

San José State University
Anthropology Department
ANTH 115 / ASIA 115, Emerging Global Culture, Sec. 81, Fall, 2022

Course and Contact Information

Instructor(s):	Dr. Bobby Seals (Fela Anikulapo Uhuru), Ph.D.
Office Location:	Clark Hall 404J
Telephone:	(408) 924 - 5906
Email:	bobby.m.seals@sjsu.edu
Office Hours:	By appointment via Zoom
Class Days/Time:	Online / Asynchronous
Classroom:	Via Zoom
Prerequisites:	Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

GE/SJSU Studies Category: V (Culture, Civilization, and Global Understanding)

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. To pass the course it is essential that you attend class meetings, take good notes during lectures and films, and read all assigned materials. Introduction to systems concepts and approach as a way to investigate the global impacts of industrial technology on political, economic, social and moral/psychological structures of humankind. GE Area: V

Method(s) of Instruction:

The class will be taught via Canvas and asynchronous. The class will be a mix of class activities, video-documentary analysis, discussions, and self-reflective writing. Please have an open-minded approach to the class discourse.

ANTH 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

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. 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.

GE Learning Outcomes (GELO)

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

GELO 1: 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.

GELO 2: identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture; and

GELO 3: explain how a culture outside the U.S. has changed in response to internal and external pressures

GELO 4: write at least 3,000 words (essay exams, papers, etc.) with practice and feedback on the writing

Course Learning Outcomes (CLO) – Anthropology/Asia 115

Learning Outcomes Upon successful completion of this course, students will be able to:

CLO 1: Examine events within a broad worldwide framework

CLO 2: Analyze current-day issues with reference to earlier historical developments

CLO 3: Critique different assumptions and reviewing a range of perspectives on global issues

CLO 4: Analyze the impacts of trade, technology, migration, and conflict on cultural change)

CLO 5: Visualize how societies change and create new cultures

CLO 6: Develop the skills needed to anticipate and shape future scenarios

CLO 7: Work with other students cooperatively on a class project

Required Texts/Readings

Textbook – All readings are found on Canvas “syllabus” page via pdf

- [Beyond Empire and Nation - Decolonizing Societies in Africa and Asia, 1930s-1970s.pdf](#)
- [Frantz Fanon - The Wretched of the Earth-1.pdf](#)
- [Chapter Title- Revisionist Ontologies- Theorizing White Supremacy-1.pdf](#) in ***Blackness Visible: Essays on Philosophy and Race***
- [Chapter Title- Aluminium- Globalizing Caribbean Mobilities, Caribbeanizing Global Mobilities- 1.pdf](#) in ***Caribbean Globalizations: 1492 to the Present Day***
- [Chapter Title- Aboriginal Culture at the Nexus of Justice, Recognition and Redemption.](#)
- [Chapter Title- Urban Renewal, Favelas, and Guanabara Bay: Environmental Justice and Sustainability in Rio de Janeiro \(Brazil\).](#)
- [Chapter Title- Gender and Political Leadership: Indigenous Women Organizations in the Peruvian Amazon Region.](#)

- Chapter Title- Israel Has the Right to Defend Itself

Silke Higgins, MA, MSLS
Librarian for Anthropology Department
King Library
Phone: (408) 808-2118
Email: Silke.Higgins@sjsu.edu

Course Requirements and Assignments

THE ASIGNMENTS WILL UNFOLD AS FOLLOWS:

Assignment 1 (20 points):

For these assignments (12), please write a (**300 word count minimum**) single-space and 11 to 12 fonts in Times New Roman, a critical analysis summation on the piece assigned in relation to some of the key thematics for the specific week. In other words, deconstruct, deconstruct, deconstruct. There is no right or wrong answer, all I ask is to think critically about the reading and find relevancy in it and most significantly your positionality in the world. If you cannot relate, state why.

Assignment 2 (10 points):

Brief Introductions. Please provide a brief biography.

Assignment 3 (10 points):

Critical analysis and discussion on the spoken word piece by the late Amiri Baraka titled “Someone Blew Up America.”

Assignment 4 (10 points):

Critical analysis and discussion on assigned (Mini) documentaries (14).

Assignment 5 (10 points):

Critical analysis and discussion on assigned documentaries (15).

Assignment 6 (10 points):

Critical analysis and discussion on TED TALKS (9).

Assignment 7 (10 points):

Critical analysis and discussion – Audio / Music Listening Exercise, themed “FIGHT THE POWER.”

Assignment 8 (10 points):

Critical analysis and discussion – Visual / Symbolic Images Exercise, themed “CULTURE, VIOLENCE, POWER & HUMAN AGENCY.”

Assignment 9 (10 points):

Critical analysis and discussion – Poetry / Spoken Word Exercise, themed RESILIENCY, ADAPTABILITY, AND SURVIVABILITY.

Assignment 10 (50 points):

Final Exam – Cumulative Self-Reflexive Essay.

TOTAL POINTS = 600

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction,

practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination

Cumulative Exam – Self-Reflexive Essay. 50 points.

Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>387 to 390</i>	<i>96 to 100%</i>
<i>A</i>	<i>384 to 386</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>380 to 383</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>377 to 379</i>	<i>86 to 89 %</i>
<i>B</i>	<i>374 to 376</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>370 to 373</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>367 to 369</i>	<i>76 to 79%</i>
<i>C</i>	<i>364 to 366</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>360 to 363</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>357 to 359</i>	<i>66 to 69%</i>
<i>D</i>	<i>354 to 356</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>350 to 353</i>	<i>60 to 62%</i>

Grading Policies:

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- Assignments will not be accepted late, by email, or after the last scheduled class. The final exam may be rescheduled *in advance* only if a student provides appropriate documentation according to University Policy. **Assignments will not be accepted by email or after the last scheduled class.**
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable. The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.

Classroom Protocol:

- Participation is a vital element in a social science environment and attendance is foundational to academic success.
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.

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](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.” Here are some of the basic university policies that students must follow:

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <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/) <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) <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) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <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) <http://www.sjsu.edu/aec>

ANTH 115 / Emerging Global Culture, FALL 2021, Asynchronous

The pace of the class may require changes to the course calendar at the discretion of the instructor to accommodate student learning. This schedule is subject to change.

Course Schedule

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Due Date
1	8/19	<u>Week One - Brief Introductions - WELCOME!!!!!!</u>	8/26
		<u>Amiri Baraka - Amiri Baraka "Somebody Blew Up America"</u>	
		<u>Documentary: Racism - A History (1 or 3)</u>	
		<u>AUDIO / MUSIC LISTENING EXERCISE - FIGHT THE POWER</u>	
		<u>Chapter Title: Decolonization - A brief history of the word by Raymond F. Betts pages 23 - 35</u>	
2	8/29	<u>VISUAL / SYMBOLIC IMAGES EXERCISE - CULTURE, VIOLENCE, POWER & HUMAN AGENCY</u>	9/2
		<u>TED TALK: Decolonization Is for Everyone Nikki Sanchez TEDxSFU</u>	
		<u>Mini-Documentary: Mayan Ruins in Guatemala Could Become a U.S.-Funded Tourist Attraction</u>	
		<u>Documentary: Human Zoos: America's Forgotten History of Scientific Racism</u>	
		<u>Chapter Title: Frantz Fanon's The Wretched of the Earth - On Violence pages 1 - 62</u>	
3	9/5	<u>TED TALK: We Must Talk about Race and American Colonialism Hayida Sewer TEDxSaintThomas</u>	9/9
		<u>Mini-Documentary: How a Sovereign Group in Jamaica Is Fighting a US Mining Company</u>	
		<u>Documentary: How Britain Glossed Over Their Role In Slavery Britain's Slave Trade Timeline</u>	
		<u>Chapter Title: Frantz Fanon's Black Skin, White Masks - The Fact of Blackness pages 109 - 140</u>	
4	9/12	<u>TED TALK: Globalization and the poor -- a look at the evidence Krisztina Kis-Katos TEDxStuttgart</u>	9/16
		<u>Mini-Documentary: Why South Africa is still so segregated</u>	
		<u>Documentary: Racism - A History (2 or 3)</u>	
		<u>Chapter Title: Revisionist Ontologies: Theorizing White Supremacy from the text Blackness Visible: Essays on Philosophy and Race. pages 97 - 118</u>	
5	9/19	<u>TED TALK: What Is It Like To Be Aboriginal? Tui Raven TEDxUWA</u>	9/23

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Due Date
		Mini-Documentary: Inside the Taliban's Takeover of Afghanistan	
		Documentary: Documenting Hate: Charlottesville (full film) FRONTLINE	
		Chapter Title: Decolonizing Money - Central Banks in the Philippines and Indonesia pages 109 - 132	
6	9/26	Feminism & Abolition Lecture with Angela Davis	9/30
		TED TALK: We are all connected with nature: Nixiwaka Yawanawa at TEDxHackney	
		Mini-Documentary: Day of Rage: How Trump Supporters Took the U.S. Capitol Visual Investigations	
		Documentary: Documentary. The Dark Side Of Chocolate	
7	10/3	TED TALK: Aloha, It's More Than Hello Noelani Kamalu TEDxBYU	10/7
		Mini-Documentary: Liberal Latinos Debate Conservative Latinos on Immigration, Trump, and Racial Identity (Part 1/2)	
		Documentary: Stealing Africa - Documentary	
		Chapter Title: 'ABORIGINAL CULTURE' AT THE NEXUS OF JUSTICE, RECOGNITION AND REDEMPTION	
8	10/10	[Best Version] The Great Dictator Speech - Charlie Chaplin + Time - Hans Zimmer (INCEPTION Theme)	10/1
		Mini-Documentary: Walk in My Shoes: Nike's Sweatshops (A Culture Jamming Documentary) Bonetwork	
		Documentary: HOW NEW ZEALAND WAS COLONIZED - Te Tiriti O Waitangi	
		Chapter Title: Chapter Title: Urban Renewal, Favelas, and Guanabara Bay: ENVIRONMENTAL JUSTICE AND SUSTAINABILITY IN RIO DE JANEIRO	
9	10/17	Martin Luther King at the UN for an Anti-Vietnam War Demonstration (15 April 1967)	10/21
		Mini-Documentary: The mistake that toppled the Berlin Wall	
		Documentary: My Auntie survived residential school. I need to gather her stories before she's gone Inendi	
		Chapter Title: Chapter Title: Realigning and Reframing Pan African Resistance	
10	10/24	Address To The United Nations by Emperor Haile Selassie	10/28
		Mini-Documentary: Coca-Cola's Corporate Takeover Of Mexico	
		Documentary: The True Cost Documentary Clothing Industry Fashion Market Capitalism Modern Slavery	
		Chapter Title: Chapter Title: Israel Has the Right to Defend Itself	

Week/Lesson/Module	Date	Topics, Readings, Assignments, Deadlines	Due Date
11	10/31	<u>Thinking Planet - Gayatri Spivak</u>	11/04
		<u>TED TALK: Effective Allyship: A Transgender Take on Intersectionality Ashlee Marie Preston TEDxPasadena</u>	
		<u>Mini-Documentary: The Fight To Save The Dying Languages Of Alaska</u>	
		<u>Documentary: India's COVID Catastrophe: What Went Wrong? Insight COVID-19 B1617</u>	
12	11/7	<u>Ku Klux Klan Member interview-JD</u>	11/11
		<u>Mini-Documentary: Inside the US-Iran Shadow War for Control of the Middle East</u>	
		<u>Documentary: A Perfect Soldier - The Story of Aki Ra Demining in Cambodia - FULL DOCUMENTARY</u>	
		<u>Chapter Title: Gender and Political Leadership: Indigenous Women Organizations in the Peruvian Amazon Region</u>	
13	11/14	<u>Global Empire - A Conversation With Edward Said</u>	11/18
		<u>TED TALK: What we don't understand about gentrification Stacey Sutton TEDxNewYork</u>	
		<u>Mini-Documentary: The Dark Secret Behind Your Favorite Makeup Products Shady Refinery29</u>	
		<u>Documentary: Bhutan – change comes to the Himalayan "Happy Kingdom" DW Documentary</u>	
14	11/21	<u>TED TALK: My descent into America's neo-Nazi movement & how I got out Christian Picciolini TEDxMileHigh</u>	11/25
		<u>Mini-Documentary: Why the US government murdered Fred Hampton</u>	
		<u>Documentary: Blue Gold</u>	
		<u>Chapter Title: The African City - Decolonization and After. pages 241 - 261</u>	
15	11/28	<u>Documentary: Racism - A History (3 or 3)</u>	12/2
		<u>Mini-Documentary: Malaysia's plastic jungle Off The Grid Documentary</u>	
		<u>Poetry / Spoken Word Exercise - VOICES OF THE VOICELESS</u>	
		<u>Documentary: Congo, My Precious. The Curse of the coltan mines in Congo</u>	
		<u>Chapter Title: Aluminium: Globalizing Caribbean Mobilities, Caribbeanizing Global Mobilities. pages 189 - 199</u>	
17		<u>Final - Tripped up by Coloniality: Anthropologists as Instruments or Agents in Indigenous-Settler Political Relations?</u>	12/6