

San José State University
Anthropology Department
ANTH 115/ASIA 115: Emerging Global Cultures, Sec. 5
Spring 2012 Semester

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| Instructor: | Professor Gonzalez |
| Office Location: | Clark Hall 459 |
| Telephone: | (408) 924-5715 |
| Email: | roberto.gonzalez@sjsu.edu |
| Office Hours: | F 10:30 am - 3:30 pm TuTh 1:30 - 2:45 pm |
| Class Days/Time: | |
| Classroom: | Sweeney Hall 239 (subject to change) |
| Prerequisites: | The prerequisites for this course are passage of the writing skills test (WST), completion of core General Education, and concurrent or previous enrollment in 100W. |
| GE/SJSU Studies Category: | V (Culture, Civilization, and Global Understanding) |
| Note: | Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. |

Course Description

In this course we will examine the emergence of global cultures. We will critically analyze the ways in which global capitalism (and other systems of international trade), migration, and technological change have interacted, while keeping in focus the impacts of such changes upon individual lives and human cultures. Connections between culture and power will be a fundamental part of our analysis. Lectures, films, readings, and in-class team projects form the basis of the course. It is essential that you attend class and read all assigned materials.

ANTH 115/ASIA 115 Course Goals and Student Learning Objectives

This course has a number of goals, including: to encourage students to make connections between everyday life and broader issues affecting the entire planet, to appreciate different perspectives on complex problems, to work with other students on common issues, and to become conscious, active participants in the transformation of global society. Specific objectives include:

1. Learning how to understand events within a broad worldwide framework
2. Comparing and contrasting today's global issues with those of other historical periods
3. Critiquing different assumptions and reviewing a range of perspectives on global issues
4. Discussing competing definitions of "globalization"
5. Analyzing the impacts of trade, technology, migration, and conflict on cultural change
6. Developing the skills needed to anticipate and shape future scenarios
7. Working with other students cooperatively on a class project

SJSU Studies Area V Student 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 US
2. To identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture
3. To explain how a culture outside the US has changed in response to internal and external pressures

Goals of the Anthropology Department

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 phenomena shaping global society
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
10. Knowledge of political and ethical implications of social research

Required Texts/Readings

Required readings include the following books:

Emerging Global Cultures: A Reader, edited by Jan English-Lueck et al.

In addition, we will use a supplemental course reader available for purchase at Maple Press (at 481 E. San Carlos Street) by mid-February.

Classroom Protocol

Laptop computers are not permitted during the lecture or film portions of this class unless you have a note from the Disability Resource Center justifying a need. You should write lecture notes by hand, or else make audio recordings of lectures and transcribe them after class meetings. Cell phones must be turned off during class to avoid disruption and out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited. Any student who allows a cell phone to ring during class, or who texts messages will first be given a formal warning by the instructor. A second infraction of this rule will be promptly reported to the Office of Student Conduct with a recommendation that the student be immediately expelled from the course. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of unauthorized electronic devices in classroom settings.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

This course is an SJSU Studies course which includes a substantial series of writing assignments. Most of the assignments are centered around an analysis of one of the following global commodities:

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|--------|----------|-----------|-------|
| coffee | diamonds | beef | oil |
| gold | corn | chocolate | sugar |

During the first week of class, the instructor will assign you to a group that will be conducting research on one of these commodities. Assignments for this course include the following:

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| Assignment 1: Annotated list of organizations | (10%) |
| Assignment 2: Research materials (meets SLO 1, 3) | (10%) |
| Assignment 3: Group presentation proposal | (10%) |
| Assignment 4: Commodity chain analysis paper (meets SLO 2, 3) | (15%) |
| Assignment 5: Ethnographic paper (meets SLO 2) | (15%) |
| Assignment 6: Class presentations | (10%) |
| Midterm exam (meets SLO 1, 2, 3) | (15%) |
| Final exam (meets SLO 1, 2, 3) | (15%) |

Assignment 1: Annotated List of Organizations (Individual Papers required)

Create an annotated list of three organizations (non-profits, non-governmental organizations, co-operatives, corporations, or small businesses) related to your commodity. For example, if your group is examining coffee, your list might include Global Exchange, Starbucks, Jazzland Café. Include global as well as local resources. Your annotation for each organization should include a summary of its activities, the range of products or services it provides, its source of funding, etc. Your list should include answers to the following questions:

1. What is the history of the organization?
2. What are the organization's goals?
3. What are the organization's needs?
4. What things does the organization do to realize its goals and meet its needs?

Write up the annotated list of organizations, contact information, and interview data and return them to the instructor.

Assignment 2: Research Materials (Individual Papers required)

Assemble materials about 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. You must include the sources from which your information was collected. You must use a minimum of two peer-reviewed academic journals. You are allowed maximum of only two online sources (for example, websites).

Assignment 3: Group Presentation Proposal (Group Paper required)

Each group is responsible for preparing a 2-page project proposal for class presentations. Elements of the proposal should include (a) concise, specific statements of the presentation and its goals; (b) description of methodology—describe the plan, strategy, and time line for developing and completing the presentation; and (c) a hypothetical action plan for making the production and/or consumption of your global commodity more socially responsible. This might include one or more of the following: a petition (for example, urging On Fourth Cafe to sell only organic coffee and tea); a letter-writing campaign (perhaps to the DeBeers company, urging them to adopt a policy rejecting "blood diamonds"); etc.

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 class presentations. The instructor will ask you to fill out a group project proposal in preparation for the class presentations, which will 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 time line for completing this project?

4. How can the instructors help with your goals? What resources or materials will you need (audio or visual equipment, photocopies, etc.)?

Assignment 4: Commodity Chain Analysis Paper (Individual Paper required)

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

1. Choose ONE brand name product you or someone you know buys, uses, desires, needs, eats, or adores. Examples: Starbucks latté, Taco Bell taco, gallon of Shell gasoline, M&Ms candy. This should match the category of your group's commodity.
2. Write a brief description of this product's role in your life (or that of the person you know). Was it a spur-of-the-moment purchase? A daily lunchtime item? A necessity? A luxury?
3. Try to trace out all of the factors in its production, distribution, and consumption –what resources are necessary for this product to reach you? What institutions or types of companies are involved? (Visit www.soc.duke.edu/courses/soc142/tree.html for one representation of this "commodity chain.")
4. Try to locate information about those who work in the companies producing this product—at the beginning of the commodity chain. Summarize in a paragraph or two some of the issues they face. (The websites of the manufacturer and www.sweatshopwatch.org or www.globalexchange.org are excellent places to start). If you cannot locate information on the specific product, find information relevant to the generic class of goods.
5. What conclusions can you reach about your connections to the global economy through this exercise?

Your paper should be at least 5 pages, typed and double-spaced.

Assignment 5: Ethnographic Paper (Individual Paper required)

Pick an organization that is related in some way to your group's commodity. Spend at least 30 minutes conducting participant-observation there. You should prepare a 5-page (typed, double-spaced) ethnographic report describing and analyzing your observations. For example, if your group is researching diamonds, you might choose Zales at Eastridge Mall. (NOTE: Each member of your group should pick a different organization.) If appropriate, you should interview customers or employees. Your paper should include the following: (a) a description of your research site; (b) a summary of your observations (human interactions, spatial analysis, interpretation of symbols, linguistic analysis); and (c) your analysis and reflections. The report should be double-spaced, typed, and in paragraph format. How did this experience relate back to globalization themes discussed in the ANTH 115.

Assignment 6: Class Presentations (Group activity)

Your group should present the results of its research in a 15-20 minute presentation before the class. This can take the form of a PowerPoint presentation, a poster, a YouTube video, or a handout (among other forms).

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 the DRC (Disability Resource Center) to establish a record of their disability.

ANTH 115/ASIA 115, Emerging Global Cultures

Spring 2012 Course Schedule

Schedule is subject to change with fair notice.

| Wk | Date | Topics, Readings, Assignments, Deadlines |
|-----------|---------------|---|
| 1 | 01/26 | Course Introduction Readings: No readings |
| 2 | 01/31 - 02/02 | Anthropology and Ethnography Readings: Laura Nader, "Barriers to Thinking New about Energy" (to be distributed in class) |
| 3 | 02/07 - 02/09 | Defining and Debating "Globalization" Readings: English-Lueck* (EGC 1-4), Friedman* (EGC 5-10), Gonzalez* (EGC 15-18) Workshop: Group assignments SJSU LIBRARY PLAGIARISM TUTORIAL DUE 02/09 |
| 4 | 02/14 - 02/16 | Global Cultures--A History (Part 1) Readings: Robbins* (EGC 35-60); D'Souza (EGC 231-236) Film: "In the Footsteps of Marco Polo" Workshop: Assignment 1 (due 02/23) |
| 5 | 02/21 - 02/23 | Global Cultures--A History (Part II) Readings: Robbins* (EGC 60-82) Workshop: Assignment 2 (due 03/08) |
| 6 | 02/28 - 03/01 | Economic Integration Readings: Ben Bernanke, "Global Economic Integration"** |
| 7 | 03/06 - 03/08 | Economic Disintegration Readings: Joseph Stiglitz, "Capitalist Fools"** Film: "Inside Job" Workshop: Assignment 3 (due 03/15) |
| 8 | 03/13 - 03/15 | Environmental Trends Readings: Scupin* (EGC 83-112) MIDTERM EXAM--MARCH 15 |
| 9 | 03/20 - 03/22 | Food, Nutrition, and Health Readings: Brandt* (EGC 141-164) Film: "9000 Needles" Workshop: Assignment 4 (due 04/05) |
| | | SPRING BREAK--NO CLASS MEETINGS |
| 10 | 04/03 - 04/05 | Music, Religion, and Philosophy Readings: Ian Condry, "Japanese Hip Hop"** |
| 11 | 04/10 - 04/12 | Sports Readings: TO BE ANNOUNCED Film: "Pelada" Workshop: Assignment 5 (due 05/03) |
| 12 | 04/17 - 04/19 | Migration and Labor Readings: Gmelch* (EGC 173-188) |

| Wk | Date | Topics, Readings, Assignments, Deadlines |
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| 13 | 04/24 - 04/26 | <p><u>Protest</u></p> Readings: Gideon Rachman, "2011, The Year of Global Indignation"** John Harris, "Global Protests: Is 2011 a Year That Will Change the World?"** Film: "Revolution in Cairo" Workshop: Planning for Assignment 6 |
| 14 | 05/01 - 05/03 | <p><u>Searching for Alternatives</u></p> Readings: Emily Lambert, "Funny Money"** Pete Engardio, "Global Capitalism--Can It Be Made to Work Better?"** Judith Schwartz, "In Cleveland, Worker Co-ops Look to Spanish Model"** Film: "The Take" |
| 15 | 05/08 - 05/10 | CLASS PRESENTATIONS--(ASSIGNMENT 6) |
| 16 | 05/15/12 | <p><u>Summary and Review</u></p> Readings: No readings |
| | | FINAL EXAM--TUESDAY, MAY 22 (12:15 - 2:30 PM) |

NOTES:

Readings followed by an asterisk () can be found in the *Emerging Global Cultures* (EGC) book.

Readings followed by two asterisks () can be found in the supplemental course reader.