

**Anthropology**  
**Anth115(05) (#29425), Asia 115(05) (#29426)**  
**Emerging Global Culture, Online**  
**Spring 2016**

**Contact Information**

<b>Instructor:</b>	Dr. Jennifer L. Anderson
<b>Office Location:</b>	Clark 461
<b>Telephone:</b>	408-924-5561
<b>Email:</b>	Jennifer.Anderson@sjsu.edu
<b>Office Hours:</b>	TTH 1:00 to 2:45, and by arrangement
<b>Class Days/Time:</b>	Online with On Campus Tests
<b>Classroom:</b>	For Testing Only TBA
<b>Prerequisites:</b>	None
<b>GE/SJSU Studies Category:</b>	V

**Course Description**

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

Supplement: This 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" 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 in the discipline of anthropology, however it will integrate sociological, cybernetic 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.

### **Course Goals and Learning Objectives**

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

"It is University policy that courses to meet Area R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. This policy has been suspended beginning fall 2012 until further notice and students are permitted to take two or three R, S, or V courses from the same department. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education."

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 (CLO'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.

### **Credit Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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.

### **Required Texts/Readings**

#### **Textbook**

Steger, Manfred B. *Globalization: A Very Short Introduction*. Oxford, United Kingdom. 2013  
ISBN 978-0-966266-1

Merry White. *Coffee Life in Japan*. Berkeley, University of California Press. 2012. ISBN 978-0-520-27115-9 ([This book is available for free as an e-book through the King Library.](#)) Other Readings will be made available through Canvas.

### **Course Requirements and Assignments**

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>.

#### **Global Flows Exercise** (30 points, 6% of class total)

This exercise has both online and outside components. You will interview a classmate and be interviewed by them. Based on this experience you will also do a fieldwork assignment which is an ethnographic interview conducted with a family member or friend outlining the context of family arrival in the United States. The exercise will integrate themes and ideas outlined in the course. The assignment must be at least 600 words long and submitted in essay format. (**Assignment 1**, 10 points in class interview, **Assignment 2**, 20 points for submission of final interview with a family member and the authorization form. This assignment must be at least 800 words).

#### **Global Alternative Project** (260 points total, 52% of class total)

This will consist of (1) a series of group and individual activities focused around a global alternatives project (see below) and (2) a 1500 word paper based on your analysis of a commodity chain. (See Canvas for due dates).

The global alternatives project is a series of group activities designed to sharpen your awareness of the processes by which commodities are produced, distributed, and consumed. Project groups of 5-8 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. Your group will choose a commodity from a suggested list which will include items like coffee, chocolate, diamonds, athletic shoes, jeans, plastic toys, strawberries, roses, rice, etc. Each group should choose one of these products. Group projects will culminate in the "Global Alternatives Presentation" and an online presentation of the research your group has cooperated upon. Global alternatives projects will be conducted in seven phases:

Annotated list of organizations	(30 pts.)
Research materials	(45 pts.)
Global alternatives project proposals	(20 pts.)
Commodity chain analysis paper	(100 pts.)
Individual PowerPoint	(35 pts.)
Group Online Presentation	(30 pts.)

Assignments:

**(Assignment 3, 10 Group points)** List of Members Researching Organizations

For your group, create an annotated list of at least three organizations per person (non-profit organizations, non-governmental organizations, co-operatives, corporations, or business enterprises) related to your commodity. For example, if your group is examining coffee, your list might include Global Exchange, Thanksgiving Coffee, Starbucks, Jazzland Café, and Peet's Coffee. Include global as well as local resources. Do not use corporate sites exclusively. Each person should choose different organizations. Submit this list to the instructor. Each person who participated in this group exercise will get a maximum of ten points.

**(Assignment 4, 20 Individual points)** Individual Research on Three Organizations

Your individual annotations for each organization should include a summary of its activities, the range of products or services that they provide, their source of funding, their mission, etc. Group Members should do different organizations. Do not cut and paste any material. This assignment must be submitted through Turnitin.com. This assignment should be typed, spell-checked, and proof-read. List URLs for organization web sites. You will get 20 points maximum for this individually graded project.

Research Topics

**(Assignment 5, 10 group points)** Your group should divide up the responsibility to assemble materials regarding the process that goes into the production of your commodity. This might include statistics, journal articles, visual materials, etc. You 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. (Assign one person to each of these topics. In small groups, members may have to cover more than one topic. This assignment will be submitted by the group. Each person who participated may get a maximum of ten points.

**(Assignment 6, 35 Individual points)** You should individually make an annotated list of the materials you have found and include the sources from which your information was collected. List them under the topic letter you were assigned in the previous exercise. Each group member must submit material on at least one topic as indicated by the letters above. This list should include a short description of each resource. Each individual must list at least seven resources. Do not cut and paste. This exercise will be submitted to Turnitin. You can earn a maximum of 35 points for your individual submission. (700 word minimum excluding the URL for the source)

#### Global Alternatives Project Proposal

**(Assignment 7, 15 Individual points)** Each individual is responsible for preparing a 500 word project proposal in preparation for the Global Alternatives Online Presentation. Elements of the proposal should include (a) concise, specific statements of the proposed project and its goals; (b) description of methodology—describe the plan, strategy, and timeline for developing and completing the project; (c) use of community organizations or representatives; (d) proposed audience for the project; and (e) an action plan that might include one or more of the following: a petition (for example, urging Spartan Shops to sell only fair trade items made with sweatshop-free labor); alternative products on display (such as a hybrid Toyota Prius or Honda Civic); a letter-writing campaign (perhaps to a jewelry store chain urging them to adopt a policy rejecting "blood diamonds"). This is an individual assignment. **You will only receive the ten points if this assignment is turned in on the day it is due.**

**(Assignment 8, 5 group points)** Once each member of the group prepares a proposal, you will meet with your group on your group homepage to arrive at a consensus regarding the project, which you will prepare for display on your Global Alternatives Online Presentation. The instructor will ask you to fill out a group project proposal in preparation for the project and submit it to Canvas. It should include the following questions:

1. In 3-5 sentences, describe the group's projects and goals.
2. For each member of the group, give the member's name and job description.
3. What is the timeline for completing this project?

4. What concrete steps for resolving your issue will your group suggest to the Global Alternatives Online Presentation page visitors? Your suggestions should be feasible, culturally-sensitive, and take economic and political realities into account.

Everyone who participates in this group assignment will receive a maximum of ten points. You must participate in the discussion on your group homepage when the assignment is discussed to get the ten points. One group member should write up the proposal and submit it to the instructor.

Commodity Chain Analysis Paper (**Assignment 9**, 100 points for paper)

You should individually prepare a commodity chain analysis paper that follows these criteria:

1. Try to trace out all of the factors which pertain to your product's production, distribution, and consumption—what resources are necessary for this product to reach you? What institutions or types of companies are involved? Does national or international law affect the production, transportation, or disposal of your product? What are the environmental consequences of using this product from its initial production to its disposal as waste?
2. Try to locate information about those who work in the companies producing, distributing, and selling this product—at every step of the commodity chain. Summarize in a paragraph or two some of the issues faced by the people associated with this product at each stage of the commodity chain. For example, you may investigate labor and health issues related to the primary producers, effects of the environment of transporting the product, health consequences for consumers, and the effect on the environment produced by this product's waste. You may not be able to treat all aspects of the commodity chain in equal depth because of a lack of information on certain aspects of your commodity chain. Try to cover everything, but you may have to write about some aspects of the commodity chain in greater depth than others.
3. What conclusions can you reach about your connections to the global economy through this exercise?

Your paper should be at least 1500 words, typed and double-spaced. Your paper must include in-text citations and a reference list prepared in [Chicago Author-Date format](#). No more than 300 words in the paper may be directly quoted. The paper will be automatically submitted to Turnitin.com and come up with a score in the blue or green zone in advance of being submitted. (Submit your reference list as a separate document when submitting your paper to Turnitin. Otherwise, your reference list will be counted against your originality score.) I will not record your grade until you have a successful (blue or green area) Turnitin submission. Do not cut and paste any material prepared by another group member.

Individual PowerPoint (**Assignment 10**) - You will receive 35 points for preparing an individual PowerPoint on your commodity. There should be no more than three slides with bullet points in any presentation! The presentation should include not more than 10 slides, excluding title and citation slides.

Global Alternatives Online Presentation (**Assignment 11**, 30 points for active participation in preparation of the online page):

Your group should execute a well-organized project for the Online Presentation. It may be a blog, FaceBook page, Prezi, or other social media presentation. The instructor will assign each group member 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.

**Assessment Assignment** (**Assignment 12**, 10 points, 2% of total)

Students will be asked to fill out a paper which includes their reaction to a selected learning objective.

**Midterm** (100 points, 20% of class total)

Students will be provided with a study guide in advance to prepare for short answer/essay exams. The test will be on campus

**Comprehensive Final Exam** (100 points, 20% of class total)

Students should use the study guide on the class website to prepare for a final comprehensive short answer/essay exam.

## **Grading Policy**

### **Incompletes**

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)

A+ 98-100 A 94-97 A- 90-93

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 does extra work.

B+ 88-89 B 84-87 B- 80-83

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. Completes the task and does some extra work.

C+ 78-79 C 74-77 C- 70-73

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.

D+ 68-69 D 64-67 D- 60-63 F<60

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. A failure will only occur if no effort is made to address the question or topic.

### Participation and Miscellaneous Activities

Attendance and participation in class discussions is required. “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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.” <http://www.sjsu.edu/senate/AS1475.pdf>

*“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-- - registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.*

### **Classroom Protocol**

You may not collaborate on work in this class. Group study for the midterm and final are permitted, but anything you write on the midterm or final must be in your own words. If the text of answers on the midterm or final are found to be identical to that of another student or cut and pasted from another source, you will receive an “F” on the exam.

### Student Rights and Responsibilities

For a statement of your rights and responsibilities, including classroom behavior, see <http://www.sjsu.edu/senate/S90-5.pdf>

### Late Papers

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

### Cell phones

**Please turn off all cell phones at the beginning of the class and keep them off. If you have a family emergency that may require you to keep the cell phone on, inform me at the beginning of class. Text messaging in class will not be tolerated.**

Laptops – Students are permitted to use laptops in class for note-taking **only**. Students who abuse this policy by surfing the web or playing games during class will be asked not to use laptops in class. If you want to use a laptop, you must sit in the front row of class.

### Evacuation Procedures

Information from the campus police on evacuating a classroom can be found at:

[http://www.sjsu.edu/police/docs/ept/ept\\_procedures\\_flyer.pdf](http://www.sjsu.edu/police/docs/ept/ept_procedures_flyer.pdf)

Note that in case of an earthquake, you should get under a sturdy desk or table, or move against interior walls and away from windows. Do not run out of the building. In case of fire, use the stairs, not an elevator.

## **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 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, 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 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 at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop 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 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>, 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) 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) 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.

### Anth115/ Emerging Global Culture, Spring 2016, Course Schedule

(The schedule may be changed on fair notice. Readings are to be done before the module with which they are associated. **You are responsible for turning in assignments on the due date. I will not remind you!** If changes are made, they will be made available through the Canvas modules. )

#### Course Schedule

Module	Date	Topics, Readings, Assignments, Deadlines
1	1/28/2016	<ul style="list-style-type: none"> <li>• Introduce course</li> <li>• Lecture: “What is Anthropology?”</li> <li>• Reading: White, Coffee Life in Japan, pp. 1-18</li> <li>• Download the Study Questions for Module 1 and fill them out.</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Note Exam 1 (50 points) takes place in Module 9. It includes ten questions taken from the study questions provided in Modules 1-8.</li> </ul>
2	2/2/2016	<ul style="list-style-type: none"> <li>• What do we mean by “globalization”?</li> <li>• Lecture: The Concept of Globalization</li> <li>• Reading: “Globalization, A Contested Concept,” pp. 1-16 in Steger <i>Globalization: A Very Short Introduction</i></li> <li>• Study Questions for Module 2</li> </ul>
3	2/4/2016	<ul style="list-style-type: none"> <li>• How do actors move around on the global stage?</li> <li>• Lecture: “Global Flows”</li> <li>• Reading: Steger, “Globalization and History: Is Globalization a New Phenomenon?” pp. 17-36.</li> <li>• Study Questions for Module 3</li> </ul>
4	2/9/2016	<ul style="list-style-type: none"> <li>• How do anthropologists listen to world voices?</li> <li>• Lecture: “Ethnographic Inquiry”</li> <li>• Begin Assignment 1 – Global Flows Interview with Classmate</li> <li>• Reading: White, <i>Coffee Life in Japan</i>, pp. 19-41</li> <li>• Study Questions for Module 4</li> </ul>
5	2/11/2016	<ul style="list-style-type: none"> <li>• Group activity: The Global Flows Ethnographic Exercise should be downloaded. The form with questions is available in the previous module. One Global Flows Ethnographic Exercise form is for use with a classmate. Make a second copy for your Outside Global Flows interview. I will assign you a classmate to interview. The interviews can take place on campus, in Canvas chat, on the telephone, or over Skype. You will choose the friend or family member to be interviewed for the Outside Global Flows interview. They may remain anonymous. You should fill out an Oral Consent form. It says that you have told them that their interview will not be used for anything but this class exercise. You are the only one who has to sign the Oral Consent form. Assignment 1, In-class Global Flows Exercise (10 individual points) is due in Module 6. All point totals are “points possible.” Only outstanding work will receive all of the points possible. Some assignments are listed as having individual points and you must work on these assignments alone. Others are listed as having “group points” and you work on these assignments as a group. Everyone who participated receives points, but only one project or paper is submitted for the group. It may appear in Canvas that you have received group points for an assignment in which you have not participated. I will be keeping track of those who do not contribute to group projects and will deduct those points at the end of the semester from your final point total. For the Global Flows Exercise with a classmate, take good notes in class on the form downloaded from Canvas. Type up your interview in essay format based on the answers to the questions which you have written on your form during the interview. Be sure to put your name and the name of the interviewee on your essay. You do not need the oral consent form for the in-class interview. The other</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<p>Global Flows Exercise form is to be taken home and used in interviewing a family member or friend. Return the outside interview, Assignment 2, Outside Global Flows Interview, (20 individual points) with the oral consent form in Module 8.. You will receive no credit if you forget to include the oral consent form. You sign the form specifying that you have told your informant that the interview is only for the purposes of the class exercise. They may remain anonymous if they wish.</p> <ul style="list-style-type: none"> <li>• Reading: White, <i>Coffee Life in Japan</i>, pp. 42-65</li> <li>• Study Questions for Module 5</li> </ul>
6	2/16/2016	<ul style="list-style-type: none"> <li>• How was the stage set for globalization?</li> <li>• Lecture: “Emergent World Systems, Part 1”</li> <li>• Reading: (Canvas) Robbins, "The Rise of the Merchant, Industrialist, and Capitalist Controller" pp. 77-94</li> <li>• <b>Assignment 1, In-class Global Flows Exercise</b> is due to Canvas.</li> <li>• You will see that you have been assigned to a group for the Global Alternatives Project in Canvas. I will post your names to Canvas Groups.. You will meet and select a commodity to research from a list I will post in Canvas. You have a homepage in Canvas to coordinate with other group members.</li> <li>• <b>Assignment 3, The List of Members Researching Organizations</b> (10 group points) is due in Module 8. To avoid duplication, in Module 7 your group will make its final selection of the organizations you will individually investigate for <b>Assignment 4, Research on Three Organizations</b> (20 individual points) due in Module 10. The organizations selected by each group member must be different from those of other members. Do some research on organizations related to your commodity and post the list of organizations you would like to research your Group Homepage. (You may not get your first choice.)</li> <li>• Study Questions for Module 6</li> </ul>
7	2/18/2016	<ul style="list-style-type: none"> <li>• How did new technologies help set the stage for globalization?</li> <li>• Lecture: Emergent World Systems, Part 2”</li> <li>• Reading: (Canvas) Robbins, "The Rise of the Merchant, Industrialist, and Capitalist Controller" pp. 94-123.</li> <li>• By this time, you should have met with your group online, compared organization lists, and selected three different organizations for each group member. Submit one group copy of the <b>Assignment 3, List of Members Researching Organizations</b> to Canvas before the next class. (Any member may submit and all the members who contributed will get points.) Start work on, <b>Assignment 4, Research on Three Organizations</b>, because it is due in Module 10. You may not use any cut and pasted text on this assignment other than the names of organizations and their URLs. Use essay format for each entry.</li> <li>• Notice that the <b>Assignment 2, Outside Global Flows Interview</b> is due in</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<p>the next Module.</p> <ul style="list-style-type: none"> <li>• Study Questions for Module 7</li> </ul>
8	2/23/2016	<ul style="list-style-type: none"> <li>• Who runs the show?</li> <li>• Lecture: The Emerging Global Economy</li> <li>• Reading: Steger “The Economic Dimension of Globalization,” pp. 37-59</li> <li>• <b>Assignment 2, Outside Global Flows Interview due</b> to Canvas.</li> <li>• <b>Assignment 3, List of Members Researching Organizations due</b> to Canvas. One copy per group.</li> <li>• Start on Assignment 4, Individual Research on Three Organizations</li> <li>• Study Questions for Module 8</li> </ul>
9	2/25/2016	<ul style="list-style-type: none"> <li>• Following Clues to Global Economic and Social Relationships</li> <li>• Lecture: “Global Value Chains”</li> <li>• Reading: (Canvas) Ramioul, “Global Restructuring of Value Chains and the Effects on the Employment”</li> <li>• Watch “The Story of Stuff “ on YouTube</li> <li>• In-class activity: Meet with your group and divide responsibilities for <b>Assignment 5, Research Topic Selection</b> (10 group points) among group members. Each topic in Assignment 5 should be covered by at least one group member. If your group is small, you may have to cover more than one topic. Turn Assignment 5 in to Canvas before the next class.</li> </ul> <p>Check availability of information for your individual <b>Assignment 6, Annotated List of Research Materials</b>, (35 individual points) this week. Make sure you can find enough references on-line and in the library to do the assignment. Each person must have seven sources on their topic. Save your sources. Direct quotes, statistics, paraphrases must all be cited. The rule is: If you did not know a fact before you started writing your assignment—you must cite it. We will use the Chicago Author-Date system on this class. A quick guide to this system is listed below. We will also use this system for your research paper. This assignment will automatically be submitted through Turnitin. Save any good pictures or graphs you find for your group PowerPoint. Do not forget to save the URL where you found the picture or graph. You must cite graphics you get from other sources. Submit your completed Assignment 6, Annotated List of Research Materials to Canvas in Module 12.</p> <ul style="list-style-type: none"> <li>• Study Questions for Module 9</li> </ul>
10	3/1/2016	<ul style="list-style-type: none"> <li>• <b>Assignment 4, Individual Research on Three Organizations due.</b> Each group member should be individually submitting material on at least three organizations with their name and group number on the paper.</li> <li>• One copy of group <b>Assignment 5, Research Topic Selection due</b> to Canvas before next module.</li> </ul>
11	3/3/2016	<ul style="list-style-type: none"> <li>• Film: <i>Black Gold</i> (XD0906)</li> <li>• Reading: White, <i>Coffee Life in Japan</i>, pp. 66-88</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Begin work on individual <b>Assignment 9, Commodity Chain Paper</b> (100 points). This is a 1500 word paper due in Module 17. This paper may draw upon the sources that your group has collected in Assignment 6 but you may not cut and paste text you or any other student has written for the assignment. You are not confined to writing about the research topic you chose in Assignment 5. Do an overview of the production and issues associated with your commodity and focus on the issue associated with your commodity of most interest to you at the end of the paper. You must submit Assignment 9 to Canvas before the due date because it will be automatically submitted to Turnitin. I will not record your grade for this assignment unless you have a submission which is in the green or blue range. The first submission will be returned to you in a matter of hours. If you do not come up in the blue or green zone, you must re-write your paper removing the cut and pasted items or paraphrasing them and citing them correctly. Remember: you must cite paraphrased information as well as information which is directly quoted. Submit the paper again. A second submission takes at least 24 hours to process. Avoid the hassle of resubmitting by keeping quoted passages to a minimum. Use your own words. Do not submit your reference list to Turnitin. You must, however, submit a reference list with your final hardcopy to me. Failure to submit through Turnitin.com does not mean I will not check for plagiarism. I will submit it myself.</li> <li>• Study Questions for Module 11</li> </ul>
12	3/8/2016	<ul style="list-style-type: none"> <li>• Commodities that Travel the World</li> <li>• Lecture: “The Corporate Tomato”</li> <li>• Reading: Martineau, <i>First Fruit: The Creation of the Flavr Savr™ Tomato and the Birth of Biotech Food</i>, pp. 1-18</li> <li>• Individual <b>Assignment 6 Annotated List of Research Materials due</b> to Canvas</li> <li>• Begin to prepare Assignment 7 – Individual Global Alternative Project Proposal</li> <li>• Study Questions for Module 12</li> </ul>
13	3/10/2016	<ul style="list-style-type: none"> <li>• The Political Dimensions of Globalization</li> <li>• Lecture: It’s a Small, Small World</li> <li>• Reading: Steger, “The Political Dimension of Globalization,” pp. 60-73</li> <li>• Assignment 7, Individual Global Alternative Online Project Proposal, due to Canvas in Module 15. After all members of your group have posted Assignment 7 to your Group Homepage, meet with Group online and prepare Group Assignment 8, Group Global Alternative Project Proposal, (5 group points).</li> <li>• Study Questions for Module 13</li> </ul>
14	3/15/2016	<ul style="list-style-type: none"> <li>• Political Outlaws: What happens to displaced people?</li> <li>• Lecture: “Refugees”</li> <li>• Reading: (Canvas) “Worldwide Displacement and International Response”</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
		by Stephen Lubkemann pp. 113-126 <ul style="list-style-type: none"> <li>• Study Questions for Module 14</li> </ul>
15	3/17/2015	<ul style="list-style-type: none"> <li>• Midterm</li> </ul>
16	3/22/2016	<ul style="list-style-type: none"> <li>• Video: The Heifer Project.</li> <li>• Individual Global Alternative Online Proposal due.</li> <li>• Meet with your Group and Make a Group Fair Proposal Plan</li> <li>• Study Questions for Module 16</li> </ul>
17	3/24/2016	<ul style="list-style-type: none"> <li>• "All the world's a stage, and all the men and women merely players" (Shakespeare, <i>As You Like It</i>, Scene 7)</li> <li>• Lecture: "Perspectives on Ethnic Diversity"</li> <li>• Reading: Steger, "The Cultural Dimension of Globalization," pp. 74-86</li> <li>• Assignment 8 Group Global Alternative Online Proposal due to Canvas.</li> <li>• Study Questions for Module 17</li> </ul>
	3/28/2016 - 4/1/2016	<b>Spring Vacation!</b>
18	4/5/2016	<ul style="list-style-type: none"> <li>• Food Habits on the Cultural Level</li> <li>• Lecture: "The Anthropology of Food Habits"</li> <li>• Reading: White, <i>Coffee Life in Japan</i>, pp. 90-107</li> <li>• Study Questions for Module 18</li> </ul>
19	4/7/2016	<ul style="list-style-type: none"> <li>• How to Make a PowerPoint Lecture</li> <li>• Assignment 9 – Individual Commodity Research Paper due</li> <li>• Begin work on Assignment 10 – Individual PowerPoint</li> </ul>
20	4/12/2016	<ul style="list-style-type: none"> <li>• Reading: White, <i>Coffee Life in Japan</i>, pp.108-126</li> <li>• Study Questions for Module 20</li> </ul>
21	4/14/2016	<ul style="list-style-type: none"> <li>• "Our Daily Bread"</li> <li>• Lecture: Global Food Systems</li> <li>• Module 21 Study Questions</li> </ul>
22	4/19/2016	<ul style="list-style-type: none"> <li>• Reading: White, <i>Coffee Life in Japan</i>, pp.127-156</li> <li>• Study Questions for Module 22</li> </ul>
23	4/21/2016	<ul style="list-style-type: none"> <li>• When Global Cultures Meet: Tourism</li> <li>• Lecture: "Anthropology and Tourism"</li> <li>• Reading: McMorrin, A Landscape of "Undesigned Design" in Rural Japan, pp. 1-16 Source: Landscape Journal, 2014, 33, 1, 1-15, University of Wisconsin Press</li> <li>• Assignment 10 PowerPoint Due</li> <li>• Study Questions for Module 23</li> </ul>
24	4/26/2016	<ul style="list-style-type: none"> <li>• Reading: White, <i>Coffee Life in Japan</i>, pp.157-172</li> <li>• Study Questions for Module 24</li> <li>• Read ahead a little because Assignment 12 is due in the next module.</li> </ul>

Module	Date	Topics, Readings, Assignments, Deadlines
25	4/28/2016	<ul style="list-style-type: none"> <li>• “Man’s Dominion?”</li> <li>• Lecture: Big, Blue Marble: Globalization and the Ecology</li> <li>• Reading: Steger, “The Ecological Dimension of Globalization,” pp. 87-102</li> <li>• Assignment 12 <b>due</b>.</li> <li>• Study Questions for Module 25</li> </ul>
26	5/3/2016	<ul style="list-style-type: none"> <li>• Through a Glass Darkly?</li> <li>• Lecture: “A Perfectly Accurate Crystal Ball”</li> <li>• Reading: Steger, “Ideologies of Globalization,” pp. 103-130</li> <li>• Study Questions for Module 26</li> </ul>
27	5/5/2016	<ul style="list-style-type: none"> <li>• Social and Environmental Movements in the Fourth World: A Case Study</li> <li>• Lecture: The Kayapó</li> <li>• Reading: (Canvas) Turner, “The Kayapó Resistance”</li> <li>• Watch Martin Schoeller Video on the Kayapó on YouTube</li> <li>• Study Questions for Modules 27 and 28</li> </ul>
28	5/10/2016	<ul style="list-style-type: none"> <li>• Video: <i>Kayapó: People of the Forest</i></li> <li>• Study Questions are in the last module.</li> </ul>
29	5/12/2016	<ul style="list-style-type: none"> <li>• Video: <i>Crude</i></li> <li>• Reading: (Canvas) Keefe, “Reversal of Fortune,” pp. 1-19</li> <li>• Study Questions for Module 29</li> </ul>
Final Exam		<ul style="list-style-type: none"> <li>• <b>Final –Online, Thursday, May 19 8:00 A.M. to 9:30 A.M.</b></li> </ul>