

Emerging Global Culture

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Office Hours: TR 1200-1330 or by appointment
Class Times/Locations:
 Section 3: TR 1330-1445, Clark 310
 Section 4: TR 1500-1615, Clark 310

Course Documents and Communication

You can find course materials such as the syllabus, major assignment handouts, lecture outlines, study guides and grades on **Canvas**, the new learning management system at SJSU. I will communicate with you about assignments and updates through your e-mail addresses there and on My SJSU, so please make certain these “systems” have a working e-mail address for you.

Course Description

This course examines the emerging global culture of the 21st century through processes at both the macro and micro levels – that is, how globalizing processes have changed and are changing lives of individuals and vice versa. In addition to examining the structures of global capitalism, we will also consider art, popular culture, food, the environment and political protests. Central questions of the course include:

- What is globalization and how do various groups and individuals experience it?
- How have societies changed in the past centuries and how has our understanding of “change” itself changed?
- What historical and contemporary forces are shaping emerging global cultures?
- 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 also integrates sociological and historic perspectives.

Prerequisites

This course meets area V “Culture, Civilization and Global Understanding.” You must have completed a 100W course or be currently enrolled in one. You must also have completed the Core GE requirements, passed the Writing Skills Test, and have upper division standing. The policy regarding taking Areas R, S, and V courses from three separate SJSU departments has been suspended. [[See University Catalog](#)].

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at <http://www.sjsu.edu/registrar/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

Anthropology/Asia 115 Student Learning Objectives

1. To be able to examine cultural systems and select predictive elements to anticipate cultural development (*GAP project; GAP paper; examinations*)
2. To be able to critically analyze the assumptions underlying various projections of social issues (*GAP project; class activities*)
3. To comprehend the links between cultural values and technological choice (*class activities; exams*)
4. To understand the links between cultural values and social organization (*GAP project; class activities; exams*)
5. To be able to visualize how societies change and create new cultures (*GAP project; class activities; exams*)
6. To systematically analyze issues from the perspectives of the different actors involved (*Ethnographic interview paper; GAP project, exams*)
7. To be able to engage in cooperative learning activities (*GAP project and team-based in-class activities*)

Area V Course Learning Objectives

1. To 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. (*Examinations; class activities*)
2. To identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture (*GAP project; exams*)
3. To explain how a culture outside the U.S. has changed in response to internal and external pressures (*GAP project; exams*)
4. To write at least 3,000 words (essay exams, papers, etc.) with practice and feedback on the writing.

Goals of the Anthropology Department (* addressed in 115)

Knowledge

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution *
2. Awareness of human diversity and the ways humans have categorized diversity *
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline
4. Knowledge of the history of anthropological thought and its place in modern intellectual history *
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society *

Skills

6. Ability to access various forms of anthropological data and literature *
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues *
8. 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 *
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences *

Professional Values

10. Knowledge of political and ethical implications of social research

Classroom Protocol

I understand that multi-tasking is essential to getting through life. BUT NOT THROUGH THIS CLASS. You need to be FULLY PRESENT to be successful. Therefore, please do not text, do not surf the web, do not go on Facebook, e-mail or anywhere else during class. If you are distracting me or others, you will have to put your computer away. No computer note-taking during videos, of which there are many.

Classroom Recording

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.

Intellectual Property

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.

Disability Accommodations

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 requesting accommodations must register with DRC to establish a record of their disability.

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 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. Other course structures will have equivalent workload expectations as described in the syllabus.

You will be expected to write about 3,000 words of critical analytical work that will be peer and instructor reviewed. This writing requirement will be met through in-class reflective papers, a 5-page essay based on library and internet research for the GAP project and one 3-page paper based on ethnographic fieldwork.

Course Assignments and Evaluation

Reading Quizzes

Please note that you will take weekly quizzes on Canvas on the readings, to better prepare you for the class discussions. These quizzes are 5 questions each, are easy if you have done the reading, are timed at 20 minutes each, and must be completed by the beginning of class. To take a quiz, click on the Canvas link for that day's quiz. You will take 11 quizzes, but only 10 will count towards your final grade.

Global Alternatives Project

The Global Alternatives Project examines the production, distribution, and consumption of different commodities in a global setting. The goal of the project is to develop knowledge of the links between cultures, economies, values and technologies. Each team will work on a single commodity and each student will write a 5-page research "brief" on issues involving that commodity in one specific country. Working with multiple perspectives, your team will examine issues involved with the commodity and develop policies to address those issues, from initial conception to concrete planning. In addition, each team will assemble a poster depicting their commodity, issues, and recommended actions for a Global Alternatives Trade Show.

GAP **team activities** include the following meetings:

1. Select a topic, form teams
2. Share information on organizations, identify key issues
3. Share research materials, analyze relations between issues
4. Develop alternative action plan, plan poster and display
5. Peer Edit individual papers
6. Assemble poster or presentation

GAP **individual activities** include:

- Annotated bibliography of organizations (approx. 2-3 pages or 600 words, graded by instructor)
- Annotated bibliography of peer-reviewed sources (2-3 pages or 600 words, instructor graded)
- GAP commodity paper (5 pages; 1500 words, instructor and peer evaluated)
- Evaluation of own group

Participation in GAP activities is **required**. To be excused, you must tell me in advance or leave a voice mail message that day giving your name and reason for missing the activity. If you are excused, you will receive no more than 1/2 of the points for the day, for one missed session only.

Evaluation

Reading Quizzes (10 x 5 points)	50 points
Midterm Exam	50
GAP Group Meetings (6 X 10 points)	60
Annotated List of Organizations	10
Research Research Bibliography	20
GAP Commodity Paper	100
GAP Team Presentations	50
Peer Evaluations	10
Final Exam	<u>50</u>
TOTAL POINTS	400 points

Once you are assigned a point total at the end of the semester, your letter grade for the course will be calculated according to the following table:

A+ = 392 - 400 points	A = 372 - 391.5	A- = 360 - 371.5
B+ = 348 - 359.5	B = 332 - 347.5	B- = 320 - 331.5
C+ = 308 - 319.5	C = 292 - 307.5	C- = 280 - 291.5, etc.

About Your Writing

- **Format of papers:** Papers should be typed, double-spaced, and pages numbered. Please staple together pages, and do not use folders, covers, or a cover sheet. Put your name and section number in the top right hand corner of the first page. Please write clearly and correctly and seek help if you need it at Student Services, ground floor Clark Hall. Please proofread your papers carefully or read aloud for syntax and spelling errors.
- **Plagiarism:** Plagiarism occurs when you use the words of another author – a phrase, sentence, or paragraph - without giving credit to that author with quotation marks and a citation. This practice misrepresents your writing. SJSU policy forbids plagiarism. It will be punished. If found plagiarizing, you WILL receive a zero for your assignment and I WILL report you. Please read the statement on Academic Integrity and consult me if you have questions on this issue.
- **Turnitin.com.** To discourage plagiarism, I now require Anth/Asia 115 students to upload their papers onto Canvas, which automatically sends the paper through turnitin.com. However, you must submit a hard copy to me to fulfill the assignment.
- **Late papers:** Will be accepted with permission only. 2 points are subtracted for each class day the paper is late. ALL papers are due the last class meeting – no exceptions. No papers accepted by e-mail.

Required Texts

Emerging Global Cultures, Second Edition, edited by Jan English-Lueck, et al. Pearson Publishing.

The No-Nonsense Guide to Globalization by Wayne Ellwood, New Internationalist

The Parish Behind God's Back, Second Edition, by Sharon G. Gmelch and George Gmelch, Waveland Press

Additional articles, to be posted on Canvas

Class Schedule (note, subject to change as needed)

Readings: EGC = English-Lueck, et al, *Emerging Global Cultures*

WEEK 1: COURSE INTRODUCTION

Aug. 22 What Is Anthropology?

WEEK 2: DEFINING AND DEBATING GLOBALIZATION

Aug. 27 What Is Globalization?
Readings: EGC, Chapter 1 "Introduction," Chapter 2 "It's a Flat World,"
Chapter 3 "Falling Flat"

Aug. 29 Video: *Black Gold*

WEEK 3: ECONOMIC SYSTEMS

Sept. 3 Economic Systems and Society
Video: excerpt *The Goddess and the Computer* (7 ½ minutes)
Readings: EGC, Chapter 10 "Across Space and Through Time"

Sept. 5 The Penny Game

WEEK 4: GLOBAL CULTURES, A HISTORY, PART I

Sept. 10 Discussion: Early World Systems
Readings: EGC: Chapter 6 "The Rise of the Merchant... (pp. 35-60)
Video: *In the Footsteps of Marco Polo* (90 minutes)

Sept. 12 Finish: *In the Footsteps of Marco Polo*

Readings: EGC, "The Rise of the Merchant.... (pp. 61-82)

GAP Meeting #1: Select Topic, Discuss Issues

WEEK 5: GLOBAL ECONOMIC INTEGRATION

Sept. 17 Discussion: Colonialism and Economic Integration
Readings: EGC, Chapter 15 "Two Cheers for Colonialism"; *Parish Behind God's Back*, Intro, Chapters 1-2
[See Sugar/Slavery Chart]

Sept. 19 Discussion: Modern World System
Contest: International Organizations (for list, see class website)
Readings: Ellwood, *No Nonsense Guide*, Intro, Chapter 1

WEEK 6: GLOBAL ECONOMIC DISINTEGRATION

Sept. 24 Discussion: The Global Economic Crisis
Readings: Ellwood, *No Nonsense Guide*, Chapters 2-3

Sept. 26 **GAP ANNOTATED LIST OF ORGANIZATIONS DUE**
GAP Meeting #2: Share Organizations, Develop plans for presentation

WEEK 7: GLOBAL CONSEQUENCES

Oct. 1 Video: *Inside Job* (1:08)
Readings: Ellwood, *No Nonsense Guide*, Chapters 4-6

Oct. 3 Discussion: Environmental Trends
Readings: Ellwood, *No Nonsense Guide*, Chapter 7; EGC, "Contemporary Global Trends"
Video: *When the Fish Are Gone*

WEEK 8

Oct. 8 **MIDTERM EXAM**

Oct 10 **ANNOTATED BIBLIOGRAPHY DUE**
GAP Meeting #3: Share Research Materials, Plan Presentation

WEEK 9: FLOWS OF PEOPLE

Oct. 15 Discussion: Global Migration
Readings: EGC. Chapter 8 "Refugees: Worldwide Displacement and International Response"; *Parish Behind God's Back*, Introduction, Chapters 3-6
Video: *Losing Knowledge*

Oct. 17 Discussion: Global Tourism
Video: *The Toured: The Other Side of Tourism in Barbadoes*

WEEK 10: FLOWS OF IDEAS – POPULAR CULTURE

Oct. 22 Discussion: Theories of Social Change
Readings: *Parish Behind God's Back*, Chapters 7-8, Appendix A (Lessons from the Field)

Oct. 24 Discussion: The Spread of Popular Culture, Part 1
Readings: Condry, "Japanese Hip-Hop" (Canvas)
Slides: Graffiti Goes Global

WEEK 11: FLOWS OF IDEAS - POPULAR CULTURE, cont.

Oct. 29 Discussion: Global Sports
Readings: Vokes, "Arsenal in Bugamba" (Canvas)
Video: *Pelada* (1: 30)

Oct. 31 Finish *Pelada*
GAP Meeting #4: Develop alternative action plan, plan poster and display

WEEK 12: FLOWS OF IDEAS - TECHNOLOGY

Nov. 5 Discussion: Industrial Agriculture & History of Beef
Video: *Hungry for Profit* (excerpt)
Readings: EGC, Chapter 9 "Transnationalism, Localization and Fast foods in East Asia"

Nov. 7 **GAP Team Meeting #5: Peer Edit Individual Papers (bring 2 copies of your paper)**

WEEKS 13-14: DEVELOPMENT & IDEOLOGIES OF PROGRESS

Nov. 12 Discussion: Ideologies of Progress
Video: *Losing Knowledge* (41minutes)

Nov. 14 **GAP Team Meeting #6: Finish poster, presentation**

Nov. 19 Discussion: Development, Change, Resistance
Video: *Delta Force*

Nov. 21 GAP Presentations
DUE: Individual GAP Paper

WEEK 15 – GLOBAL ALTERNATIVE PROJECT PRESENTATIONS, cont.

Nov. 26 GAP Presentations
DUE: Team Peer Evaluations

Nov. 28 **THANKSGIVING!!!**

WEEK 16: GLOBAL SOCIAL PROTEST

Dec. 3 Discussion: The Colorized Revolutions and Beyond
Reading: Gideon Rachman, "2011, The Year of Global Indignation"; Anderson, "The Protester: Time Magazine's Person of the Year"

Dec. 5 Video: *The Take*
Reading: EGC, Chapter 16. "What Real Globalization Would Mean"

FINAL EXAMS:

Section 3: Thursday, December 12, 1215-1430, Clark 310

Section 4: Monday, December 16, 1445-1700, Clark 310

Anthropology / Asia 115

Global Alternatives Project

Overall Goals of Project

Each GAP team will work on a single global commodity, to be determined on the first team day from choices provided by the instructor. Your team will develop a picture of the commodity chain, from producer to distributor to consumer. In the course of your research – and for your presentation, you should include the following:

- A brief history of the commodity and how it became "globalized" (models from class discussions: sugar, coffee)
- Countries or regions that are the most important producers of the commodity
- Countries or regions that are the most important consumers of the commodity
- Corporations that dominate the production or extraction of the commodity
- How production of the commodity affects workers and the environment
- How transportation of the commodity occurs, and consequences of this process
- Corporations that dominate the processing or retail sale of the commodity (or products derived from it)
- How consumption of the commodity (or products derived from it) affects consumer health, the environment, etc.
- A hypothetical action plan for making the production and consumption of the commodity more socially responsible--in other words, a plan to reduce the social/environmental costs associated with the production and consumption of the commodity

Assignment 1: Annotated List of Organizations (10 points)

- The goal of this assignment is to identify key actors in your commodity chain.
- Create an annotated list of three organizations (non-profit organizations, non-governmental organizations, trade associations, co-operatives, corporations, or business enterprises) related to your commodity. For example, if your group is examining coffee, your list might include Global Exchange, Starbucks, and On Fourth Café. Include global as well as local resources, making certain you identify organizations, not brands. Make sure you have some business and some non-profit groups.
- Your annotation 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 or goals, their history, etc. The list of organizations should include one typed single spaced paragraph about each organization in your own words (not copied/pasted from a website) – about 2-3 pages in length (600 words).
- Your summary should include information from sources other than the organization itself.

Assignment 2: Annotated Research Bibliography (20 points)

- Assemble a bibliography about your commodity, of at least five sources. In addition to the full citation, each entry should include one typed single spaced paragraph that describes each source. What is the peer-reviewed article or book about? What pertinent information is in the article? How will it be helpful to you or your group?
- Three of your sources MUST be peer-reviewed articles or books. (If you do not know what a peer reviewed source is then please do the library tutorial on plagiarism that is on the SJSU library homepage.) You might look for 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. About 2-3 pages in length (600 words).

Assignment 3: Commodity Chain Analysis (100 points)

Each individual will write a 5-page (1500 word) research paper about a specific aspect of your commodity in a specific country. For example, you might analyze the environmental effects of oil production in Nigeria, or child labor picking cacao in Ghana. Your paper must be typed, double-spaced with 1" margins and no larger than a 12 point font. The paper should include an introduction with a thesis statement, the argument and supporting data, and a conclusion. The paper must have **five references, three of which must be peer-reviewed**. You must include a bibliography and all references listed in the bibliography must be cited in the body of the text. (If you do not know how to cite references you can learn by taking the library tutorial on plagiarism, accessed through the SJSU library home page, <http://library.sjsu.edu/online-tutorials/online-tutorials>).

Assignment 4: The Global Alternatives Project Presentations (50 points)

You should execute a well-organized project on the day of the trade show, can be in the form of a 15-minute Powerpoint (or Prezi) presentation or a poster/display. Each team will present their research over two class sessions. Your fellow students will provide feedback 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. An effective action plan 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 the DeBeers company, urging them to adopt a policy rejecting "blood diamonds").

The group that receives the highest evaluations will be eligible for up to 5 extra credit points each.

Assignment 5: Peer Evaluations (10 points)

After the GAP Presentations, each of you will be asked to evaluate the contributions of all your team members. Team members will receive the same number of points for their presentation, unless these evaluations indicate problems with a slacking member. That member will receive fewer points.