

**San José State University College of Social Sciences**  
**Anthropology 115 80 Emerging Global Cultures**  
**Spring 2023**

<b>Instructor:</b>	<b>Dr. G. Bousquet</b>
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<b>Office Hours (zoom meeting)</b>	<b>Thursday 9:30am-11:30am or by appointment</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 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. 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.

#### 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.

#### Required Texts/Readings

Lyon Sarah, 2010 *Coffee and Community: Maya Farmers and Fair-Trade Markets*. University Press of Colorado.

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

And Academic articles posted on Canvas.

#### Communication and Netiquette Expectations

*With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:*

**Identify yourself by your real name.** Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

**Write in the first person** (this is your opinion).

**Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

**What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

**Be Professional, Clear and Respectful.** Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

**Read and Formulate Communications Carefully.** Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

**Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

**Remember, This Course is Online.** Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.

**Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. “My Week 1 Reflections” is better than “submission” and “Week 3 Reading is Missing” is better than “Help!” **Provide Context For Your Responses.** If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

**Provide Enough Detail in Your Messages.** When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

### **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:**

**All assignments for this class are due at the end of the week.**

**2 Midterm Exams, 30% of the final grade (15% each):** The midterm consists of three essay questions based on lectures, and readings (150 words/ each question). The essays are based on Canvas posted questions that have been discussed in class

**A Final Exam 20% of the final grade.** The final consists of three essay questions based on lectures and readings (150 words/ each question). The final will be identical to the midterm.

**Research paper proposal 5% of the final grade.** The proposal will include: the title of the research paper and the issue that you will focus on and analyze. Before submitting the proposal, check the availability of scholarly articles on the subject. Use scholarly articles or books from the online SJSU library.

**Presentation of a research paper 10% of the final grade.** It consists of a posted power point presentation of with three to five slides.

**Research paper 25% of the final grade** (2,500 words). It consists of writing and critically analyzing a contemporary global issue. Some ideas for topics : immigration and refugees (Europe, Africa, the United States) , global social movements/political activism ( climate change, global social justice), global virtual currency (bitcoins), global health, global human trafficking, international courts, and global terrorist networks. You will need five references of academic articles and use APA writing style ( length of the paper: 2,500 words).

**Class participation (10 percent of final grade):** Students are required to have completed reading assignments posted on Canvas weekly modules and be prepared to discuss the material in class. We will first discuss the questions regarding the reading assignments in small group and then have a twenty-minute recapitulation of important issues in class-wide discussions. Students are asked to allow everyone in the group to contribute to the discussion.

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.

### **Grading Policy**

A plus = 98-100 points  
A = 94-97 points  
A minus = 90-93 points  
B plus = 88-89 points  
B = 84-87 points  
B minus = 80-83 points  
C plus = 78-79 points  
C = 74-77 points  
C minus = 70 -73 points  
D plus = 68 -69 points  
D = 64-67 points  
D minus = 60-63 points  
Below 63 points F

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)

**Final exam :** [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.”

### **ANTH 115 SPRING 2023 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.

<b>MODULES</b>	<b>DATE</b>	<b>TOPICS AND READING ASSIGNMENTS</b>
<b>M1</b>	<b>01/25</b>	<b>INTRODUCTION TO ANTHROPOLOGY AND GLOBAL CULTURES</b> Introduction to the class goals and format and review of the syllabus. <b>Readings:</b> <i>Coffee and Community</i> chapter 1
<b>M2</b>	<b>01/30-02/04</b>	<b>NEOLIBERALISM AND GLOBALIZATION</b> <b>Readings:</b> <i>Coffee and Community</i> chapter 2 Sampat Preeti "Special Economic Zones in India: Reconfiguring Displacement in a Neoliberal Order?"
<b>M3</b>	<b>02/6-02/11</b>	<b>GLOBAL GOVERNANCE AND THE STATES</b> <b>Readings:</b> <i>Coffee and Community</i> chapter 3 Channell-justice, Emily s. “We made a contribution to the revolution”: shifting scales of politics and unity in Ukraine."
<b>M4</b>	<b>02/13-02/18</b>	<b>COMMUNICATIONS AND GLOBAL NETWORKS</b> <b>Readings:</b> <i>Coffee and Community</i> chapter 4 Ward Keeler "What’s Burmese about Burmese rap? why some expressive forms go global"

<b>M5</b>	<b>02/20-02/25</b>	<b>GLOBAL CITIES</b> <b>Readings:</b> <i>Coffee and Community</i> chapter 5 Zhang, Li "Contesting Spatial Modernity in Late-Socialist China."
		<b>Research Paper Proposal</b> <b>FIRST MIDTERM 02/25</b>
<b>M6</b>	<b>02/27-03/04</b>	<b>THE GLOBAL PRODUCTION AND CONSUMERISM</b> <b>Readings:</b> Andrea s. Wiley "Transforming milk in a global economy." <i>Coffee and Community</i> chapter 6
<b>M7</b>	<b>03/06-03/11</b>	<b>GLOBAL SOCIAL INEQUALITY</b> <b>Readings:</b> Kar, Sohindir "Recovering debts: Microfinance loan officers and the work of "proxy-creditors" in India." <i>Coffee and Community</i> chapter 7
<b>M8</b>	<b>03/13-03/18</b>	<b>TRANSNATIONAL SOCIAL MOVEMENTS</b> <b>Readings:</b> <i>Coffee and Community</i> chapter 8 Ta Trang X. "A space for secondhand goods: Trading the remnants of material life in Hong Kong"
<b>M9</b>	<b>03/20-03/25</b>	<b>GLOBAL LABOR MIGRATION</b> <b>Readings:</b> Sharon Nagy "This Time I Think I'll Try a Filipina":Global and Local Influences on Relations Between Foreign Household Workers and Their Employers in Doha, Qata" <i>Fresh Fruit, Broken Bodies</i> Chapter 1
<b>M10</b>	<b>04/03-04/08</b>	<b>TRANSNATIONAL COMMUNITIES</b> <b>Readings:</b> Sandoval-Cervantes, Ivan "Uncertain Futures: The Unfinished Houses of Undocumented Migrants in Oaxaca, Mexico." <i>Fresh Fruit, Broken Bodies</i> Chapter 2

		<b>SECOND MIDTERM 04/08</b>
<b>M11</b>	<b>04/10-04/15</b>	<p><b>CROSSING BORDER: ECONOMIC MIGRANTS AND REFUGEES</b></p> <p><b>Readings:</b>  Russell Rice Manzano "They Arrange Human Beings like Sardines"  Sebastien Bachelet Fighting against Clandestine Migration": Sub-Saharan Migrants' Political Agency and Uncertainty in Morocco.  <i>Fresh Fruit, Broken Bodies</i> Chapter 3</p>
<b>M12</b>	<b>04/17-04/22</b>	<p><b>GLOBAL MOBILITY: TOURISM</b></p> <p><b>Readings:</b>  Marie-Eve Carrier-Moisan "I have to feel something": gringo love in the sexual economy of tourism in natal, Brazil"  <i>Fresh Fruit, Broken Bodies</i> Chapter 4</p>
<b>M13</b>	<b>04/24-04/29</b>	<p><b>GLOBALIZATION AND INDIGENOUS PEOPLE</b></p> <p><b>Readings:</b>  Kirsch, Stuart. Indigenous movements and the risks of counter globalization: Tracking the campaign against Papua New Guinea's Ok Tedi mine.  <i>Fresh Fruit, Broken Bodies</i> Chapter 5</p>
<b>M14</b>	<b>05/02-05/07</b>	<p><b>GLOBAL HEATH</b></p> <p><b>Readings:</b>  Yates-Doerr, Emily "Whose global, which health? unsettling collaboration with careful equivocation."  <i>Fresh Fruit, Broken Bodies</i> Chapter 6  <b>RESEARCH PAPER DUE 05/07</b></p>
<b>M15</b>	<b>05/08-05/13</b>	<p><b>GLOBALIZATION THE ENVIRONMENT</b></p> <p><b>Readings:</b>  Frazier, Camille "Urban Heat: Rising Temperatures as Critique in India's Air-Conditioned City."  High Casey and R. Elliott Oakley "Conserving</p>



		and Extracting Nature: Environmental Politics and Livelihoods in the New “Middle Grounds” of Amazonia.” <i>Fresh Fruit, Broken Bodies</i> Finish
	<b>05/15</b>	<b>REVISION</b>
		<b>FINAL May 17th at 9:45-12pm</b>

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### **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/gu) at <http://www.sjsu.edu/gu>