

**San José State University College of Social Sciences  
Anthropology 115 Section 02 Emerging Global Cultures  
Spring 2019**

<b>Instructor:</b>	<b>Dr. G. Bousquet</b>
<b>Office Location</b>	<b>Clark 461</b>
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<b>Office Hours</b>	<b>Th 4:30-5:30pm or by appointment</b>
<b>Class Days/Time</b>	<b>TuTh 12:00PM - 1:15PM</b>
<b>Classroom:</b>	<b>Clark Hall 204</b>
<b>GE/SJSU Studies Category:</b>	<b>Area V</b>

### **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

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 (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**

Cell phones must be turned off during class to avoid disruption and out of sight. Text messaging is strictly prohibited. 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 unauthorized electronic devices in classroom settings.

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**

Sassen Saskia 2007 *A Sociology of Globalization*. New York: W.W. Norton & Company.

Holmes, Seth 2013 *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. University of California Press. ISBN: 9780520275140

Marino Elizabeth K. 2015 *Fierce Climate, Sacred Ground: An Ethnography of Climate Change in Shishmaref, Alaska*. University of Alaska Press.

Additional articles to be posted on Canvas.

### **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:**

**2 Midterm Exams, 15% each:** consisting of short and long essay questions based on lectures, readings, films, class discussions

**25% A Final Exam** consisting of short and long essay questions based on lectures, readings, films, class discussions)

**5% Outline of the research paper**

**10% Presentation of a research paper**

**20% Research paper** due at the end of the semester consists of writing and critically analyzing a contemporary conflict addressing the cultural impact and develop a conflict resolution's plan.

**10% Class participation**

**Reading Assignments.** Students are expected to have read the assigned readings before each lecture and prepared to discuss the material in class.

[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

### 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 plus 98- A 94-97 A minus 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 plus 88-89 B 84-87 B minus 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 plus 78-79 C 74-77 C minus 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 plus 68-69 D 64-67 D minus 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,*

## ANTH 115 SPRING 2019 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.

DATE	TOPICS AND READING ASSIGNMENTS
01/24	<p><b>INTRODUCTION</b>  <b>ANTHROPOLOGY AND GLOBAL CULTURES</b>            Introduction to the class goals and format and review of the syllabus.  <b>Reading:</b>            Ong, Aihwa "What Marco Polo Forgot" Contemporary Chinese Art Reconfigures the Global."</p>
01/29-01/31	<p><b>NEOLIBERALISM AND SOCIAL INEQUALITY</b>  <b>Readings:</b>  <i>A Sociology of Globalization</i> Chapter 2  <i>Fresh Fruit, Broken Bodies</i> Chapter 1</p>
02/5-02/07	<p><b>GLOBAL GOVERNANCE AND THE STATES</b>  <b>Readings:</b>            Evans Gillian "Brexit Britain: Why we are all postindustrial now."  <i>Fresh Fruit, Broken Bodies</i> Chapter 2</p>
02/12-02/14	<p><b>COMMUNICATIONS AND GLOBAL NETWORKS</b>  <b>Readings:</b>  <i>A Sociology of Globalization</i> Chapter 3  <i>Fresh Fruit, Broken Bodies</i> Chapter 3            Provis, Rene "Shifting social dynamics and economic inequality in the post-Soviet space: Networking and participation in toi among the novyi Kyrgyz."</p>
02/19-02/21	<p><b>GLOBAL CITIES</b>  <b>Readings:</b>  <i>A Sociology of Globalization</i> Chapter 4            Zhang, Li "Contesting Spatial Modernity in Late-Socialist China."</p>
02/26	<p><b>OUTLINE PAPER DUE</b>  <b>FIRST MIDTERM</b></p>
02/26-02/28	<p><b>LABOR MIGRATION</b>  <b>Readings:</b>  <i>A Sociology of Globalization</i> Chapter 5  <i>Fresh Fruit, Broken Bodies</i> Chapter 4            Sandoval-Cervantes, Ivan "Uncertain Futures: The Unfinished Houses of Undocumented Migrants in Oaxaca, Mexico."</p>

<b>03/05-03/07</b>	<p><b>TRENDS OF INTERNATIONAL MIGRATION</b></p> <p><b>Readings:</b>  <i>Fresh Fruit, Broken Bodies</i> Chapter 6  Bachelet, Sebastien "Fighting against Clandestine Migration": Sub-Saharan Migrants' Political Agency and Uncertainty in Morocco."</p>
<b>03/12-03/14</b>	<p><b>INTERNATIONAL MOBILITY: TOURISM</b></p> <p><b>Readings:</b>  <i>Fresh Fruit, Broken Bodies</i> Chapter 7  Sinervo, Aviva and Michael Hill "The Visual Economy of Andean Childhood Poverty: Interpreting Postcards in Cusco, Peru."</p>
<b>03/19-03/21</b>	<p><b>GLOBAL CLASSES AND SOCIAL INEQUALITY</b></p> <p><b>Readings:</b>  <i>A Sociology of Globalization</i> Chapter 6  <i>Fierce Climate, Sacred Ground</i> Chapter 1  Nagy, Sharon "This Time I Think I'll Try a Filipina": Global and Local Influences on Relations Between Foreign Household Workers and Their Employers in Doha, Qatar."</p>
<b>03/26-03/28</b>	<p><b>THE GLOBAL PRODUCTION AND CONSUMERISM</b></p> <p><b>Readings:</b>  <i>Fierce Climate, Sacred Ground</i> Chapter 2  Wilk, Richard "Poverty and Excess in Binge Economies."</p>
<b>04/09</b>	<b>SECOND MIDTEM</b>
<b>04/09-04/11</b>	<p><b>GLOBALIZATION THE ENVIRONMENT PART I</b></p> <p><b>Readings:</b>  <i>Fierce Climate, Sacred Ground</i> Chapter 3</p>
<b>04/16-04/18</b>	<p><b>GLOBALIZATION THE ENVIRONMENT PART II</b></p> <p><b>Readings:</b>  <i>Fierce Climate, Sacred Ground</i> Chapters 4 and 5  Faas, A.J. Petit capitalisms in disaster, or the limits of neoliberal imagination: Displacement, recovery, and opportunism in highland Ecuador</p>
<b>04/23-04/25</b>	<p><b>TRANSNATIONAL SOCIAL MOVEMENTS</b></p> <p><b>Readings:</b>  <i>A Sociology of Globalization</i> Chapter 7  Caldeira, Teresa "Social Movements, Cultural Production, and Protests. São Paulo's Shifting Political Landscape."</p>

<b>04/30-05/02</b>	<b>GLOBALIZATION AND THE INDIGENOUS PEOPLE</b> <b>Readings:</b> <i>Fierce Climate, Sacred Ground</i> Chapters 6 and 7
<b>05/07-05/09</b>	<b>RESEARCH PAPER DUE</b>
<b>05/20 Monday</b> <b>9:45am-1200pm</b>	<b>FINAL EXAMINATION</b>

### 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/gup/syllabusinfo) at <http://www.sjsu.edu/gup/syllabusinfo>