

San José State University
Emerging Global Cultures
ANTH 115, Section 2, Fall 2013
© Jennifer Anderson 2013

Contact Information:

Instructor: Jennifer L. Anderson

Meeting Time: TTH 9:00-10:15

Course Number: ANTH 115(2) Code: 47945, ASIA 115 (2) Code 49016

Room: Clark 204

Office: Clark 461

Office hours: MW 8:00am- 10:15am, TTH 8:00am-8:45am, 1:30pm-2:45pm, and by arrangement
(Please use my office hours if you need help.)

Phone: 924-5348 (fax)

E-mail: Jennifer.Anderson@sjsu.edu (preferred)

Supplementary Course URL: <http://www.sjsu.edu/people/jennifer.anderson/courses/c11/>

Required Textbooks

Emerging Global Cultures. Second Edition. Jan English-Lueck, Jennifer Anderson, Sandra Cate, Soo Chooi, Karen Fjelstad, Roberto Gonzalez, William Reckmeyer eds., Pearson Publishing. ISBN: 0-536-17560-8

Coffee Life in Japan. Merry White. Berkeley, University of California Press. 2012. ISBN 978-0-520-27115-9 ([This book is available for free as an e-book through the King Library.](#))

Course Description

SJSU Catalog: Introduction to systems concepts and approach as a way to investigate the global impacts of industrial technology on political, economic, social and moral/psychological structures of humankind.

Supplement: This 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" affect 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 requirements for the Culture and Civilization Advanced General Education, as well as departmental and program requirements in anthropology and behavioral science.

General Requirements for Culture, Civilization, & Global Understanding (Area V)

The content of this course is intended to meet the goals of SJSU studies Area V, Culture, Civilization, & Global Understanding

"It is University policy that courses to meet Area R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. This policy has been suspended beginning fall 2012 until further notice and students are permitted to take two or three R, S, or V courses from the same department. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education."

A. 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.

B. Student Learning Objectives (SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING Area V)

Students shall be able to:

1. compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.;
2. identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and
3. explain how a culture outside the U.S. has changed in response to internal and external pressures.

Learning Objectives of the Anthropology Department

- Understand culture, and the relationships of human life, biology
- Awareness of past/present cultures
- Knowledge of significant findings: archaeology, cultural anthropology, physical anthropology

- Knowledge of the history of anthropological thought and its place in modern intellectual history
- Comprehension of multiculturalism as central phenomenon in modern society
- Familiarity with forms of data, literature, ability to access
- Awareness of anthropology's importance to issues of contemporary society; ability to apply knowledge to social issues
- Knowledge of qualitative & quantitative research methods in one sub-discipline
- Ability to present & communicate anthropological knowledge, results to different audiences.

Evaluation: (Exams, Papers, Participation)

Global Flows Exercise (30 points, 6% of class total)

This exercise has both in-class and outside class components. You will interview a classmate and be interviewed by them. Based on this experience you will also do a fieldwork assignment which is an ethnographic interview conducted with a family member or friend outlining the context of family arrival in the United States. The exercise will integrate themes and ideas outlined in the course (**Assignment 1**, 10 points in class interview, **Assignment 2**, 20 points for submission of final interview with a family member and the authorization form).

Global Alternative Project (260 points total, 52% of class total)

This will consist of (1) a series of group and individual activities focused around a global alternatives project (see below) and (2) a 1500 word paper based on your analysis of a commodity chain.

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 5-8 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. Your group will choose a commodity from a suggested list which will include items like coffee, chocolate, diamonds, athletic shoes, jeans, plastic toys, strawberries, roses, rice, etc. Each group should choose one of these products. Group projects will culminate in the "Global Alternatives Fair" and an in-class presentation of the PowerPoint your group has prepared for the Fair. Global alternatives projects will be conducted in seven phases:

Annotated list of organizations	(30 pts.)
Research materials	(45 pts.)
Global alternatives project proposals	(20 pts.)
Commodity chain analysis paper	(100 pts.)
Group PowerPoint	(20 pts.)
Global Alternatives Fair	(30 pts.)
In-Class Presentation of PowerPoints	(15 pts.)

Assignments:

(**Assignment 3**, 10 Group points) List of Members Researching Organizations

For your group, create an annotated list of at least three organizations per person (non-profit organizations, non-governmental organizations, co-operatives, corporations, or business enterprises) related to your commodity. For example, if your group is examining coffee, your list might include Global Exchange, Thanksgiving Coffee, Starbucks, Jazzland Café, and Peet's Coffee. Include global as well as local resources. Do not use corporate sites exclusively. Each person should choose different organizations. Submit this list to the instructor. Each person who participated in this group exercise will get a maximum of ten points.

(Assignment 4, 20 Individual points) Individual Research on Three Organizations

Your individual annotations for each organization should include a summary of its activities, the range of products or services that they provide, their source of funding, their mission, etc. Group Members should do different organizations. Do not cut and paste any material. This assignment must be submitted through Turnitin.com. This assignment should be typed, spell-checked, and proof-read. List URLs for organization web sites. You will get 20 points maximum for this individually graded project.

Research Topics

(Assignment 5, 10 group points) Your group should divide up the responsibility to assemble materials regarding the process that goes into the production of your commodity. This might include statistics, journal articles, visual materials, etc. You 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. (Assign one person to each of these topics. In small groups, members may have to cover more than one topic. This assignment will be submitted by the group. Each person who participated may get a maximum of ten points.

(Assignment 6, 35 Individual points) You should individually make an annotated list of the materials you have found and include the sources from which your information was collected. List them under the topic letter you were assigned in the previous exercise. Each group member must submit material on at least one topic as indicated by the letters above. This list should include a short description of each resource. Each individual must list at least seven resources. Do not cut and paste. This exercise will be submitted to Turnitin. You can earn a maximum of 35 points for your individual submission. (700 word minimum excluding the URL for the source)

Global Alternatives Project Proposal

(Assignment 7, 15 Individual points) Each individual is responsible for preparing a 500 word project proposal in preparation for the Global Alternatives Fair. Elements of the proposal should include (a) concise, specific statements of the proposed project and its goals; (b) description of methodology—describe the plan, strategy, and timeline for developing and completing the project; (c) use of community organizations or representatives; (d) proposed audience for the project; and (e) an action plan that might include one or more of the following: a petition (for example, urging Spartan Shops to sell only fair trade items made with sweatshop-free labor); alternative products on display (such as a hybrid Toyota Prius or Honda Civic); a letter-writing campaign (perhaps to a jewelry store chain urging them to adopt a policy rejecting "blood diamonds"). This is an

individual assignment. **You will only receive the ten points if this assignment is turned in on the day it is due.**

(**Assignment 8**, 5 group points) Once each member of the group prepares a proposal, you will meet with your groups in class to arrive at a consensus regarding the project, which you will prepare for display at the Global Alternatives Fair. The instructor will ask you to fill out a group project proposal in preparation for the Global Alternatives Fair and submit it to Canvas. It should include the following questions:

1. In 3-5 sentences, describe the group's projects and goals.
2. For each member of the group, give the member's name and job description.
3. What is the timeline for completing this project?
4. What concrete steps for resolving your issue will your group suggest to Global Alternatives Fair visitors? Your suggestions should be feasible, culturally-sensitive, and take economic and political realities into account.

Everyone who participates in this group assignment will receive a maximum of ten points. You must be in class the day this assignment is discussed to get the ten points. One group member should write up the proposal and submit it to the instructor.

Commodity Chain Analysis Paper (**Assignment 9**, 100 points for paper)

You should individually prepare a commodity chain analysis paper that follows these criteria:

1. Try to trace out all of the factors which pertain to your product's production, distribution, and consumption—what resources are necessary for this product to reach you? What institutions or types of companies are involved? Does national or international law affect the production, transportation, or disposal of your product? What are the environmental consequences of using this product from its initial production to its disposal as waste?
2. Try to locate information about those who work in the companies producing, distributing, and selling this product—at every step of the commodity chain. Summarize in a paragraph or two some of the issues faced by the people associated with this product at each stage of the commodity chain. For example, you may investigate labor and health issues related to the primary producers, effects of the environment of transporting the product, health consequences for consumers, and the effect on the environment produced by this product's waste. You may not be able to treat all aspects of the commodity chain in equal depth because of a lack of information on certain aspects of your commodity chain. Try to cover everything, but you may have to write about some aspects of the commodity chain in greater depth than others.
3. What conclusions can you reach about your connections to the global economy through this exercise?

Your paper should be at least 1500 words, typed and double-spaced. Your paper must include in-text citations and a reference list prepared in [Chicago Author-Date format](#). No more than 300 words in the paper may be directly quoted. The paper must be submitted to Turnitin.com and come up with a score in the blue or green zone in advance of being submitted. (Omit your reference list when submitting to Turnitin, but include it in the copy submitted to the instructor. I will not record your grade until you have a successful (blue or green area) Turnitin submission. Do not cut and paste any material prepared by another group member.

Global Alternatives Fair (**Assignment 10**, 20 points for active participation in preparation of PowerPoint; **Assignment 11**, 30 points for active participation in preparing your group presentation before the Fair and for participation at the Fair; **Assignment 12**, 15 points for in-class presentation of Powerpoint).

Your group should execute a well-organized project on the day of the trade show, which should include at minimum a well-prepared table and representatives from each group on hand to provide information to each passersby. The presentation should include a PowerPoint. Someone in the group must take responsibility for bringing their laptop to the Global Alternatives Fair and displaying the PowerPoint. The instructor will assign each group member the same grade based on the following criteria: (a) accuracy, clarity, and presentation of the materials on display; (b) creativity of the presentation; (c) preparedness of the group's representatives; (d) viability of the action plan. Ideally the group should present global alternatives and/or an action plan related to the products under consideration. Your group will give a nine minute in class presentation of your Powerpoint in one of two class days after the fair (15 group points). Your Powerpoint should be edited down to not more than ten slides for this purpose.

Reaction to a selected Video (Assignment 13, 10 points, 2% of total)

Students will be asked to fill out a paper which includes their reaction to a selected video. If you are not in class to see the video, you will not get these points.

Two Open Note (Not open book) Exams (50 points each, 20% of class total for both)

Students will be provided with a study guide in advance to prepare for a mixed format multiple choice, short answer/essay exams. You may bring all the notes you can hand write on a 3x5 card.

Comprehensive Final Exam (100 points, 20% of class total)

Students should use the study guide on the class website to prepare for a final comprehensive short answer/essay exam. You may bring all the notes you can hand write on a 3x5 card. **Thursday, December 12, 8:00-9:30.**

Grading

Notification of grades

If you wish to know your final grade before grade reports are issued, give Dr. Anderson a stamped self-addressed postcard or email a grade request (please do not phone).

Marking Criteria for Written Work (Instructor reserves the right to take class participation into consideration in calculating the final grade)

A+ 98-100 A 94-97 A- 90-93

An "A" demonstrates originality, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work.

B+ 88-89 B 84-87 B- 80-83

A "B" may show a good level of competence, but uneven development of tasks. It may be

generally well organized, uses appropriate examples, displays facility, with a few gaps, in argumentation, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work.

C+ 78-79 C 74-77 C- 70-73

A “C” may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear.

D+ 68-69 D 64-67 D- 60-63 F<60

A “D” will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

Participation and Miscellaneous Activities

Attendance and participation in class discussions is required.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

To Be Excused if you cannot make it to class to participate in an exercise, please leave 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. Failure to participate might result in a significant loss of overall points.

Other Class Policies and Useful Links for Students

Academic Integrity

Academic integrity statement (from the Office of Student Conduct and Ethical Development): “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development.” The policy on academic integrity including definitions of plagiarism and cheating and sanctions for violations can be found at:

http://www.sjsu.edu/studentconduct/docs/Academic_Integrity_Policy_S07-2.pdf

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy requires approval by instructors.

You may not collaborate on work in this class. Group study for the midterm and final are permitted, but anything you write on the midterm or final must be in your own words. If the text of answers on the midterm or final are found to be identical to that of another student or cut and pasted from another

source, you will receive an “F” on the exam.

Student Rights and Responsibilities

For a statement of your rights and responsibilities, including classroom behavior, see <http://www.sjsu.edu/senate/S90-5.pdf>

Late Papers

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

Adds/Drops/Incompletes, etc.

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. The SJSU procedure for adding classes on the first day of class can be found http://www.sjsu.edu/advising/resources/full_load_hints/

The procedure for dropping a class can be found at http://my.sjsu.edu/students/student_tutorials/QS_SR_SS_Drop_Class/

Other valuable information regarding grades, incompletes, and withdrawal can be found at: http://my.sjsu.edu/students/student_tutorials/

Disabilities

If you require accommodation, please advise me. I will be happy to help. “Campus policy in compliance with the Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” For more information on accommodations contact the Disability Resource Center at <http://www.drc.sjsu.edu/>.

Cell phones

Please turn off all cell phones at the beginning of the class and keep them off. If you have a family emergency that may require you to keep the cell phone on, inform me at the beginning of class. Text messaging in class will not be tolerated.

Laptops – Students are permitted to use laptops in class for note-taking **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.

Internet Resources

Anthropology 115 readings and assignments are posted to Canvas.

Any changes to the schedule will be printed to the website syllabus. Please check it regularly.

Violation of Copyright

The syllabus, class materials, and exams for this course are copyrighted. Students are not authorized to copy class materials for any purpose other than their personal use in this class. No class materials, study guides, exams, or lectures may be scanned, photographed, copied, or posted to the Internet in any form without the written permission of the instructor.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

Library Liaison

If you need help with library resources, the library liaison for the Anthropology Department is Bernice Redfern, Phone: (408) 808-2038 Email: Bernice.Redfern@sjsu.edu

Evacuation Procedures

Information from the campus police on evacuating a classroom can be found at:

http://www.sjsu.edu/police/docs/ept/ept_procedures_flyer.pdf

Note that in case of an earthquake, you should get under a sturdy desk or table, or move against interior walls and away from windows. Do not run out of the building. In case of fire, use the stairs, not an elevator. The stairs are across the hall and to the right of Room 204.

Class Schedule

(Readings are to be done before the class with which they are associated. Subject to change with fair notice.)

Module 1 Thursday, August 22

- Introduce course
- Lecture: “What is Anthropology?”
- Reading: (Text) English-Lueck, "Introduction" pp. 1-3. White, *Coffee Life in Japan*, pp. 1-18
- Download the Study Questions for Module 1 and fill them out.
- Note **Exam 1 (50 points) takes place in Module 10**. It includes ten questions taken from the study questions provided in Modules 1-10.

Module 2 Tuesday, August 27

- What does anthropology have to do with globalization?
- Lecture: “Anticipatory Anthropology”
- Reading: (Text) “Introduction to Anticipatory Anthropology” by Victoria Razak, pp. 27-34.

Module 3 Thursday, August 29

- Who are the players on the world stage?
- Lecture: “Perspectives on Ethnic Diversity”
- Reading: (Download) “An Easy Stereotype Called ‘Race’” by Boyce Rensberger, White,

Coffee Life in Japan, pp. 19-41

Module 4 Tuesday, September 3

- How do anthropologists listen to world voices?
- Lecture: “Ethnographic Inquiry”
- Reading: White, *Coffee Life in Japan*, pp. 66-88 (Yes, we are skipping ahead one chapter.)
- Bring a copy of the *Global Flows Ethnographic Exercise* to the next class.

Module 5 Thursday, September 5

- In-class activity: Two copies of the *Global Flows Ethnographic Exercise* and one copy of the oral consent form should be downloaded and brought to class by each student. The form with questions is available in Word Format on the class webpage. One *Global Flows Ethnographic Exercise* form is for use in class practice (10 points).
- **The in-class Global Flows Exercise (Assignment 1, 10 points) is due in Module 6.** Take good notes in class. Type them up. Be sure to put your name and the name of the interviewee on the form.
- The other *Global Flows Exercise* form is to be taken home and used in interviewing a family member or friend and **return the outside interview it with the oral consent form in Module 8.** (Assignment 2, 20 points possible). **You will receive no credit if you forget to include the oral consent form.**

Module 6 Tuesday, September 10

- How do actors move around on the global stage?
- Lecture: “Global Flows”
- **In-class interview with your classmate is due to Canvas (Assignment 1).**

Module 7 Thursday, September 12

- What happens to displaced people? How do they maintain their identity?
- Lecture: “Refugees”
- Reading: (Text) “Worldwide Displacement and International Response” by Stephen Lubkemann pp. 113-126
- In-class activity: Select groups for Global Alternatives Project **Exchange emails with other group members.**
- **Assignment 3 (10 points) The List of Members Researching Organizations is due in Module 8.** To avoid duplication, in Module 8 your group will make its final selection of the organizations you will individually investigate for **Assignment 4 due in Module 11** (Assignment 4, 20 individual points). The organizations selected by each group member must be different from those of other members. Do some research on organizations related to your commodity this weekend and bring the list of organizations you would like to research to the next class. (You may not get your first choice.)
- Notice that the **Global Flows Ethnographic Exercise with a friend or family member is due in the next Module.**

Module 8 Tuesday, September 17

- How was the stage set for globalization?
- Lecture: “Emergent World Systems, Part 1”
- Reading: (Text) Robbins, "The Rise of the Merchant, Industrialist, and Capitalist Controller" pp. 35-66
- **Meet briefly with your group, compare organization lists, and select three different organizations for each group member. Submit one copy of the List of Members Researching Organizations (Assignment 3) to the instructor. Start work on Individual Research on Three Organizations, Assignment 4 because it is due in Module 11.**
- **Outside Global Flows Interview (Assignment 2) due.**

Module 9 Thursday September 19

- How did new technologies help set the stage for globalization?
- Lecture: Emergent World Systems, Part 2”
- Reading: (Text) Robbins, "The Rise of the Merchant, Industrialist, and Capitalist Controller" pp. 66-81.
- In class review for Exam 1
- Notes for the Exam 1 are limited to those you can hand write on a 3x5 card.

Module 10 Tuesday, September 24

- **Exam 1 (50 points)**

Module 11 Thursday, September 26

- Following Clues to Global Economic and Social Relationships
- Lecture: “Global Value Chains”
- Reading: (Download) Global Restructuring of Value Chains and the Effects on the Employment by Monique Ramioul
- **Assignment 4 due.** Each group member should be submitting material on at least three organizations with their name and group number on the paper.
- In-class activity: Meet with your group and divide responsibilities for Research Topics (**Assignment 5**) among group members (10 points). Each topic in Assignment 5 should be covered by at least one group member. If your group is small, you may have to cover more than one topic. **Turn Assignment 5 in to the instructor before the next class.**
- Check availability of information for your personal contribution to Annotated List of Research Materials, **Assignment 6** (35 points) this week. Make sure you can find enough references on-line and in the library to do the assignment. Each person must have seven sources on their topic. Save your sources. Direct quotes, statistics, paraphrases must all be cited. The rule is: If you did not know a fact before you started writing your assignment—you must cite it. We will use the Chicago Author-Date system on this class. A quick guide to this system is listed below. We will also use this system for your research paper. This assignment will automatically be submitted through Turnitin. **Submit your completed Assignment 6 to class in Module 14.**

Module 12 Tuesday, October 1

- One copy of **Assignment 5 due** to the instructor from each group.
- Film: *Black Gold*
- Reading: White, *Coffee Life in Japan*, pp. 89-107

Module 13 Thursday, October 3

- Who runs the show?
- Lecture: “The Emerging Global Economy”
- Reading: (Text) “What Real Globalization Would Mean” by David Graeber, pp. 237-239.
- **Begin work on Individual Assignment 9 (100 points). **This is a 1500 word paper due in Module 18. You must submit it to the class Turnitin.com site before the due date. I will not record your grade for this assignment unless you have a submission which is in the green or blue range. The first submission will be returned to you in a matter of hours. If you do not come up in the blue or green zone, you must re-write your paper removing the cut and pasted items or paraphrasing them and citing them correctly. Remember: you must cite paraphrased information as well as information which is directly quoted. Submit the paper again. A second submission takes at least 24 hours to process. Avoid the hassle of resubmitting by keeping quoted passages to a minimum. Use your own words. Do not submit your reference list to Turnitin. You must, however, submit a reference list with your final hardcopy to me. Failure to submit through Turnitin.com does not mean I will not check for plagiarism. I will submit it myself.****

Module 14 Tuesday, October 8

- Food Habits on the Cultural Level
- Lecture: “The Anthropology of Food Habits”
- Reading: White, *Coffee Life in Japan*, pp.108-126
- **Assignment 6 due.**
- **Begin preparing your individual contribution to Assignment 7 (10 points). **Assignment 7 is due** in the next module.**

Module 15 Thursday, October 10

- The Development of Global Food Systems
- Lecture: “Global Food Systems, Part 1”
- Reading: (Download) Robbins, “Hunger, Poverty, and Economic Development,” pp. 1-9.
- **Individual Assignment 7, 15 points due** to Canvas. Meet with Group and prepare **Group Fair Proposal Assignment 8, 5 points.**

Module 16 Tuesday, October 15

- **Turn in Assignment 8** to Canvas.
- The Pervasiveness of Global Food Systems
- Lecture: “Global Food Systems, Part 2”
- Reading: (Download) Robbins, “Hunger, Poverty, and Economic Development,” pp. 10-19. (File is found in previous module.)
- Note that the Study Questions for this Module were provided in the previous module.

- **Begin work on Group Assignment 10, 20 points for each person who contributes. Your final group Powerpoint (made on a PC) is due to me on a thumb drive in Module 20.** Label the thumb drive with your group name and the owner of the drive. Put the names of all group members who worked on the Powerpoint on your Title Slide. The group presentation should include twenty slides. Divide slide preparation among group members equally. Put your name in 12 point type in the lower right hand corner of each slide you contributed. Sources of illustrations should be included on a slide at the end of the presentation. This slide and the title slide do not count in the twenty slide total. You will also get 30 points for helping at the Global Alternatives Fair.

Module 17 Thursday, October 17

- Who Decides What We Eat?
- Lecture: “The Corporate Tomato”
- Reading: (Text) Barndt, "Across Space and Through Time: Tomatl meets the Corporate Tomato," pp. 141-163.
- In class activity – Meet with group to discuss progress on Global Alternatives Fair Project

Module 18 Tuesday, October 22

- **Individual Assignment 9: Commodity Chain Analysis Paper due to Canvas.**
- Finalize Preparations for Global Alternatives Fair (You may need to meet outside of class also.)
- Review for Exam 2 (50 points)
- Notes for the Exam 2 are limited to those you can hand write on a 3x5 card.

Module 19 Thursday October 24

Exam 2 (50 points)

Module 20 Tuesday, October 29

- When Global Cultures Meet: Tourism
- Lecture: “Anthropology and Tourism”
- Readings: (Text) Gmelch and Gmelch, "Television, Tourism and Travel," pp. 173-187.
- **PowerPoints for Global Alternatives Fair due to Instructor on a thumb drive) (20 points per participant).** If you do not give me a copy of your PowerPoint, I cannot give you the points for doing it! Put the names of everyone who worked on the PowerPoint on the first slide. Put the sources for your illustrations on the last slide.
- **Read Assignment 13 to prepare for the next class.**

Module 21 Thursday, October 31

- Film: Global Villages (EAA0082) (60 min.)
- **Do Assignment 13, Film Assessment (10 points) and submit hard copy at the next class.**
- **Read Assignment 11 before the Fair so you know what to take notes on.**

Module 22 Tuesday, November 5

- Global Alternatives Fair Attendance during class time required

- Assignment 13 due in class.

Module 23 Thursday, November 7

- Reading: **White**, *Coffee Life in Japan*, pp.127-156
- **Assignment 11 due** (30 points, you will not get the points if you were not present at the Fair).
- Class Presentations of PowerPoints. Attendance required to receive points. (15 points) If you include video in your PowerPoint, note that the video must also be on the thumb drive you give me because the video will not show if it is not in the same folder as the PowerPoint.

Module 24 Tuesday, November 12

- Reading: **White**, *Coffee Life in Japan*, pp.157-172
- Class Presentations of PowerPoints. Attendance Required to receive points. (15 points) If you include video in your PowerPoint, note that the video must also be on the thumb drive you give me because the video will not show if it is not in the same folder as the PowerPoint.

Module 25 Thursday, November 14

- Social and Environmental Movements in the Fourth World: A Case Study
- Lecture: The Kayapo
- Reading: (Download) Turner, "The Kayapo Resistance"

Module 26 Tuesday, November 19

- Video: *Kayapo: People of the Forest*

Module 27 Thursday, November 21

- Video: *Crude*
- Reading: (Download) Keefe, "Reversal of Fortune," pp. 1-9

Module 28 Tuesday November 26

- Video: *Crude* (finish)
- Reading: (Download) Keefe, "Reversal of Fortune," pp. 10-19
- Discussion: Government, Transnational Corporations, and Ecological Resistance in the Fourth World

Module 29 Tuesday, December 3

- Video: *The Heifer Project*

Module 30 Thursday, December 5

- In class review for Final
- You may bring all the notes to the final you can hand write on a 3x5 card.

Comprehensive Final Exam (100 points)

Thursday, December 12, 8:00-9:30

(I know the catalog says 7:15, but no one gets here that early. The exam will not be longer than the midterms.)