

**San Jose State University**

**Department of Anthropology**

Instructor

**Dr. William Reckmeyer**  
Clark 465  
408-924-5342 (V)  
reckmeyer@sjsu.edu

**ANTH 115**

***Emerging Global Culture***  
Spring 2008  
W 3:00 – 5:45 PM  
CL 303

Office Hours

W 9:30-2:30 PM

Teaching Assistant

**Angela Hickenbottom**  
anth115m@gmail.com

[www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=840](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=840)

**Course Resources**

English-Lueck, Jan; Reckmeyer, William J., et al., eds. *Emerging Global Cultures*. 2<sup>nd</sup> Edition. Boston: Pearson, 2006.

**Course Description**

This is an undergraduate course for people who are interested in learning more about the nature of the emerging global culture of the early 21st century and mix of critical issues that are shaping humanity's future. It is open to upper-division students only and satisfies the requirements for SJSU Studies Area V (courses meeting areas R, S, and V must be taken from three different departments). We will explore globalization and the factors that are forging human societies into an increasingly inter-connected world. Of particular interest is the interplay between global and local interests as evolving changes affect different cultures, regions, and sectors of our planet. We will place special emphasis on a systems approach to social complexity and change.

**Course Objectives**

The goals of this course are to help people learn how to think more strategically about broader issues and the planet as a whole, appreciate multiple perspectives on complicated matters, work with others on common concerns, and act in ways that make the world a better place for all to live. Specific objectives include:

- developing a better sense of the big picture, an interest in shaping humanity's future, and the basic leadership skills required for meaningful change
- clarifying the nature of cultural systems, societal development, environmental concerns, and the evolution of political economies around the world
- exploring the role of trade and technology in the modern world, their effect on different cultures, and their pivotal role in the emerging global culture
- learning how to critically analyze underlying assumptions, address issues from different perspectives, and comprehend shifting worldviews

Our primary focus throughout the course will be on improving participants' ability to think globally and act locally in more effective and responsible ways, through the use of selected collaborative teaching-learning strategies.

## Course Format and Requirements

This is an undergraduate course and will be participatively designed by the class as a whole. The first two weeks will be devoted to organizing our course work. The majority of the semester will be devoted to addressing selected topics through the reading, discussion, and writing of assigned materials; presentations by the instructor and outside experts; and a variety of class activities. The last two weeks will be devoted to pulling everything together into a coherent result. Everyone is expected to participate in helping us create a systemic teaching-learning experience. There is a minimum 3,000-word writing requirement for all Area V courses. Specific responsibilities include the following assignments: a team project that includes an individual paper, 3 team summaries, and a team poster board/presentation; a final exam; and active participation in the learning teams.

Each person's learning will be evaluated on the basis of his/her performance on the individual paper (??%-??%), 3 team summaries (??%-??%), team poster board/presentation (??%-??%), final exam (??%-??%), and responsible class participation (15%) as specified in his/her personal learning contract.

## Course Schedule and Topics

<u>Dates</u>	<u>Content Topics</u>	<u>Learning Topics</u>
23 January 08	Initial Class Session	Darci Arnold
30 January 08	Course Introduction	Systemic Teaching
6 February 08	Systemic Course Design	Learning Contracts
13 February 08	Emerging Global World	
20 February 08	* <i>Mindwalk</i> *	* <i>Mindwalk</i> *
27 February 08	Cultural Systems	
5 March 08	Systems View of Globalizing World	
12 March 08	Roots of Globalization	
19 March 08	Great Revolutions	
26 March 08	☺ Holiday ☺	☺ Holiday ☺
2 April 08	Colonialism & Development	
9 April 08	Futures Thinking	
16 April 08	Global Sustainability	
23 April 08	Global Citizenship	
30 April 08	Team Poster Boards/Presentations	Presentations
7 May 08	Synthesis & Closure	
14 May 08	Final Exam Period	Final Exam Period

### **Course Grading Policies**

In order to enhance student learning, detailed rubrics and templates have been developed for the course assignments that include expectations for completing those assignments and the criteria used to evaluate student learning. There is a linked set of rubrics and templates for each assignment that is available on the course website, along with all the other course materials. Good communication skills are vital for professionals who work and live in a globalizing world that depends on the exchange of sophisticated information, knowledge, and wisdom. SJSU graduates are expected to write well, which generally requires several iterations with focused editing of ideas as well as language before the ideas are sufficiently polished to be shared with others. Students are strongly advised to pay close attention to the guidelines laid out in the rubrics and templates for each assignment, as well as seeking out other sets of eyes (including members of your learning teams) to help finalize your work. SJSU also offers assistance – including workshops, tutoring, and individual consultations through the SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>).

### **SJSU Academic Integrity Policy**

San Jose State University expects all students enrolled in the University, whether on a matriculated or extended education basis, to act in accordance with accepted academic and professional standards for integrity at all times. Official SJSU policy states that:

“Your own commitment to learning, as evidenced by your enrollment at San Jose 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 Judicial Affairs.”

This policy and detailed guidelines for complying with it can be found electronically online (<http://www2.sjsu.edu/senate/S04-12.pdf>). The most common issues of academic integrity are usually associated with some form of plagiarism, which is using other people’s ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people’s ideas (from the Internet, textbooks, magazines, lectures, or even from other student papers) and incorporate them into our own work. As a result, it is very important to give proper credit to those sources. If proper credit is not given, then you are passing these ideas and words off as our own – which is both unethical and illegal. Students who engage in any form of academic dishonesty that contravenes SJSU policy will result in a failing grade (F) on that assignment for all parties involved and may lead to dismissal from the course and possibly the University.

### **SJSU Disability Policy**

San Jose State University also recognizes that some students may require special accommodations to participate in a course. If any student in this course needs such assistance and/or would like to share emergency medical information, especially as it might affect safety issues like evacuation procedures, please contact me privately as soon as possible so we can decide how to proceed. Presidential Directive 97-03 requires that students with disabilities register at the Disability Resource Center (924-6000) to establish a record of their disability so they can utilize the University’s resources.

## Department Learning Objectives

### Knowledge

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

### Skills

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

### Professional Values

- Knowledge of political and ethical implications of social research.

## Area V Course Learning Objectives

- 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 United States (examinations; class activities).
- To identify the historical context of ideas and cultural traditions outside the United States and how they have influenced American culture (Delta team project; examinations)
- To explain how a culture outside the U.S. has changed in response to internal and external pressures (Delta team project; examinations)

## Area V Content Areas

- *Diversity.* Issues of diversity shall be incorporated in an appropriate manner (class activities; Delta team 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 (Delta team project assignments and paper; examinations)
- *Civic Learning.* Courses shall address the civic relevance of the topic in an appropriate manner (Delta team project)

- *Values Clarification.* Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse (Delta team project; ethnographic interview paper; examinations)
- 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; Delta team project; lectures and readings)