

**San José State University**  
**Anthropology Department**  
**ANTH/ASIA 115 - Sec. 2**  
**Spring 2020**

**Course and Contact Information**

Instructor:	Mayra S. Cerda
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Email:	mayra.cerda@sjsu.edu
Office Hours:	Remotely or By Appointment
Class Days/Time:	Monday, Wednesday 4:30 PM – 5:45 PM
Classroom:	Clark Hall 202
Prerequisites:	None
GE/SJSU Studies Category:	Area V Culture, Civilization & Global Understanding

**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, and 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:

1. What are the systemic principles that extend to culture and how does the systemic point of view illuminate the processes of change?
2. How have cultures changed in the twentieth century and how has our understanding of that process changed?
3. 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?
4. 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.

### **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.

#### **Upon successful completion of this GE course, students will 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.

GELO2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

GELO3. Explain how a culture outside the U.S. has changed in response to internal and external pressures.

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.

### **Course Learning Outcomes (CLO)**

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

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.

### **Required Texts/Readings**

#### **Textbook**

- 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.

- Robbins, Richard H. and Dowty, Rachel A. *Global Problems and the Culture of Capitalism*. 7<sup>th</sup> Ed. Pearson Publishing. ISBN: 9780134732794. Available on Amazon.

### Other Readings

(There will be several required articles that will be distributed in class or sent to you via email by the instructor at various points throughout the semester.)

- States News Service, “Caffeine Culture: Anthropology Student Traces Coffee's Route from Farm to Cup” (<https://news.ucsc.edu/2015/06/slocum-katie.html>)
- Redlines, “Wine, Capitalism, and Your Health” (<https://rdln.wordpress.com/2019/01/13/wine-capitalism-and-your-health/>)

### Course Requirements and Assignments

1. **SJSU Global Flows Exercise** (50 points, 10% of class total) you will work in a team of 4 to conduct a study on a product/service provided in the SJSU Food Court. This exercise will require students to work together. They both must (1) choose a service at the SJSU’s Food Court to conduct your study; (2) develop a set of questions to conduct your interviews and research; (3) conduct ethnographic interviews with the people/students providing the service and those who consume it; and (4) each student must write a 1,500 words long (3 full pages) essay of their findings. You must interview at least two workers in the specific chosen service area, and 3 students who are consuming the product.  
**(10 points = interview questions; 40 points = paper)**
2. **The exams** (200 points, 36% of class total) Test and Final are comprehensive short essay questions. Both tests will be “Take-Home Tests.” Each test is worth 100 points. The final is not cumulative.  
**(Each test will be worth 100 points each.)**
3. **GAP: The Global Alternatives Project** (250 points total, 45% of class total) The Global Alternatives Project is a group project (6-8 members) that focuses on the production, distribution and consumption of a particular commodity within a global setting. Each student works in a team and each team will become experts in a particular commodity. Some of the GAP exercises are group activities and others will involve individual efforts. The GAP process continues over the course of the semester, culminating in a class presentation.
  - **Part 1 (10 points): Select a topic & Resource Summary**— 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.
    - (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.

- (Potential stakeholders) You will collaborate, using a Google doc, to identify three 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.
- **Part II (20 points): Global Alternatives Project Proposal** – The group is responsible for preparing a written project proposal in preparation for your Global Alternatives Project Presentation. 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").
- **Part III (100 Points): Commodity Chain Analysis Paper (Individual)** – 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).
  - **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](http://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 (including reference page), typed and double-spaced. No emailed papers will be accepted. No late papers will be accepted under any circumstance.*

- **Part IV (100 points): Group Presentation** – Your group will present to the class their research findings. You may either create a poster, video or a PowerPoint Presentation. Be creative.
  - **Part V (20 points): Peer Evaluation** – You will be evaluated by your teammates.
- 4. Participation and Misc. Activities** (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 an 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.)

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Final Examination or Evaluation**

**Take-Home Midterm** Test will be comprehensive short essays. Essays must be typed and doubled space.

**Take-Home Final** Final Test will be comprehensive short essays. Essays must be typed and doubled space. (It is not cumulative.)

University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

***This final exam must be physically turned in on Tuesday, May 19, 2020 between 2:45 PM and 5:00 PM***

### **Grading Information**

Grades will be determined according to the following grading scale:

<b>Letter Grade</b>	<b>Percentage</b>
<b>A Plus</b>	100% - 97%
<b>A</b>	96% – 93%
<b>A Minus</b>	92% – 90%
<b>B Plus</b>	89% – 87%
<b>B</b>	86% – 83%
<b>B Minus</b>	82% – 80%
<b>C Plus</b>	79% – 77%
<b>C</b>	76% – 73%
<b>C Minus</b>	72% – 70%
<b>D Plus</b>	69% – 67%
<b>D</b>	66% – 63%
<b>F</b>	<b>Below 63%</b>

**Classroom Protocol**

Mobile phones must be on mute during class and must be out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited during exams and quizzes. With instructor approval, laptops and smart phones may be used for certain in-class assignments.

Students may be permitted to use laptops in class for some in-class activities 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.

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

ANTH 115 / The Emerging Global Culture, Spring 2020, MW 4:30 PM – 5:45 PM

\*\*Schedule is subject to change with fair notice\*\*

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	01/27	Syllabus Review and Course Policies No required readings; bring syllabus to class
1	01/29	What is Anthropology and Why should I care? Read: Caffeine Culture: Anthropology Student Traces Coffee's Route from Farm to Cup” ( <a href="https://news.ucsc.edu/2015/06/slocum-katie.html">https://news.ucsc.edu/2015/06/slocum-katie.html</a> )
2	02/03	The Concept of Culture
2	02/05	Film: Great Human Odyssey PBS - <a href="https://www.pbs.org/wgbh/nova/video/great-human-odyssey/">https://www.pbs.org/wgbh/nova/video/great-human-odyssey/</a>
3	02/10	Globalization: Concept, Economic, Political and Cultural Dimensions
3	02/12	The Consumer Read: Chp. 1 Discussion: What does the term globalization mean to you, and what do you view as the roles of developed and less developed nations in a globalized world? Activity: Do you have affluenza? <a href="http://www.pbs.org/kcts/affluenza/diag/have.html">http://www.pbs.org/kcts/affluenza/diag/have.html</a>
4	02/17	Activity: <b>SJSU Global Flows Exercise</b>
4	02/19	Film: Black Gold (XD0906)
5	02/24	The Laborer in the Culture of Capitalism Read: Chp. 2 Groups Selection
5	02/26	<b>Activity 1 (10 points): Select a topic &amp; Resource Summary</b>
6	03/02	The Rise and Fall of the Merchant, Industrialist, and Financier Read: Chp. 3 Discussion: Is globalization a new force that will destroy the American/Western Institution of capitalism? Is it “out with the old, in with the new”? <b>DUE: SJSU Global Flows Exercise</b>
6	03/04	Hunger, Poverty, and Economic Development Exercise: Poverty and Minimum Wage ( <a href="https://livingwage.mit.edu/">https://livingwage.mit.edu/</a> ) Exercise: The Microcredit Movement - Has this been successful in reducing poverty? Read: Chp. 6 Read: Errington, Noodle Narratives Pg. 11-32

Week	Date	Topics, Readings, Assignments, Deadlines
7	03/09	Activity: <b>Part I (10 points): Select a topic &amp; Resource Summary</b>
7	03/11	Film: Black Gold <b>DUE: Part I (10 points): Select a topic &amp; Resource Summary</b>
8	03/16	Population Growth, Migration, and Urbanization Activity: Should population growth be controlled in the less developed nations or in the developed nations given this information? What about the role of consumption? Read: Chp. 5 Read: Errington, Noodle Narratives Pg. 33-64 <b>Test 1 – Take Home</b>
8	03/18	Regulation Population Growth Through Policy (Consequences) Film: One Child Nation <a href="https://www.amazon.com/One-Child-Nation-Nanfu-Wang/dp/B07YM4DCVJ/ref=sr_1_1?keywords=one+child+nation&amp;qid=1579084890&amp;s=instant-video&amp;sr=1-1">https://www.amazon.com/One-Child-Nation-Nanfu-Wang/dp/B07YM4DCVJ/ref=sr_1_1?keywords=one+child+nation&amp;qid=1579084890&amp;s=instant-video&amp;sr=1-1</a> <b>DUE: Test 1</b>
9	03/23	Activity: <b>Part II (20 points): Global Alternatives Project Proposal</b>
9	03/25	Environment and Consumption Read: Chp. 199 Read: Redlines, “Wine, Capitalism, and Your Health” ( <a href="https://rdln.wordpress.com/2019/01/13/wine-capitalism-and-your-health/">https://rdln.wordpress.com/2019/01/13/wine-capitalism-and-your-health/</a> ) <b>DUE: Part II (20 points): Global Alternatives Project Proposal</b>
10	03/30	<b>SPRING BREAK</b> <b>March 30-April 3</b>
11	04/06	Ideologies of Globalization: Market and Justice Globalism
11	04/08	Activity: <b>GAP: The Global Alternatives Project</b>
12	04/13	Commodities that Travel the World: Who benefits from them and who are hurt by them?
12	04/15	Indigenous Groups and Ethnic Conflict Read: Chp. 9 Can it happen to you? While we have been discussing treaties with Native Americans (most of which were broken and not honored), such actions are not just limited to Native America. It can happen to individual citizens. Several years ago in Connecticut, a powerful corporation wanted to obtain waterfront property for development (for profit, not public good) and actually used eminent domain laws to get that property. See <a href="http://topics.law.cornell.edu/supct/cert/04-108">http://topics.law.cornell.edu/supct/cert/04-108</a> which

Week	Date	Topics, Readings, Assignments, Deadlines
		talks about the Kelo lawsuit. While we think of broken agreements as happening to indigenous populations, it can happen to you. Can you think of other instances in which the rich and powerful used government support to take from those with less power and money?
13	04/20	Activity: <b>GAP: The Global Alternatives Project</b> <b>DUE: Part III (100 Points): Commodity Chain Analysis Paper (Individual)</b>
13	04/22	Film: The Curse of Abundance <a href="https://www.amazon.com/Curse-Abundance-Claire-Vousden/dp/B07TRD7J8J">https://www.amazon.com/Curse-Abundance-Claire-Vousden/dp/B07TRD7J8J</a>
14	04/27	Activity: <b>GAP: The Global Alternatives Project</b>
14	04/29	Health and Disease Read: Chp. 8 Activity: Has it become a matter of profit before protection or profit at all cost? Is our health in jeopardy because of the pursuit of profit in the healthcare business? Should governments protect corporate profit or public health? Should good healthcare be a commodity that is only available to the wealthy or should it be the right of all people?
15	05/04	<b>DUE: Part IV (100 points): Group Presentation</b>
15	05/06	<b>DUE: Part IV (100 points): Group Presentation</b>
16	05/11	Last Day of Instruction: Global Challenges and the Role of Applied Anthropologists Activity: World Food Take Home Final Exam will be provided <b>DUE: Part V (20 points): Peer Evaluation</b>
17	05/19	<b>FINAL EXAM</b> <b>Tuesday, May 19 (2:45 PM – 5:00 PM)</b>