

**GINS 1020B  
ETHNOGRAPHY, GLOBALIZATION, AND CULTURE  
WINTER 2020  
Carleton University**

**Instructor:** Luke Struckman, PhD

**Classroom Location:** Steacie Building, Room 103

**Weekly Classes:** Thursday, 14:35 –16:25

**Office Hours:** Thursday, 17:00 – 18:00 or by  
appointment

**Office Location:** Loeb A209

**Email:** lukestruckman@cunet.carleton.ca

**Tutorial Sections:**

Section and TA	Day	Time	Location	1st Meeting
B1 – Sophie Robinson	Thursday	16:35 - 17:25	Paterson 115	January 16
B2 – Sophie Robinson	Thursday	13:35 - 14:25	Paterson 215	January 23
B3 – Mutassem Abu Hamad	Thursday	13:35 - 14:25	Tory 217	January 23
B4 – Mutassem Abu Hamad	Monday	08:35 - 9:25	Residence Commons 209	January 13
B5 – Rebecca Lee	Thursday	13:35 - 14:25	Southam Hall 315	January 23

**TA Contact Information**

Sophie Robinson - sophierobinson@cmail.carleton.ca

Mutassem Abu Hamad - MutasemAbuHammad@cmail.carleton.ca

Rebecca Lee - rebeccalee3@cmail.carleton.ca

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Globalization has rapidly changed the scope, scale, and speed of human connection. While globalization is driven by world spanning systems and networks, like container shipping or the Internet, it has significant implications for local scale social and cultural relations. The goal of this course is to provide students with various ways of understanding globalization and how cultural anthropologists study globalization using a research methodology known as **ethnography**. We will examine globalization through ethnographic studies that focus on issues like migration, gender, mining, agriculture, development, and technology.

**Course Objectives**

1. Understand current academic debates, theories, and public discussions around what globalization is and the ways in which cultural anthropologists study it.
2. Develop conceptual and methodological tools to critically analyze global processes and their impacts on the everyday lives of local communities and peoples.
3. Discern how cultural meanings and play a role in shaping, and are themselves shaped by, large-scale phenomena including colonialism, nationalism, capitalism, and migration.
4. 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 of materials.

7. Engage in reflexive analysis.
8. Be able to present ideas with sound evidence and critical thought.

### **Format and Expectations**

Weekly classes consist of one weekly lecture and one discussion tutorial. To successfully complete the course you must be enrolled in a tutorial section. Lectures will provide a broad contextual, theoretical and historical background for each weekly theme, including clarification of key concepts and discussions of their applications. Tutorials will provide an opportunity to review and discuss course material in smaller groups. Attendance at both the lecture and tutorials is expected. Tutorials will begin during the second week of the course.

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 reading prior to attending class and tutorial sections and also participate in an informed way in discussions. If you miss a lecture or a tutorial section 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 class notes as they are your responsibility to ensure that you catch up on missed material.

### **Office Hours**

For questions about readings and the lectures, please visit during office hours. If you have a scheduling conflict please arrange for an alternate time via e-mail. I am also available to meet via videoconferencing through the BigBlueButton feature of cuLearn.

### **Submission of Assignments**

All assignments must be typed and submitted via the cuLearn portal. Assignments must be submitted in Microsoft Word or PDF formats. Unless you have a legitimate and documented excuse, all late assignments will receive a 10% grade deduction per day. Once graded, the assignments will be returned via cuLearn.

### **Grading**

Academic standing in a course is determined by the course instructor, subject to the approval of the Dean. Any grades posted on the cuLearn grade portal are unofficial and will not be finalized until the end of the term. 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:**

- a) Participation and Discussion - 10%
- b) Ethnographic Assignment – 10%
- c) Midterm Exam - 25%
- d) Essay Assignment – 25%
- e) Final Exam - 30%

#### **a) Participation and Discussion**

Students are expected to read the required readings listed in the syllabus and participate in class discussions in an informed manner. The weekly readings should be completed in advance of the class to which they are assigned. Participation will be based on both attendance and discussion contributions in tutorial sections. Tutorial session attendance will be taken by the TA at end of each meeting.

#### **b) Ethnographic Assignment**

This short assignment will be evaluated on spelling and grammar as well as how important concepts from the course are discussed. For each day the ethnographic assignment is late, 10% will be deducted from the assignment's overall grade.

#### **c) Essay Assignment**

Essays will be evaluated in part on spelling, grammar, and the proper use of in-text citations for paraphrasing or direct quotes. For each day an essay assignment is late, 10% will be deducted from the assignment's overall grade.

#### **d) Mid-term Exam**

The mid-term exam will consist of multiple choice questions taken from weeks one to five of course material. The exam will be held on **Thursday, February 13, 2019** during the lecture period. If the midterm exam is missed, there will be no make-up exam. Instead, the final exam will be reweighted to account for 55% of the overall course grade

#### **e) Final Exam**

The final exam will be a take home exam and will cover material from the entire course. It will be scheduled for the formal exam period. The final exam will consist of multiple choice, short answer, and essay questions.

## Anthropological Citation Style

Please use the correct citation style for all papers submitted (with the exception of exams). The papers should follow the format of one of the two major anthropological professional journals. They are: (1) the [American Anthropologist](#) or (2) [American Ethnologist](#). This means that you need use in-text citations and list references in a section titled "References Cited" following the text.

You should cite authors with their last name and the date of publication. If you quote an author, e.g. that "the powers of village women... [do not] provide women with the last word," (Harding 1975: 308), you must include the page number(s). Note the placement of punctuation, and that the citation and period/comma are outside of the quotation marks.

References Cited (not "Bibliography"), placed starting on a new page at the end of your text, does not include any publication not cited in the text. All entries must be listed alphabetically by last name of the author, and chronologically arranged for two or more titles by the same author. Nothing is underlined in References Cited. DOIs are not necessary. The layout should be as follows:

-Journal article, showing the volume and issue numbers, and page numbers:

Bessire, Lucas, and David Bond. 2014. "Ontological Anthropology and the Deferral of Critique." *American Ethnologist* 41 (3): 440–56.

-Article in a book of collected essays (Except for first words and proper nouns, article title is lower case, book title is capitalized):

Comaroff, Jean. 1996. "The Empire's Old Clothes: Fashioning the Colonial Subject." In *Cross-Cultural Consumption: Global Markets, Local Realities*, edited by David Howes, 19–38. London: Routledge.

-Book (title is capitalized; date, place of publication [use the first one listed], and publisher all included):

Asad, Talal. 2003. *Formations of the Secular: Christianity, Islam, Modernity*. Stanford, CA: Stanford University Press.

Web-based articles/resources - cite as closely as you can to a printed publication (including author's name, date of publication, title, publisher), followed by the URL of the website you are citing:

United Nations. 2009. Revision of the World Population Estimates and Projections. <http://www.popin.org>.

## Required Reading

All course readings will be available via ARES or freely available on the Internet. No purchased textbooks are required.

## Course Schedule and Readings

\*Please note that guest speakers may be added during the term.

### **Week 1 – January 9: Introduction & Overview**

#### **Optional Readings**

Tylor, E.B. 1920. *Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Language, Art, and Custom*. London: John Murray. ("The Science of Culture" pp. 1-2, 14-25)

Boas, Franz, 1920. "The Methods of Ethnology." Available [here](#)

### **Week 2 – January 16: From Science to Interpretation**

**\*Tutorials B1 and B4 begin this week**

Diamond, Jared. 2012. *The World Until Yesterday: What Can We Learn from Traditional Societies?* New York: Viking. (Prologue, pp. 1-36)

#### **Optional Readings**

Evans Pritchard, E.E. 1940. *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford: Oxford University Press. (pp. 7-15)

Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*. New York: Basic Books. (pp. 1-32)

Geertz, Clifford. 2005. "Deep Play: Notes on a Balinese Cockfight." *Daedalus* 101: 1-37. (originally published as a chapter of Geertz's 1972 book *The Interpretation of Cultures*)

### **Week 3 – January 23: Ethnographic Research Methods**

**\*Tutorials B2, B3, and B5 begin this week**

Abu-Lughod, Lila. 1999. *Veiled Sentiments: Honor and Poetry in a Bedouin Society*. Berkeley: University of California Press. (pp. 1-24)

#### **Optional Reading**

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Field Notes* (2<sup>nd</sup> edition). Chicago: University of Chicago Press. (Chapters 1 and 2)

### **Week 4 – January 30: Identities at the "Peripheries"**

Hoffman, Katherine. 2008. *We Share Walls: Language, Land, and Gender in Berber Morocco*. Hoboken: Wiley-Blackwell. (Part 1, pp. 1-31)

#### **Optional Reading:**

Burke, Edmund III. 1973. "The Image of the Moroccan State in French Ethnological Literature: A New Look at the Origins of Lyautey's Berber Policy." In *Arabs and Berbers: From Tribe to Nation*, edited by Ernst Gellner and Charles Micaud. London: Duckworth.

**Week 5 – February 6: Class and Gender in a Global City**

**\*Ethnographic Assignment Due @ 23.55**

Ghannam, Farha. 2013. *Live and Die Like a Man: Gender Dynamics in Urban Egypt*. Palo Alto: Stanford University Press. (Introduction, pp. 1-30)

**Optional Reading**

de Koenig, Anouk. 2009. *Global Dreams: Class, Gender, and Space in Cosmopolitan Cairo*. Cairo: University of Cairo Press. (Chapter 1, pp. 1-31)

**Week 6 - February 13 - Mid-term exam**

**Winter Break – February 20:** No Class

**Week 7 – February 27: Migration and Global Inequalities**

Parreñas, Rhacel Salazar. 2015. *Servants of Globalization: Migration and Domestic Work* (2<sup>nd</sup> edition). Stanford, CA: Stanford University Press. (Chapter 1, pp. 1-28).

**Week 8 – March 5: Development, Neoliberalism, and Everyday Lives**

**Carleton Art Gallery Exhibit Tour, "They Forgot We Were Seeds". Tours begin in March and will be held ONCE for each discussion section throughout the month. See cuLearn for tour schedule.**

Larmer, Miles, 2016. At the Crossroads: Mining and Political Change on the Katangese-Zambian Copperbelt. *Oxford Handbooks Online*. Oxford, UK: Oxford University Press.  
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199935369.001.0001/oxfordhb-9780199935369-e-20>

**Optional Reading:**

Ferguson, James. 2013. Declarations of Dependence: Labor, Personhood, and Welfare in Southern Africa. *Journal of the Royal Anthropological Institute* 19: 223-242.

Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Durham: Duke University Press. (Introduction and Chapter 1 (pp. 1-25))

**Week 9 – March 12: Global Supply Chains: South American Soy Production**

**\*\*\*\*Essay due @ 23.55**

Ofstehage, Andrew. 2016. Farming is easy, becoming Brazilian is hard: North American soy farmers' social values of production, work and land in Soylandia, *The Journal of Peasant Studies* 43:2 442-460.

**Week 10 – March 19: Ethnography and (Post)Colonialism**

Mamdani, Mahmood. 2016. "Who's to Blame in South Sudan". *Boston Review*, June 28, 2016.  
<http://bostonreview.net/world/mahmood-mamdani-south-sudan-failed-transition>

**Optional Reading:**

Lewis, Diane. 1973. "Anthropology and Colonialism." *Current Anthropology* 14(5): 581-591

Middleton, Townsend. 2013. "Scheduling Tribes: A View From Inside India's "Ethnographic State"." *FOCAAL: Journal of Global and Historical Anthropology* (65): 13-22.

Mamdani, Mahmood. 2012. *Define and Rule: Native as Political Identity*. Boston: Harvard University Press. (Introduction and Chapter 1, pp. 1-43)

**Week 11 – March 26: Ethnography and Military Counterinsurgency**

Kassel, Whitney. 2015. "The Army Needs Anthropologists". *Foreign Policy*, July 28, 2015.  
<https://foreignpolicy.com/2015/07/28/the-army-needs-anthropologists-iraq-afghanistan-human-terrain/>

Gonzalez, Robert. 2009. "Going 'tribal': Notes on pacification in the 21st century." *Anthropology Today* 25(2):15-19.

**Optional Reading:**

Gonzalez, Robert. 2009. "On "tribes" and bribes: "Iraq tribal study", al-Anbar's awakening and social science." *FOCAAL: Journal of Global and Historical Anthropology* 53: 105-116.

Clarke, Kamari Maxine. 2012. "Toward a Critically Engaged Ethnographic Practice." In *Transforming Ethnographic Knowledge*, edited by Rebecca Hardin and Kamari Maxine Clarke, 137-159. Madison: University of Wisconsin Press.

Kelly, John D., Beatrice Jauregui, Sean T. Mitchell, Jeremy Walton. 2010. *Anthropology and Global Counterinsurgency*. Chicago: University of Chicago Press.

**Film: BlackKlansman (2018) (Part 1) – Screened in class**

**Week 12 – April 2: Can Ethnographic Representation be De-colonized?**

**Film: BlackKlansman (2018) (Part 2) – Screened in class**

Tallbear, Kimberly. 2009. "DNA and Native American Identity." In *Indivisible: African-Native American Lives in the Americas*, edited by G. Tayac, 69-75. Washington, D.C.: Smithsonian National Museum of the American Indian.

**Final Exam:** Take home final held during formal exam period (April 13 – 25)

## **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 allowed 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 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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) 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.

### **Class notes and Expectations**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **Medical Certificates and Illness**

In the unfortunate case of illness or injury, only a medical certificate/note signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed assignment or examination will be accepted. Please note that Doctor's notes for minor illnesses (e.g. colds, flu) and past illnesses that have been resolved cannot be accepted.

### **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 the Bachelor of Global and International Studies program will be sent 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