

CARLETON UNIVERSITY
GLOBAL AND INTERNATIONAL STUDIES

FALL 2021

GINS 1020A

ETHNOGRAPHY, GLOBALISATION AND CULTURE

Mondays 8:35 – 10:25AM (in person)
Location: Nicol Building 3030

I acknowledge and respect
the Algonquin First Nation,
on whose traditional territory
the Carleton University campus is located.

General Contact Information:

Instructor: Sandra Fahy, Ph.D.

Drop In Hours: Every Monday from 11:00-12pm Dunton Tower, 2121

Email: sandra.fahy@carleton.ca Use the phrase “BGInS 1020” in subject line of email and address your email to Professor Fahy.

Lecture Dates:

September 12, 19, 26

October 3, 10 (statutory holiday university is closed), 17, (October 24-28, 2022 Fall break, no classes), 31

November 7, 14, 21, 28

December 5 last class

Teaching Assistants and Section:

Ariel Becherer GINS 1020 A1

Ariel Becherer GINS 1020 A2

Emily Bird GINS 1020 A3

Important Dates:

September 30 2022: “This is the last day to withdraw from fall term and fall/winter course with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.” See the following for more important dates:

<https://calendar.carleton.ca/academicyear/>

Just a reminder that there are new academic regulations this year with respect to the deadline to drop a course. I was just at an Undergrad Affairs meeting and they wanted us to just remind everyone (again) of this change. The drop deadline for a Fall (.5 credit) course is Nov 11, not the last day of classes. Please make sure that all course outlines have been updated.

Introducing your Course

This is one of the foundational courses in our program. As such, it is natural that we take inspiration for its content from the title itself. Each of these undergird much our program in Global and International Studies as subjects, and as social phenomena. Ethnography, Globalisation and Culture have been examined and contested. They remain phenomena that are in flux. We will study them as such. It is also possible to study these subjects from a range of different academic disciplines such as economics, literature, anthropology, geography, and so on.

Ethnography is the descriptive study of a society, or phenomena within society. It can also be the process of making, or writing, such a study. The method whereby an ethnography is created is usually through fieldwork. Nowadays, fieldwork can take many kinds of forms. Which we will discover. Our course will introduce the history of ethnography, particularly as it emerged in the social sciences. In this process we will read several ethnographies from around the world from the last few decades. These ethnographies will challenge our assumptions about ourselves, our world, and others. To get a taste of the methods behind creating an ethnography ourselves, I will instruct you on several small tasks, designed to become “mini-ethnographies,” that you can conduct during our class to reflect upon.

Globalization is a term that describes how the world’s economies, cultures, populations, technology, services, goods, and so on, have become increasingly interdependent. Global studies captures the study of international politics, communications, environmental science, and on and on. It is both micro, meaning small, and macro, meaning large, in scope. As a point of contrast, International Studies, or International Relations, focuses more on the interactions between nation states and nation state alliances. Global Studies permits the study of phenomena that defy the nation state boundary, as such we could say that Global Studies inherently questions the notion of the state and government, itself.

Culture is, much like the two terms above, difficult to define. However, most folks would agree that culture is a collection of characteristics and knowledge of a particular group of people that can include language, religion, food, social habits, music, and so on. We might even say that Carleton University's BGINS program has a culture. Perhaps it is different from Carleton University's Physical Sciences. By this we could say there are a set of customs, morals, codes and traditions.

Each of these key terms are vastly nuanced and complex. In our course together we will explore this vastness and try to get a handle on what each of them means for itself and in relation to each other. This naturally brings us to the topic of course objectives.

Your Learning Outcomes

- You will be able to *recognize* and *recall* key concepts related to the topics of ethnography, globalization and culture
- You will be able to *interpret* current political, economic and cultural aspects of society in the context of globalization
- You will be able to *organize* your thinking to *execute* writing on our core topics
- You will be able to differentiate relevant from irrelevant parts or important information from unimportant parts of presented material

Our Course Objectives

- To empower you to understand global dynamics
- To alert you to how the world is interconnected
- To enable you to communicate effectively on these topics
- To equip you with the tools for research, assessment, and analysis of our field
- To empower you to assess arguments, evidence, and conclusions

Your Assessment

1. Weekly attendance and participation in tutorial sections 10%
2. First Short Assignment 15% Due October 3rd 11:59pm
3. Mid-term Assignment (week of class 7) 30% Due October 31st 11:59pm
4. Second Short Assignment (week of class 9) 15% Due Nov 14th 11:59pm
5. Final Short Assignment (week of final class 13) 30% December 5th 11:59pm

Details of Your Assessment:

Each Assignment requires you to **write a reflection** on the course readings **up to the day of assignment submission**. This means that the first assignment due Oct 3rd must demonstrate your reflection on all readings of that day and previous. You are also expected to incorporate

the writing template provided to you at the end of this syllabus. Your grade will be reflected in how well you: a.) reference the material in bibliographic style (MLA or Chicago); and b.) how well you make use of the writing templates to express your reflections.

You must use **at least one template from each** of the template items on the list. Thus you should have at least 16 sentences which incorporate at least one template item. These should be underlined for ease of reading by your TA.

All of the assignments are written in this way. The word count for each assignment is:

First Short Assignment 500-700 words (2 pages) 15%
Mid-term assignment 700-900 words (2+ pages) 30%
Second Short Assignment 500-700 words (2 pages) 15%
Final Short Assignment 700-900 words (2+ pages) 30%

What is a reflection?

Reading reflections are designed to encourage you to reflect deeply on the content of the reading, to make the meaning of the reading personal (linked to your existing knowledge), and to improve your metacognitive skills. The following questions might be considered by you as you begin reading and writing: (1) What is the main point this reading is making? (2) What information surprised me and why? (3) What confused me? (4) How does this reading connect with my existing knowledge?

Do not forget to include your name and student number on all assignments, and give your piece a title.

Your participation in Tutorial Sections: (10%)

It is very important that you participate in tutorials during the course. Attending tutorials is mandatory. Your participation grade will reflect the extent to which you contribute to tutorial discussions in an informed way. However, the grade will not just be based on your attendance. You will be expected to do the required readings prior attending the tutorial sessions and also participate in an informed way in discussions. Tutorial session attendance will be taken by the TA at each session meeting. A high participation grade (in the 'A' range) will reflect a well-informed, thoughtful and respectful student engagement, throughout the majority of the classes. A high grade will involve active participation in the in-class application of the tools and approaches learned.

Grading:

90-100 A+ (12)
85-89 A (11)

80-84 A- (10)
77-79 B+ (9)
73-76 B (8)
70-72 B- (7)
67-69 C+ (6)
63-66 C (5)
60-62 C- (4)
57-59 D+ (2)
53-56 D (2)
50-52 D- (1)

Submission and Return of Term Work: All class assignments must be submitted directly to Brightspace. Assignments will lose 1 point for each day late. Extensions are rarely granted in this course.

Class Schedule

Class One: September 12

Introduction to the syllabus, assignments, and overview of the course

Class Two: September 19

What does globalization mean?

Read: Steger, Chapter 1 "Globalization: a contested concept" in *Globalization: A very Short Introduction* (2003)

Class Three: September 26

Visiting seminar by Margaret McLeod Seminar on library use and how to conduct research

How does culture intersect with globalization?

Read: Steger, Chapter 5 "The Cultural Dimension of Globalization" in *Globalization: A very Short Introduction* (2003)

Class Four: October 3

What is fieldwork? What is Ethnography?

Fieldwork and Ethnography, Chapter 3, Eriksen

First Short Assignment Due, October 3rd 11:59pm 15%

Class Five: October 17

What is Culture? (you have 2 readings this week)

How do Living, Studying, and Working in a Foreign Culture Affect People? Chapter 4, in Anthropology Matters

“Individuals and Identities: Race and Ethnicity” Chapter 6, in Cultural Anthropology: Global Forces, Local Lives

Class Six October 31

Does Globalization have a cultural dimension?

Read: “The cultural dimension of globalization” in *Globalization: A very Short Introduction* (2003)

Reading Week = no class (October 24-28)

Class Seven: November 7

How does migration intersect with globalization?

“Globalization and Human Integration: We Are All Migrants” Chapter 2, in Globalization and Culture: Global Mélange by Jan Nederveen Pieterse

Watch: <https://www.thesun.ie/travel/3447749/syrian-refugee-stranded-in-canadian-airport-for-seven-months-finally-makes-it-through-passport-control/>

Watch: DW, “Afghan migrants trapped at the border between Poland and Belarus,” <https://www.dw.com/en/afghan-migrants-trapped-at-the-border-between-poland-and-belarus/a-58973715> (NB: video at bottom)

Mid-term Short Assignment 30% Due October 31 11:59pm

Class Eight: November 14

What is kinship?

“Kinship and Non-Kinship Organization” chapter 8, Cultural Anthropology: Global Forces, Local Lives

Listen: Sam Yellowhorse Kesler, “The race-shifting of 'Pretendians'” February 23, 2022, Heard on All Things Considered <https://www.npr.org/2022/02/23/1082622851/native-american-communities-concerned-about-self-identification-wannabes>

The Native Scholar who Wasn’t, New York Times, May 25th 2021

<https://www.nytimes.com/2021/05/25/magazine/chokeberry-native-american-andrea-smith.html>

Class Nine: November 21

Does Globalism help everyone?

“Globalization: Consensus and Controversies,” Chapter 1, in Jan Nederveen Pieterse
Globalization and culture: global mélange

Second Short Assignment 15% Due Nov 14th 11:59pm

Class Ten November 28

Is Globalization an Even Process?

“Comparison and Context” in Chapter 1 Small Places, Large Issues, Third Edition: An Introduction to Social and Cultural Anthropology (2010)

Class Eleven December 5

How is personal freedom globalized?

“Globalization and Personal Freedom,” in Kadrigic Chapter 4 Globalization and Human Rights

Class Twelve December 9 (this is Friday but we pretend it is Monday)

Does Globalization have a sex and gender dimension?

“Recognizing Transnational Feminism, ‘Globalization and Feminism: Opportunities and Obstacles for Activism in the Global Arena’” in Ferree, Chapter 1, Global feminism: transnational women’s activism, organizing, and human rights / edited by Myra Marx Ferree and Aili Mari Tripp. 2006, New York.

Final Short Assignment due final week of class 30% Dec 5th 11:59pm

Please ensure that you do not intentionally or unintentionally use the ideas or writing of others without referencing this writing. Be sure to read Carleton University’s statement on plagiarism and how to avoid it: <https://carleton.ca/economics/courses/writing-preliminaries/pammett-on-plagiarism-and-paraphrasing/> There are significant consequences for plagiarism. Remember, your ideas and writing are valuable. You can reference others while building your thoughts in writing.

Course Copyright

“My lectures and course materials (including all PowerPoint presentations, outlines, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.”

Helpful Information

Carleton University has a duty to accommodate students with institutional needs. Please see information on the following page. <https://carleton.ca/pmc/faculty-and-instructors/institutional->

[obligations/](#) Their website states, “Students with disabilities are responsible for identifying their needs for disability-related accommodation to the Paul Menton Centre by booking an intake appointment with a PMC Coordinator, and bringing appropriate documentation to the first meeting.” Please ensure that you do this, so that you can have the best experience of accommodation at Carleton.

There are deadlines for this process. They are: “In-class tests: 2 weeks before the date of the in-class test/exam. CUTV midterms: Student must meet with or notify PMC coordinator at least 2 weeks before the 1st midterm exam. Formal Exams (December, April, July, or August): Last day for course withdrawal in the term. See Carleton dates and deadlines for specific dates.”

(<https://carleton.ca/registrar/registration/dates/>)

Carleton University is your intellectual home, and for you to make the most of your experience here be sure to reach out and utilize all the services this wonderful university has to offer.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in accommodation (if applicable). After requesting accommodation from PMC, meet class scheduled test or exam requiring with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Links for helpful resources.

Mental Health: <https://carleton.ca/studentaffairs/student-mental-health/>

Substance Use: <https://carleton.ca/studentaffairs/safe-substance-use/>

Care and Support: <https://carleton.ca/studentaffairs/student-care-and-support/>

WRITING TEMPLATES

GENS 1020 Writing Assignment Guide

From “They Say/I Say”: The Moves That Matter in Academic Writing, by Gerald Graff and Cathy Birkenstein. W.W. Norton & Company: New York, 2006.

1.) INTRODUCING WHAT “THEY SAY”

- ☐ A number of sociologists have recently suggested that X’s work has several fundamental problems.
- ☐ It has become common today to dismiss X’s contribution to the field of sociology.
- ☐ In their recent work, Y and Z have offered harsh critiques of Dr. X for _____.

2.) INTRODUCING “STANDARD VIEWS”

- ☐ Americans tend to believe that _____.
- ☐ Conventional wisdom has it that _____.
- ☐ Common sense seems to dictate that _____.
- ☐ The standard way of thinking about Topic X has it that _____.
- ☐ It is often said that _____.
- ☐ My whole life I have heard it said that _____.
- ☐ You would think that _____.
- ☐ Many people assumed that _____.

3.) MAKING WHAT “THEY SAY” SOMETHING YOU SAY

- ☐ I’ve always believed that _____.
- ☐ When I was a child, I used to think that _____.
- ☐ Although I should know better by now, I cannot help thinking that _____.

□ At the same time that I believe _____, I also believe _____.

4.) INTRODUCING SOMETHING IMPLIED OR ASSUMED

□ Although none of them has ever said so directly, my teachers have often given me the impression that _____.

□ One implication of X's treatment of _____ is that _____.

□ Although X does not say so directly, she apparently assumes that **INTRODUCING AN ONGOING DEBATE**

□ In discussions of X, one controversial issue has been _____. On the one hand, _____ argues _____. On the other hand, _____ contends _____. Others even maintain _____. My own view is _____.

□ When it comes to the topic of _____, most of us will readily agree that _____. Where this agreement usually ends, however, is on the question of _____. Whereas some are convinced that _____, others maintain that _____.

□ In conclusion, then, as I suggested earlier, defenders of _____ can't have it both ways. Their assertion that _____ is contradicted by their claim that _____.

5.) CAPTURING AUTHORIAL ACTION

□ X acknowledges that _____.

□ X agrees that _____.

□ X argues that _____.

□ X believes that _____.

□ X denies/does not deny that _____.

□ X claims that _____.

□ X complains that _____.

□ X concedes that _____.

□ X demonstrates that _____.

□ X deplores the tendency to _____.

□ X celebrates the fact that _____.

□ X emphasizes that _____.

- ☐ X insists that _____.
- ☐ X observes that _____.
- ☐ X questions that _____.
- ☐ X refuses the claim that _____.
- ☐ X reminds us that _____.
- ☐ X suggests that _____.
- ☐ X urges us to _____.

6.) INTRODUCING QUOTATIONS

- ☐ X states, “_____.”
- ☐ As the prominent philosopher X puts it, “_____.”
- ☐ According to X, “_____.”
- ☐ X herself writes, “_____.”
- ☐ In his book, _____, X maintains that “_____.”
- ☐ In X’s view, “_____.”
- ☐ X agrees/disagrees when she writes, “_____.”
- ☐ X complicates matters further when he writes, “_____.”

7.) EXPLAINING QUOTATIONS

- ☐ Basically, X is saying _____.
- ☐ In other words, X believes _____.
- ☐ In making this comment, X argues that _____.
- ☐ X is insisting that _____.
- ☐ X’s point is that _____.
- ☐ The essence of X’s argument is that _____.

8.) DISAGREEING, WITH REASONS

- ☐ I think X is mistaken because she overlooks _____.
- ☐ X’s claim that _____ rests upon the questionable assumption that _____.
- ☐ I disagree with X’s view that _____ because, as recent research has shown, _____.

- X contradicts himself. On the one hand, he argues _____. But on the other hand, he also says _____.
- By focusing on _____, X overlooks the deeper problem of _____.
- X claims _____, but we don't need him to tell us that. Anyone familiar with _____ has long known that _____.

9.) AGREEING—WITH A DIFFERENCE

- I agree that _____ because my experience _____ confirms it.
- X surely is right about _____ because, as she may not be aware, recent studies have shown that
 - X's theory of _____ is extremely useful because it sheds insight on the difficult problem of _____.
- I agree that _____, a point that needs emphasizing since so many people believe _____.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to _____.
- If group X is right that _____, as I think they are, then we need to reassess the popular assumption that _____.

11.) AGREEING AND DISAGREEING SIMULTANEOUSLY

- Although I agree with X up to a point, I cannot accept his overall conclusion that _____.
- Although I disagree with much that X says, I fully endorse his final conclusion that _____.
- Though I concede that _____, I still insist that _____.
- Whereas X provides ample evidence that _____, Y and Z's research on _____ and _____ convinces me that _____ instead.
- X is right that _____, but she seems on more dubious ground when she claims that _____.
- While X is probably wrong when she claims that _____, she is right that _____.
- I'm of two minds about X's claim that _____. On the one hand, I agree that _____. On the other hand, I'm not sure if _____.
- My feelings on the issue are mixed. I do support X's position that _____, but I find Y's argument about _____ and Z's research on _____ to be equally persuasive.

10.) SIGNALING WHO IS SAYING WHAT

- X argues _____.
- According to both X and Y, _____.
- Politicians _____, X argues, should _____.
- Most athletes will tell you that _____.
- My own view, however, is that _____.
- I agree, as X may not realize, that _____.
- But _____ are real and, arguably, the most significant factor in _____.
- But X is wrong that _____.
- However, it is simply not true that _____.
- Indeed, it is highly likely that _____.
- But the view that _____ does not fit all the facts.
- X is right/wrong that _____.
- X is both right and wrong that _____.
- Yet a sober analysis of the matter reveals _____.
- Nevertheless, new research shows _____.
- Anyone familiar with _____ should see that _____.

11.) EMBEDDING VOICE MARKERS

- X overlooks what I consider an important point about _____.
- My own view is that what X insists is a _____ is in fact a _____.
- I wholeheartedly endorse what X calls _____.
- These conclusions, which X discusses in _____, add weight to the argument that _____.

12.) ENTERTAINING OBJECTIONS

- Yet some readers may challenge the view that _____. After all, many believe _____.
Indeed, my own argument that _____ seems to ignore _____ and _____.
- Of course, many will probably disagree with this assertion that _____

NAMING YOUR NAYSAYERS

- Here many *feminists* would probably object that _____.
- But *social Darwinists* would certainly take issue with the argument that _____.
- *Biologists*, of course, may want to dispute my claim that _____.
- Nevertheless, both *followers* and *critics of Malcolm X* will probably dispute my claim that _____.
- Although not all *Christians* think alike, some of them will probably dispute my claim that _____.
- *Non-native English speakers* are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that _____.

13.) MAKING CONCESSIONS WHILE STILL STANDING YOUR GROUND

- Although I grant that _____, I still maintain that _____.
- Proponents of X are right to argue that _____. But they exaggerate when they claim that _____.
- While it is true that _____, it does not necessarily follow that _____.
- On the one hand, I agree with X that _____. But on the other hand, I still insist that _____.

14.) INDICATING WHO CARES

- _____ used to think _____. But recently [or within the past few decades] _____ suggests that _____.
- What this new research does, then, is correct the mistaken impression, held by many earlier researchers, that _____.
- These findings challenge the work of earlier researchers, who tended to assume that _____.
- Recent studies like these shed new light on _____, which previous studies had not addressed□ Researchers have long assumed that _____. For instance, one eminent scholar of cell biology, _____, assumed in _____, her seminal work on cell structures and functions, that fat cells _____. As _____ herself put it, “_____” (200-). Another leading scientist, _____, argued that fat cells “_____” (200-). Ultimately, when it came to the nature of fat, the basic assumption was that _____.

But a new body of research shows that fat cells are far more complex and that _____.

- If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes _____. However, new research shows _____.
- These findings challenge dieters' common assumptions that _____.
- At first glance, teenagers appear to _____. But on closer inspection _____.

15.) ESTABLISHING WHY YOUR CLAIMS MATTER

- X matters/is important because _____.
- Although X may seem trivial, it is in fact crucial in terms of today's concern over _____.
- Ultimately, what is at stake here is _____.
- These findings have important consequences for the broader domain of _____.
- My discussion of X is in fact addressing the larger matter of _____.
- These conclusions/This discovery will have significant applications in _____ as well as in _____.
- Although X may seem of concern to only a small group of _____, it should in fact concern anyone who cares about _____.

16.) COMMONLY USED TRANSITIONS

Cause and Effect

accordingly

as a result

consequently

hence

it follows, then

since

so

then

therefore

thus

Conclusion

as a result
consequently
hence
in conclusion, then
in short
in sum, then
it follows, then
so
the upshot of all this
is that
therefore
thus
to sum up
to summarize

Comparison

along the same lines
in the same way
likewise
similarly

Contrast

although
but
by contrast
conversely
despite the fact that
even though
however
in contrast

nevertheless
nonetheless
on the contrary
on the other hand
regardless
whereas
while
yet

Addition

also
and
besides
furthermore
in addition
in fact
indeed
moreover
so too

Concession

admittedly
although it is true that
granted
I concede that
of course
naturally
to be sure

Example

after all
as an illustration
consider
for example
for instance
specifically
to take a case in point

Elaboration

actually
by extension
in short
that is
in other words
to put it another way
to put it bluntly
to put it succinctly
ultimately