

San José State University College of Social Sciences
Anthropology 115 Emerging Global Cultures
Fall 2020

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Office Hours (zoom meeting)	Thursday 9:30am-11:30am or by appointment
GE/SJSU Studies Category:	Area V

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 Learning Objectives

The content of this course is intended to meet the goals of SJSU studies Area V, Culture, Civilization, & Global

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.

GE Learning Outcomes (GELO)

Upon successful completion of this program, students will 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.

Course Content Learning Outcomes (CCLO's)

1. The student will learn how to understand events within a broad worldwide framework.
2. The student will practice comparing and contrasting today's global issues with those of other historical periods.
3. The student will learn to critique different assumptions and reviewing a range of perspectives on global issues.
4. Students will discuss competing definitions of "globalization."
5. Students will analyze the impacts of trade, technology, migration, and conflict on cultural change.
6. Students will develop the skills needed to anticipate and shape future scenarios.
7. Students will learn to work cooperatively with other students on a class project.

Classroom Protocol

All assignments and exams must be completed in order to pass. Late assignments will not be accepted. Students who are unable to attend an exam, will have to send prior to the date of the exam an e-mail to the instructor with documents as evidence of illness, and death in family. Only students with a documented prior notice will be able to take a make-up exam or submit a late assignment.

Required Texts/Readings

Lyon Sarah, 2010 *Coffee and Community: Maya Farmers and Fair-Trade Markets*. University Press of Colorado.

Boehm, Deborah 2016 *Returned: Going and Coming in an Age of Deportation*. University of

And Academic articles posted on Canvas.

Communication and Netiquette Expectations

With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:

Identify yourself by your real name. Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

Write in the first person (this is your opinion).

Use humor, joking, or sarcasm with caution. We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

What you write is public—respect your audience and be mindful of proper netiquette. Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

Be Professional, Clear and Respectful. Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

Read and Formulate Communications Carefully. Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

Be Tolerant and Cooperative. Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True

cooperation means working together to the same end - everyone wants to be successful in any given course.

Remember, This Course is Online. Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.

Use Proper Headings and Subject Lines. Emails and Discussion Forum topics should have subject lines that reflect the content of your message. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!" **Provide Context For Your Responses.** If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

Provide Enough Detail in Your Messages. When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

Assignments and Grading policy

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 (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments for this course include the following:

1 Midterm Exam, 20% of the final grade: The midterm consists of five essay questions based on lectures, readings, films, and class discussions (300 words/ each question). The essays are based on Canvas posted questions that have been discussed in class.

A Final Exam 20% of the final grade. In class final consisting of five essay questions based on lectures, readings, films, and class discussions (300 words/ each question).

A research paper proposal 5% of the final grade. The outline includes: the research paper title and a brief description of issues that you will focus on and analyze.

Presentation of a research paper 15% of the final grade. It consists of a posted zoom power point presentation of with three to five slides.

Research paper 20% of the final grade. It is due the last week of instruction and consists of writing and critically analyzing a contemporary global issue.

10% Discussions consist of posting meaningful comments and replying to at least one of your peers on posted documentaries.

10% Group activities consist of small groups working together answering posted questions on the reading assignments. One grade for the group.

Reading Assignments. Students are expected to read the weekly reading assignments and prepared to discuss them in small discussion groups

[University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

Grading Policy

A plus = 98-100 points

A = 94-97 points

A minus = 90-93 points

B plus = 88-89 points

B = 84-87 points

B minus = 80-83 points

C plus = 78-79 points

C = 74-77 points

C minus = 70 -73 points

D plus = 68 -69 points

D = 64-67 points

D minus = 60-63 points

Below 63 points F

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

Your final grade will appear in Canvas at the time it is calculated.

Marking Criteria for Written Work (Instructor reserves the right to take class participation into consideration in calculating the final grade)

Final exam : [University Policy S06-4 \(http://www.sjsu.edu/senate/docs/S06-4.pdf\)](http://www.sjsu.edu/senate/docs/S06-4.pdf) states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

ANTH 115 FALL 2020 COURSE SCHEDULE

This schedule is subject to change with fair notice and such changes will be communicated to you by the instructor in class and via email.

MODULES	DATE	TOPICS AND READING ASSIGNMENTS
M1	08/19-08/22	INTRODUCTION TO ANTHROPOLOGY AND GLOBAL CULTURES Introduction to the class goals and format and review of the syllabus. Readings: <i>Coffee and Community</i> chapter 1
M2	08/24-08/29	NEOLIBERALISM AND GLOBALIZATION Readings: <i>Coffee and Community</i> chapter 2 Sampat Preeti "Special Economic Zones in India: Reconfiguring Displacement in a Neoliberal Order?"
M3	08/31-09/05	GLOBAL GOVERNANCE AND THE STATES Readings: <i>Coffee and Community</i> chapter 3 Evans Gillian "Brexit Britain: Why we are all postindustrial now."
M4	09/07-09/12	COMMUNICATIONS AND GLOBAL NETWORKS Readings: <i>Coffee and Community</i> chapter 4 Ward Keeler "What's Burmese about Burmese rap? why some expressive forms go global"

M5	09/14-09/19	GLOBAL CITIES Readings: <i>Coffee and Community</i> chapter 5 Zhang, Li "Contesting Spatial Modernity in Late-Socialist China."
M6	09/21-09/26	THE GLOBAL PRODUCTION AND CONSUMERISM Readings: Andrea s. Wiley "Transforming milk in a global economy." <i>Coffee and Community</i> chapter 6
		Research Paper Proposal
		MIDTERM EXAMINATION
M7	09/28-10/03	GLOBAL SOCIAL INEQUALITY Readings: Kar, Sohinir "Recovering debts: Microfinance loan officers and the work of “proxy-creditors” in India." <i>Coffee and Community</i> chapter 7
M8	10/05-10/10	TRANSNATIONAL SOCIAL MOVEMENTS Readings: <i>Coffee and Community</i> chapter 8 Ta Trang X. "A space for secondhand goods: Trading the remnants of material life in Hong Kong"
M9	10/12-10/17	TRENDS OF INTERNATIONAL MIGRATION Readings: Sharon Nagy "This Time I Think I'll Try a Filipina":Global and Local Influences on Relations Between Foreign Household Workers and Their Employers in Doha, Qata" <i>Returned</i> Chapter 1
M10	10/19-10/24	GLOBAL MIGRANT NETWORKS Readings:

		Sandoval-Cervantes, Ivan "Uncertain Futures: The Unfinished Houses of Undocumented Migrants in Oaxaca, Mexico." <i>Returned</i> Chapter 2
M11	10/26-10/31	CROSSING BORDER: ECONOMIC MIGRANTS AND REFUGEES Readings: Russell Rice Manzano "They Arrange Human Beings like Sardines" <i>Returned</i> Chapter 3
M12	11/01-11/07	GLOBAL MOBILITY: TOURISM Readings: Marie-Eve Carrier-Moisan "I have to feel something": gringo love in the sexual economy of tourism in natal, Brazil" Sinervo, Aviva and Michael Hill "The Visual Economy of Andean Childhood Poverty: Interpreting Postcards in Cusco, Peru."
M13	11/09-11/14	GLOBALIZATION AND THE INDIGENOUS PEOPLE Readings: Kirsch, Stuart. Indigenous movements and the risks of counter globalization: Tracking the campaign against Papua New Guinea's Ok Tedi mine
M14	11/16-11/21	GLOBAL HEALTH Readings: Yates-Doerr, Emily "Whose global, which health? unsettling collaboration with careful equivocation." <i>Returned</i> Chapter 4
M15	11/23-11/28	GLOBALIZATION THE ENVIRONMENT PART I Readings: Frazier, Camille "Urban Heat: Rising Temperatures as Critique in India's Air-Conditioned City." <i>Returned</i> Chapter 5
M16	11/30-12/05	GLOBALIZATION THE ENVIRONMENT PART II

		Readings: <i>Returned</i> Chapter 6 High Casey and R. Elliott Oakley "Conserving and Extracting Nature: Environmental Politics and Livelihoods in the New "Middle Grounds" of Amazonia."
		RESEARCH PAPER DUE
	12/07	FINAL EXAMINATION

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University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gu) at <http://www.sjsu.edu/gu>