

# GINS 1020A

## ETHNOGRAPHY, GLOBALIZATION AND CULTURE

**Professor M. Kamari Clarke**  
Carleton University  
Fall 2015

**Office Hours: Mondays 12:00 – 2:00pm**  
**Office Address: Carleton River Building, Room 2408R**  
**Email: [kamari.clarke@carleton.ca](mailto:kamari.clarke@carleton.ca)**

**Classroom Location: University Center 180**  
**Weekly Classes: Mondays – 09:35-11:25am**  
**Tutorial Sections:**

Section	Day	Time	Location
A2	Tuesdays	12:35-13:25	CB 2400
A3	Tuesdays	14:35-15:25	SA 318
A4	Wednesdays	09:35-10:25	SP 412
A5	Wednesdays	08:35-09:25	RB 3224
A6	Thursdays	11:35-12:25	RB 3110

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As scholars grapple with the changing scope and scale of global human interaction and the speed and sites of interconnection, amongst the most challenging developments have been how to make sense of global interconnections. This course examines the intersection of globalization processes with social and cultural diversity explored through the study of new global formations and how one studies them using ethnography. The goal is to understand the various dimensions of social change with the added goal of grounding students in theories of social change and various forms of circulation. We will explore globalization as a unique form of social change through issues related to modernity, transnational formations, democracy, growing economic inequality, changing forms of technologies, and issues dealing with citizenship and migration within specific historical and contemporary contexts.

The course is organized around three basic macro themes. The first section, *Globalization, Modernity and Social Change* will introduce students to a range of approaches to studying globalization. By complicating the relationship between the so called “local” and so called “global” we will explore a range of theories for understanding the place of cultural meanings in an increasingly globalized world.

The second section, *Ethnographies of Global Connection* explores changing political economies of labour, changing bio-medical domains, and the transformations of urbanity and social protest and how anthropologists have captured them using ethnography. This section will provide students with an opportunity to read various ethnographic approaches and to ponder the challenges of understanding global changes and the cultural theories involved.

Inspired by Salman Rushdie’s *Imaginary Homelands*, the third section entitled *De-territorialized Belonging* is concerned with the study of personhood, belonging and

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citizenship through new social formations. We will end the semester by exploring the ways that national and transnational identities are established through territorial formations but that also get constituted through other forms of subject making.

### Course Objectives

1. Understand current academic debates, theories, and public discussions around what globalization is and the various ways that scholars study its formations.
2. Develop conceptual and methodological tools to critically analyze global processes and their empirical manifestations in the everyday lives of local communities and peoples.
3. Understand the various ways that people construct meanings, relations of belonging and national identity in their lives.
4. Discern how cultural meanings and practices (no matter how small) play a role in shaping, and are themselves shaped by, large-scale situations including colonialism, nationalism, capitalism, migration, etc.
5. Read ethnographic texts and understand the main points of the argument as well as how the data are used.
6. Analyze ethnographic material in several ways, ranging from summarizing the argument or data that an author uses, to taking generalizations or interpretations made about one set of material and applying it to another set.
7. Turn the lens on one's own world and reflect on its meanings (reflexive analysis).
8. Be able to present your ideas with sound evidence and a questioning mind.

### Format and Expectations

Our weekly classes will consist of one weekly lecture and one discussion tutorial. Lectures will provide a broad contextual, theoretical and historical background for each weekly themes, including clarification of key concepts and exploration of their application. Tutorials will provide an opportunity to review and discuss course material in smaller group contexts. Tutorials will begin in week three of the course. **Attendance at both lectures and tutorials is expected.**

You must be enrolled in a tutorial section. Your participation grade will reflect the extent to which you contribute to class discussions in an informed and critical manner, not only your attendance. If you miss a lecture or a tutorial you will still be held responsible for all course material discussed on that day. If you are absent, please make arrangements to borrow someone else's notes as it is your responsibility to ensure that you catch up on missed material.

### Office Hours

For questions arising from the readings and classes, feel free to visit me in my office during my office hours. My office hours are on Mondays from 12:00 – 2:00pm. If you have a genuine scheduling conflict please send me e-mail to set up an appointment at an alternate time.

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### Submission and Return of Term Work

Papers must be submitted via the cuLearn portal. Please try as much as possible to submit your assignments on-time. Unless you have a legitimate excuse, all late assignments will receive a 25% grade deduction. Graded assignments will be returned to you by the Teaching Assistant (TA) assigned to your tutorial. He/she will communicate the return of assignment details to you. Final exams are intended solely for the purpose of evaluation and will not be returned.

### Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty dean. Any grades posted on the cuLearn grade portal are unofficial and will not be finalized until the end of the semester. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points, is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

### Course Evaluation

Final grades will be based on the following forms of assessment:

- (a) Midterm Examination - 30%
- (b) Final Examination - 40%
- (c) Writing assignment - 20%
- (d) Participation and Discussion - 10%

### Breakdown of Course Evaluation Components

#### (a) Midterm Examination

All students registered in the class will be expected to write an in-class midterm examination. The examination will have essay questions taken from weeks one to five of classroom material. The exam will be scheduled for Monday October 19<sup>th</sup> 2015 during the existing classroom time period.

#### (b) Final Examination

All students must write a final examination. The exam will be taken during the university exam period and will contain essay questions from course content from the entire course with special emphasis on weeks six to twelve of the course material.

**(c) Writing Assignment**

You will be expected to write a five-page double spaced reflection/response paper on a topic covered during *Section Two* of the class dealing with one of the following themes:

- **Capitalism and the Political Economy of Globalization**
- **Globalization and Science: Trafficking and Clinical Trials**
- **Migration and Global Inequalities: Gender and Labour**

The response paper should outline the concepts significant to the topic selected and should incorporate examples from your weekly readings. As you do the required reading and prepare to write the response paper please focus on how the arguments are used to support the author's claims. Look for the unstated assumptions that the author uses: what does s/he assume about how humans behave or think? What does s/he assume about the ability of groups to act collectively, and so on? It is very rare to find a piece of writing that you agree with entirely. As you come across issues with which you disagree with or find unconvincing write them down and bring them along to section for discussion. Also note when you are surprised by a particular argument. Please be sure to summarize the author's main points, identify the debates in which he/she is engaged, and indicate whether or not you feel he/she succeeds in supporting and analyzing his/her argument. The response paper should raise critical questions and highlight whether and how the author is challenging theoretical norms. Each response paper should assume that the reader is unfamiliar with the subject matter and therefore should outline what the publication is about (briefly), how it fits into a larger debate, and what the strengths and weaknesses are. Essays are to be uploaded on the cuLearn Portal by 11:55pm on November 23<sup>rd</sup> 2015.

**(d) Participation and Discussion**

Students are expected to do all of the required readings. The weekly readings should be completed in advance of the relevant class to which they are assigned. Participation will be based on both attendance and discussion contributions. Attendance sheets will be circulated at the beginning of every class. Please ensure that you sign it if you attend class.

**Required Reading**

All articles and supplemental readings will be available on the cuLearn website and through ARES. The following books are required for the course and can be purchased from the Carleton bookstore:

1. *Globalization: A Basic Text. Second Edition.* George Ritzer and Paul Dean. Wiley Blackwell, 2015
2. *When Experiments Travel: Clinical Trials and the Global Search for Human Subjects.* Adriana Petryna
3. *Servants of Globalization: Women, Migration and Domestic Work.* Rhacel Salazar Parrenas.

Weekly Schedule: Breakdown

Section 1

Globalization, Modernity and Social Change

**Globalization: An Introduction A New or Old Phenomenon**

**Week 1 – Friday September 4**

- Ritzer Text. Chapter 1. “Globalization I: Liquids, Flows, and Structures” Pp. 1-26 and Chapter 2. “Globalization II: Some basic issues, debates, and controversies” Pp. 27-54
- What is the Concept of Globalization Good for? An African Historian's Perspective *African Affairs (2001) 100(399): 189-213*

**Optional Background Readings**

- *Globalization and Culture: Global Melange*. Jan Nederveen Pieterse.

**Understanding Cultural Formations: Classic Definitions, Frameworks - Survivals, Structuralism, World Systems**

**Week 2 - Monday September 14**

- Geertz, Clifford. 2006 [1973]. "Religion as a culture system." In *The Interpretation of Cultures. Selected Essays*. New York: Basic Books.
- Wallerstein, Immanuel. 1990. “Culture as the Ideological Battleground of the Modern World-System” IN *Theory, Culture & Society* (Sage, London, Newbury Park and New Delhi), Vol. 7 (1990), 31-55.
- Inda, Jonathan Xavier and Renato Rosaldo. 2002. “Introduction. A World in Motion.” In Jonathan Xavier Inda and Renato Rosaldo. *The Anthropology of Globalization. A Reader*. Pp. 1-34. Malden, MA: Blackwell Publishers, Ltd.

**Optional Background Readings:**

- Ulf Hannerz. *Transnational Connections: Culture, People, Places*
- *Transnationalism From Below*. Eds. Michael Peter Smith and Luis Eduardo Guarnizo

**Understanding Cultural Formations: New Conceptualizations - Global Scapes, Global Melange: Hybridization, Global Shadows, Time-Space Compression**

**Week 3 – Monday September 21**

- Ritzer text—Ch. 8 “Global Culture and Cultural Flows” Pp. 205-236
- Harvey, David. 1990. “The Experience of Space and Time” Pp. 201-239 IN *The Condition of Postmodernity*.
- Pieterse, Jan Nederveen. *Globalization and Culture. Global Melange*. Ch. 6 “Globalization is Braided: East-West Osmosis” Pp. 123-140.

**Optional Background Readings:**

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- “The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism.” Akhil Gupta. Pps. 179 – 199. IN *Culture, Power, Place: Explorations in Critical Anthropology*.
- Consumers and Citizens: Globalization and Multicultural Conflicts. Nestor Garcia Canclini. Selections.

### **Understanding Cultural Formations: Globalization as Encounter and as Assemblage**

#### **Week 4 – Monday September 28**

- Tsing, Anna. 2000. *The Global Situation. Friction: An Ethnography of Global Connection*. Selections. *Cultural Anthropology* 15 (3): 327-360.
- Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems. Introduction. Pp. 3-39. IN *Global Assemblages, Anthropological Problems*. Stephen Collier and Aihwa Ong;

### **Globalization and Cultural Change: Vernacularization, Decontextualization and Recontextualization**

#### **Week 5 – Monday October 5**

- Merry, Sally Engle. *Human Rights and Gender Violence. Translating International Law Into Local Justice*. Chicago: University of Chicago Press, “Introduction: Culture and Transnationalism,” Pp. 1-35. Ch. 5 “Legal Transplants and Cultural Translation: Making Human Rights in the Vernacular,” Pp. 133-177.

**Monday October 12 – STATUTORY HOLIDAY - NO CLASS**

**Week 6 – Monday October 19 - IN CLASS MIDTERM EXAM**

**Monday October 26 – READING WEEK – NO CLASS**

### **Section Two** **Ethnographies of Global Connection**

**Week 7 – Monday November 2 - Capitalism and the Political Economy of Globalization**

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- Liechty, Mark. 1995. "Media, Markets and Modernization: Youth Identities and the Experience of Modernity in Kathmandu, Nepal." IN *Youth Cultures: A Cross Cultural Perspective* London: Routledge.
- Abu-Lughod, Lila. 1989. "Bedouins, Cassettes and Technologies of Public Culture." IN *Middle East Report*. July-August Pp.7-11
- Caldwell, Melissa L. 2004. "Domesticating the French Fry: McDonald's and Consumerism in Moscow." *Journal of Consumer Culture* 4(1): 5-26.  
Caldwell. 237 – 253

### **Optional Background Reading**

*Liquidated: An Ethnography of Wall Street*. Karen Ho. Introduction.

### **Globalization and Science: Trafficking and Clinical Trials**

#### **Week 8 – November 9**

- Ritzer Text Ch. 12 "Negative Global Flows and Processes" Pp. 327-356
- Scheper-Hughes, Nancy. "The Last Commodity: Post Human Ethics and the Global Traffic in "Fresh Organs" Pp. 145-167 *Global Assemblages, Anthropological Problems*. Stephen Collier and Aihwa Ong.
- When Experiments Travel: Clinical Trials and the Global Search for Human Subjects. Introduction. Adriana Petryna. Introduction Pp.1-9, Ch. 2-3, Pp. 47-115.

### **Optional Background Reading:**

- Almeling, Rene. 2011. *Sex Cells: The Medical Market for Eggs and Sperm*. Berkeley: University of California Press. Introduction, 1, 2 Pp. 1-86.

### **Migration and Global Inequalities: Gender and Labour**

#### **Week 9 – November 16**

- George Ritzer Text: Chapters 13: "Global Inequalities I-Class and Rural-Urban Inequalities" Pp. 357-384. "Global Inequalities II-Inequalities of Race, Ethnicity, Gender and Sexuality" Pp.385-418.
- Rhacel Salazar Parrenas. 2001. *Servants of Globalization: Women, Migration and Domestic Work*. Palo. Alto, CA: Stanford University Press. Introduction, Chapters 1 and 2, Pp. 1-60

### **Optional Background Reading:**

- *The Gender of Globalization* by Nandini Gunewardena and Ann Kingsolver. SAR Press. Introduction.

### **Democracy, Inequality, and the New Politics of Global Protest**

#### **Week 10 – November 23**

- Ritzer Text, Ch. 15 "Dealing with, resisting, and the futures of Globalization" Pp. 419-446.

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- David Graeber – “A Movement of Movements? The New Anarchists.” *New Left Review*. 13. Jan – February 2002.
- Manuel Castells. 2012. *Networks of Outrage and Hope: Social Movements in the Internet Age*. Malden, MA: Polity Press. *Introduction*, Pp. 1-19, “The Egyptian Revolution,” Pp. 53-92.

### **Optional Background Reading**

- How 'clicktivism' has changed the face of political campaigns. Emma Howard. September 24, 2014. *The Guardian*.
- The Democratic Project: A History, a Crisis, a Movement. David Graeber. 2013. Spiegel & Grau.

### ***WRITING ASSIGNMENT DUE***

***Please submit in cuLearn Portal by 11:55pm on November 23<sup>rd</sup>, 2015***

### **Section Three** **De-territorialized Belonging**

#### **Rethinking the Local, the Nation: Online Communities**

**Week 11 - November 30**

#### ***Online Communities***

- Ritzer Text. Ch. 9 “High-Tech Global Flows and Structures” Pp. 237-262
- Ilana Gershon. 2011 “Un-Friend My Heart: Facebook, Promiscuity, and Heartbreak in a Neoliberal Age” *Anthropological Quarterly* 84(4): 867-896.

#### ***Imagining Homelands: On Diaspora and the Diasporic Imaginary***

- Ritzer Text: Ch. 5 Global Political Structures and Processes, Pp. 111-140
- Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism* Verso. Introduction and Chapter 1, Pp. 1-36.

### **Optional Background Reading**

- Gabriella Coleman. *Coding Freedom: The Ethics and Aesthetics of Hacking*. Princeton University Press, November 2012
- Rushdie, Salman. 1991. *Imaginary Homelands: Essays and Criticism*. Excerpts
- Smith, Anthony D. 1991. “The Nation: Invented, Imagined, Reconstructed?” IN *Millennium: Journal of International Studies*. V.20 n.3 (Dec 1991) Special Issue, Re-imagining the Nation. Pp. 353-368.
- Chatterjee, Partha. 1991. “Whose Imagined Community?” IN *Millennium: Journal of International Studies*. V.20 n.3 (Dec 1991) Special Issue, Re-imagining the Nation. Pp. 521-525.

**Transnational Citizenship: Deterritorialization and Its Transformations**

**Week 12 – December 7**

- Ritzer Text: Chapter 10. “Global Flows of People” Pp. 263-294.
- Mongia, Radhika Viyas. 1999. "Race, Nationality, Mobility: A History of the Passport. *Public Culture* 11(3): 527-556.

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**Optional Background Reading**

- Ong, Aihwa. *Flexible Citizenship: The Cultural Logics of Transnationality*. 1999. Duke University Press. excerpts.

*Refugees and the Mutability and Limits of Citizenship*

- Malkki, LH. 1996. “Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization.” *Cultural Anthropology* 11(3): 377-404.
- Malkki, LH. 1994. “Citizens of Humanity: Internationalism and the Imagined Community of Nations.” *Diaspora: A Journal of Transnational Studies* 3(1): 41-68.
- Malkki, LH. 1992. “National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees.” *Cultural Anthropology*, vol. 7(1): 24-44.

**The Future of Global Cultural Formations: Wrap Up**

**FINAL EXAM TO BE SCHEDULED**

## **Class Rules and Regulations**

### **Course Conduct**

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition and intellectual freedom. When there are contentious issues being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will not be tolerated.

While laptop computers are encouraged in class, please do not conduct non-course related activities during class time. This includes social media, games, texting, and the general use of digital devices that divert attention from the class content.

### **Academic Accommodations**

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-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet 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*).

### **For Religious Observance**

Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

### **For Pregnancy**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

### **Intellectual Property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Approval of final grades**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Carleton E-mail Accounts:**

All email communication to students from Bachelor of Global and International Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

### **Official Course Outline/Syllabus:**

Please note that the course syllabus posted on the BGIInS website is the official course outline.