

CARLETON UNIVERSITY
GLOBAL AND INTERNATIONAL STUDIES
Winter 2025
GINS 1020 B

ETHNOGRAPHY, GLOBALIZATION AND CULTURE

Lecture Day and Time: Thursdays 9:35-11:25

General Contact Information

Professor: Sandra Fahy, Ph.D.

Drop in Office Hours: Tuesday from 2pm – 4:00pm Dunton Tower 21st floor room 2129

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

Lecture Dates: January 9, January 16, January 23, January 30, February 6, February 13, February 20, NO Lecture or Tutorial during Reading week from 17 until the 21, February 27, March 6, March 13, March 20, March 27, April 3 (last class)

Teaching Assistants and Section:

When E-mailing your TA use “GINS 1020 TA A__” (fill __ with your section). Your email must have your full name and student number in the signature line.

Katie Kissick <KATIEKISSICK@cmail.carleton.ca>

Carleton University Freedom of Speech Policy

“As an institution of higher learning anchored in the ideals of open inquiry and debate, the University’s students, staff, and faculty have the freedom of speech to articulate their views. Pursuant to the Carleton University Act, the essential purpose of the University is to engage in the pursuit of the advancement of learning, the dissemination of knowledge, and the intellectual development and betterment of its community. To achieve this purpose, members of the University have freedom of speech, which is defined as the right to examine, question, investigate, speculate, comment and criticize except insofar as limitations are necessary by law or the functioning of the University. The purpose of the University also depends upon an environment of respect and tolerance. Every member needs to be able to learn, teach, live and work free from harassment and discrimination... Disagreements and dissenting views make for a vibrant academic culture. The University strives to find a balance between allowing for critical views to be expressed civilly on campus and not obstructing the freedom of others to communicate their views. In exercising free speech, staff, students and faculty are encouraged to consider the value of mutual respect. Informed, thoughtful and respectful argument, even when disagreement is profound, benefits the University community and fosters its essential purpose.”

The full document can be accessed here: <https://carleton.ca/equity/policies-procedures/>

Preparing for our Course

All reading materials are available online at Brightspace, via hyperlinks within this syllabus, or at the library. **It is your responsibility to find and read the materials before each lecture and tutorial. This is a core course in the BGIInS Program, as such attendance in lectures and tutorials is required.** You **must** attend at least 75% of the course lectures and tutorials, in addition to completing the assignments, to pass. Where students fall just short of this expectation, exceptions may be considered.

Introduction to Our Course

This is a required course for the Undergraduate Degree in Global and International Studies. As such, it takes an interdisciplinary approach to the study of Ethnography, Globalization and Culture. Our course spans the world through case studies that elaborate what is particular and universal to humanity across time and place.

In terms of practical skills, this course aims to teach you how to write clearly, how to read and thinking critically, and how to make and assess strong arguments.

As to our subject specializations: *Ethnography* is the descriptive study of a society or a phenomenon within society. Ethnography is made when a researcher carries out fieldwork. Fieldwork is a practice of learning to see the world in a *new* way so that you can identify features of the world according to their function and structure. You will get hands on experience carrying out fieldwork during this class. You will write up that research, reflecting on it and combining it with our course readings: creating an ethnography. That ethnography will form one aspect of your training and assessment in this course.

Globalization is a term that describes how the world's economies, cultures, populations, technology, services, and goods have become increasingly interdependent. Global Studies captures the study of international politics, communications, environmental science, and so 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. Our "globalization" readings will cover the main agreements and disputes in the field, you are expected to integrate insights from these readings into your assignments.

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 BGIInS 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 that are practiced by some, but not all. Our "culture" readings will cover a range of issues.

Each of these key terms are nuanced. 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.

Learning Outcomes

- *Recognize and recall* key concepts related to ethnography, globalization and culture
- *Interpret* current and historic aspects of society in the context of globalization
- *Identify* the argument in a reading
- *Develop* cognitive flexibility and comfort in intellectual challenges

Our Course Objectives

- To empower you to listen, assess and make clear arguments
- To enable you to write and speak clearly with reference to our course readings
- To equip you to assess written and spoken arguments with sophisticated debate

Lecture Schedule

Class One: January 9, 2025

Topic: Course Introduction

Introduction to course syllabus, assignments, and details about expectations for academic integrity and freedom). Introduction to What is Argument? Professor will place students in groups and provide instructions for a group task. (new TAs attend full two hours)

Required Reading:

Syllabus (on Brightspace)

Chapter 1 “What is argument?” (all readings are on Brightspace)

Class Two: January 16, 2025

Topic: The argument of Harriet McBryde Johnson & Fieldwork on Disability

Continued assessment of argument, types of argument, and fieldwork/ standpoint epistemology. (new TAs attend full two hours)

Required Reading:

“Unspeakable Conversations,” by Harriet McBryde Johnson in *Disability Visibility: First-Person Stories from the Twenty-First Century* edited by Alice Wong (on Brightspace)

Odame, Prince Kwame and Regina Obilie Amoako-Akyi “Sidewalk Accessibility and Pedestrian Safety among Students with Physical Disability in the University of Cape Coast,” in *Current Research Journal of Social Sciences*, Vol. 02, No. (2) 2019 pp.109-

122 <https://heinonline.org/HOL/P?h=hein.journals/crjssh2&i=109> ; <https://proxy.library.carleton.ca/login?url=https://heinonline.org/HOL/P?h=hein.journals/crjssh2&i=109>

Supplemental Reading:

Clark, J 2022, 'Disability and fieldwork: a personal reflection', *Qualitative Research*, p. 1-9.

Alice Wong "Introduction" in Disability Visibility, First-Person Stories from the twenty-first century, edited by Alice Wong

Sandy Ho, "Canfei to Canji: The freedom of Being Loud" in Disability Visibility, First-Person Stories from the twenty-first century, edited by Alice Wong

Class Three: January 23, 2025

Topic: Fieldwork: what is the claim?

Deeper into the history of Fieldwork! We begin this class with an introduction on the history of fieldwork, and what it looks like today. We will then explore what fieldwork can tell us about difference, culture, and ourselves. We will also venture into Chapter 2 of Rotenberg's text on Critical Reading of Written Arguments (new TAs attend two hours of class)

Required Reading:

Van Maanen, Chapter 1 "Fieldwork, Culture and Ethnography"

Van Maanen, Chapter 6 "Fieldwork, Culture and Ethnography Revisited" in Tales of the field: on writing ethnography

Rotenberg, Chapter 2, Critical Reading of Written Arguments.

Supplemental Reading:

Eriksen, T.H., "Fieldwork and Ethnography", Chapter three of Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (2010)

Goffman, E. (1989). On Fieldwork. Journal of Contemporary Ethnography, 18(2), 123–132 <https://doi.org/10.1177/089124189018002001>

Adler, P. A., & Adler, P. (1987). The Past and the Future of Ethnography. Journal of Contemporary Ethnography, 16(1), 4–24.

<https://doi.org/10.1177/0891241687161001>

Class Four: January 30, 2025

Fieldwork and ethnography Deeper into the topic of fieldwork and ethnography

Required Reading:

Eriksen, T.H., "Fieldwork and Ethnography", Chapter three of Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (2010)

Goffman, E. (1989). On Fieldwork. Journal of Contemporary Ethnography, 18(2), 123–132 <https://doi.org/10.1177/089124189018002001>

Adler, P. A., & Adler, P. (1987). The Past and the Future of Ethnography. Journal of Contemporary Ethnography, 16(1), 4–24.

<https://doi.org/10.1177/0891241687161001>

Class Five: February 6 2025

Topic: Culture: ritual and rites of passage

We will begin with the simple but deceptive question: What is Culture? We consider items such as food, music, dance, clothing, language and origin myths, to explore where we can find culture. All human cultures engage in traditions related to birth, marriage, death, and other processes. To investigate deeper we will read one chapter from the ethnography "Death

Without Weeping: The Violence of Everyday Life in Brazil” by Nancy Scheper-Hughes in Brazil. We will examine how different cultures engage with death, violence, mourning. We will then explore what argument is being made by Scheper-Hughes, and also that of Batseon and Mead in Trance and Dance in Bali. (new TAs attend two hours)

Required Reading: Death Without Weeping: The Violence of Everyday Life in Brazil” by Nancy Scheper-Hughes (1992) Chapter 6 “Everyday Violence: Bodies, Death and Silence” p.216-267 Batseon and Mead “Trance and Dance in Bali” https://www.youtube.com/watch?v=Z8YC0dnj4Jw&t=40s&ab_channel=LibraryofCongress

Supplemental Reading & Viewing:

Gardner, K. (2002), Death of a migrant: transnational death rituals and gender among British Sylhetis. Global Networks, 2: 191-204. <https://doi.org/10.1111/1471-0374.00036>
Gutiérrez, I.T., Menendez, D., Jiang, M.J., Hernandez, I.G., Miller, P. and Rosengren, K.S. (2020), Embracing Death: Mexican Parent and Child Perspectives on Death. Child Dev, 91: e491-e511. <https://doi.org/10.1111/cdev.13263>

Class Six: February 13, 2025

Topic: Ethnography Culture, Language & Thought

Is there a “culture of disability” a “culture of deafness” for example? We will read Susan Schaller’s ethnography from her fieldwork as a young graduate student (24 years old) working with deaf students. We will learn about Ildefonso, a Mexican Indian, born deaf and never taught language. What Schaller learns from Ildefonso tells us much about the human proclivity for communication, connection and belonging. 50-minute lecture. 10-minute break. 20 minutes of group work on a group-selected case example that links communication and culture with understanding and difference. (TAs only attend first hour)

Required Reading:

Sacks, Oliver. “Forward to A Man Without Words” by Susan Schaller, University of California Press, 2012

Susan Schaller, “A Man Without Words” **Read pages – 44-45; 46-57; 61-75;79; 84;86-91; 108; 116-119**

Supplemental Reading & Viewing:

Lucy, John A. “Language Structure, Lexical Meaning, and Cognition: Whorf and Vygotsky Revisited” Chapter 13 in Words and the Mind: How Words Capture Human Experience. Barbara C. Malt and Phillip Wolff eds. p. 266-286

Why West Africa keeps inventing writing systems, YouTube Nativlang (10min)

https://www.youtube.com/watch?v=xa8BYzrStxY&ab_channel=NativLang

Gondwana Collection, “How do Namibian Himbas see colour?” September 02, 2016

<https://gondwana-collection.com/blog/how-do-namibian-himbasa-see-colour>

“How Language Changes The Way We See

Color,” https://www.youtube.com/watch?v=mgxyfqHRPoE&ab_channel=InsiderTech

February 20, 2025 – NO Lecture or Tutorial during Reading week is from 17th until the 21st

Class Seven: February 27, 2025

Topic: Ethnography Global Concepts meet Cultural Difference; Tibet, China, Human Rights, Collectivity vs. Individuality. How do different cultures understand similar human experiences? How is “pain” understood, for example, in the US and Canada as compared with other parts of the world? How is individuality understood? Do different conceptions of human experience shape how they are experienced? How might this difference impact how human rights are practiced and implemented? (TAs attend first hour of lecture)

Required Reading: Vincanne Adams, “Suffering the Winds of Lhasa: Politicized Bodies, Human Rights, Cultural Difference, and Humanism in Tibet,” *Medical Anthropology Quarterly*, Vol 12, No 1 (March 1998): pp 74-102

Class Eight: March 6, 2025

Topic: Are Human Rights Western? Are the origin of Human Rights diverse?
Ellen Messer, “Pluralist Approaches to Human Rights,” *Journal of Anthropological Research*, Vol 53, No 3. (Autumn 1997): pp 293-317
Jun Zhao, “China and the Uneasy Case for Universal Human Rights,” *Human Rights Quarterly*, Vol 37, No 1 (February 2015): pp 29-52

Class Nine: March 13, 2025

Topic: What is globalization? How is the concept of globalization contested? Connectivity and Dysconnectivity.
In this lecture we will explore how Globalization is understood, drawing upon the example of Osama Bin Laden as elaborated in the Steger (2003) text. How can we study “globalization” through the visual? After this, student will work in small groups to seek out topic examples that mimic the approach in Steger’s chapter one – option to present findings to the class.
Required Reading: Steger, Manfred, “Globalization: a contested concept” Chapter One of *Globalization: A very Short Introduction* (2003)

Supplemental Reading:

Pauwels, L. (2019). Exposing globalization: Visual approaches to researching global interconnectivity in the urban every day. *International Sociology*, 34(3), 256–280. <https://doi.org/10.1177/0268580919835154>

Class Ten: March 20, 2025

Culture: what is unique and what is different?

Batseon and Mead “Bathing Babies in Three Cultures” (Circa 1940), https://www.youtube.com/watch?v=rmvqdDBSY0k&t=24s&ab_channel=vivinaSalvetti
Batseon and Mead “Childhood Rivalry in Bali and New Guinea” https://www.youtube.com/watch?v=4NqQ6KL-aUY&t=18s&ab_channel=TheSuhtz

Class Eleven: March 27, 2025

Topic: Globalization, Difference, Identity & Belonging. In this lecture we will explore how international relations and geopolitical alliances have shaped human migration flows across the world. We will look at kinship structures for children, and adults, moving to the West. (50-minute lecture, 10-minute break, 20-minute group work identifying an example of people-movement to and from less 'obvious' places (Japan-Peru; Korea-Paraguay; Nigeria-China) that applies the questions asked in Eleana J. Kim's book. (TAs attend two hours)

Required Reading:

Eleana J. Kim, Chapter 7 "Beyond Good and Evil: The Moral Economies of Children and Their Best Interests in a Global Age" in *Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging*

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

Suggested Reading & Viewing:

Eleana J. Kim, Chapter 6 "Made in Korea: Adopted Koreans and Native Koreans in the Motherland," in *Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging*

Class Twelve: April 3, 2025

Topic: Migration, displacement. In this lecture we will explore people on the move. We will explore whether this is a contemporary phenomenon, and what are the patterns/ trends of movement? (TAs attend two hours)

Required Reading:

Arendt, Hannah. "Chapter Nine: The Decline of the Nation-State and the End of the Rights of Man" in *Origins of Totalitarianism*, Penguin Books 1951, pp.349-396

Fahy, Sandra. "How to get over a border" in *Georgetown Journal of Asian Affairs*, Special Edition: Border Challenges in Asia. Policy Forum. Vol. 4 No.1 pp.4-

11 <https://repository.library.georgetown.edu/handle/10822/1053236>

Suggested Reading:

Hassan Al Kontar, "I lived in an airport for seven months," in *Guardian*, July 9 2021, <https://www.theguardian.com/lifeandstyle/2021/jul/09/experience-i-lived-in-an-airport-for-seven-months>

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>

Assignments

Task	Percentage	Due Date	Details
Weekly attendance in lectures and tutorial sections	20% (1 per lecture and 1 point per tutorial to a maximum of 20)	Ongoing	Attendance taken at the end of lectures tutorials
Assignment 1: Identifying Elements of Argument, short answer	30%	Friday January 24 2025	
Assignment 2: Ethnography	25%	Friday February 28 2025	
Assignment 3: Write an essay on globalization and culture using “argument analysis” Ch.4 of Rottenberg and (also make use of the writing template provided in this syllabus)	25%	Friday April 4 2025	

Details for Assignments

Because this is a first-year course, the ability to follow instructions will be part of the assessment. All assignments are written in class in booklets given to you by the professor/ TA. Please write your name, student number, TA name and section, Professors Name, course title on the first page, the assignment should be paginated and double spaced. You are encouraged to use “I” in your essay. For example:

After reading Steger’s Introduction to Globalization, I think that his use of the phrase Social Networks is useful for understanding how myth and witchcraft influence perceptions of people with Albinism in Zimbabwe.

All assignments must have a bibliography and use in-text citations. Chicago, MLA, and APA are acceptable citation styles. Our library also has information on how to do this. For academic reference (bibliographic) styles please see:

<https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044> <https://www.unl.edu/rhames/courses/current/readings/AAA%20Style.pdf>
<https://www.stmarys-ca.edu/sites/default/files/attachments/files/aaa.pdf>

Use the GRADING RUBRIC attached to this syllabus to ensure you obtain the highest marks on your assignments. The rubric ensures transparency and equality in grading.

Strategies for essay writing can be found here: <https://writingcenter.fas.harvard.edu/strategies-essay-writing-downloadable-pdfs>

Attendance and Participation in Lecture & Tutorial: Ongoing assessment (20%)

Attending tutorials and lectures is mandatory for students. Your attendance will be taken at the start of each lecture and tutorial. You will earn 1 point per lecture and 1 point per tutorial to a maximum of 20. Arrive before class starts and stay for the entire lecture/ tutorial.

Attendance at lectures and tutorials is positively correlated with success in this course. You can participate in class through group work, questions, and discussion. Please share your thoughts on the readings, on the lecture, and on the insights of your fellow students.

Assignment One:

“Identifying Elements of Argument” is your first graded assignment. You will be given an image or a short piece of text to read. You will assess the argument according to a few short questions which will be provided to you.

Students who require support will get help for this via the Paul Menton Center and it is your responsibility to do so.

Assignment Two:

This assignment involves fieldwork *and* the writing-up of your fieldwork which is the creation of a written ethnography. We will be reading several ethnographies during this course. The first part of your assignment “fieldwork” (it is up to you to do the fieldwork). All students will conduct fieldwork on a question they decide upon.

For example, in the past students have asked: “How Accessible is Carleton University campus for Disability?” This is a large question. What do we mean by “disability”? As with all fieldwork, it is best to keep your study narrow. Clarify what you mean and to define terms. For our purposes, we will restrict our study to determining how accessible CU campus is for physical disability (ramps, automatic doors, movable chairs, tables, stairs and so on). But this is a large campus! So, we get narrow and specific again. To answer this question, you and your group will enter “the field” of Carleton Campus first by deciding WHAT/ WHERE you will focus your group’s fieldwork. This is where your group will decide which aspect of the campus you will explore: building, tunnels, library, classrooms, eating halls, services such as the gym, the medical office and so on.

You may choose other topics which lend themselves to visual, engaged, participation, and observation such as: food vending machines on campus/ Kosher, Halal, vegetarian, vegan food on campus/ religious spaces on campus/ and so on. You decide, BUT it must have a visual/ observable aspect of something on campus so that you can employ “participant observation.”

This means you will go out into the location and begin to explore it from the point of view of someone with physical disabilities would encounter this site. In the example of physical disability, “Is the pavement/ floor accessible? Are the door electronic buttons working?” And so on. You will decide what to focus on, and how to make the assessment and documentation, whether through notes and or photographs. It is recommended that you use a map of Carleton University Campus to locate your “fieldwork” location(s). You can check with me to ensure your selected topic/location is effective for fieldwork.

As with all fieldwork, you should take good notes. You can take photos, draw sketches, make voice or video recordings. Your fieldwork should be as thorough as possible. How do you know when your work is thorough? When you have reached a saturation point, when you are no longer learning anything new or gather new information, when you can anticipate your findings. This means you will endeavor to gather as much information on the question of your choice.

The findings of your fieldwork, in notes and printed images, will be used to write your ethnography. You may use printed images in your writing by identifying them (figure 1., figure 2) and submitting them with your written assignment. Be sure to put your name and student number with each image.

Your ethnography is a written narrative of the fieldwork you conducted, along with a summary of the findings, and an analysis or reflection on those findings. The analysis and reflection on findings should support your argument (your thesis, your claim).

Please see the following link for more insights on thesis statements (argument, claim): <https://writingcenter.fas.harvard.edu/sites/hwpi.harvard.edu/files/writingcenter/files/thesis.pdf?m=1693422264>

An ethnography can be as explicit as this: Identify your fieldwork question, the strategy to investigate the question, the methods employed, the findings and your analysis of the fieldwork *and* the findings. The findings are **critically** reflected upon – draw upon the readings covered in class for this assignment to demonstrate your integration and understanding of our course readings. Be sure to reference these using MLA or Chicago style.

Questions which could help you are: What was the study question? How was the field site selected? What was the fieldwork experience like – why was it difficult? What challenges arose? What limitations were encountered? What did the study find? What could be done differently if done again? What did you personally learn by carrying out this fieldwork? How did the course readings help you reflect on the fieldwork experience and the writing up of your work in the ethnography?

The written ethnography will be approximately 1200 words (give or take 200 words). Use the grading rubric in this document to ensure you complete the assignment to the highest grade standard possible.

For academic reference styles please see:

<https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044> <https://www.unl.edu/rhames/courses/current/readings/AAA%20Style.pdf>
<https://www.stmarys-ca.edu/sites/default/files/attachments/files/aaa.pdf>

Assignment Three:

The final assignment asks you to write a clearly written and sign-posted essay on the topic of Globalization. Your essay will make an argument (thesis, claim) that is backed up with reference to readings we have covered in our course – and only these readings. You may **not** use any outside readings. The goal of your paper is to demonstrate your knowledge of Globalization as it is informed by our course readings and assignments. Your essay should, for example, integrate what you have learned about Culture and Ethnography (and fieldwork) to highlight the tensions and benefits of globalization. You should make some type of argument (claim, thesis) at the start of the paper, that is then elaborated and evidenced throughout. **To prepare your final paper, please make use of Chapter 4 of the Rottenberg book on Elements of Argument (on Brightspace)**

You should not use or reference texts outside of this course syllabus. You must use the writing template provided at the bottom of this syllabus. The template is designed to teach you how to write using “sign-posting.” Sign posting is something I have instructed you on during lectures. Successful use of the template will determine a portion of your grade. You should reference as many course readings as are relevant to your argument. You should use at least 10 of the writing templates (from one section or throughout). Use Rottenberg’s Elements of Argument book Chapter 4 for guidance on how to structure your paper.

For academic reference styles please see:

<https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044> <https://www.unl.edu/rhames/courses/current/readings/AAA%20Style.pdf>
<https://www.stmarys-ca.edu/sites/default/files/attachments/files/aaa.pdf>

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)

Assessments

Can you Get Bonus Points? YES! There will be a chance to earn bonus points for this class by attending lectures for invited speakers on Carleton University campus. One caveat is that you must STAY for the entire lecture to earn the bonus points. An announcement will be sent to your email regarding this via our Brightspace page.

Late Submission/ Missing the assignment in class:

Only under *exceptional* circumstances will this be tolerated. All assignment and class dates are indicated with enough notice. However, if illness is the case a doctor’s note will be required.

Unapproved late submissions will incur a 1% per day penalty. No unapproved late assignments will be accepted 7 days after the original deadline unless in exceptional cases.

Grade Appeals:

If you wish to appeal your grade, do so in a timely fashion. Prior to requesting your appeal, please ensure that you have checked your assignment against the rubric. If you determine that an error of assessment has been made, please detail where and how in your email to the TA. If a mistake has been made, we will correct it asap.

Approval of final grades:

The instructor determines your grade in the course which is 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.

Grading Rubric for GINS 1020 Writing Assignments

Prof. Fahy, Global and International Studies

c.2025 Winter

Assignment 1

One to two sentence answers	30%	January 27 th 2025 online 11:59pm	
-----------------------------	-----	---	--

Rubric

Presentation of Document (student name, student number, assignment number and title, professor's name, TA's name, date, page numbers,) __/3 (All = 3/3; 1 error = 0/3)

Basic Grammar and flow of writing __/2 (Less than 2 instances = 2/2; more than 2 = 0/2)

Successful summary of the argument indicated in the image/ text: __/5 (Range: 5=strong-1=weak)

Evaluation of the argument made; why it is/ is not effective: __/5 (Range: 5=strong-1=weak)

Evaluate the use of language in the text: emotive, persuasive, logical, etc: __/5 (Range: 5=strong-1=weak)

Explain how well or poorly the text's argument support the claim being made: __/10 (Range 10=strong-1=weak)

Total: __/30

Assignment 2

Assignment 2: Ethnography	25%	February 28 th 2025 11:59PM online	
------------------------------	-----	--	--

Rubric

Presentation of Document (student name, student number, assignment number and title, professor’s name, TA’s name, date, page numbers) __/1

Basic Grammar and flow of writing __/1

State your Fieldwork question __/ 2 (Clearly stated = 2/2; unclear = 0/2)

Justify the importance of your fieldwork question __/ 3 (Clearly stated = 3/3; unclear = 0/3)

Description of methods used __/3 (Clearly stated = 3/3; unclear = 0/3)

Findings from fieldwork __/5 (Range: 5=strong-1=weak)

Convincing analysis of fieldwork findings and limitations __/5 (Range: 5=strong-1=weak)

Incorporation of class readings into assignment, proper citations __/5 (Range: 5=strong-1=weak)

Total: __/25

Assignment 3

Assignment 3: Essay	25%	April 4 th 2025 11:59PM online	
---------------------	-----	--	--

Rubric

Presentation of Document (student name, student number, assignment number and title, professor’s name, TA’s name, date, page numbers, correct citations) __/1

Basic Grammar and flow of writing __/1

Use of Signposting throughout essay __/5 (Range: 5=strong-1=weak)

Clear use of Chapter 4 Rottenberg’s Elements of Argument: __/ 6 (Range: 6=strong-1=weak)

Argument/ Thesis statement /6 (Range: 6=strong-1=weak)

Evidence: __/ 6 (Range: 6=strong-1=weak)

Total: __/25

WRITING TEMPLATES

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 have recently suggested that 's work has several fundamental problems. It has become common today to dismiss 's contribution to the field of . In their recent work, and have offered harsh critiques of Dr. for _____.

2. INTRODUCING “STANDARD VIEWS”

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. 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 's treatment of _____ is that _____.
Although does not say so directly, she apparently assumes that _____.

4.) 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, “_____.”

1. 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 _____.

2. 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 _____.

3. 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 _____.

4. 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.

5. 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 _____.

6. 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 _____.

7. 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 _____.

8. NAMING YOUR NAYSAYERS

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

9. 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 _____.

10. 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 _____.

11. 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 _____.

12. COMMONLY USED TRANSITIONS

<i>Cause and Effect</i>
accordingly
as a result
consequently
hence
it follows, then
since
so
then
therefore
thus
<i>Conclusion</i>
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
<i>Comparison</i>
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

Helpful Information

Plagiarism

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. You may not make recordings of lectures without my written consent.”

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. 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:

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 with me to ensure accommodation arrangements are made.

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/>

Rights & Responsibilities: <https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>

Emergency Fund: <https://carleton.ca/studentaffairs/student-emergency-fund/>