

**San José State University, Spring 2016**  
**Anthropology 115 Section 3, Emerging Global Cultures**

**Contact Information**

<b>Instructor:</b>	John Marlovits
<b>Office Location:</b>	Clark 463
<b>Telephone:</b>	408-924-5542
<b>Email:</b>	John.marlovits@sjsu.edu
<b>Office Hours:</b>	MW 12pm-1pm
<b>Class Days/Time:</b>	Monday and Wednesday 10:30-11:45
<b>Classroom:</b>	Clark 310
<b>Prerequisites:</b>	The prerequisites for this course are passage of the writing skills test (WST), completion of core General Education, and concurrent or previous enrollment in 100W.
<b>GE/SJSU Studies Category:</b>	V (Culture, Civilization, and Global Understanding)

**Course Description**

In this course we will examine the emergence of global cultures. We will critically analyze the ways in which global capitalism (and other systems of international trade), migration, and technological change have interacted, while keeping in focus the impacts of such changes upon individual lives and human cultures. Connections between culture and power will be a fundamental part of our analysis. Lectures, films, readings, and in-class team projects form the basis of the course. To pass the course it is essential that you attend class meetings, take good notes during lectures and films, and read all assigned materials.

**ANTH 115 Course Goals and Student Learning Objectives**

This course has a number of goals, including: to encourage students to make connections between everyday life and broader issues affecting the entire planet, to appreciate different perspectives on complex problems, to work with other students on common issues, and to become conscious, active participants in the transformation of global society. Specific objectives include:

1. Learning how to understand events within a broad worldwide framework

2. Comparing and contrasting today's global issues with those of other historical periods
3. Critiquing different assumptions and reviewing a range of perspectives on global issues
4. Discussing competing definitions of "globalization"
5. Analyzing the impacts of trade, technology, migration, and conflict on cultural change
6. Developing the skills needed to anticipate and shape future scenarios
7. Working with other students cooperatively on a class project

### **SJSU Studies Area V Student 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 US ~~2. To identify the historical contexts of the US and how they have influenced American culture~~
3. To explain how a culture outside the US has changed in response to internal and external pressures

### **Required Texts/Readings**

Required readings include the following books:

Krista Comer, *Surfer Girls in the New World Order*, Durham: Duke University Press, 2010.

Manfred B. Steger, *A Very Short Introduction to Globalization*, New York: Oxford University Press, 2013.

### **Classroom Protocol**

Laptop computers, tablets, smartphones, etc. are not permitted during the lecture or film portions of this class unless you have a note from the Disability Resource Center justifying a need. You should write lecture notes by hand, or else make audio recordings of lectures and transcribe them after class meetings. Cell phones must be turned off during class to avoid disruption and out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in

family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

### **Assignments and Grading Policy**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

This course is an SJSU Studies course which includes a substantial series of writing assignments. During the first few weeks of class, the instructor will assign you to a group that will be conducting research on immigration flows. Assignments for this course include:

*Plagiarism tutorial*

*Assignment 1: Movement, Migration, Diaspora Research Brief and Interview (meets SLO 1, 2, 3) (100 points)*

*Assignment 2: Geopolitics, Cartographies, and Affects of Surfing (meets SLO 1, 2, 3) (100 points)*

*Assignment 3: Class Presentation (100 points)*

*Assignment 4: Global Institution Brief (meets SLO 2, 3) (100 points)*

*Midterm exam (meets SLO 1, 2, 3) (100 points)*

*Final exam (meets SLO 1, 2, 3) (100 points)*

*In-class Seminary Facilitation and Seminar Paper (50 points)*

### **Grading Distribution is as follows:**

100-97 = A+

86-83 = B

72-70 = C-

96-93 = A

83-80 = B-

69-67 = D+

92-90 = A-

79-77 = C+

66-63 = D

89-87 = B+

76-73 = C

Below 63 = F

### **Plagiarism Tutorial**

To minimize the possibility of plagiarism, all students should take the SJSU Library's online plagiarism tutorial early in the semester, accessible at the following website: [tutorials.sjlibrary.org/tutorial/plagiarism/](http://tutorials.sjlibrary.org/tutorial/plagiarism/) brought to class on February 6.

Results of the tutorial should be pri

### **Assignment 1: Movement, Immigration, Diaspora Research Brief and Interview**

Students will be required to assemble materials that track migrant groups from one locale to another. Explain the key historical, political, social, and economic causes of migration. And describe the forms that life took after the move: opportunities, acceptance, racist exclusion, state support, etc.

For this paper, students must also interview a classmate or someone from the local community that is part of the chosen immigrant community. (Meets SLO 1, 2, and 3)

You must include the sources from which your information was collected. You must use a minimum of two peer-reviewed academic journals or books. I strongly recommend that you organize your paper as a report, with sections that correspond to the categories listed above. You should write each section as an organized paragraph (or paragraphs), in complete sentences, that summarizes your findings. Your paper should be at least 5 pages (not including references or cover page), typed and double-spaced with 1" margins. Use APA, MLA, or Chicago citation styles. The rough draft of this assignment is worth 20% of the total grade.

### **Assignment 2: Geopolitics, Cartographies, and Affects of Surfing**

Students will be required to write a 4-6 page essay in which they perform an historical contextualization and critical analysis of American appropriations of surf locations in Hawaii, South Africa, or other (formerly) international spaces. Papers should draw on Comer's *Surfer Girls* text, as well as class films including *Endless Summer* and *Eddie Would Go: The Story of Eddie Aikau, Hawaiian Hero and Pioneer of Big Wave Surfing* to demonstrate how encounters across racial and national lines – as well as the often contradictory affects and entitlements of surfing subcultural styles – are or were shaped by geopolitical formations. (Meets SLO 1,2, and 3)

Your paper should be at least 4 pages (not including references or cover page), typed and double-spaced with 1" margins. Use APA, MLA, or Chicago citation styles. The rough draft of this assignment is worth 20% of the total grade.

### **Assignment 3: Immigration History Class Presentations (Group assignment)**

Your Seminar Group should present the results of its immigrant history research in a 15-20 minute presentation before the class. Detailed instructions will be provided to you several weeks before presentations.

### **Assignment 4: Global Institution Brief**

Create an annotated list of three organizations (non-profits, non-governmental organizations, government agencies, co-operatives, corporations, or small businesses) related to your commodity. For example, if your group is examining coffee, your list might include Global Exchange, Starbucks, and On Fourth Café. (Remember: A brand is not the same thing as an organization--in other words, you cannot include Mazola or Maxwell House as organizations.) Include global as well as local resources. Each member of your group should have a unique set of organizations--in other words, there should be no overlap with other group members. Your annotation for each organization should include a summary of its activities, the range of products or services it provides, its source of funding, etc. Your list might include answers to the following:

1. What is the history of the organization?
2. What are the organization's goals?

3. What are the organization's needs?

4. What things does the organization do to realize its goals and meet its needs?

Type the annotated list of organizations (with contact information) and return it to the instructor. Your organizational summary should be written in paragraph form--complete sentences, proper grammar and punctuation, etc. It should be paraphrased, meaning that it should be in your own words (not cut-and-pasted, which is a form of plagiarism). Each person in your group must submit a list of three different organizations to the instructor. The assignment should only include information *from sources other than the organization itself*, so that you can include objective data. The rough draft of this assignment is worth 20% of the total grade.

Pick an institution that mediates global flows of one kind of another: commodities, people, ideas, media, etc. You might choose to trace coffee, chocolate, gold, oil, diamonds, beef, or any other global commodity you're interested in. Or you could trace institutions mediating ideas: depression across national medical contexts, "Mutually-Assured Destruction" as global diplomacy, nuclear war, climate change, "free trade," etc. You might look at Jaipuri gem dealers and follow global flows in jewels; or the International Classification of Disease-10 (ICD-10) as it shapes medicine across national boundaries and medical conditions; the North American Free Trade Agreement (NAFTA), etc. The point is to locate a specific institution that regulates the global movement of people, things, or ideas; to explain who, what, when, and where it regulates – and how it affects different locations. In other words, *where* is "the global"? *How* does it work? Whose interests does the institution serve?

You must include the sources from which your information was collected. You must use a minimum of two peer-reviewed academic journals or books. I strongly recommend that you organize your paper as a report, with sections that correspond to the categories listed above. You should write each section as an organized paragraph (or paragraphs), in complete sentences, that summarizes your findings. Your paper should be 3 pages (not including references or cover page), typed and double-spaced with 1" margins. Use APA, MLA, or Chicago citation styles.

### **Seminar Facilitation Groups and Seminar Paper**

Each student will be required to join a Seminar Group. Each group will facilitate a conversation with the class regarding reading during their assigned day/week. Seminar facilitation consists of a student summary of the main ideas, concepts, insights, and implications raised in course readings. After summarizing the big ideas in course reading, seminar facilitation groups should have pre-prepared questions to ask both the instructor and classmates. Finally, each seminar group is collectively responsible for assembling a 1-2 page Seminar Facilitation Paper that lists the key ideas and questions that they want to discuss.

### **University Policies**

#### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Student Technology Resources (Optional)**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections (Optional)**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



### **SJSU Counseling Services (Optional)**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or

psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	No Class
2	2/1 2/3	<p><b>Week 2: Course Introduction</b></p> <p><b>Defining and Debating Globalization</b></p> <p>Friedman (<i>EGC</i> 5-15), "It's a Flat World after All"</p> <p>Gonzalez (<i>EGC</i> 15-18), "Falling Flat"*</p> <p>Steger, chapter 1 in <i>Globalization</i></p> <p>Workshop: In-class debate on pros and cons of globalization</p>
3	2/8 & 2/10	<p><b>Week 3: The Silk Road</b></p> <p>Readings: Robbins (<i>EGC</i> 35-52), "Rise of the Merchant, Industrialist, Capital Controller"*</p> <p>Steger, Chapter 2&amp;3</p> <p><b>Monday in class: Seminar Group 1 Facilitation</b></p> <p>Film: "In the Footsteps of Marco Polo"</p> <p><b>SJSU LIBRARY PLAGIARISM TUTORIAL DUE 02/10</b></p>
4	2/15 & 2/17	<p><b>Week 4: 1492</b></p> <p>Readings: Robbins (<i>EGC</i> 52-66), "Rise of the Merchant, Industrialist, Capital Controller"*</p> <p>D'Souza (<i>EGC</i> 231-236), "Two Cheers for Colonialism"*</p> <p>Steger, chapter 3&amp;4</p> <p>Workshop: Group assignments; brainstorming Assignment 1</p> <p><b>Wednesday, Seminar group 2 facilitation</b></p>
5	2/22 & 2/24	<p><b>Week 5: Building the Global Economy</b></p> <p>Readings: Robbins (<i>EGC</i> 66-82), "Rise of the Merchant, Industrialist, Capital Controller"</p>



Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Steger, chapter 5&amp;6</p> <p><b>Monday, Seminar Group 3 Facilitation</b></p> <p>Workshop: Peer review and discussion of Assignment 1</p> <p><b>ASSIGNMENT 1 ROUGH DRAFT DUE FEBRUARY 24</b></p>
6	2/29 & 3/2	<p><b>Week 6: Immigration and Globalization</b></p> <p>Readings: Hans Lucht, excerpts from <i>Darkness Before Daybreak: African Migrants Living on the Margins in Southern Italy Today</i>, Berkeley: University of California Press, 2012.</p> <p><b>Tuesday, Seminar Group 4 Facilitation</b></p> <p>Wednesday Workshop: In-class migration histories</p>
7	3/7 & 3/9	<p><b>Week 7: Immigration, States of Exception, Cartographies of Exile</b></p> <p>3/7 Hans Lucht, excerpts from <i>Darkness Before Daybreak</i></p> <p>Graeber (EGC 237-240), "What Real Globalization Would Look Like"</p> <p>3/9 Didier Fassin, "Compassion and Repression: The Moral Economy of Immigration Policies in France," in <i>The Anthropology of Globalization</i></p> <p><b>Wednesday, Seminar Group 5 Facilitation</b></p> <p><b>ASSIGNMENT 1 FINAL DRAFT DUE March 3</b></p>
8	3/14 & 3/16	<p><b>Week 8: International surfing subcultures</b></p> <p>Monday: Introduction to Comer, <i>Surfer Girls in the New World Order</i></p> <p>Workshop: Brainstorming Assignment 2</p> <p>Wednesday: Comer, chapter 1, "Californians in Diaspora"</p> <p>Viewing: <i>Endless Summer</i></p>
9	3/21 & 3/23	<p><b>Week 9: Gender and Globalization</b></p> <p>Monday: Comer, chapter 3 "The Politics of Play"</p> <p>film viewing: <i>Eddie Would Go</i></p> <p>Optional: Comer, chapter 2, "Wanting to be Lisa"</p> <p><b>Wednesday: Midterm Exam March 23</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	<p>3/28 &amp; 3/30 Spring Break</p> <p>4/4 &amp; 4/6</p>	<p><b>Week 10: Tourism and Power</b></p> <p>Monday: Comer, chapter 4, "Countercultural Places"</p> <p><b>Monday, Seminar Group 6 Facilitation</b></p> <p>Wednesday, Comer, chapter 5, "Surfing the New World Order"</p> <p><b>ASSIGNMENT 2 ROUGH DRAFT DUE, WORKSHOPS</b></p>
11	4/11 & 4/13	<p><b>Week 11: Coffee and Fries</b></p> <p>Monday: William Roseberry, "The Rise of Yuppie Coffees and the Reimagination of Class in the United States," in <i>The Cultural Politics of Food and Eating</i>, Watson and Caldwell, eds.</p> <p>Paige West, "Neoliberal Coffee," in <i>From Modern Production to Imagined Primitive: The Social World of Coffee from Papua New Guinea</i></p> <p><b>Monday, Seminar Group 7 Facilitation</b></p> <p>Wednesday: Paige West, "International Coffee," in <i>From Modern Production</i></p> <p>Melissa Caldwell, "Domesticating the French Fry: McDonald's and Consumerism in Moscow," in <i>The Anthropology of Globalization</i>, Inda and Rosaldo, eds.</p> <p><b>ASSIGNMENT 2 FINAL DRAFT DUE 4/13</b></p>
12	4/18 & 4/20	<p><b>Week 12: Immigration History Group Presentations all week</b></p>
13	4/25 & 4/27	<p><b>Week 13: Contagious Affects and Globalized Psyches</b></p> <p>Monday: Joseph Masco, "Survival is Your Business," in <i>The Theater of Operations</i></p> <p>Wednesday: Ethan Watters, "The Mega-Marketing of Depression in Japan," in <i>Crazy Like Us: The Globalization of the American Psyche</i></p> <p><b>Wednesday, Seminar Group 8 Facilitation</b></p>
14	5/2 & 5/4	<p><b>Week 14: The Global Crisis</b></p> <p>Monday and Wednesday: Excerpts from Wayne Ellwood, <i>The No-Nonsense Guide to Globalization</i> (pp. 90-148)</p> <p>Ian Parker, "The Greek Warrior: How a Radical Finance Minister Took on Europe – and Failed," <i>The New Yorker</i>, August 3, 2015:  <a href="http://www.newyorker.com/magazine/2015/08/03/the-greek-warrior?">http://www.newyorker.com/magazine/2015/08/03/the-greek-warrior?</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Monday, Seminar Group 9 Facilitation</b></p> <p>Recommended: David Harvey, "Neoliberalism and the Restoration of Class Power," in <i>Spaces of Global Capitalism</i></p> <p>Wednesday: Viewing: <i>This Ain't California</i></p> <p><b>ASSIGNMENT 4 ROUGH DRAFTS DUE 5/4, WORKSHOPS</b></p>
15	5/9 & 5/11	<p><b>Week 15: Internationalism and Cosmopolitanism</b></p> <p>Monday: Robin DG Kelley, "'This Ain't Ethiopia, But It'll Do': African Americans and the Spanish Civil War"</p> <p><b>Monday, Seminar Group 10 Facilitation</b></p> <p>Wednesday: Peter Linebaugh and Marcus Rediker, "The Outcasts of the Nations of the Earth," in <i>The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Atlantic</i>, and</p> <p>Recommended: Pheng Cheah, "The Cosmopolitical Today" and Bruce Robbins, "Actually-Existing Cosmopolitanism" in <i>Cosmopolitics: Thinking and Feeling Beyond the Nation</i></p> <p>Jeffrey Juris and Alex Khasnabish, "Ethnography and Activism within Networked Spaces of Transnational Encounter," in <i>Insurgent Encounters: Transnational Activism, Ethnography, and the Political</i></p> <p><b>ASSIGNMENT 4 FINAL DRAFT DUE 5/11</b></p>
16	5/16	<p><b>Week 16: Review</b></p>
Final Exam	5/24	<p>Tuesday May 24, 9:45-12, Clark 310</p> <p>See Final Exam Schedule here:  <a href="http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html">http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html</a></p>