

**GINS 1020B
ETHNOGRAPHY, GLOBALIZATION AND CULTURE
WINTER 2019
Carleton University**

Instructor: Luke Struckman, PhD

Classroom Location: Residence Commons 372

Weekly Classes: Monday, 14:35 –16:25 **Office**

Hours: Monday, 16:30 – 17:30

Office Location: Loeb A209

Email: lukestruckman@cunet.carleton.ca

Tutorial Sections:

Section	Day	Time	Location
B1 – TA Nikolas Harrison	Thursday	10:35 – 11:25	St. Patrick's 415
B2 – TA Sydney Reis	Monday	12:35 - 13:25	Southam Hall 406
B3 – TA Sydney Reis	Wednesday	10:35 - 11:25	Southam Hall 311
B4 – TA Jean Ketterling	Thursday	15:35 - 16:25	St. Patrick's 412
B5 – TA Jean Ketterling	Tuesday	15:35 - 16:25	St. Patrick's 415

TA Contact Information

TBA

As scholars grapple with the changing scope and scale of global human interaction and the speed and sites of connection, 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 complexities 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 linkages as well as various forms of economic inequality, the role of technologies, and issues pertaining to citizenship and migration within specific historical and contemporary contexts.

Course Objectives

1. Understand current academic debates, theories, and public discussions around what globalization is and the various ways that cultural anthropologists 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 play a role in shaping, and are themselves shaped by, large-scale situations including colonialism, nationalism, capitalism, and migration.
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 of materials.
7. Turn the lens on one's own world and engage in reflexive analysis.
8. Be able to present your 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 class 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 explorations of their application. Tutorials will provide an opportunity to review and discuss course material in smaller group contexts. Attendance at both the lecture classes 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/Final Paper

All assignments/final papers must be typed and submitted via the cuLearn portal. Assignment must be submitted in Microsoft Word or PDF formats. Please submit your assignments on time. 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) Reading Responses - 30% (2 assignments @ 15% each)
- c) Midterm Examination - 25%
- d) Final Paper - 35%

a) Participation and Discussion

Students are expected read all of the required readings 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 discussion sections. Tutorial session attendance will be taken by the TA at each session meeting.

b) Reading Responses

Reading Response #1

Detailed information and instructions for this assignment will be discussed in class on January 14, 2018 and then posted to cuLearn. Reading Response #1 is due by 23:55 on February 11, 2019.

Reading Response #2

Detailed information and instructions for this assignment will be discussed in class on February 11, 2018 and then posted on cuLearn. Reading Response #2 is due by 23:55 on March 11, 2018.

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

c) Mid-term Exam

The mid-term exam will consist of multiple choice questions and short and long answer questions taken from weeks one to six of course material. The exam will be held on **Monday, February 25, 2019** during the existing classroom period.

d) Final Paper

The final paper will be based on select themes discussed over the course of the term. This is not a data-driven research paper so you will not be expected to collect data. However, it is expected that you will consult a number of references listed in the optional readings or outside of class material to help you to supplement material listed in the syllabus. The key objective of this assignment is for you to show your ability to analyze concepts and apply them to your understanding of cultural approaches to globalization and ethnography.

The final paper must be uploaded to cuLearn by **Tuesday, April 9 @ 23:55**. Please submit papers in Microsoft Word or PDF format. References must be listed. See citation style rules below. Further details on this assignment will be posted to cuLearn.

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

With the exception of the required text, readings will be available via ARES or freely available on the Internet. The following book is required for the course and can be purchased from Octopus Books (116 Third Avenue, Ottawa):

Parreñas, Rhacel Salazar. 2015. *Servants of Globalization: Migration and Domestic Work* (2nd edition). Stanford, CA: Stanford University Press.

Course Schedule and Readings

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

Week 1 – January 7: 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](#)

Diamond, Jared. 2012. *The World Until Yesterday: What Can We Learn from Traditional Societies?* New York: Viking. (pp. 1-7)

Week 2 – January 14: From Science to Interpretation

*Tutorials begin this week

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. 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*)

Optional Readings

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

Week 3 – January 21: Cultural Units and Norms: Doing Ethnography

Film: Sweetgrass (2009)

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

Optional Reading

Schneider, David. 1980. *American Kinship: A Cultural Account* (2nd edition). Chicago: University of Chicago Press.

(Chapter 3 – The Second Description & Chapter 4 – Is Theory Alone Responsible for the Weakness of the First Description?)

Week 4 – January 28: Identities at the "Peripheries"

San Martin, Pablo. 2011. *Western Sahara: The Refugee Nation*. Cardiff: University of Wales Press. (pp. 1-15)

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 4: Class and Gender in a Global City

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

Optional Reading

Ghannam, Farha. 2013. *Live and Die Like a Man: Gender Dynamics in Urban Egypt*. Palo Alto: Stanford University Press. (pp. 1-45)

Week 6 – February 11: Migration and Global Inequalities

******Assignment #1 due @ 23.55**

Parreñas, Rhacel Salazar. 2015. *Servants of Globalization: Migration and Domestic Work* (2nd edition). Stanford, CA: Stanford University Press. (Introduction and Chapters 1, 2, and 3 (pp. 1-84))

Guest, Kenneth. 2013. *Cultural Anthropology: A Toolkit for a Global Age*. W.W. Norton: New York. ("Globalization" (pp. 19-22, 28-31))

Winter Break – February 18

Week 7- February 25 - Mid-term exam

Week 8 – March 4: "Development", "Neoliberalism", and Everyday Lives

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

Optional Reading:

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 11: Global Supply Chains: South American Soy Production

******Assignment #2 due @ 23.55**

Killick, Evan. 2018. Rubber, terra preta and soy: a study of visible and invisible Amazonian modernities. *Journal of Anthropological Research* 74 (1): 32-53

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.

Weinhold, Diana, E. Killick, and E. Reis. 2013. Soybeans, poverty and inequality in the Brazilian Amazon. *World Development*, 52 132-143.

Week 10 – March 18: Borderland Identities

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. (Chapter 1, pp. 1-36)

Madsen, Kenneth D. 2014. "A basis for bordering: land, migration, and inter-Tohono O'odham distinction along the U.S.-Mexico Line." In *Placing the Border in Everyday Life*, edited by Reece Jones and Cory Johnson, 93-116. London: Ashgate.

Week 11 – March 25: Ethnography and (Post)Colonialism

Carleton Art Gallery Exhibit Tour: "My mom, kahntinetha Horn, the 'Military Mohawk Princess'" (tours will be held during discussion sections)

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

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

Optional Reading:

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

Week 12 – April 1: Ethnography and Military Counterinsurgency

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.

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

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.

Optional Reading:

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

Film: BlackKlansman (2018) (1st half)

Week 13 – April 8: Can Ethnographic Representation be De-colonized?

Film: *BlacKkKlansman* (2018) (2nd half)

Reardon, Jenny and Kim TallBear. 2012. "Your DNA is Our History": Genomics, Anthropology, and the Construction of Whiteness as Property." *Current Anthropology* 53: 233-245.

FINAL PAPER DUE – Tuesday, April 9, 2018 @ 23:55. Please upload papers to cuLearn

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 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) 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).

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