q&A (2) Study community check-in/In class workshop	Read "Complete Guide to Debating": https://virtualseech.com/blog/guide-to-debating	Bring a copy of your final debate essay to class
Week 9					
		Global Environment			
18	22-Oct	Lecture: The Rise of Environmentalism movement worldwide	Lecture, discussion, activities	Lechner - The Global Environment: Saving the Planet?	
19	24-Oct	DEBATE SPEECHES - Study Community 1 & 2	View, discuss, and vote on debates	None - practice debate speeches	
Week 10					
20	29-Oct	Lecture: Millenium Development Goals and the rise of Ecosystem Services Perspectives	Lecture, discussion, activities	DuBray, Stotts, Beresford, Wutich and Brewis: "Does Ecosystem Services Valuation Reflect Local Cultural Valuations? Comparative Analysis of Resident Perspectives in Four Major Urban River Ecosystems"	
21	31-Oct	DEBATE SPEECHES - Study Communities 3 & 4	View, discuss, and vote on debates	None - practice debate speeches	
Week 11					
		Global Health			
22	5-Nov	Lecture: What is global health? (overview of understanding health from a global perspective)	Lecture, discussion, activities	Farmer, P.: "Rich World, Poor World: Medical Ethics and Global Inequality"	
23	7-Nov	WORKSHOP - Reflection Essay Peer Review	Study community check-in/In class workshop	None - Work of Reflection Essay	Bring a complete draft of your Reflection Essay to class
Week 12					
24	12-Nov	Lecture: Resource Insecurity and Global Mental Health	Lecture, discussion, activities	Wutich and Ragsdale: "Water Insecurity and Emotional Distress: Coping with supply, access, and seasonal variability of water in a Bolivian squatter settlement"	Reflection Essay Due @ midnight via Canvas
25	14-Nov	WORKSHOP - Reflection Speeches	Study community check-in/In class workshop	"Public Speaking Tips for Students" - https://www.verywellmind.com/public-speaking-tips-3024732	
Week 13					
		Global Justice			
26	19-Nov	ONLINE LECTURE: Can you have a global understanding of justice? (No class meeting -- view lecture online via Canvas)	Work on Reflection Speeches	Wutich, Brewis, Sigurdsson, Stotts, and York: "Fairness and the Human Right to Water: A Preliminary Cross-Cultural Theory"	
27	21-Nov	No Class Meeting - Dr. Beresford at American Anthropological Associate Conference	Work on Reflection Speeches	Work on Reflection speech	
Week 14					
28	26-Nov	REFLECTION SPEECHES: Study Communities 1& 2	View, discuss, and vote on reflections	None - practice reflection speeches	
29	28-Nov	Thanksgiving- No Class	Enjoy your holiday!	None - enjoy your holiday!	
Week 15					
30	3-Dec	REFLECTION SPEECHES: Study Communities 3&4	View, discuss, and vote on reflections	None - practice reflection speeches	
31	5-Dec	Summing up: Closing comments & class evaluation discussion	Overflow Reflection Speeches if necessary	David Brooks: "The Case for Reparations: A Slow Convert to the Cause"	
Finals Week	19-Dec				Final Reflection and Evaluation Essay Due via Canvas