

University of Northern Colorado

ANT 313: The Anthropology of Globalization

Fall 2016

2:30-5:30pm Mondays, Candelaria 2395

Professor Whitney L. Duncan

whitney.duncan@unco.edu; 970-351-2260

Office: Candelaria 2200F (inside anthropology office)

Office Hours: Mondays 10am-3pm and by appointment on Wednesdays and Fridays

Catalog Description

Examine transnationalism from an anthropological perspective, focusing on interactions between global and local forces and the implications of globalization and development for people's everyday lives in sites around the world.

General Description

"Globalization" has become a buzzword across disciplines to describe increased global interconnectedness and flows of people, commodities, ideas, and capital across national borders. The concept is so all encompassing, however, that it sometimes seems to mean everything and nothing at the same time. The objective of this course, therefore, is to examine transnational movements, connections, and communications through the lens of ethnography and to learn how particular dimensions of globalization impact people's lives and cultures in sites around the world. How does globalization *happen* and what does it *do*? How are globalizing companies, commodities, and ideologies reconfigured by local actors? Is globalization destructive? Productive? Is it making the world more homogenous? More heterogeneous? We will address these questions by reading multiple case studies and watching a series of documentary films in class that address the personal, cultural, political, and economic dimensions of globalization. Students will wrangle with these concepts by doing hands-on exercises including a consumption diary, analyses of media coverage, and independent research.

Course Objectives

By the end of the semester, students should have a strong grasp of:

- The international context of globalization, both historically and in contemporary society;
 - Theories of globalization and development, e.g. dependency theory, world systems theory, modernization theory, postmodern theory, culture theory, development theory;
 - Core concepts in globalization studies, e.g. transnationalism, localization, -scapes, hybridity;
 - Particular forms of globalization and their impacts on local communities; and
 - Anthropological methods commonly used to analyze globalization.
- In addition, students will hone critical thinking and writing skills, research skills, and oral communication skills.

Readings

Course readings will consist of articles and chapters provided on Blackboard ("BB" on syllabus) and the following books, which you are required to purchase or check out from a library:

- 1) Watters, Ethan (2010). *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press.
- 2) Boo, Katherine (2012). *Behind the Beautiful Forevers*. New York: Random House.
- 3) Muehlmann, Shaylih (2014). *When I Wear My Alligator Boots: Narco-Culture in the U.S.-Mexico*

Assignments & Grading

A. Attendance and participation (15%). This is an upper-division seminar. As such, each class session is a collaborative achievement requiring your contributions. All students are expected to **complete** all assigned readings prior to the class they are due, **attend** each class session (always bring assigned readings), and **participate** regularly in class discussion. We will be watching and discussing a number of documentaries in class, and you will be responsible for the content of these documentaries. I will arrange make-up screenings for excused absences only. If you miss a film and your absence is not excused, I would recommend you find a copy of the film from the library and watch it on your own. Here is my attendance policy: Your attendance and participation grade will be lowered by three full points for each absence. Absences are only excused in the case of documented health problems & emergencies.

B. Reading Responses: "PCQs" (20%). A central objective of this class is for students to develop skills in forming, articulating, and defending opinions in open discussion, and you must be present and prepared in order to do so. In this vein, you are expected to post a brief list of "PCQs"—**Pros, Cons, and Questions** about one reading for each week—on our Blackboard class discussion board prior to every class.

Start your PCQ with a 2-sentence summary of the reading. Then write 2-3 sentences addressing the reading's "pros" – its strengths, what you liked about it, the interesting points it makes, how it contributes to your understanding of globalization. Then write 2-3 sentences addressing the reading's "cons" – your critiques of its weaknesses, 'muddy' or unclear points, arguments presented without supporting evidence, or other problems you notice. Finally, write 2-3 questions or comments about the reading – both what you didn't understand and discussion questions you'd like to talk about with your peers in class.

You must post your PCQs for the week by 12pm every Monday (except Labor Day). They will be graded on a scale of 1-4. No late PCQs will be accepted (though there is a 1-hr grace period for turning it in.) I will drop the two lowest PCQ grades at the end of the course. You MUST be present in class the day the PCQ is due to get credit for it.

C. Current Event Reports (15%). Every day there are articles and news stories related to the themes of this course—from immigration to tourism to sex trafficking to multinational corporations and investments to globally spreading diseases like Zika. Over the course of the semester, you will turn in two reports about current events. At the beginning of the course you will choose two dates on which you'll bring in your current event report to discuss with the class. Your report should be 1-2 pages double-spaced and should explain the current event, provide some context for understanding it, and connect it to themes of the course. How is this event an aspect of globalization? How does it relate to readings and course materials we've covered?

D. Globalization research papers (20%) (5% outline, 15% final paper). Early in the semester, you should begin to identify a particular global commodity, business, or aspect/process of globalization *present in your community* that you'd like to research more in depth for the purpose of your final paper. Some ideas: Starbucks Coffee; Target or WalMart; pharmaceuticals; bananas or other imported produce; yoga, acupuncture, or some other imported health practice; immigration policy; migrant or refugee experience; agri-business... What globalization story needs to be told about your selected commodity, business, or process? How is it affecting life in the local community? How was it globalized to begin with? Has it been localized? What are its cultural, economic, and political repercussions? This paper requires that you actually get out into the community and *investigate*—and that you take a

position. If you choose Starbucks, for example, you'll want to visit local Starbucks shops and describe them in your paper, talk to patrons and employees to get context and background, and investigate Starbucks' role and impacts in the community and the broader story behind how it became globalized. Your position shouldn't be "Starbucks is good" or "Starbucks is bad," but rather a more argument position on its local and global impacts personally, culturally, economically, and/or politically. Your paper should make use of at least 4 external sources, one of which must be an academic article or book. The others may be media coverage, documentaries, etc. The paper should be 8-10 pages long. It should be well-organized and clearly written, with 12-point font and 1-inch margins. It should be stapled.

- E. Midterm & Final (15% each = 30%).** The midterm and final will be cumulative and will cover concepts and information from readings, in-class discussion, and documentaries. You can expect at least one essay on each exam, as well as short-answer questions. Both exams are take-home.

Grading Scale:

| | | |
|--------|----|-------|
| 93-100 | A | 4.000 |
| 90-92 | A- | 3.667 |
| 88-89 | B+ | 3.334 |
| 83-87 | B | 3.000 |
| 80-82 | B- | 2.667 |
| 78-79 | C+ | 2.334 |
| 73-77 | C | 2.000 |
| 70-72 | C- | 1.667 |
| 68-69 | D+ | 1.334 |
| 63-67 | D | 1.000 |
| 60-62 | D- | 0.667 |
| 0-59 | F | 0.000 |

Expectations & Policies

- Complete all readings prior to class and bring readings to class
- Arriving late/leaving early will result in lowered participation grade
- Active participation, involvement in discussion
- Respect for others
- Cell phones off! No checking email, Facebook, texting
- You may use laptops/tablets for notetaking and referring to class readings ONLY. If I see you are using one for non class-related activities I will have you turn it off and may ban them in class altogether
- Appropriate email etiquette, including salutation and signature (for tips on emailing professors, see <http://www.wikihow.com/Email-a-Professor>)
- Always feel free to ask questions in class and to visit me in office hours

Grading Policy

I automatically deduct 5 points for every day an assignment is late. Assignments submitted more than 5 days late receive a "0". If you have a medical or other emergency you must submit documentation to avoid late penalties.

Course Schedule (Subject to Change)

| WEEK | UNIT/THEMES | ASSIGNMENTS |
|--|--|---|
| | UNIT I: Understanding Globalization | |
| 1 (Week of 8/22) | Course Intro & Overview {In-class documentary & analysis: "Commanding Heights, Episode 3: Rules of the Game"} | - <i>Bb readings</i> : (1) "Jihad vs. McWorld," by B. Barber (2) "Thinking Globally," including "Globalization: A Contested Concept," by M. Steger; "The World is Ten Years Old," by T. Friedman, and "How Globalization Went Bad," by S. Weber, from the book <i>Thinking Globally: A Global Studies Reader</i> , edited by Mark Juergensmeyer (pgs. 3-17 & 23-28) |
| 2 (Week of 8/29) | Globalization over Time, Localization, & The Golden Arches {Tentative In-class documentary & analysis: "No Logo"} | - <i>Bb Readings</i> : (1) Excerpt from "Tracking Global Flows," by J. Inda and R. Rosaldo, from <i>The Anthropology of Globalization</i> (pgs. 12-29) (2) "Globalization Over Time," including "Globalization: Long-Term Process or New Era in Human Affairs," by W. McNeil; "Imperial Trajectories," by J. Burbank and F. Cooper, and "On the Study of Social Change," by I. Wallerstein, from <i>Thinking Globally</i> (pgs. 30-45) (3) "Transnationalism, Localization, and Fast Foods in East Asia," by J. Watson |
| | UNIT II: Global Dreams & Nightmares | |
| 3 (Week of 9/5) note: no class Monday, 9/5 – Labor Day – keep up on reading! | Globalization & Hope - Behind the Beautiful Forevers | <i>Beautiful Forevers</i> Part 1 (pp. ix-68) - <i>Bb readings</i> : (1) "The Best Job in Town: The Americanization of Chennai" <i>The New Yorker</i> , July 5, 2004: 54-69 |
| 4 (Week of 9/12) | Globalization & Inequality - Behind the Beautiful Forevers {In-class documentary and analysis: "Bombay Calling"} | <i>Beautiful Forevers</i> Parts 2,3 (pp. 69-174) |
| 5 (Week of 9/19) | Globalization & Inequality continued | <i>Beautiful Forevers</i> Part 4 (pp. 177-254) |
| | Unit III: Globalizing Selves, Health, Medicine, & Media | |
| 6 (Week of 9/26) | Exporting & Importing Notions of Mental Health & Illness | <i>Crazy Like Us</i> , Introduction and Chapters 1 & 2 (pgs. 1-125) |
| 7 (Week of 10/3) | Exporting & Importing Notions of Mental Health & Illness | <i>Crazy Like Us</i> , Chapters 3 & 4 (pgs. 127-255) |
| 8 (Week of 10/10) | Media on the Move | - <i>Bb Readings</i> (1) "Japanese Hip-Hop and the Globalization of Popular Culture," by I. Condry |

| | | |
|---|--|---|
| | | <p>AND</p> <p>-Choose between:</p> <p>(2) "Dubbing Culture: Indonesian <i>Gay</i> and <i>Lesbi</i> Subjectivities & Ethnography in an Already Globalized World," by T. Boellstorff</p> <p>OR</p> <p>(3) "Itineraries of Indian Cinema: African Videos, Bollywood, and Global Media," by B. Larkin</p> |
| | Unit IV: Global Movement of People & Relationships | |
| 9 (Week of 10/17) | <p>Nannies, Maids, & Mistresses</p> <p>{In-class documentary & analysis: "Chain of Love"}</p> | <p>- <i>Bb Readings</i></p> <p>(1) "Introduction," to <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i>, B. Ehrenreich & A. R. Hochschild</p> <p>(2) "Love and Gold," from <i>Global Woman</i> (pgs. 1-30), A. R. Hochschild</p> <p>(3) "Maid to Order," from <i>Global Woman</i> (pgs. 85-103), B. Ehrenreich</p> <p>*Take-home midterm Due on Blackboard Monday, 10/10</p> |
| 10 (Week of 10/24) | Tourism | <p>-<i>Bb readings</i></p> <p>(1) "Selling Sex for Visas," from <i>Global Woman</i> (pgs. 154-168), D. Brennan</p> <p>(2) "Shamans and Shams: The Discursive Effects of Ethnotourism in Ecuador," by V. Davidov</p> |
| 11 (Week of 10/31) | <p>Migrants, Refugees, & Transnationalism</p> <p>{In-class documentary & analysis: "Which Way Home"}</p> | <p>-<i>Bb readings</i></p> <p>(1) "Citizens in Waiting, Deportees in Waiting: Power, Temporality, and Suffering in the US Asylum System," by B. Haas</p> <p>(2) "Great Expectations, Early Disillusionments," pgs. 83-104 from <i>American Dreaming</i> by S. Mahler</p> <p>*Final project plan & outline due Monday, 10/24</p> |
| 12 (Week of 11/7) | <p>Migration & Health</p> <p>{In-class slideshow and analysis: "No Man's Land"}</p> | <p><i>Bb Readings:</i></p> <p>(1) "Transnational Disorders: Returned Migrants at Oaxaca's Psychiatric Hospital," by W. Duncan</p> <p>(2) "Oaxacans Like to Work Bent Over," by S. Holmes</p> |
| | UNIT VI: Globalizing Commodities & Policies: The Case of Drugs & Narco-Culture | |
| 13 (Week of 11/14) | {In-class documentary and analysis: "The Sixth Section"} | <i>When I Wear My Alligator Boots: Narco-Culture in the U.S.-Mexico Borderlands</i> pgs. 1-106 |
| 14 (Week of 11/21) (Thanksgiving Holiday W 11/23-F 11/25—enjoy! We still meet on Monday ☺) | {Make sure you are making good progress on your research and papers! } | <i>When I Wear My Alligator Boots: Narco-Culture in the U.S.-Mexico Borderlands</i> pgs. 107-190 |
| | UNIT VII: Globalization Projects | |

| | | |
|----------------------------------|--|---|
| 15 (Week of 11/28) | Course Project on Globalization: Presentations & Discussion | *Final paper due Monday, 11/28 <i>Presentations in class – you <u>must</u> be present for credit on your final project</i> |
| 16 Finals Week (Week of 12/5) | | Take-home final due Weds, December 7, by noon, in hard copy to my office |

Academic Integrity

We will be discussing some sensitive topics, so please keep an open mind and be respectful of your peers' views and beliefs. You don't have to agree, but you do have to be considerate and measured when you disagree. This course strives to be inclusive of all worldviews and perspectives. If you feel as though your voice isn't being heard, please contact me so we can do our best to remedy the situation.

I also expect you to be honest and to uphold UNC's Honor Code, which says:

*All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty, Trust, Respect, Fairness, and Responsibility.** These core elements foster an atmosphere inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.*

Academic Misconduct is a serious offense. Defined as "[a]ny practice or conduct by a member of the University community that seriously deviates from those ethical standards which are commonly accepted within the professional community," including but not limited to the following:

Cheating – A student uses a smart phone to access the internet while taking an quiz.

Copyright Infringement – A student uses a photograph found on the internet in a presentation without obtaining permission from the photographer.

Deception – A student gives a dishonest excuse when asking for a deadline extension.

Denying access to information or material – A student makes library or shared resource material unavailable to others by deliberately misplacing those resources.

Fabrication – A student invents data in an academic work.

Facilitating academic misconduct – a student knowingly allows a portion of their work to be used by another student.

Plagiarism – A student represents the ideas of another in a paper without citing the work.

Sabotage – A student prevents others from completing their work by opening a window to affect a temperature controlled experiment.

Unauthorized collaboration – A student works with other students on a paper without the specific permission of the instructor.

In short, any research or work you do must be yours, and that means proper credit must be given to the work and scholarship of those whom you use in your assignments. **Please use APA format for citations; see "Course Resources" in Blackboard for more information.**

ADA Statement:

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970)351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.