

CARLETON UNIVERSITY  
GLOBAL AND INTERNATIONAL STUDIES

Winter 2023

GINS 1020A

# ETHNOGRAPHY, GLOBALISATION AND CULTURE

Class: Monday 9:35 am - 11:25 am

Location: Southam Hall 624

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 21<sup>st</sup> floor room 2121

**Email:** [sandra.fahy@carleton.ca](mailto:sandra.fahy@carleton.ca) Use the phrase "BGInS 1020" in subject line of email and address your email to Professor Fahy.

## Lecture Dates:

January 9, 16, 23, 30

February 6, 13 – READING WEEK 20-24th –

March 6, 13, 20, 27

April 3

## Teaching Assistants and Section:

Ariel Becherer GINS 1020 A1

Ariel Becherer GINS 1020 A2

Emily Bird GINS 1020 A3

## Important Dates:

January 20<sup>th</sup> 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.” Important dates can be found here:

<https://calendar.carleton.ca/academicyear/#winter2023>

## 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%
3. Mid-term Assignment 30%
4. Second Short Assignment 15%
5. Final Short Assignment 30%

### 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 3<sup>rd</sup> 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: January 9<sup>th</sup>**

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

### **Class Two: January 16<sup>th</sup>**

What does globalization mean?

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

### **Class Three: January 23<sup>rd</sup>**

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: January 30<sup>th</sup>**

What is fieldwork? What is Ethnography?

Fieldwork and Ethnography, Chapter 3, Eriksen

**First Short Assignment Due, January 30<sup>th</sup> 11:59pm 15% - submit via Brightspace online portal in WORD DOCUMENT or PDF (no pages or other format please).**

### **Class Five: February 6<sup>th</sup>**

What is Culture?

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

### **Class Six February 13<sup>th</sup>**

Does Globalization have a cultural dimension?

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

Visiting Seminar from CSAS Introduction to Starting Academic Papers

Topics covered:

- Writing: Focus on Process (Coffin et al., 2003)
- Strategies for effectively starting academic papers
- Reading and understanding the assignment guidelines
- Creating a Writing Plan
- Developing a (working) Thesis Statement
- Using Secondary Sources and Note-Taking

### **Mid-Term Assignment 30% Due February 27 11:59pm**

## **Reading Week / Winter Break = no class (February 20-24)**

### **Class Seven: March 6<sup>th</sup>**

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)

### **Class Eight: March 13<sup>th</sup>**

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 25<sup>th</sup> 2021

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

## **Second Short Assignment 15% Due March 13th 11:59pm**

### **Class Nine: March 20<sup>th</sup>**

#### **How is personal Freedom Globalized?**

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

### **Class Ten: March 27<sup>th</sup>**

Does Globalism help everyone?

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

### **Class Eleven, April 3<sup>rd</sup>**

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)

## **Final Assignment Due April 7th (Friday) at 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](mailto: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 \_\_\_\_\_.

#### 5.) 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 \_\_\_\_\_.

#### 6.) 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 \_\_\_\_\_.

7.) **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, “\_\_\_\_\_.”

8.) **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 \_\_\_\_\_.

9.) **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 \_\_\_\_\_.

10.) 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 \_\_\_\_\_.

10.) 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.

## 11. 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 \_\_\_\_\_.

## 12. 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 \_\_\_\_\_.

## 13.) 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

#### 14.)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 \_\_\_\_\_.

#### 15.)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 \_\_\_\_\_.

#### 16.)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 \_\_\_\_\_.

**17.)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 \_\_\_\_\_.

**18.)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