

**San José State University**  
**Anthropology Department**  
**Anthropology/Asia 115, Emerging Global Culture Section 3**  
**Spring 2023**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jan English-Lueck
<b>Office Location:</b>	Clark 459, but office hours are on Zoom
<b>Telephone:</b>	(408) 924-5347
<b>Email:</b>	Jan.English-Lueck@sjsu.edu
<b>Office Hours:</b>	Tuesday on Zoom 1:30-3:30, Join from PC, Mac, Linux, iOS or Android: <a href="https://sjsu.zoom.us/j/89562237297">https://sjsu.zoom.us/j/89562237297</a>
<b>Class Days/Time:</b>	Tuesday, Thursday 9:00-10:15 am
<b>Classroom:</b>	Clark 204
<b>Prerequisites</b>	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.
<b>GE/SJSU Studies Category:</b>	Area V Culture, Civilization & Global Understanding
<b>Course numbers</b>	27855 (Anth 115), 29425 (Asia 115)

**Course Format Technology Intensive**

**Technology Intensive, In-Person Course**

Canvas readings, videos and activities will supplement the in-person format of the course. The class will be conducted as a modified “flip” class with content, including mini-lectures, available on Canvas, and workshop, discussion, exercises, and guest speakers in class, especially on the second day of each week. 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 the Canvas shell developed for the class on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Any changes to the course will be made on the home page of the course. 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.

### **Faculty Web Page and MYSJSU Messaging**

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### **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:

1. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences; and
4. Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

### **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.

Roberto Gonzalez. *Connected: How a Mexican Village Built its own Cell Phone Network*. . University of California Press. ISBN: 9780520344211. 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”

Lianne Yu 2017. “China—The Emerging Consumer Power.” In *Routledge Handbook on Consumption*. Ed. Margit Keller, Bente Halkier, Terhi-Anna Wilska and Monica Truninger. Pp. 135-145. New York: Routledge.

Excerpts from *Emerging Global Cultures*, 3<sup>rd</sup> 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](mailto: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 evaluations and Peer Evaluations (10 points each)	(20 pts., 4%)

## **GAP 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.

## **GAP 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?

### **GAP 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](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 (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 20.

#### **GAP 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.

#### **GAP Assignment 5: Peer/Self Evaluations (Group Exercise)**

After the film festival, each of you will be asked to fill out an evaluation. These will include (a) an evaluation of the peers in your group and your project as a whole [submit online confidentially as a survey]. You will conduct these evaluations immediately following the film festival.



You will also be asked to view one of the other GAP group's videos and review it. This review can be done remotely by completing a Canvas Quiz.

### **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, 4% of the final grade)

### **Three Open Note and Reading Quizzes**

You will be provided with a study guide, that will contain questions that foreshadow the kind of multiple choice questions that will be asked in the quizzes. (30 points each, 90 points total, each 6% of the final grade).

### **Three Analytical Essays**

You will be given a choice of essays to complete in well-composed, carefully proof-written and referenced prose of at least 250 words. The Turnitin score must not exceed 10% for all source resources. (25 points each, 75 points total, each 5% 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**

You present your GAP video project during the final exam period. [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. Check with Grammarly or use Word's Grammar check function.

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.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>490 to 500</i>	<i>98 to 100%</i>
<i>A</i>	<i>470 to 489</i>	<i>94 to 97%</i>
<i>A minus</i>	<i>450 to 469</i>	<i>90 to 93%</i>
<i>B plus</i>	<i>440 to 449</i>	<i>88 to 89 %</i>
<i>B</i>	<i>420 to 439</i>	<i>84 to 87%</i>
<i>B minus</i>	<i>400 to 419</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>390 to 399</i>	<i>78 to 79%</i>
<i>C</i>	<i>370 to 389</i>	<i>74 to 77%</i>
<i>C minus</i>	<i>350 to 369</i>	<i>70 to 73%</i>
<i>D plus</i>	<i>340 to 349</i>	<i>68 to 69%</i>
<i>D</i>	<i>320 to 339</i>	<i>64 to 67%</i>
<i>D minus</i>	<i>300 to 319</i>	<i>60 to 63%</i>

### **Late Work**

**If you communicate with me asking for an extension**, I will grant you a one-week extension only. If reasonable, I will accept only **two** late submissions. 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 can submit one credible news media link with a statement describing its relevance to the course material worth 10 points to 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 2023

## 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 26 Video Only, no class meeting	<u>Introduction to class resources</u> (in-class activities, in-person hours, online lectures, videos, readings, group and individual work) <b>View</b> online lecture on Canvas “The Anthropological Imagination” <b>Take</b> syllabus quiz by January 31
<b>Module 1 Notions of Sociocultural Globalization</b>		
2	January 31	<u>Models of Globalization</u> <b>Read:</b> (in EGC3 excerpt on Canvas): English-Lueck and McCrary, “Introduction”  [Note online supplementary lecture on Canvas “Sociocultural Globalization”] All supplementary lectures are found on Pages in Canvas. <b>Watch and surf</b> <a href="#">“Globalization in 3 minutes”</a>
2	February 2	<u>Cultural authority, authenticity, appropriation and other quagmires.</u>  Homework and <b>participate</b> in-class discussion: Bring image of object prepared to identify source of cultural authority
3	February 7	<u>Commodity Chains</u> <u>Coffee, a case study</u>  <b>View in class</b> , Video: <i>Connected by Coffee</i> [also available via SJSU Kanopy Streaming]  <b>Read:</b> Auld, Graeme, Assessing Certification as Governance: Effects and Broader Consequences for Coffee (on Canvas)
3	February 9	<u>Creation of Global Alternatives Project GAP groups</u> In class, <b>participate</b> in GAP Group workshop; prepare for the Global Alternatives Project, choose commodities, create global issues groups)
4	February 14	<u>Consequences of Globalization</u>  <b>Read:</b> Scupin and DeCorse “Contemporary Global Trends” AND “Globalization, Culture, and Indigenous Societies.” (EGC3 excerpts on Canvas)
4	February 16	<b>Continue</b> discussions within groups to flesh out directions.
5	February 21	<u>Systems Thinking</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		[Note online supplementary lecture on Canvas, “Anthropological Examples of Systems Thinking”] <b>Read main site and surf:</b> <a href="http://en.wikipedia.org/wiki/Systems_theory">http://en.wikipedia.org/wiki/Systems_theory</a> <a href="http://pespmc1.vub.ac.be/FEEDBACK.html">http://pespmc1.vub.ac.be/FEEDBACK.html</a> and <a href="http://pespmc1.vub.ac.be/SYSTHEOR.html">http://pespmc1.vub.ac.be/SYSTHEOR.html</a>
		<b>Module 2 Flowing Goods</b>
5	February 23	<u>Economic Empires</u> <b>Read:</b> Robbins “The rise and fall of the merchant, industrialist, and financier” (EGC3 excerpt on Canvas) <b>Quiz 1 and Essay Exam 1 Responses due February 24 on Canvas</b>
6	February 28	<u>The emergent world system—Colonialism and development</u> Watch <a href="#">“European Colonial Empire 1492-2008”</a> <b>View</b> at <a href="https://youtu.be/ihD3__Nm8qA">https://youtu.be/ihD3__Nm8qA</a> [Note online supplementary lecture on Canvas “Technology as catalyst” ]
6	March 2	<u>Sugar and Spice!</u> In class <b>watch</b> video <a href="#">Dutch treat: Coffee, tea, sugar, tobacco</a> [Also available through San Jose State University Kanopy Streaming]
7	March 7	[Note online supplementary lecture on Canvas “Capitalism, Sweetness and Power”]
7	March 9	<u>Case Study in Material Culture</u> Commodity Chains in a cultural perspective <b>Read:</b> Yu, “China—The Emerging Consumer Power”
8	March 14	<u>Consumption and Consumer Power</u> <b>Read:</b> Errington, Noodle Narratives, Introduction through Chapter 3. [Note online supplementary lecture on Canvas “All <i>things</i> are political”]
8	March 16	<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

Week	Date	Topics, Readings, Assignments, Deadlines
9	March 21	[Note online supplementary lecture on Canvas “Noodles!” ] <b>Read:</b> Noodle Narratives, Chapters 4 through Conclusion.
9	March 23	GAP Group time and Study session <b>Submit Global Alternatives Project Resources Summary March 24 (Group)</b>
	March 28, 30	<b>Spring Break</b>
		<b>Module 3 Flowing Ideas , Flowing People, Changing the World</b>
10	April 4	<u>Technology and Movements of Identity</u> [Note online supplementary lecture on Canvas “Social change and social movements”] <b>Read:</b> Gonzalez, Connected, Chapters 1 through 4
10	April 6	<b>Discuss:</b> Who controls your technologies? <b>Quiz and Essay Exam 2 Responses due April 7 on Canvas.</b>
11	April 11	<u>Unpredictability, Structure and Social Change</u> <b>Read:</b> Gonzalez, Connected , <b>Read:</b> Gonzalez, Connected , Chapter 5-Outro <b>Watch</b> outside of class, Video: <i>Losing Knowledge: 50 years of Change</i> . Available through the SJSU Library Alexander Street Videos.
11	April 13	<b>Participate</b> in tourism class exercise; <b>(group tourism summary from exercise due online at the end of class)</b> <b>Submit Global Alternative Project “Proposal”</b>
12	April 18	What changes when people move? <u>Special purpose travel</u> <u>Case study on Chinese tourism and ethnic theming</u> [Note online supplementary lecture on Canvas “Chinese ethnic tourism”] <b>Read:</b> Xu and Ye “Tourist Experience in Lijiang—The Capital of Yanyu” (on Canvas)
12	April 20	<u>Migration, immigration, emigration, sojourning</u> <b>Participate</b> in workshop, in-class exercise on immigration and interviewing <b>Discuss</b> forces of global migration
13	April 25	<u>Multiple Perspectives on Migration</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		View online Video: <i>Oung Sa: Mangé par le Feu</i> , Available through SJSU library Ethnographic Video Online. Class discussion and Q and A for Global Flows Interview Summary
13	April 27	<b>Submit Global Flows Interview Summary on Canvas April 28</b> <b>Participate</b> in Futures Exercise
14	May 2	<u>Thinking like a futurist and an ethnographer</u> [Note online supplementary lecture on Canvas “Thinking about the future”] <b>Watch online</b> video by Bob Johanson <a href="https://youtu.be/KJqCPFzq6kU">“Understanding the VUCA world”</a> Found at <a href="https://youtu.be/KJqCPFzq6kU">https://youtu.be/KJqCPFzq6kU</a> <b>Read:</b> Poli “Anticipation: What about turning the human and social sciences upside down?”
14	May 4	GAP group time <b>Bring Individual Paper draft to class for peer review May 5</b>
15	May 9	<b>Submit Global Alternatives Project Individual commodity chain and alternative analysis paper</b> <u>Participate in workshop</u> GAP video group working time <b>Bring storyboards, draft sketches, printed Power Point slides</b>
15	May 11	In-class Review and comprehensive study session <b>Submit Quiz 3 and Essay Exam #3 Responses May 12 on Canvas.</b>
Final Exam	Wednesday, May 17 7:15-9:30 am. No in-class meeting. (assignment completed remotely)	<b>-Prepare</b> for <u>Global Alternative Trade Video Film Festival</u> (Group Video. Video or YouTube url due on Canvas by 11:59 PM May 15) <b>-Watch and review specific assigned</b> Global Alternative Trade Videos <b>-Complete</b> Global Alternatives Project Video Group Peer Reviews due on Canvas, Team reviews due online by 11:59 PM May 17 <b>-Submit</b> <i>Optional</i> rewritten Assignment 3 Individual Project Papers are due by 11:59 PM May 17