

**San José State University
College of Social Sciences
Anthropology/Asia 115
Emerging Global Cultures**

Instructor	Quincy Dalton McCrary
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Office Hours	Virtual Office (Wednesday 10.30-12.00 via Zoom https://sjsu.zoom.us/j/2816290117)
Class Days/Time	On Campus Section Monday/Wednesday 9.00-10.15
Classroom	Clark Building 204 and Canvas (https://sjsu.instructure.com/)
GE/SJSU Studies Category	V

Course Format

Technology Intensive, Hybrid, and Online Courses

This course adopts a completely online instruction format. You must have Internet connectivity, and access to a computer, to participate in the classroom activities and/or submit assignments. All assignments must be uploaded to Canvas in .doc or .docx format to be graded due to the limitations of the grading software in Canvas. Please save or export documents created in other formats (such as Google.docs) to Word before submitting the assignment. Please be aware that the Canvas App does not include the full functionality of Canvas as seen on a computer screen and you will not be able to fully participate in the class if using the app only. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Course Description

The course examines the emerging global culture of the early twenty-first century. Those aspects of human culture which merge human societies--communications, popular cultures, population shifts, political movements, economic and environmental interdependencies--will be explored. In addition, the creation of "local" culture and identity will provide a complementary perspective. The central questions of the course are:

- What are the systemic principles that extend to culture and how does the systemic point of view illuminate the processes of change?
- How have cultures changed in the twentieth century and how has our understanding of that process changed?
- Is there an emerging global culture and if so, what is it? What forces--such as political economics, tourism, social movements, and popular culture--limit and nurture it?
- How can we anticipate future manifestations in global cultures?
- How does the experience of living in a "global culture" effect 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 will integrate sociological, cybernetic

and historic perspectives. It satisfies the Area V requirements for the Culture and Civilization SJSU Studies, as well as departmental and program requirements in anthropology and behavioral science. Note that courses taken to meet areas R, S and V of SJSU Studies must be taken from three different departments.

Course Goals

To be able to examine cultural systems, especially political economies, and select predictive elements to anticipate cultural development

To be able to critically analyze the assumptions underlying various projections of social issues

To comprehend the links between cultural values and technological choice

To understand the links between cultural values and social organization

To understand the shifting worldviews dominating various global regions in different times and places

To be able to visualize how societies change and create new cultures

To systematically analyze issues from the perspectives of the different actors involved

To be able to engage in cooperative learning activities

GE Learning Outcomes (GELO)

Upon successful completion of this program, students will be able to:

1. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences; and
4. Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

Course Learning Outcomes (CLO)

1. The student will learn how to understand events within a broad worldwide framework.

2. The student will practice comparing and contrasting today's global issues with those of other historical periods.

3. The student will learn to critique different assumptions and reviewing a range of perspectives on global issues.

4. Students will discuss competing definitions of "globalization."

5. Students will analyze the impacts of trade, technology, migration, and conflict on cultural change.

6. Students will develop the skills needed to anticipate and shape future scenarios.

Required Texts/Readings

Textbook

Global Problems and the Culture of Capitalism | Edition: 6

Author: Richard H. Robbins

ISBN:9780205917655

Capitalism: A Very Short Introduction | Edition: 2

Author: James Fulcher

ISBN:9780198726074

Globalization: A very short introduction | Edition: 4
Author: STEGER
ISBN:9780198779551.

Other Readings

Required online articles indicated in class syllabus.

Course Requirements and Assignments

This is a 3 credit hour course. As such, course assignments consist of: (1) a series of activities focused around a global commodities project (see below); (2) an eight to ten page paper based on your analysis of a commodity chain; (3) a two-page proposal that each student will prepare individually for the global commodities project; (4) a short three page paper based on an in-class ethnographic interview about immigration and; (5) a mid-term and final exam. Detailed information on the global commodities project, the ethnographic paper, and the in class ethnographic interview paper are included on the course website.

Global Commodities Project

Each student will research each aspect of the commodity (such as: (a) detailed presentation of the commodity chain; (b) labor conditions under which the commodity is produced; (c) environmental consequences of the production process; (d) effects of the production process on people (health, status, etc) in relevant regions; (e) health effects associated with the consumption of the product). Each student is responsible for preparing a two-page project proposal in preparation for the global commodities presentation outlining what the presentation will be about in detail.

Primary Assignments

Assignment 1: Issue Statement and Annotated Bibliography	20pts
Assignment 2: Global Commodities Project Proposal	10pts
Assignment 3: Global Commodities Project Presentation	50 pts
Assignment 4: Peer evaluations	10 pts
Assignment 5: Commodity Chain Analysis Paper	100 pts

Secondary Assignments

Assignment A: Immigration assignment	20 pts
Assignment B: Tourism assignment	20 pts
Assignment C: Movie Summaries	10 pts each = 140 pts total
Midterm	60 pts
Final	120 pts

Assignment 1: Issue Statement AND Annotated Bibliography

Begin your bibliography a one paragraph Topic Statement for your paper. Simply put, a topic statement is what you are going to write about.

After you have chosen a topic, YOU MUST HAVE IT APPROVED BY ME after the first week of class.

Identify any potential problems in the commodity chain. Problems are consumer health, the environment, or

social inequality. Problems could be at the point of production, distribution or consumption. Explore the commodity online to see where social activism and global citizenship is being mobilized.

As you conduct research you should assemble an annotated bibliography with five to ten references regarding the process that goes into the production of your commodity. This might include websites, journal articles, books, materials from organizations etc. These resources might include such information such as:

- (a) detailed presentation of the commodity chain;
- (b) labor conditions under which the commodity is produced;
- (c) environmental consequences of the production process;
- (d) effects of the production process on people (health, status, etc) in relevant regions;
- (e) health effects associated with the consumption of the product;

You should include the sources from which your information was collected. Wikipedia should be a starting place for research only, not a final bibliographic item. Make sure that you have a mixture of media, not only web-based materials.

Assignment 2: Global Commodities Project Proposal

Each student will research each aspect of the commodity (such as: (a) detailed presentation of the commodity chain; (b) labor conditions under which the commodity is produced; (c) environmental consequences of the production process; (d) effects of the production process on people (health, status, etc) in relevant regions; (e) health effects associated with the consumption of the product). Each student is responsible for preparing a two-page project proposal in preparation for the global commodities presentation outlining what the presentation will be about, and how the presentation will be constructed and delivered.

Assignment 3: Global Commodities Project Presentation

You should execute a well-organized project. The instructor will assign a grade based on the following criteria: (a) accuracy, clarity, and presentation of the materials on display; (b) creativity of the presentation; (c) preparedness; (d) viability of the action plan. Ideally the project should present global alternatives and/or an action plan related to the products under consideration. Presentations should be at least 15 minutes, no more than 30. Presentations can be in PowerPoint, Screen capture, or any other format I approve. Presentations will be posted to Canvas where I will make them viewable to the class. The class will assess the presentations using a peer evaluation rubric.

Assignment 4: Commodity Chain Analysis Paper

Each class member will prepare a commodity chain analysis paper that considers the impact of the commodity. The paper should outline the commodity chain for a product as specifically as possible (try to identify particular commodities and not the generic commodity if possible). The paper should also consider, analytically, the consequences of production or consumption on cultural, economic or political globalization. Excellent quality papers **MUST INCLUDE** each of these sections:

- (a) detailed presentation of the commodity chain;
- (b) labor conditions under which the commodity is produced;
- (c) environmental consequences of the production process;
- (d) effects of the production process on people (health, status, etc) in relevant regions;
- (e) health effects associated with the consumption of the product;

Your paper must be written in APA style; including a Cover Page, Abstract, 8-10 pages of text, and a work's cited page. Term papers are due on the final day of the class.
In addition to the Global Commodities Project, there will be...

Ethnographic Interview (Assignment A)

This project is based on an ethnographic interview conducted with a fellow class member outlining the context of family arrival in the United States drawn from the Silicon Valley region. You will conduct an interview and write up the exchange into a 3-page report.

Participant Observation Exercise (Assignment B)

This project is based on participant observation. You will be provided a worksheet and a prompt on the week the assignment is conducted.

Movie Summaries (Assignment C)

Assigned movie summaries/responses.

Assessment Assignment (Assignment D)

Students will be asked to complete an assignment which includes their reaction to a selected learning objective.

Midterm Exam

Students will be provided with a study guide in each Canvas Site to prepare an exam to be given online.

Final Exam

Students should use the study guide in the Canvas Site to prepare for a final essay exam

Final Examination or Evaluation

Students should use the study guide on the Canvas Site to prepare for a final comprehensive essay exam. This exam will be conducted online on (see class schedule).

Grading Information

Rubrics are associated with each assignment in Canvas. Please read them carefully before you submit your work to ensure that you receive maximum credit for your effort.

Incompletes will be granted only if the instructor has been notified and has approved. The incomplete contract must be agreed upon during the semester, not after it ends. **NO WORK WILL BE ACCEPTED AFTER THE LAST DAY OF REGULAR CLASS.**

Notification of grades: Your final grade will appear in Canvas at the time it is calculated.

Marking Criteria

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

“Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”

Classroom Protocol

To Be Excused if you cannot make it to class to participate in an exercise, please leave an E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points.

You may not collaborate on individual work in this class. Group study for the midterm and final are permitted, but anything you write on the midterm or final must be in your own words. If the text of answers on the midterm or final are found to be identical to that of another student or cut and pasted from another source, you will receive an “F” on the exam.

Late Papers

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course:

“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.”

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” Make sure to review these university policies and resources with students.

SCHEDULE

See our canvas site for our weekly schedule. There will be daily discussions, videos, recorded lectures, and readings. There will be several assignments and a midterm.

<p>Week One: What is Anthropology</p>	<p>Readings:</p> <p>Robbins: PART 1 - Introduction: The Consumer, the Laborer, the Capitalist, and the Nation-State in the Society of Perpetual Growth</p> <p>Steger: Globalization: a contested concept</p> <p>Flucher: What is capitalism?</p>	<p>In class discussion:</p> <p>What is Anthropology</p>
<p>Week Two: What was the Green Revolution?</p>	<p>Lecture</p> <p>Readings</p> <p>IMPORTANT: Please read this short thesis to outline the history of the green revolution:</p> <p>Kathryn Sebbj The Green Revolution of the 1960's and Its Impact on Small Farmers in India</p> <p>Robbins: Constructing the Consumer</p> <p>Flucher: Crisis? What Crisis? pp. 102-126</p> <p>Steger: Globalization in history: is globalization a new phenomenon?</p>	<p>In class discussion:</p> <p>How was the Green Revolution like other "revolutions" humans have experienced in the past? (Neolithic Revolution, Scientific Revolution, Sexual Revolution, etc). Living in California, have you had any contact with any of the negative effects of the Green Revolution?</p>

	<p>Film:</p> <p>Food Inc</p> <p>(Seen Discussion Week Two for information)</p> <p>Assignment 1: Due</p>	
<p>Week Three: World Systems Theory</p>	<p>Lecture:</p> <p>Readings:</p> <p>Robbins: Chapter 2: The Laborer in the Culture of Capitalism</p> <p>Steger: The economic dimension of globalization</p> <p>Wallerstein: The World System Perspective</p> <p>Film:</p> <p>Mardi Gras Made in China</p>	<p>In class discussion:</p> <p>Please define World Systems Theory and provide one example of the Core>Periphery relationship.</p>
<p>Week Four: The Rise of Capitalism</p>	<p>Lecture: Capitalism is neither natural or teleological. What were the underpinnings of the rise of capitalism?</p>	<p>In class discussion:</p> <p>How is capitalism linked to Globalism? What is the "myth of mobile labor"? What is the "inherent conflict" in capitalism?</p>

	<p>Readings: Robbins: Chapter 3 - The Rise and Fall of the Merchant, Industrialist, and Financier</p> <p>Flucher: Where did capitalism come from? Is capitalism everywhere the same?</p> <p>Film Summary Due</p> <p>Assignment Two Due</p>	
<p>Week Five: Commodity Chains</p>	<p>Readings:</p> <p>Robbins: Chapter 4: The Nation-State in the Culture of Capitalism</p> <p>Fulcher: Has capitalism gone global?</p> <p>Now read this excellent article on the commodity chain of Tequila: The Paradox of Protection National Identity, Global Commodity Chains, and the Tequila Industry</p>	<p>In class discussion:</p> <p>Discuss what a commodity chain is, and how global elite affect both products and labor under modern production conditions.</p>

	Film: Worlds Apart Global Stratification	
Week Six: Hunger, Poverty, and Economic Development	<p>Readings:</p> <p>Robbins: Chapter 6: Hunger, Poverty, and Economic Development</p> <p>Film Summary Due</p>	<p>In class discussion:</p> <p>Can democratized development exist in an intense capitalistic economy?</p>
Week Seven: Environment and Consumption	<p>Readings:</p> <p>Robbins: Chapter 7: Environment and Consumption</p> <p>Raymond Scupin Contemporary Global Trends (see attached pdf)</p>	<p>In class discussion:</p> <p>Please provide one global trend present in American society today that impacts the continued wealth gap in capitalists societies.</p>
Week Eight: MIDTERM!		
Week Nine: Transnationalism, Localization and Fast Foods	<p>Readings:</p> <p>Robbins: Chapter 8: Health and Disease</p>	<p>In class discussion:</p> <p>Please explain how American style fast food is both an expression of free market capitalism and cultural hegemony...</p>

	<p>Watson: Transnationalism, Localization and Fast Foods in East Asia (attached pdf)</p> <p>Film: Black Gold</p> <p>Assignment A Due</p>	
<p>Week Ten: Indigenous Groups and Ethnic Conflict</p>	<p>Readings:</p> <p>Robbins: Chapter 9: Indigenous Groups and Ethnic Conflict</p> <p>Steger: The cultural dimension of globalization</p> <p>Maybury-Lewis, D Genocide and Ethnic Cleansing 81-99 (see attached pdf)</p> <p>Film Summary Due</p>	<p>In class discussion:</p> <p>When is free market capitalism hegemony? Is there a difference? How do we navigate this in a global society?</p>
<p>Weeks Eleven and Twelve:</p> <p>Globalisms and Power</p>	<p>Readings:</p> <p>Steger: Ideologies of globalization: market</p>	<p>In class discussion:</p> <p>How is power and the various globalisms linked? Can you provide an example from your own life?</p>

	<p>globalism, justice globalism, religious globalisms</p> <p>Robbins: PART 3 - Resistance and Rebellion: Introduction AND Chapter 10: Peasant Protest, Rebellion, and Resistance</p> <p>Film: The Illusionists</p>	
<p>Weeks Thirteen and Fourteen: Television and Culture</p>	<p>Readings:</p> <p>Robbins: Chapter 11: Anti-Systemic Protest</p> <p>Theodore C. Bestor, "How Sushi Went Global," 2000, Foreign Policy (121): 54-63.</p> <p>Film Summary Due</p>	<p>In class discussion:</p> <p>How does television adapt culture to specific societies? How does it "sell America" globally?</p>
<p>Weeks Fourteen:</p>	<p>Readings:</p> <p>Robbins: Chapter 12: Religion and Anti-Systemic Protest</p> <p>Steger: The ecological dimension of globalization</p>	<p>In class discussion:</p> <p>How can religious movements be anti-systemic protests?</p>

<p>Weeks Fifteen/Sixteen:</p>	<p>Readings:</p> <p>Robbins: Chapter 13: Solving Global Problems: Some Solutions and Courses of Action</p> <p>Steger: The future of globalization</p> <p>Assignment 3 Due</p>	<p>In class discussion:</p> <p>Sovereignty is an important aspect in land disputes between nation-states. How can indigenous people navigate the problems of sovereignty while still maintaining a connection to their traditional environments?</p>
<p>Week Fifteen</p>	<p>Assignment 4 Due</p> <p>Assignment D Due</p>	<p>Course review and final assignments due.</p>
<p>Week Sixteen</p>	<p>Final Exam</p>	