

San José State University
Anthropology Department
Anthropology/Asia 115, Emerging Global Culture Section 03
Spring 2019

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Tuesday, Thursday 10:30-11:30 am or by appt.
Class Days/Time:	Tuesday, Thursday 3:00-4:15 pm
Classroom:	WSQ004
Prerequisites	Prior to enrollment, all SJSU Studies courses require completion of core GE, satisfaction of Writing Skills Test and upper division standing. Pre/Co-requisite of a 100W course is strongly recommended.
GE/SJSU Studies Category:	Area V Culture, Civilization & Global Understanding
Course numbers	26912 (Anth 115), 29493(Asia 115)

Course Format Technology Intensive

This course uses online content, such as articles, online lectures and links, to supplement the course content. It is a required and essential part of the curriculum. You might have access to a computer or other wifi connected device to view films and recorded lectures and download/upload assignments to Canvas. Each student group will make one video, using Powerpoint, iMovie or Windows Movie Maker. Use Grammarly.com to improve your writing.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

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 should be taken from three different departments. In these courses, students should receive an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. Additionally, students should understand how traditions of cultures outside the U.S. have influenced American culture and society.

Course Goals

Learning Objectives of the Anthropology Department

Knowledge

- PLO1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
- PLO2. Awareness of human diversity and the ways humans have categorized diversity.
- PLO3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
- PLO4. Knowledge of the history of anthropological thought and its place in modern intellectual history
- PLO5. Comprehension of migration, colonialism, and economic integration as significant

phenomenon shaping global society.

Skills

- PLO6. Ability to access various forms of anthropological data and literature.
- PLO7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- PLO8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
- PLO9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

Professional Values

- PLO10. Knowledge of political and ethical implications of social research

Students who successfully complete this course will:

- CLO1. The student will learn how to understand events within a broad worldwide framework.
- CLO2. The student will practice comparing and contrasting today's global issues with those of other historical periods.
- CLO3. The student will learn to critique different assumptions and reviewing a range of perspectives on global issues.
- CLO4. Students will discuss competing definitions of "globalization."
- CLO5. Students will analyze the impacts of trade, technology, migration, and conflict on cultural change.
- CLO6. Students will develop the skills needed to anticipate and shape future scenarios.
- CLO7. Students will learn to work cooperatively with other students on a class project.

GE Learning Outcomes (GELO)

Goals: 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.

General Education Learning Outcomes: After completing the course, students shall be able to:

- GELO1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture

outside the U.S. (*In exams, and Global Alternative Project commodity chains papers and group video*)

GELO2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. (*In exams, class exercises on food, tourism and global flows exercises*)

GELO3. Explain how a culture outside the U.S. has changed in response to internal and external pressures (*In exams, tourism exercise, Global Alternative Project commodity chain papers and group exhibits*).

GELO4. Write at least 3000 words requirement (e.g. essay exams, 3, 4-page papers, etc.) with “practice and feedback” on their writing in appropriate language to the task (*In essays on exams, Global Alternative Project commodity chain analysis papers, global flows in-class papers*).

Required Texts/Readings

The following books are available to purchase or rent via Spartan Bookstore or other online venues.

Frederick Errington, *The Noodle Narratives: The Global Rise of an Industrial Food into the Twenty-first Century*. University of California Press. ISBN: 9780520278345. Available through the Spartan Bookstore and Amazon.

Andrew Walsh, *Made in Madagascar: Sapphires, Ecotourism, and the Global Bazaar*. New York: University of Toronto Press. ISBN 9781442603745.

Lianne Yu, *Consumption in China*. Polity Books. ISBN 9780745669717 Available through the Spartan Bookstore and Amazon.

Other Readings

Websites and articles as indicated in the syllabus class schedule.

Read (on Canvas)

Auld, Graeme, *Assessing Certification as Governance: Effects and Broader Consequences for Coffee*

Poli “Anticipation: What about turning the human and social sciences upside down?”

Xu and Ye “Tourist Experience in Lijiang—The Capital of Yanyu”

States News Service, “Caffeine Culture: Anthropology Student Traces Coffee's Route from Farm to Cup”

Excerpts from Emerging Global Cultures, 3rd edition. Pearson (found on Canvas)

English-Lueck and McCrary, Introduction

Richard Robbins, Rise and Fall of the Merchant, Industrialist, and Financier

Raymond Scupin and Christopher DeCorse Globalization, Culture, and Indigenous Societies

Raymond Scupin and Christopher DeCorse, Contemporary Global Trends

Other technology requirements / equipment / material

Digital camera and notetaking materials for Global Flows interview, and GAP video.

Library Liaison

The Anthropology Library Liaison is Silke Higgins, Silke.Higgins@sjsu.edu.

Course Requirements and Assignments

Global Alternatives Project

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 4-5 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. Examples include the following commodities: cell phones, batteries, silk lingerie, flowers, chocolate, corn, CDs, gasoline, dairy products, diamonds, leather jackets, diapers, plastic products, missiles and others as you brainstorm topics collectively in class. Each group should choose one of these products during the first part of the course. Group projects will culminate in the "Alternative Trade Film Festival," an event that will take place in class on May 16 during the final class time. You will conduct the Global Alternatives Projects in five phases:

Assignment 1: Group Resources Summary (Bibliography and Stakeholders)	(10 pts., 2%)
Assignment 2: Group Video Proposal	(10 pts., 2%)
Assignment 3: Individual commodity chain and alternative analysis paper	(100 pts., 20%)
Assignment 4: Group Video for the Alternative Trade Film Festival	(100 pts., 20%)
Assignment 5: Self and Peer evaluations	(10 pts., 2%)

Assignment 1: Resource Summary (Group, to be submitted to Canvas)

After you have chosen a topic and created a group, you will ultimately need to identify the problems in the commodity chain. Those problems drive support for an alternative commodity. The problems could stem from health, the environment, or social inequality. Problems could be generated during production, distribution and/or consumption. In this assignment you need to

explore the commodity online to see where social activism and global citizenship is being mobilized.

a. (Potential references) Before you can be sure you will find enough information, you must find at least five information resources, all from credible sources. Select a mixture of peer-reviewed articles, journalist articles and books. You may use websites, but only if they represent an identifiable perspective, such as that of an organization and those sources cannot comprise more than 50% of the entries. You will be assessed on your information literacy and ability to find an appropriate mix of resources. Make sure that you have a mixture of media, not only web-based materials. You should be researching the process that goes into the production and consumption of your commodity. This might include websites, journal articles, books, materials from organizations etc. These resources 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. You should include the sources from which your information was collected. Coordinate specific research within your group. **Wikipedia should be a starting place for research only, not a final bibliographic item.** This effort will not only help your group, but get you started on your individual paper.

b. (Potential stakeholders) You will collaborate, using a Google doc, to identify five key organizational players that might generate, regulate, sell or consume your commodity. Who are these key organizational players--corporate, governmental, transnational and non- governmental and what do they do? For example, if your group is examining coffee, you might focus on health issues, impacts on plantation environments or the conditions of workers. Key organizations might include Global Exchange, Thanksgiving Coffee, Starbucks, and Peet's Coffee.

Assignment 2: Global Alternatives Project Proposal (Group, to be submitted to Canvas)

The group is responsible for preparing a written project proposal in preparation for your Global Alternatives Project Video. Elements of the proposal should include

- (a) concise, specific statements of the proposed project and its goals;
- (b) description of your plan and timeline for developing and completing the project; Describe each person's role in the project
- (c) description of relevant community organizations or stakeholders;
- (d) proposed audience for the project;
- (e) an action plan designed to change the behavior of the audience—that is, your classmates (for example, urging Spartan Shops to sell only fair trade items made with sweatshop-free labor; demonstrating alternative products such as a hybrid Toyota Prius or Honda Civic; material consumers to adopt a policy rejecting "blood diamonds").

You will meet with your group in class to arrive at a consensus regarding the project, which you will prepare for display at the final film festival. The instructor will ask you to complete a short

two-page group project summary in preparation for the Fair Trade Fair that will include the following questions:

1. **Project Goals** In 3-5 sentences, describe the group's projects and goals.
2. **Group Member Tasks** For each member of the group, give the member's name and job description.
3. **Timeline** What is the timeline for completing this project?
4. **Organizational Partners** Which organizations will the group be considering as an avenue for change?
5. **Material Needs** What resources or materials will you need (audio or visual equipment, etc.) to complete the project?
6. **Proposed Action** What action is needed to create change? What action will you ask your classmates to entertain?

Assignment 3: Commodity Chain Analysis Paper (Individual, to be submitted to Canvas)

You should prepare a commodity chain analysis paper that considers the impact of the commodity on the individual worker, at the points of production or distribution, or individual consumer. The paper should outline the commodity chain for a product as specifically as possible (try to identify particular commodities and not the generic commodity if possible). The paper should also consider, analytically, the consequences of production or consumption on cultural, economic or political globalization. Your overall topic will be the same as the rest of your group, but you will pick one part to discuss in detail in section 4.

Section 1. **Introduction** (Introduce topic and describe its context) Narrow your focus to a specific product. For example, while coffee can be grown, processed and sold as a mass commodity, you are focusing on Costa Rican fair trade coffee.

Section 2. **Commodity Chain Description** Try to trace out all of the factors in its production, distribution, and consumption – what resources are necessary for this product to reach you? What institutions or types of companies are involved? What is it? How is it made/grown? Where? By whom? How is it distributed? Where? By Whom? How is it consumed? Where? What is the audience?

Section 3. **Cultural Meaning of Product** What is the social meaning of the product? You will have two perspectives--a personal and an analytical lens. a. Write a brief description of this product's role in your life (or of a person you know and have talked to about the product). Was it a spur-of-the-moment purchase? A daily lunchtime item? A necessity? A luxury? b. Does the commodity have different meanings to different audiences? Try to include a cross-cultural example of how this product is used.

Section 4. **Focal Area** Chose an impact area and explore it in more depth. You can select different regions of the world or different focal areas. For example, your product may create a problem, or reflect an attempt to solve a problem with worker rights, ethnic empowerment, inequality, worker conditions, decline of health/wellbeing or environmental degradation.

Summarize in a paragraph or two some of the issues the impacted group faces. What is the impact? Who is impacted? Where? (For example, the websites of the manufacturer and <http://www.sweatshopwatch.org> or www.globalexchange.org are excellent places to start for a topic such as worker conditions). If you cannot locate information on the specific product, find information relevant to the generic class of goods.

Section 5. **Mitigation** What actions are being taken to lessen the impacts outlined above? Are the efforts taking the complete system into account?

Section 6. **References.** Use APA or Turabian Chicago author-date to cite your reference in text and at the end of the paper.

Note: In the heading of the paper you will include your name, section, GAP topic and reference style.

Your paper should be at least 5 pages (1250 words), typed and double-spaced. The paper should be turned in using Turnitin on Canvas. No emailed papers will be accepted. *Optional* rewritten essays, incorporating the feedback from the professor, are due at Finals, May 16.

Assignment 4: Alternative Trade Video (Group Exercise)

You should upload a well-organized 8-10 minute video before the day of the film festival, which we will be showing to the class on May 16. You should be able to answer questions about your video by the rest of the class. To make sure you are well prepared you will bring drafts of your storyboard and source Power Points to class during the GAP workshop on May 3rd. The instructor will assign each group the same grade based on the following criteria:

- (a) accuracy, clarity, and presentation of the materials in the video outlining the problem, the scope of the problem and efforts to date to mitigate the problem;
- (b) creativity of the presentation;
- (c) viability of the action plan and
- (d) preparedness of the group's representatives in answering questions.

Assignment 5: Peer Evaluations (Group Exercise)

After the film festival, each of you will be asked to fill out two evaluations. These will include (a) an evaluation of the peers in your group and your project as a whole [submit online confidentially]; and (b) an evaluation of one other groups presentations [shared in class]. You will conduct these evaluations in the final 10 minutes of the class meeting following the film festival.

Global Flows exercise

This project has two parts. First, the exercise is based on an in-class ethnographic interview conducted with a fellow class member outlining the context of family arrival in the United States drawn from the Silicon Valley region. You will have an in-class interview and an in-class follow-up discussion. Then you will conduct an actual interview outside of class. The exercise

will integrate themes and ideas outlined in the course and be written into a one-page summary submitted through Canvas using a worksheet prompt. (20 points, 5% of the final grade)

Two Open Study Guide Quizzes

You will be provided with a study guide, that will be quiz questions that foreshadow the kind of short answer and essay questions that will be asked in the final exam. (50 points each, each 15% of the final grade).

Participation and misc. activities

Participation in class activities is worth more than 50 points, 10% of the final grade. Attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit will be given on days in which such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and late entry or exit in an activity, and no credit for non-participation. TO BE EXCUSED if you cannot make it to class to participate in the exercise, please send a Canvas or E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit (E) as long as the reason is significant and the privilege is not abused, that is used more than twice. Failure to participate might result in a significant loss of overall points.)

Final Examination or Evaluation

Comprehensive **Open Note** Final Exam (50 pts., 15% of the final grade).

On May 16, students will take an in-class exam in the style of the quizzes. In addition to the topics of the quiz questions, a study guide will be provided for the final exam. A study guide will be posted to Canvas two weeks in advance to prepare for a final comprehensive multiple choice, short answer/essay exam. You may use a printed filled out copy of the study guide during your examination. [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 Information

Grading will be based on evidence of mastery indicated by accuracy, originality and effort. 80-90% of the points allocated will be for content, 10-20% of the points reflect careful and accurate use of English prose. Use <https://www.grammarly.com> or another electronic service to check your writing. **All papers will be submitted through Canvas and will be vetted by Turnitin.com.** Papers with more than FIVE grammatical errors must be resubmitted. Use Pearson Writer to minimize errors.

All first baccalaureate students are required to have a minimum aggregate GPA of 2.0 in their upper division GE courses (Areas R, S, & V). If more than one course is taken in any of the individual R, S, or V areas, then the highest grade in that individual area will be used to calculate

the aggregate SJSU Studies GPA. This policy is effective Fall 2011 for all SJSU students who do not have catalog rights prior to Fall 2011.

Determination of Grades

A plus 98 to 100% (490 to 500 points)
A 94 to 97 % (470 to 489 points)
A minus 90 to 93% (450 to 469 points)

An "A" demonstrates originality, not merely efficient memory, 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 that is self-initiated.

B plus 88 to 89% (440 to 449 points)
B 84 to 87% (420 to 439 points)
B minus 80 to 83% (400 to 419 points)

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C plus 78 to 79% (390 to 399 points)
C 74 to 77% (370 to 389 points)
C minus 70 to 73% (350 to 369 points)

A "C" may show a fair level of competence, but may be uneven. Work 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. Language may be inappropriately informal in parts of assignment.

D plus 68 to 69% (340 to 349 points)
D 64 to 67% (320 to 339 points)
D minus 60 to 63% (300 to 319 points)
F < 60% (299 points and below)

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 assignment.

Late Work

Similarly, I will accept only **two** late submissions. If you communicate with me asking for an extension, I will grant you a one-week extension only. There will be a one grade penalty for any late summaries. **No other late work will be accepted.** *All written work must be submitted through Canvas.*

Incompletes

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the class work must have been successfully completed to get an incomplete. **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

Extra Credit

Students cannot earn extra credit in the course.

Classroom Protocol

Collaborative participation is critical in ethnography. Your classroom demeanor should be professional, as should be your actions in the field. You may bring devices to class, but they should only be used in class activities and work. Do not have open windows that do not pertain to the course, and make sure your mobile devices are set to silent. Distracted and inappropriate behavior that disrupts the class will not be tolerated and you may be asked to leave the classroom if it continues.

University Policies (Required)

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/>

Anth/Asia 115, Emerging Global Cultures, Section 3, Spring 2018

Course Schedule

The schedule is subject to change with fair notice and you will be notified through Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 24	<p><u>Introduction to class resources</u> (in-class activities, in-person hours, online lectures, videos, readings, group and individual work)</p> <p>Note online supplementary lecture on Canvas “The Anthropological Imagination”</p>
Module 1 Notions of Sociocultural Globalization		
2	January 29	<p><u>Models of Globalization</u></p> <p>Read (in EGC3 excerpt on Canvas): English-Lueck and McCrary, “Introduction”</p> <p>Note online supplementary lecture on Canvas “Sociocultural Globalization”</p> <p>Watch and surf “Globalization in 3 minutes”</p>
2	January 31	<p><u>Cultural authority, authenticity, appropriation and other quagmires.</u></p> <p>Homework and participate in-class discussion: Bring image of object prepared to identify source of cultural authority</p>
3	February 5	<p><u>Creation of Global Alternatives Project GAP groups</u></p> <p>In class, participate in GAP Group workshop; prepare for the Global Alternatives Project, choose commodities, create global issues groups)</p>
3	February 7	<p><u>Commodity Chains</u></p> <p><u>Coffee, a case study</u></p> <p>View Video: <i>Connected by Coffee</i></p> <p>Read: “Caffeine Culture: Anthropology Student Traces Coffee's Route From Farm to Cup” (on Canvas)</p> <p>Auld, Graeme, Assessing Certification as Governance: Effects and Broader Consequences for Coffee (on Canvas)</p>
4	February 12	Continue discussion.
4	February 14	<p><u>Consequences of Globalization</u></p> <p>Read: Scupin and DeCorse “Contemporary Global Trends” AND “Globalization, Culture, and Indigenous Societies.” (EGC3 excerpts on Canvas)</p>
5	February 19	<u>Systems Thinking</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		Note online supplementary lecture on Canvas, “Anthropological Examples of Systems Thinking” Read main site and surf: http://en.wikipedia.org/wiki/Systems_theory http://pespmc1.vub.ac.be/FEEDBACK.html and http://pespmc1.vub.ac.be/SYSTHEOR.html
		Module 2 Flowing Goods
5	February 21	<u>Economic Empires</u> Read: Robbins “The rise and fall of the merchant, industrialist, and financier” (EGC3 excerpt on Canvas)
6	February 26	<u>The emergent world system—Colonialism and development</u> Watch “European Colonial Empire 1492-2008” Note online supplementary lecture on Canvas “Technology as catalyst”
6	February 28	<u>Sugar and Spice!</u> In Class Watch video Dutch treat: Coffee, tea, sugar, tobacco [Also available through San Jose Pubic Library Streaming on Hoopla] Study session for Exam 1 Online Note online supplementary lecture on Canvas “Capitalism, Sweetness and Power”
7	March 5	Exam 1 in class
7	March 7	<u>Case Study in Material Culture</u> Commodity Chains in a cultural perspective Read: Yu, <i>Consumption in China</i> , “Chronology,” “Introduction” and “Spaces” pages vii-60
8	March 12	<u>Consumption and Consumer Power</u> Read: Yu, <i>Consumption in China</i> , “Lifestyles,” “Commodification” and “Awareness” pages 93-171 Read: Errington, <i>Noodle Narratives</i> , Introduction through Chapter 3. Note online supplementary lecture on Canvas “All things are political”

Week	Date	Topics, Readings, Assignments, Deadlines
8	March 14	<u>Globalization at Work: from the field to your table, global food systems</u> Participate in class discussion, mapping noodles Noodles as a global commodity Note online supplementary lecture on Canvas “Noodles!” Read: Noodle Narratives, Chapters 4 through Conclusion.
9	March 19	GAP Group time and Study session
9	March 21	Exam 2 In class
		Module 3 Flowing People
10	March 26	<u>Special purpose travel</u> Participate in tourism class exercise; (group tourism summary from exercise due online at the end of class) Read: Walsh, Made in Madagascar, Introduction, and chapter 1
10	March 28	<u>Case study on Chinese tourism and ethnic theming</u> Note online supplementary lecture on Canvas “Chinese ethnic tourism” Read: Xu and Ye “Tourist Experience in Lijiang—The Capital of Yanyu” (on Canvas) Global Alternatives Project Resources Summary Due (Group)
	April 2	Spring Break
	April 4	Spring Break
11	April 9	<u>Migration, immigration, emigration, sojourning</u> Participate int workshop, in-class exercise on immigration and interviewing
11	April 11	Discuss forces of global migration Read: Walsh, Made in Madagascar, Chapters 2 and 3 Global Alternative Project “Proposal” Due
12	April 16	<u>Unpredictability, Structure and Social Change</u> What changes when people move? Read Walsh, Made in Madagascar, Chapters 4 and Conclusion

Week	Date	Topics, Readings, Assignments, Deadlines
12	April 18	<u>Multiple Perspectives on Migration</u> Class discussion and Q and A for Global Flows Interview Summary
13	April 23	<u>Migration continued</u> View in class <i>The other side of immigration</i> Global Flows Interview Summary due on Canvas
		Module 4 Flowing Ideas, Changing the World
13	April 25	<u>Thinking like a futurist and an ethnographer</u> Read: Poli “Anticipation: What about turning the human and social sciences upside down?” Note online supplementary lecture on Canvas “Thinking about the future” Watch online video by Bob Johanson “Understanding the VUCA world” Participate in Futures Exercise
14	April 30	<u>Technology and Movements of Identity</u> Note online supplementary lecture on Canvas “Social change and social movements” Bring Individual Paper draft to class for peer review
14	May 2	<u>Participate in workshop</u> GAP video group working time Global Alternatives Project Individual commodity chain and alternative analysis paper due. Bring storyboards, draft sketches, printed Power Point slides
15	May 7	GAP group time and comprehensive study session
14	May 9	Exam 3 in class
Final Exam	Tuesday, May 21, 2:45 – 5:00pm	<u>Global Alternative Trade Video Film Festival</u> (Group Video YouTube url due on Canvas by 11:59 PM May 19) Watch and review Global Alternative Trade Videos <i>Optional</i> rewritten Assignment 3 papers are due Global Alternatives Project Video Peer Reviews due in class, Team reviews due online by 11:59 PM May 21

