

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 1000 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

Beyond Empire and Nation Decolonizing Societies in Africa and Asia, 300s-1970s.pdf

Frantz Fanon The Wretched of the Earth.pdf

Chapter Title Revisionist Ontologies Theorizing White Supremacy.pdf in *Blackness Visible: Essays on Philosophy and Race*

Chapter Title Aluminium- Globalizing Caribbean Mobilities, Caribbeaning 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

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Course Requirements and Assignments

THE ASSIGNMENTS WILL UNFOLD AS FOLLOWS:

Assignment 1 (20 points):

For these assignments (12), please write a 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/ &

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.”

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Due Date
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