

EMERGING GLOBAL CULTURES
Spring 2008
Anthropology 115/Asia 115 (03)

Meeting Time: MW 12:00-1:15 **Room:** CL 204

Instructor: Dr. Karen Fjelstad

Office: CL 463

Office Hours: MW 10:30-11:30 and 1:30-2:30

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Course Description

This course examines the emerging global culture of the late twentieth and early twenty-first centuries. We explore those aspects of human culture that merge human societies including communications, popular cultures, population shifts, political movements, economic and environmental interdependencies. The central questions of the course are:

- What is globalization and how is it viewed by various groups and individuals?
- How have cultures changed in the twentieth century?
- Is there an emerging global culture and if so, what is it?
- What forces - such as tourism, social movements, and popular culture - nurture or limit an emerging global culture?
- 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 on the discipline of anthropology, however, it also integrates sociological 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.

Prerequisites

This course meets area V "Culture, Civilization and Global Understanding". Courses to meet Areas R,S, and V of SJSU Studies must be taken from three different departments or distinct academic units. The prerequisites for this course are passage of the writing skills test (WST) and 100 W, upper division standing, and completion of Core General Education.

Persons with Disabilities

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.

Anthropology 115 Student learning objectives

To be able to examine cultural systems and select predictive elements to anticipate cultural development (*GAP project; GAP paper; examinations*)

To be able to critically analyze the assumptions underlying various projections of social issues (*GAP project; class activities*)

To comprehend the links between cultural values and technological choice (*class activities; exams*)

To understand the links between cultural values and social organization (*GAP project; class activities; exams*)

To be able to visualize how societies change and create new cultures (*GAP project; class activities; exams*)

To systematically analyze issues from the perspectives of the different actors involved (*Ethnographic interview paper; exams*)

To be able to engage in cooperative learning activities (*GAP project*)

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*)

Area V Content Areas

- *Diversity*. Issues of diversity shall be incorporated in an appropriate manner (*Class activities; GAP project; lectures and readings*)
- *Writing*. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline (*GAP project assignments; Ethnographic paper; GAP paper; Examinations*)
- *Civic Learning*. Courses shall address the civic relevance of the topic in an appropriate manner (*GAP project*)
- *Values Clarification*: Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse (*Gap project; ethnographic interview paper; exams*)
- Courses will address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world (*Class activities; GAP project' lectures and readings*)

Goals of the Anthropology Department

KNOWLEDGE

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

SKILLS

6. Ability to access various forms of anthropological data and literature (*Research paper; exams; GAP project*)
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues (*GAP project*)
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 (*Ethnographic interview; exams*)
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences (*Gap project; research paper; exams*)

PROFESSIONAL VALUES

10. Knowledge of political and ethical implications of social research (*Ethnographic paper; GAP project; exams*)

Academic Integrity

Your own commitment to learning, as evidenced by your enrollment at SJSU and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found on the SJSU home page.

Classroom Etiquette

Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements.

Please do not use your computers to take notes during in-class films.

Required Textbooks

Cate et al. (eds.) *Emerging Global Cultures* (2nd Edition). Pearson Custom Publishing, 2006.

Spindler and Stockard (eds.) *Globalization and Culture Change in Fifteen Cultures*.
Thompson Publishing, 2007.

Course Assignments and Evaluation

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 two examinations, participation in the GAP group process, and two term papers. Term papers include one 3-page essay based on library and internet research for the GAP project and one 3-page paper based on ethnographic fieldwork.

Examinations

The exams (a midterm and a final) will consist of multiple choice, fill-in, short answer and essay questions that will be answered in class. Students will receive a study guide prior to the examination. Examinations will include a substantial amount of writing. Each test will be worth 100 points each.

GAP: The Global Alternatives Project

The Global Alternatives Project is a group project which focuses on the production, distribution and consumption of a particular commodity within a global setting. Each student works in a team and each team will become experts in a particular commodity. Some of the GAP exercises are group activities and others will involve individual efforts. The GAP process continues over the course of the semester, culminating in a poster presentation at a campus-wide Global Alternatives Trade Show. In-class discussions are worth up to 10 points, so participation on GAP days is important.

GAP group activities include the following meetings:

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|---------|---|
| 10 pts | Meeting 1. Select a topic |
| 10 pts | 2. Share info on organizations, identify issues |
| 10 pts | 3. Share research materials, analyze relations between issues |
| 10 pts. | 4. Edit individual papers, develop scenarios of future |
| 10 pts | 5. Develop alternative action, plan poster, group proposal |
| 10 pts | 6. Assemble poster |
| 10 pts | 7. Evaluations |

GAP individual activities include:

- Annotated bibliography of organizations (approx. 2-3 pages; graded by instructor)
- Annotated bibliography of peer reviewed sources (2-3 pages; instructor graded)
- GAP commodity paper (3 pages; instructor and peer evaluated)
- Individual Trade Fair proposal (2 pages; instructor and peer evaluated)
- Ethnographic Report (4 pages; instructor graded)

Participation

Participation in GAP activities can be worth several points. To be excused, you must 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. You may only have one excused absence.

Late papers: will NOT be accepted under any circumstances.

Midterm Exam	100 points
GAP Group Meetings	70
Annotated List	20
Research bibliography	20
GAP Commodity Paper	100
Trade Show Proposal	20
Peer Evaluations	20
Ethnographic Fieldwork Paper	50
Final Exam	100
TOTAL POINTS	500

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:

500-485	A+	399-385	C+
484-465	A	384-365	C
464-450	A-	364-350	C-
449-435	B+	349-335	D+
434-415	B	334-315	D
414-400	B-	Below 315	F

Class Schedule

Note: All GAP meetings and due dates are on Wednesdays

Week 1, Jan. 23

Introduction to the class, Introduction to anthropology

Read: Cate, Chapter 1 “*Introduction*”

Ch. 2, “*It’ a Flat World*”

Ch. 3, “*Falling Flat*”

Week 2, Jan. 28-30

Introduction to globalization/ Economic systems

Read: Cate, Chapter 5 “*Anticipatory Anthropology*”

Ch. 10, “*Across Space and Through Time*”

Spindler, Chapter 15, “*Though Japanese Eyes*”

Week 3, Feb. 4-6

Economic Systems

The Penny Game

GAP Meeting #1: Select Topic, Discuss Issues

Read: Cate, Ch. 6, *"The Rise of the Merchant Class..."*

Spindler, Ch. 2, *"Change in the Lives of a Brazilian Indigenous People"*

Week 4, Feb. 11-13

Film: Black Gold

ANNOTATED LIST OF ORGANIZATIONS DUE

GAP Meeting # 2: Share information on organizations, list of topics for research/poster (LO 2)

Week 5, Feb. 18-20

Colonialism, Trade and Development

Read: Cate, Ch. 15, *"Two Cheers for Colonialism"*

Ch. 1, *"Continuity and Change in Aztec Culture"*

Films: Delta Force /The Yanomami

Week 6, Feb. 25-27

Colonialism continued, Corporate Globalization

Film: The Corporation

Read: Spindler, Ch. 7, *"The Ju/Hoansi at the Crossroads"*

Spindler, Ch. 9, *"The Yolmo People of Melemchi, Nepal"*

Week 7, March 3-5

ANNOTATED BIBLIOGRAPHY DUE

GAP meeting # 3 : Share research materials (LO2,3)

Read: Spindler, Ch. 8, *"From Field to Factory and Beyond"*

Economics, continued

Review for midterm

Week 8, March 10-12

Midterm (LO 1,2,3)

Case studies in technology

Read: Cate, Ch. 11, *"Civilization and its Discontents"*

Week 9, March 17-19

INDIVIDUAL GAP PAPERS DUE (LO 1,2,3)

GAP Meeting # 4: Peer edit individual papers

Technology and Development/Futures

Film: The New Heroes: Mohammed Yunus

Read: Cate, Ch. 13, *"Virtually Vietnamese"*

Spindler, Ch. 13, *"Scottish Crofters"*

March 24-26

Spring Break!

Monday March 31

Cesar Chavez Day

Week 10, Wednesday April 2

INDIVIDUAL PROPOSAL DUE

GAP Meeting #5: Group proposal

The movement of people –tourism

Read: Cate, Ch. 12, “*The Global Village*”

Spindler, Ch. 14, “*A Village in Greece*”

Film: Trekking on Tradition or Cannibal Tours

Week 11, April 7-9

GAP Meeting #6: Assemble Poster

The movement of people- migration

Read: Cate, Ch. 8, “*Refugees*”

Spindler, Ch. 12, “*Culture Change and Cultural Reproduction*”

Week 12, April 14-16

Culture Change and Futures Perspectives

FAIR TRADE FAIR (LO 1,2,3)

Week 13, April 21-23

GAP Meeting #7- Ethnographic Interviews

Culture Change and Recontextualization

Films: Oaxacan Hoops; Cricket the Trobriand Way

Read: Cate, Chapter 9, “*Transnationalism, Localization....*”

Spindler, Ch. 3, “*Cultural Identity in China*”

Week 14, April 28-30

ETHNOGRAPHIC FIELDWORK PAPER DUE

Directed Culture Change

Social and environmental movements

Film: Holy Smoke

Read: Spindler, Ch. 5, “*Sambia Gender, Sexuality, and Social Change*”

Week 15, May 5-7

Culture change and resistance

Read: Cate, Ch. 14, “*Democracy and Terror*”

Week 16, May 12

Review for final

Final Examination-TBA (LO1,2,3)

Global Alternatives Project

Assignment 1: Annotated List of Organizations (20 points)

Create an annotated list of five organizations (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. 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, etc. Include contact information for each group. The list of organizations should include one typed single spaced paragraph about each organization – about 2-3 pages total.

Assignment 2: Annotated Bibliography (20 points)

You should assemble a bibliography about your commodity. The bibliography 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? Four 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.

Assignment 3: Commodity Chain Analysis (100 points)

Each individual will write a 3-page research paper about a specific aspect of your commodity. For example, one person will write about the commodity and labor, someone will write about the environment, and another will write about consumption. 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, four of which must be peer-reviewed**. The 4th page of your paper is 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 which is accessed through the SJSU library home page.) Please do not use more than three quotes in the paper and of quotes are longer than three lines they must be indented and single-spaced.

Assignment 4: Proposal for Trade Show (20 points)

Each individual is responsible for preparing a 2-page project proposal in preparation for the Global Alternatives Project trade show. The proposal describes your personal ideas about what to include in the trade show. 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 the DeBeers company, urging them to adopt a policy rejecting "blood diamonds"). The proposal should be about 1-2 pages in length.

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 trade show.

Assignment 5: The Global Alternatives Project Trade Show—The Main Event

You should execute a well-organized project on the day of the trade show, which should include at minimum a booth or table and three representatives from each group on hand to provide information to passersby. The instructor and 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. The group that receives the highest evaluations will be eligible for up to 10 extra credit points.

Assignment 6: Peer Evaluations (20 points)

After the trade show, each of you will be asked to write a one page evaluation of the peers in your group and your project as a whole.

Assignment 7: Ethnographic Exercise (50 points)

After the trade show you will conduct an ethnographic interview with a fellow student which focuses on the student's views about the fair. You will write a 3-page ethnographic report describing the person's views and the interview process. The report should be double-spaced, typed, and in paragraph format. Ask the individual to describe his or her experiences at the fair. In what ways was the person impacted by what he or she learned at the trade show? Was the individual able to relate the fair to the lectures and readings of Anth 115? Does the individual think the fair will have a lasting impact? Why or why not?