

GINS 1020 B: ETHNOGRAPHY, GLOBALIZATION AND CULTURE  
WINTER  
2021  
Carleton University  
Bachelor of Global and International Studies  
Course Outline

**SESSION:** Winter, 2021  
**INSTRUCTOR:** Dr. Amal Madibbo  
**EMAIL:** [amalmadibbo@cunet.carleton.ca](mailto:amalmadibbo@cunet.carleton.ca)  
**LECTURES:** Fridays 2:35 - 4:25  
**OFFICE HOURS:** Fridays 4:30 - 5:30 or by appointment  
**TUTORIAL SECTIONS:**

**Tutorials, Teaching Assistants & schedule**

Tutorial Number	Schedule	TA
B1	Tuesday, 9:35am - 10:25am	Rebecca Niezen
B4	Wednesday, 3:35pm - 4:25pm	Alexandra Hunt
B5	Thursday, 12:35pm - 1:25pm	Alexandra Hunt

**Course Description**

This course explores globalization by examining the intersection between global interconnections and cultural/social complexities, and how one studies them using ethnography. The goal is to understand the various dimensions of globalization and how they impact social processes and relations, human trajectories and social change. The course also familiarizes students with theories of globalization and related cultural and ethnographic formations. We will study global flows and movements, inequality, the social impacts of technologies, transnational connections, youth activism, global solidarity, and migration. We will also examine related concepts including colonialism, migration transnationalism, diaspora and indigeneity. Drawing on contemporary global contexts, we will assess how global connections can foster peace and prosperity in for years to come. These issues will be addressed in two sections. The first section introduces the student to theoretical, academic and public debates about globalization and its intersection with culture and ethnography. The second section discusses ethnographic texts showcasing how people around the world experience global connections and how these shape and are shaped by their movement, local culture, activism, transnational ties and socio-economic status.

## Expected Learning Outcomes

1. Acquire theoretical knowledge about globalization and its relevance to culture and ethnography;
2. Understand current academic debates and public discussions about globalization;
3. Examine how ethnography enables studying cultural meanings, practices and processes;
4. Read ethnographic texts and understand the main points of the argument as well as how the data are collected, used and analyzed.
5. Foster critical thinking about globalization and its impacts on human interaction and everyday lives;
6. Apply conceptions and themes to the study of global flows and connections;
7. Be able to present your ideas with sound evidence and a questioning mind.

**The course's format** is primarily organized around lectures and discussions of the assigned readings and documentaries. The course will be run online synchronically via Zoom and the students will join with audio and video connection. Our weekly classes will consist of one weekly lecture and one discussion tutorial. To successfully complete the class you must be enrolled in a tutorial section. Lectures will provide a broad contextual, theoretical and socio-historical background for each weekly theme, including clarification of key concepts and explorations of their application and a general discussion about the themes. Tutorials will provide an opportunity to review and discuss course material in smaller group contexts. Students should attend both the lecture classes and tutorials as of the second week of the course. The private chat will be turned off and the students will only use the public chat if the professor asks them to do that. Students may be asked to turn their cameras off if the connection is not good. **Tutorials** will begin during the second week of the course.

Your participation grade will reflect the extent to which you contribute to class and 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 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 it is your responsibility to ensure that you catch up on missed material.

The instructor may make minor changes to the content and format of the course.

## Required Reading

**Textbook:** George Ritzer and Paul Dean. 2015. *Globalization: A Basic Text*. Second Edition. Wiley Blackwell

.There is an e-copy of the book in reserve available through ARES.

.You may purchase a copy of the book from the publisher at: <https://www.wiley.com/en-ca/Globalization%3A+A+Basic+Text%2C+2nd+Edition-p-9781118687130>

.The **Additional required readings** are available through ARES.

## **Suggested Readings**

.Berg, B. and Lune, H. 2017. Chapter 6: “Ethnographic Field Strategies”. Qualitative Research Methods for the Social Sciences. Don Mills: Pearson Education Inc.

.Brigden, N. 2018. The Migrant Passage: Clandestine Journeys from Central America. Ithaca: Cornell University Press.

.Howard Clark, H. 2009. People Power: Unarmed Resistance and Global Solidarity. London, UK: Pluto Press

.Smith, L. 2008. “Colonizing Knowledge”. In Decolonizing methodologies: research and indigenous peoples, pp. 58-77. London: Zed Books

## **Evaluation**

The final grade for this course will be based on a (1) mid-term exam, final term paper, participation, and a final exam.

## **Examinations**

**Midterm Examination** will be held on **Feb 12**:

**Final Examination** will be held during the official exam period and **will be e-proctored online**.

The exam’s questions are based on the required readings, lecture notes, and documentaries we watch. They will consist of short answer questions, multiple-choice questions, and short-essay questions. The exams are not cumulative. The exams are intended solely for the purpose of evaluation and will not be returned.

## **Documentary Review**

VICE News. 2016. “Surviving One of the Deadliest Routes to Europe: Refugees at Sea”.

<https://www.youtube.com/watch?v=nPelTu3iupc&lc=UgwrDTCZOIoYnJckmsB4AaABAg>

The documentary review is due on **March 12**. 10% will be deducted from the mark you earn on your review per day if it is late.

The review consists of five (5) double-spaced pages (12 font, Times New Roman), not including the title page and the bibliography. It will be an essay and includes:

1. A Title Page: Consists of your name and student number, the course’s title and number, and the instructor’s name.
2. A summary of the documentary (not to exceed one page)
3. A social issue in the documentary you find problematic or provoking
4. Up to three themes discussed in class that are relevant to this problematic issue
5. How this problematic issue can be solved
6. Up to three themes discussed in class that are relevant to this solution
7. A Bibliography: A list of relevant course sources used in the paper (4-6 sources).

The sources may include books, journal articles, a book chapter (more than 1 chapter from the same book counts as 1 chapter), 2 internet sources, one media report, one newspaper article and 2 films/documentaries. The bibliography incorporates 3-4 sources from the assigned readings.

**Referencing:** The paper should consist of proper referencing in the body of the paper, as well as in the bibliography section at the end of the paper. You may choose to use the style of the American Psychological Association (APA) below:

An example of a style you may wish to use in the body of your paper is the following: Deng (2006) found that ethnic relations are shaped by a number of social and political determinants.

Examples of a style you may wish to use in the bibliography section:

1. Straus, S. (2006). *The Order of Genocide: Race, Power and War in Rwanda*. New York: Cornell University Press.
2. Totten, S. and Marusen, E. (2006). The Darfur Crisis. In S. Totten and E. Marusen, E. (Eds.), *Genocide in Darfur: Investigating the Atrocities in the Sudan* (pp. xiii-xli). London & New York: Routledge.

### **Participation**

It is important that you read the assigned readings before class and participate in class discussions in an informed way. Participation will be based on attendance, how well you are prepared for each class and your participation in class discussions in an informed way. Attendance will be taken by the TA at the beginning of every tutorial session.

### **Breakdown, Weight and Due Date of Student Evaluation**

<i>Assignment / Exams</i>	<i>Due Date</i>	<i>% Grade</i>
Mid-term exam	Feb 12	25 %
Documentary review	March 12	25 %
Final exam	During official exam period	30 %
Participation	Throughout the semester	20 %

### **Academic Accommodation**

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. For more details see the [Student Guide](#).

**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. For more details see the [Student Guide](#).

**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-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).

**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.

**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).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Arrangements for late submission of term work is to be determined by your instructor. Assignments will receive a 10% grade deduction per day if they are late.

**Grades Appeal:** If you have any concerns about your mark/grade, please make a written appeal to the professor. The professor will not accept any verbal form of complaint in order to allow her to better understand your concerns and address them.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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

**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 BGINs 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:** The course outline posted to the BGINs website is the official course outline.

## [SCHEDULE OF TOPICS AND READING ASSIGNMENTS](#)

### Section 1: Theoretical & Public Debates

#### **Week 1: Theoretical & Public Debates on Globalization 1**

Jan 15: Introduction to course & review of syllabus & theoretical perspectives

Textbook: Ritzer, George, and Dean, Paul. 2015. Chapter 2. “Globalization II: Some basic issues, debates, and controversies”, pp. 27-53

#### **Week 2: Theoretical & Public Debates on Globalization 2**

Jan 22

Textbook: Ritzer, George, and Dean, Paul. 2015. Chapter 3: “Globalization and Related Processes: Imperialism, Colonialism, Development, Westernization, Easternization, and Americanization”, pp. 56-82

#### **Week 3: Global Ethnographies**

Jan 29

Gille, Zsuzsa, and Riain, Seán Ó. “Global Ethnography”. *Annual review of sociology*, 28 (1): 271-295.

#### **Week 4: Global Culture**

Feb 5

Textbook: Ritzer, George, and Dean, Paul. 2015. Chapter 8: “Global Culture and Cultural Flows”, pp. 206-235

**Week 5:** Feb 12 [Mid-term Exam](#)

**Week 6:** [Winter break \(February 15-19\) No Class](#)

### **Section 2: The Social Impacts of Globalization, Culture & Ethnography**

#### **Week 7: Global Movements & Trajectories**

Feb 26

Textbook: Ritzer, George, and Dean, Paul. 2015. Chapter 10: “Global Flows of People: Migration, Human Trafficking, and Tourism”, pp. 263-293.

#### **Week 8: Transnational Communities**

March 5

.Portes, A. 2001. “The Debates and significance of immigrant transnationalism”. *Global Networks*, 1/3: 181-193. &

.Potter, R. B., Conway, D., & St. Bernard, G. 2009. “Transnationalism Personified: Young returning Trinidadians ‘in their own words’”. *Tijdschrift voor Economische en Sociale Geografie*, 100/1: 101-113.

#### **Week 9: Global Social Movements**

March 12

Textbook: Ritzer, George, and Dean, Paul. 2015. pp. 427-440 (from “Dealing with political organizations” up to “Is the resistance to globalization significant?”)

&

.Hajdukowski-Ahmed, Maroussia. 2012. Chapter 8: “Creativity as a form of resilience in forced migration”, pp. 205-234. In Coleman, Daniel, Erin Goheen Glanville, Wafaa Hasan and Agnes Kramer-Hamstra (Eds.) *Countering Displacements: The Creativity and Resilience of Indigenous and Refugee-ed Peoples*. Edmonton: University of Alberta Press.

[Video Review due March 12](#)

#### **Week 10: Youth Activism**

March 19

.McNulty, Jennifer. 2019. “Youth activism is on the rise around the globe, and adults should pay attention”. <https://news.ucsc.edu/2019/09/taft-youth.html#main> &

.Lahiri, Tripti. 2019. “A refresher course on Hong Kong’s 2014 Umbrella Movement”. <https://qz.com/1714897/what-was-hong-kongs-umbrella-movement-about/> &

.Ahmed, Salma. 2019. “Blog from Sudan: The Sudan Uprisings: The revolution of the youth”. <https://www.cmi.no/publications/7201-blog-from-sudan-the-sudan-uprisings-the-revolution-of-the-youth#main-content>

**Week 11: Women & Global Migration**

March 26

.Yilmaz, Gaye, and Ledwith, Sue. 2017. Chapter 4: “Migrating Women’s Working Lives, Rights and Social Protections”, pp. 65-103. In *The Collective Organisation of Women and their Voices from the City*. London: Palgrave Macmillan.

**Week 12:** [April 2 \(Good Friday\) No class](#)

**Week 13:** April 9

Revisions (No readings assigned)