

**San José State University**  
**Anthropology /Asia 115, Section 3, Emerging Global Culture, Spring 2014**

**Contact Information**

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<b>Class Days/Time:</b>	TR 1030-1145
<b>Classroom:</b>	Clark 204
<b>GE/SJSU Studies Category:</b>	Area V

**Course Documents and Communication**

You can find course materials such as the syllabus, major assignment handouts, lecture outlines, study guides and grades on **Canvas** ([sjsu.instructure.com](http://sjsu.instructure.com)), the learning management system at SJSU. I will communicate with you about assignments and updates through your e-mail address there, so please make certain Canvas has a working e-mail address for you and that you check your e-mail regularly.

**Course Description**

This course examines the emerging global cultures of the 21<sup>st</sup> century through processes at both the macro and micro levels – that is, how globalizing processes have changed and are changing lives of individuals and communities and vice versa. In addition to examining the structures of global capitalism, we will also consider art, popular culture, food, health, 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](#)].

## Anthropology/Asia 115 Student Learning Objectives

1. To be able to examine cultural systems and select predictive elements to anticipate cultural development (*GIP project; GIP paper; examinations*)
2. To be able to critically analyze the assumptions underlying various projections of social issues (*GIP 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 (*GIP project; class activities; exams*)
5. To be able to visualize how societies change and create new cultures (*GIP project; class activities; exams*)
6. To systematically analyze issues from the perspectives of the different actors involved (*GIP project, exams*)
7. To be able to engage in cooperative learning activities (*GIP 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. (*exams; class activities, GIP project*)
2. To identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture (*GIP project; exams*)
3. To explain how a culture outside the U.S. has changed in response to internal and external pressures (*GIP project; exams*)
4. To write at least 3,000 words (essay exams, papers, etc.) with practice and feedback on the writing (*GIP research paper, narrative portion of exam*)

## 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.

## 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 Issues Project

The Global Issues Project examines a social problem or issue in a variety of cultural settings. The goal of the project is to develop appreciation of the simultaneous processes of globalization and local responses, as well as the links between cultures, economies, values and technologies. Each team will work on a single topic; each student will write a 6-page research "brief" on that topic in one specific country. Working with these multiple cultural perspectives, your team will present a 15-minute analysis of their findings to the class, in Powerpoint or Prezi form (50 points)

**GIP team activities** include the following meetings (each team day worth 10 points, with advance notice, you may miss one team day for ½ credit)

1. Select a topic, form teams
2. Share information on relevant organizations, identify key issues
3. Share research materials, analyze relations between issues, develop timeline
4. Plan presentation to class
5. Peer Edit individual papers, work on presentation
6. Do Team Peer Reviews

**GIP individual activities** include:

- Annotated list of five relevant organizations and their role in this issue (2-3 pages, 20 points)
- Annotated bibliography of peer-reviewed sources for your research paper (2-3 pages, 20 points)
- GAP commodity paper (6 pages; 1800 words, peer evaluated, 100 points)
- Evaluation of own team's efforts

### Evaluation

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

Letter grades for the course will be calculated according to the following percentages (see Canvas)

A+ = 98-100%	A = 93-97%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B - = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%, 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.
- **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

*The No-Nonsense Guide to Globalization* by Wayne Ellwood, New Internationalist, Second Edition (2006)  
*Noodle Narratives: The Global Rise of an Industrial Food into the Twenty-First Century* by Frederick Errington, Tatsuhiro Fujikura, and Deborah Gewertz, University of California Press (2013)  
 Additional articles, to be posted on Canvas

# ANTH 115 / The Emerging Global Culture, Spring 2014 Course Schedule

### Class Schedule (note, subject to change as needed)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 23	Discussion    Anthropology and Globalization Readings    Friedman, "It's a Flat World" (Canvas) Gonzalez, "Falling Flat" (Canvas)
2	Jan. 28	Discussion    Economic Systems and Society Readings    Spradley and McCurdy, "Economic Systems" (Canvas) Lee, "Eating Christmas in the Kalahari" (Canvas) Cronk, "Reciprocity and the Power of Giving" (Canvas) Video <i>The Goddess and the Computer</i> (7 ½ minutes) <b>READING QUIZ #1</b>
	Jan. 30	Jan. 30        In-class activity: The Penny Game
3	Feb 4	Discussion    Theories of Social Change Reading       Hull, "From Field to Factory and Beyond" (Canvas) Video <i>Losing Knowledge</i> (41 minutes) <b>READING QUIZ #2</b>
	Feb 6	Discussion    Early World Systems Reading       Robbins, "The Rise of the Merchant..." (Canvas, pp. 35-70) <b>READING QUIZ #3</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
4	Feb. 11	<b>GIP Meeting #1: Form Teams, Select Topics, Discuss Issues</b>
	Feb. 13	Video <i>Black Gold</i>
5	Feb. 18	In class library tutorial: How to Do Social Sciences Research – Silke Higgins
	Feb. 20	Discussion Colonialism and Economic Integration [See Sugar/Slavery Chart on Canvas] Reading D’Souza, “Two Cheers for Colonialism” (Canvas)
6	Feb. 25	Discussion Modern World System Readings Ellwood, <i>No Nonsense Guide</i> , Intro, Chapter 1 Video <i>The Corporation</i> (excerpts) <b>READING QUIZ #4</b>
	Feb. 27	<b>DUE: GIP ANNOTATED LIST OF ORGANIZATIONS</b> <b>GIP Meeting #2: Contest, International Organizations (for list, see Canvas)</b> <b>Discuss organizations, develop plans for presentation</b>
7	Mar. 4	Discussion The Global Economic Crisis Readings Ellwood, <i>No Nonsense Guide</i> , Chapters 2-3 <b>READING QUIZ #5</b>
	Mar. 6	Video <i>Inside Job</i> (1:08) Readings Ellwood, <i>No Nonsense Guide</i> , Chapters 4-6
8	Mar. 11	Discussion Environmental Trends Readings Ellwood, <i>No Nonsense Guide</i> , Chapters 7 Vance, “Emptying the World’s Aquarium” (Canvas) Video <i>When the Fish Are Gone</i> (6:28 minutes) <b>READING QUIZ #6</b>
	Mar. 13	Discussion Global Migration Readings Lubkemann, “Refugees: Worldwide Displacement and International Response” Chavez, “Culture Change and Culture Reproduction: Lessons from Research on Transnational Migration” <b>READING QUIZ #7</b>
9	Mar. 18	Discussion Global Tourism Readings Gmelch, “Why Tourism Matters” Gmelch & Gmelch, “The Global Village: Television, Tourism and Travel” Video <i>The Toured: The Other Side of Tourism in Barbados</i> (38 minutes) <b>READING QUIZ #8</b>



## **Departmental Goals**

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Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

### **Credit Hours**

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.

## **University Policies**

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Here are some of the basic university policies that students must follow.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

Late Drop Policy <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

University Policy S12-7 <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

University Academic Integrity Policy S07-2 <http://www.sjsu.edu/senate/docs/S07-2.pdf>

Student Conduct and Ethical Development website <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

Presidential Directive 97-03 [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

Accessible Education Center <http://www.sjsu.edu/aec>

## **Resources**

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The university provides resources that can help you succeed academically. Just look here.

Academic Success Center <http://www.sjsu.edu/at/asc/>

Peer Connections website <http://peerconnections.sjsu.edu>

Writing Center website <http://www.sjsu.edu/writingcenter>

Counseling Services website <http://www.sjsu.edu/counseling>