

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

**Course and Contact Information**

Instructor(s):	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

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

### **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](#)

## Library Liaison

Silke Higgins, MA, MSLS  
Librarian for Anthropology Department  
King Library  
Phone: (408) 808-2118  
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## Course Requirements and Assignments

THE ASIGNMENTS WILL UNFOLD AS FOLLOWS:

Assignment 1 (20 points):

For these assignments (12), please write a 1-full page (\*\*FULL PAGE, FULL POINTS; HALF PAGE, HALF POINTS), 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,

preparation/studying, or course related activities, including but not limited to internships, labs, and clinical 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:

## **Dropping and Adding**

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/](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](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	1/26	<a href="#">Week One - Brief Introductions - WELCOME!!!!!!</a>	1/28
		<a href="#">Amiri Baraka - Amiri Baraka "Somebody Blew Up America"</a>	
		<a href="#">Documentary: Racism - A History (1 or 3)</a>	
		<a href="#">AUDIO / MUSIC LISTENING EXERCISE - FIGHT THE POWER</a>	
		<a href="#">Chapter Title: Decolonization - A brief history of the word by Raymond F. Betts pages 23 - 35</a>	
2	8/31	<a href="#">VISUAL / SYMBOLIC IMAGES EXERCISE - CULTURE, VIOLENCE, POWER &amp; HUMAN AGENCY</a>	2/4
		<a href="#">TED TALK: Decolonization Is for Everyone   Nikki Sanchez   TEDxSFU</a>	
		<a href="#">Mini-Documentary: Mayan Ruins in Guatemala Could Become a U.S.-Funded Tourist Attraction</a>	
		<a href="#">Documentary: Human Zoos: America's Forgotten History of Scientific Racism</a>	
		<a href="#">Chapter Title: Frantz Fanon's The Wretched of the Earth - On Violence pages 1 - 62</a>	
3	2/7	<a href="#">TED TALK: We Must Talk about Race and American Colonialism   Hayida Sewer   TEDxSaintThomas</a>	2/11
		<a href="#">Mini-Documentary: How a Sovereign Group in Jamaica Is Fighting a US Mining Company</a>	
		<a href="#">Documentary: How Britain Glossed Over Their Role In Slavery   Britain's Slave Trade   Timeline</a>	
		<a href="#">Chapter Title: Frantz Fanon's Black Skin, White Masks - The Fact of Blackness pages 109 - 140</a>	
4	2/14	<a href="#">TED TALK: Globalization and the poor -- a look at the evidence   Krisztina Kis-Katos   TEDxStuttgart</a>	2/18
		<a href="#">Mini-Documentary: Why South Africa is still so segregated</a>	
		<a href="#">Documentary: Racism - A History (2 or 3)</a>	
		<a href="#">Chapter Title: Revisionist Ontologies: Theorizing White Supremacy from the text Blackness Visible: Essays on Philosophy and Race. pages 97 - 118</a>	
5	2/21	<a href="#">TED TALK: What Is It Like To Be Aboriginal?   Tui Raven   TEDxUWA</a>	2/25

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Due Date
		<a href="#">Mini-Documentary: Inside the Taliban's Takeover of Afghanistan</a>	
		<a href="#">Documentary: Documenting Hate: Charlottesville (full film)   FRONTLINE</a>	
		<a href="#">Chapter Title: Decolonizing Money - Central Banks in the Philippines and Indonesia pages 109 - 132</a>	
6	2/28	<a href="#">Feminism &amp; Abolition Lecture with Angela Davis</a>	3/4
		<a href="#">TED TALK: We are all connected with nature: Nixiwaka Yawanawa at TEDxHackney</a>	
		<a href="#">Mini-Documentary: Day of Rage: How Trump Supporters Took the U.S. Capitol   Visual Investigations</a>	
		<a href="#">Documentary: Documentary. The Dark Side Of Chocolate</a>	
7	3/7	<a href="#">TED TALK: Aloha, It's More Than Hello   Noelani Kamalu   TEDxBYU</a>	3/11
		<a href="#">Mini-Documentary: Liberal Latinos Debate Conservative Latinos on Immigration, Trump, and Racial Identity (Part 1/2)</a>	
		<a href="#">Documentary: Stealing Africa - Documentary</a>	
		<a href="#">Chapter Title: 'ABORIGINAL CULTURE' AT THE NEXUS OF JUSTICE, RECOGNITION AND REDEMPTION</a>	
8	3/14	<a href="#">[Best Version] The Great Dictator Speech - Charlie Chaplin + Time - Hans Zimmer (INCEPTION Theme)</a>	3/18
		<a href="#">Mini-Documentary: Walk in My Shoes: Nike's Sweatshops (A Culture Jamming Documentary)   Bonetwork</a>	
		<a href="#">Documentary: HOW NEW ZEALAND WAS COLONIZED - Te Tiriti O Waitangi</a>	
		<a href="#">Chapter Title: Chapter Title: Urban Renewal, Favelas, and Guanabara Bay: ENVIRONMENTAL JUSTICE AND SUSTAINABILITY IN RIO DE JANEIRO</a>	
9	3/21	<a href="#">Martin Luther King at the UN for an Anti-Vietnam War Demonstration (15 April 1967)</a>	3/25
		<a href="#">Mini-Documentary: The mistake that toppled the Berlin Wall</a>	
		<a href="#">Documentary: My Auntie survived residential school. I need to gather her stories before she's gone   Inendi</a>	
		<a href="#">Chapter Title: Chapter Title: Realigning and Reframing Pan African Resistance</a>	
10	3/28	<a href="#">Address To The United Nations by Emperor Haile Selassie</a>	4/1
		<a href="#">Mini-Documentary: Coca-Cola's Corporate Takeover Of Mexico</a>	
		<a href="#">Documentary: The True Cost   Documentary   Clothing Industry   Fashion Market   Capitalism   Modern Slavery</a>	
		<a href="#">Chapter Title: Chapter Title: Israel Has the Right to Defend Itself</a>	

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Due Date
11	4/4	<a href="#">Thinking Planet - Gayatri Spivak</a>	4/8
		<a href="#">TED TALK: Effective Allyship: A Transgender Take on Intersectionality   Ashlee Marie Preston   TEDxPasadena</a>	
		<a href="#">Mini-Documentary: The Fight To Save The Dying Languages Of Alaska</a>	
		<a href="#">Documentary: India's COVID Catastrophe: What Went Wrong?   Insight   COVID-19 B1617</a>	
12	4/11	<a href="#">Ku Klux Klan Member interview-JD</a>	4/15
		<a href="#">Mini-Documentary: Inside the US-Iran Shadow War for Control of the Middle East</a>	
		<a href="#">Documentary: A Perfect Soldier - The Story of Aki Ra Demining in Cambodia - FULL DOCUMENTARY</a>	
		<a href="#">Chapter Title: Gender and Political Leadership: Indigenous Women Organizations in the Peruvian Amazon Region</a>	
13	4/18	<a href="#">Global Empire - A Conversation With Edward Said</a>	4/22
		<a href="#">TED TALK: What we don't understand about gentrification   Stacey Sutton   TEDxNewYork</a>	
		<a href="#">Mini-Documentary: The Dark Secret Behind Your Favorite Makeup Products   Shady   Refinery29</a>	
		<a href="#">Documentary: Bhutan - change comes to the Himalayan "Happy Kingdom"   DW Documentary</a>	
14	4/25	<a href="#">TED TALK: My descent into America's neo-Nazi movement &amp; how I got out   Christian Piccolini   TEDxMileHigh</a>	4/29
		<a href="#">Mini-Documentary: Why the US government murdered Fred Hampton</a>	
		<a href="#">Documentary: Blue Gold</a>	
		<a href="#">Chapter Title: The African City - Decolonization and After. pages 241 - 261</a>	
15	5/2	<a href="#">Documentary: Racism - A History (3 or 3)</a>	5/6
		<a href="#">Mini-Documentary: Malaysia's plastic jungle   Off The Grid   Documentary</a>	
		<a href="#">Poetry / Spoken Word Exercise - VOICES OF THE VOICELESS</a>	
		<a href="#">Documentary: Congo, My Precious. The Curse of the coltan mines in Congo</a>	
		<a href="#">Chapter Title: Aluminium: Globalizing Caribbean Mobilities, Caribbeanizing Global Mobilities. pages 189 - 199</a>	
17		<a href="#">Final - Tripped up by Coloniality: Anthropologists as Instruments or Agents in Indigenous-Settler Political Relations?</a>	12/6