

San José State University, Department of Anthropology
Anthropology 115, Section 6

Emerging Global Cultures, Spring 2016

Contact Information

Instructor:	Nicole Conand
Office Location:	Clark 463
Telephone:	(408) 924-6590
Email:	Nicole.Conand@sjsu.edu
Office Hours:	MoWe: 10:30-11:30 a.m.
Class Days/Time:	MoWe: 9:00-10:15 a.m.
Classroom:	Clark 303
Prerequisites:	You must have completed a 100W course or be currently enrolled in one. You must also have completed the Core GE requirements, passed the Writing Skills Test, and have upper division standing.
GE/SJSU Studies Category:	This course meets area V “Culture, Civilization and Global Understanding.”

Course Documents and Communication

You can find course materials such as the syllabus, major assignment handouts, lecture outlines, study guides and grades on **Canvas** (sjsu.instructure.com), the learning management system at SJSU. I will communicate with you about assignments and updates through your e-mail address there, so **please make certain Canvas has a working e-mail address for you and that you check your e-mail regularly.**

Course Description

This course examines the emerging global cultures of the 21st century through processes at both the macro and micro levels – that is, how globalizing processes have changed and are changing the everyday lives of individuals and communities and vice versa. In addition to examining the structures of global capitalism, we will also consider art, popular culture, food, health, the environment and political protests.

This course is taught from a multidisciplinary perspective, introducing the systems approach to

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 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.

GELO 2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and

GELO 3: explain how a culture outside the U.S. has changed in response to internal and external pressures

GELO 4: write at least 3,000 words (essay exams, papers, etc.) with practice and feedback on the writing

Anthropology/Asia 115 Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO 1: Examine events within a broad worldwide framework

CLO 2: Analyze current-day issues with reference to earlier historical developments

CLO 3: Critique different assumptions and reviewing a range of perspectives on global issues

CLO 4: Analyze the impacts of trade, technology, migration, and conflict on cultural change)

CLO 5: Visualize how societies change and create new cultures CLO 6: Develop the skills needed to anticipate and shape future scenarios

CLO 7: Work with other students cooperatively on a class project

Required Texts/Readings

Globalization: A Very Short Introduction by Manfred Stegner, Oxford University Press (2013)

The Sushi Economy: Globalization and the Making of a Modern Delicacy by Sasha Issenberg, Gotham Books (2007)

Additional articles, book chapters and videos to be posted on **CANVAS**.

Course 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>.

Reading Quizzes

Please note that every other week you will take quizzes on the readings, to better prepare you for the class discussions. These quizzes are 5 questions each (2 points each question for a total of 10 points), and should be fairly easy if you have done the readings. They must be completed at the beginning of class, and you will have 15 minutes. You will take 7 quizzes, but only 6 will count towards your final grade.

Global Commodities Project

The global commodities project is designed to sharpen your awareness of the processes by which commodities are produced, distributed, and consumed. Project groups of 4-6 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. The goal of the project is to develop understanding and appreciation of the simultaneous processes of globalization, as well as the links between cultures, people, economies, values and technologies.

Each team will choose a single commodity that you find intriguing to study. It can be almost anything—images, food, drinks, tools, software, clothes, films, coffee, cell phones, handguns, batteries, silk lingerie, flowers, chocolate, corn, gasoline, dairy products, diamonds, leather jackets, diapers, plastic products, missiles, etc... The project will be broken into smaller assignments, and culminates in a 15-minute group presentation.

Additionally, each individual student will be required to write a 5-6 page research “brief” on one particular aspect of their larger project. **Each group member** will research one aspect of the commodity, such as: (a) detailed presentation of the commodity chain; (b) labor conditions under which the commodity is produced; (c) environmental consequences of the production process; (d) effects of the production process on people (health, status, etc) in relevant regions; (e) health effects associated with the consumption of the product). For example, if your group is examining coffee, you might be asked to focus on economic impacts on plantation workers, plantation environments, or health concerns from consumption. **Each individual** is responsible for preparing this project proposal in preparation for the global commodities presentation.

THE ASIGNMENTS WILL UNFOLD AS FOLLOWS:

Assignment 1 (15 points): Choose your topic-

2-3 sentences explaining your topic and why you think it is interesting for this project.

Assignment 2 (25 points): Issue Statement *and* Annotated Bibliography

A one paragraph issue statement for your Project. Simply put, what are you going to explore in this project?

As you conduct research you should be assembling an annotated bibliography with five to ten references regarding the process that goes into the production of your commodity. This might include websites, journal articles, books, materials from organizations etc. These resources might include such information as:

- (a) detailed presentation of the commodity chain;
- (b) labor conditions under which the commodity is produced;
- (c) environmental consequences of the production process;
- (d) effects of the production process on people (health, status, etc) in relevant regions; (e) health effects associated with the consumption of the product;

Wikipedia should be a starting place for research only, not a final bibliographic item. Make sure that you have a mixture of media, not only web-based materials.

Assignment 3 (25 points): Abstract-

300-400 word description/summary of your project, and the major aspects you plan to explore.

Assignment 4 (50 points): Group Project Presentations

You should execute a well-organized project presentation. The instructor will assign each group a 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. Ideally, the group should present global alternatives and/or an action plan related to the commodities under consideration. Presentations should be at least 15 minutes, no more than 25.

Assignment 5 (15 points): Peer Evaluations

One class period after the presentations, each of you will be asked to fill out an evaluation. This will include an evaluation of the peers in your group and your project as a whole.

Assignment 6 (50 points): Commodity Individual Analysis Paper

In addition to the group project, **each class member** will prepare a commodity chain analysis paper that considers the impact of the commodity in one particular aspect.

Your paper must be written in **APA style**; including a Cover Page, Abstract, and a works cited page.

Global Commodities Project Team Meetings

We will have **SIX** class periods reserved for your team to meet and discuss, organize and plan your projects and presentations. Attendance during these meetings will count toward participation and are mandatory. Each team day is worth 10 points, with advanced notice you may miss **ONE** team day for ½ credit.

1. Select a topic, form teams
2. Identify key issues and team approach
3. Share research materials and analyze relations between issues, develop timeline
4. Peer Edit individual papers, work on presentations
5. Final planning for presentation to class
6. Presentation selections

GRADE POINTS

Reading Quizzes (6 x 10 points)-60 points

Midterm Exam-50 points

GCP Group Meetings (6 x 10 points)-60 points

GCP group assignment #1-15 points

GCP Group assignment #2-25 points

GCP Group assignment #3-25 points

GCP Peer Evaluations (assignment #5)-15 points

GCP Individual Analysis Paper (assignment #6)-50 points

GCP Team Presentations (assignment #4)-50 points

Final Exam-50 points

TOTAL POINTS- 400 points

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0%		

Classroom Protocol and Student Responsibilities

- You can download the greensheet for this course at the Anthropology Department page or on CANVAS
- Download course assignments and readings on CANVAS
- Students will be informed about changes to the schedule ahead of time. **Students are responsible for noting those changes.**
- Read the guidelines carefully to ensure course assignments are completed according to instructions. Students are responsible for being aware of assignment due dates, midterm dates, and the final exam schedule.
- **No electronic submission of work – do not email me your papers!**
- **Late assignments** will *only* be accepted with documentation and permission. **Please note:** five (5) points will be deducted for each day past the due date. No exceptions.
- If you know in advance that you will be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing, leaving a message for me in the Anthropology Department office, or by coming by during my office hours. *Email is the best and fastest way to reach me.*
- **Only** students with a **documented** excuse will be able to take a make-up exam.
- If you have any concerns about your class performance or comprehension, see me in my office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

I understand that multi-tasking may be essential to getting through life. BUT NOT THROUGH THIS CLASS. You need to be FULLY PRESENT to be successful. Therefore, **please do not text, do not surf the web, do not go on Facebook, e-mail** or anywhere else during class. If you are distracting me or others, I will call you out by name, you will have to put your computer/cell phone away, and/or I will simply ask you to leave the classroom. No computer note taking.

Class Participation

Class participation means active participation in both regular class sessions and the teamwork for the Global Commodities Project. Attendance will be considered in adjustment of marginal grades.

WEEK	DATE	TOPICS, READINGS, DEADLINES
1	2/1	<p>Intro to anthropology & systems thinking</p> <p>Review course outline, “Anthropology 101”</p> <p>READ: Razak-<i>Anticipatory Anthropology</i> (CANVAS)</p>
	2/3	<p>Economic Systems and Societies</p> <p>READ: Cronk-<i>Reciprocity and the Power of Giving</i></p> <p>Spradley & McCurdy-<i>Economic Systems</i> (CANVAS)</p>
2	2/8	<p>Intro to Globalization</p> <p>READ: Steger Ch. 1, Friedman-<i>It’s a Flat World</i> & Gonzalez-<i>Falling Flat</i> (CANVAS)</p>
	2/10	<p>Early Empires, Silk Road, and Spice Trade</p> <p>READ: Robbins-<i>The Rise of the Merchant, Industrialist and Capital Controller</i> pp35-52 (CANVAS)</p> <p>QUIZ #1</p>
3	2/15	<p>Colonialism, Sugar & Slavery</p> <p>READ: Robbins-<i>The Rise of the Merchant, Industrialist and Capital Controller</i> pp. 52-80 (CANVAS)</p>
	2/17	<p>GCP Meeting #1: Form teams, Select Topics, Discuss Issues</p> <p>READ: Steger Ch. 2</p>
4	2/22	<p>Modern World Systems I-Commodity Chains</p> <p>READ: Issenberg Ch. 1 & 2</p> <p>WATCH: <i>Story of Stuff</i> (link on CANVAS)</p>
	2/24	<p>GCP Meeting #2-Identify key issues and approach</p> <p>DUE: Assignment #1 QUIZ #2</p>

5	2/29	Modern World Systems II-Global Economic Crisis READ: Steger Ch. 3 & 4
	3/2	Modern World Systems III-International Markets In-Class Video: Black Gold (74 Minutes)
6	3/7	Social Change and Local Impacts READ: Steger ch.5, Weatherford- <i>Cocaine and the Economic Deterioration of Bolivia</i> (CANVAS)
	3/9	Global Migration READ: Aneesh- <i>Migrations: Nation, Capital and the State</i> , Ehrenreich- <i>Global Women in the New Economy</i> (CANVAS) QUIZ #3
7	3/14	GCP Meeting #3 -Share research materials, analyze relationships, develop timeline READ: Issenberg ch. 3 & 4
	3/16	MIDTERM

8	3/21	Global Tourism I READ: Bjork- <i>Village Walks</i> , Issenberg Ch. 5
	3/23	Global Tourism II In-Class Video- <i>The Toured: The Other Side of Tourism in Barbados</i> DUE: Assignment #2 QUIZ #4
9	3/28	SPRING RECESS-NO CLASS

	3/30	SPRING RECESS-NO CLASS
10	4/4	GCP Meeting #4 -Presentation Planning Session READ: Issenberg Ch. 6&7
	4/6	Environmental Trends READ: Steger Ch. 6 QUIZ #5 DUE: Assignment #3
11	4/11	Food, Nutrition and Health Part I READ: Issenberg Ch. 8&9 In-Class Video: <i>Food Inc.</i>
	4/13	Food, Nutrition and Health Part II In-Class Video: Finish <i>Food Inc.</i>
12	4/18	Popular Culture & Cultural Diffusion READ: Condry- <i>Japanese Hip-Hop</i> (CANVAS) WATCH: Clips-: <i>Thai Gangsters, & Botswana Metal</i> (CANVAS)
	4/20	Global Sports READ: Veseth- <i>The Beautiful Game and the American Exception</i> (CANVAS) QUIZ #6
13	4/25	GCP Meeting #5 -Peer edit individual papers, final touches to presentation READ: Issenberg Ch. 10&11

	4/27	Global Social Protest: Revolution, Arab Spring & Beyond READ: Steger Ch.7&8, Adams- <i>Globalization After September 11th</i> DUE: Assignment #6-Individual Papers
14	5/2 5/4	Anti-Globalization/Global Democratization READ: Adams- <i>A Global Education</i> , Juris- <i>The New Digital Media and Activist Networking</i> (CANVAS) GCP Meeting #6- Presentation Order selection QUIZ #7
15	5/9 5/11	Team project presentations Team project presentations

16	5/16	Class wrap-up and Final Review DUE: Assignment #5-Peer Evaluations
FINAL EXAM	5/18	7:15AM-9:30AM Clark 303

Departmental Goals_____

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

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.

University Policies_____

Here are some of the basic university policies that students must follow.

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

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/) http://www.sjsu.edu/provost/services/academic_calendars/

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

<http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>