

**GINS 1020-B
ETHNOGRAPHY, GLOBALIZATION AND CULTURE
WINTER 2017**

**Professor M. Kamari Clarke
Carleton University**

Classroom Location: LOEB C164

Weekly Classes: Tuesday 9:35AM – 11:25PM

Office Hours: Wednesdays 3:00 – 4:30PM

Office Address: Carleton Richcraft Hall, Room 2408R

Email: kamari.clarke@carleton.ca

Tutorial Sections:

Section	Day	Time	Location
B1 - Gabrielle	Wednesday	11:35AM – 12:25PM	101 Paterson Hall
B2 - Gabrielle	Monday	8:35 – 9:25AM	209 Residence Commons
B3 - Noah	Tuesday	2:35 – 3:25PM	3202 Richcraft Hall
B4 - Emily	Tuesday	3:35 – 4:25PM	303 Southam Hall
B5 - Emily	Thursday	11:35AM – 12:25PM	279 University Centre
B6 - Noah	Monday	1:35-2:25PM	315 Southam Hall

Teaching Assistants:

B1 – Gabrielle Sutherland

B2 – Gabrielle Sutherland

B3 – Noah Schwartz

B4 – Emily Ketterling

B5 – Emily Ketterling

B6 – Noah Schwartz

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 dealing with citizenship and migration within specific historical and contemporary contexts.

The course is organized around three basic macro themes. The first section, *Globalization and Social Change* will introduce students to a range of approaches to studying globalization. By complicating the relationship between the so called “local” and so called “global” we will explore a range of theories for understanding changing practices and meanings in an increasingly globalizing world. The second section, *Ethnographies of Global Connection*, explores examples of global ethnographies. We will read excerpts of ethnographies that explore changing political economies of labour,

the globalization of bio-medical networks, and the cultural politics of finance networks. This second section will also offer students the opportunity to examine the ethnographic field methods used. The third section is inspired by Salman Rushdie's *Imaginary Homelands*. Entitled *Membership, Cultural Citizenship and De-territorialized Belonging*, this section is concerned with the study of personhood and belonging through new social formations. We will end the semester by exploring the ways that national and transnational identities are established through various transnational forms of subject-making.

Course Objectives

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

Format and Expectations

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 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 as of the third 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 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 arising from the readings and classes, please feel free to visit me in my office during my office hours. This semester my office hours are on Wednesdays from 3:00 – 4:30PM. If you have a genuine scheduling conflict please send me e-mail to set up an appointment at an alternate time.

Submission and Return of Term Assignment/Final Paper

All assignments/final papers must be typed and submitted via the cuLearn portal. Please submit assignments as documents in Microsoft Word format in either *.doc or *.docx formats. If you do not have Microsoft Word, it is fine to use Open office or Libre Office. Please submit your assignments on-time. Unless you have a legitimate excuse, all late assignments will receive a 25% grade deduction. Once graded, the assignments will be returned to you by the Teaching Assistant (TA) assigned to your tutorial. He/she will communicate the return of assignment details to you. Final papers are intended solely for the purpose of evaluation and will not be returned.

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 semester. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points, is:

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

Course Evaluation

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

- (a) Midterm Examination - 30%
- (b) Final Paper - 40%
- (c) Participation and Discussion - 10%
- (d) Reading Reflection Writing Assignment - 20%

Breakdown of Course Evaluation Components

- (a) **Midterm Examination**

All students registered in the class will be expected to write an in-class midterm examination. The examination will have essay questions taken from weeks one to five of classroom material. The exam will be on Thursday February 14th, during the existing classroom period.

(b) Final Paper

All students must write a final paper (10 pages double-spaced) based on a select theme discussed over the course of the semester. The key objective of this testing module will be for you to focus less on your memorization of “facts” and more on your ability to analyze concepts and apply them to your understanding of cultural approaches to globalization and ethnography. Paper topics should be selected from the following list:

Final Paper Topics (select one):

Section I

• **Many historians argue that globalization is not new. Please discuss why the question of the newness or oldness of globalization is not the central framework for an anthropological question concerned with studying changing cultural practices? Explain how studying new forms of practices can help us to understand contemporary global complexity? Use examples and justifications.**

Selection II

• **It is clear that global finance is tied to cultural globalization. But why should we care about the relationship between finance and culture? Use examples and justifications.**

Selection III

• **Discuss the relevance of de-territorialization and explore how this concept can help us to understand the shift from territorialized identity formation to other forms of identity formation that do not depend on territorialized identities?**

The final paper is due by Friday April 7th 2017 at 11:55PM and must be typed and uploaded to the cuLearn course website. Please see citation style rules below.

(c) Participation and Discussion

Students are expected to do all of the required readings and participate in class discussions in an informed way. The weekly readings should be completed in advance of the relevant class to which they are assigned. Participation will be based on both attendance and discussion contributions. Attendance will be taken by the TA at the beginning of every tutorial session.

(d) Reading Reflection Writing Assignment

You will be expected to write a five-page double spaced reflection/response paper on one of three topics covered during *Section Two*. Please select one of the following three themes and write a five-page response paper:

- **Globalization and Science: Trafficking and Clinical Trials**
- **Migration and Global Inequalities: Gender and Labour**
- **Globalization, Finance and Culture**

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

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 to cite both in the text and in a section titled "References Cited" following the text, works from which you have drawn ideas as well as works you quote.

You should cite authors whose ideas you use with their last name and the date of publication, and can even include more than one citation if you got the idea from more than one source (Ginsburg 1989; Ginsburg and Rapp 1991). 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 author, and chronologically arranged for two or more titles by the same author. Nothing, except "in," is underlined in References Cited. The layout should be as follows:^[1]_[SEP]

- 1) For a **journal article**, showing the volume and issue numbers, and page numbers: Becker, Gay. 1994 Metaphors in disrupted lives. *Medical Anthropology Quarterly* 8(4):383-410.
- 2) For an **article in a book of collected essays** (Except for first words and proper nouns, article title is lower case, book title is capitalized): Harding, Susan. 1975 Women and words in a Spanish village. In *Toward an Anthropology of Women*. Rayna R. Reiter, ed. Pp.283-308. New York: Monthly Review Press.
- 3) for a **book** (title is capitalized; date, place of publication [use the first one listed], and publisher all included): Riedmann, Agnes. 1993 *Science That Colonizes: A Critique of Fertility Studies in Africa*. Philadelphia: Temple University Press.
- 4) for articles taken from the internet, 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 site you are citing: United Nations.
2009 Revision of the World Population Estimates and Projections. [Http://www.popin.org](http://www.popin.org).

Required Reading

All articles and supplemental readings will be available on the cuLearn website and through ARES. The readings listed under the headings are required. Those listed under the heading, "Optional Readings" are not required and only included for general interest and further background.

The following books are required for the course and can be purchased from the Carleton Bookstore in the University Center:

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

Weekly Schedule: Breakdown

Section 1 **Globalization and Social Change**

Week 1 – TUESDAY JANUARY 10

Globalization and the Study of Culture: An Introduction

- Ritzer Text. Chapter 1. “Globalization I: Liquids, Flows, and Structures” Pp. 1-26 and Chapter 2. “Globalization II: Some basic issues, debates, and controversies” Pp. 27-54

Optional Readings

- What is the Concept of Globalization Good for? An African Historian's Perspective
African Affairs (2001) 100(399): 189-213

Week 2 – TUESDAY JANUARY 17

Changing Understandings of Globalizing Formations: Culture and Transformations of Meanings

- Akhil Gupta and James Ferguson. Eds: *Culture, Power, Place*. Pps 33-50
- Inda, Jonathan Xavier and Renato Rosaldo. 2002. “Introduction. A World in Motion.” In Jonathan Xavier Inda and Renato Rosaldo. *The Anthropology of Globalization. A Reader*. Pp. 1-27. Malden, MA: Blackwell Publishers, Ltd.
- Liechty, Mark. 1995. “Media, Markets and Modernization: Youth Identities and the Experience of Modernity in Kathmandu, Nepal.” IN *Youth Cultures: A Cross Cultural Perspective* London: Routledge.

Week 3 – TUESDAY JANUARY 24 *section tutorials begin this week

Contemporary Conceptualizations of Culture and Place: Hybridization, Differentialism, Convergence

- Ritzer text—Ch. 8 “Global Culture and Cultural Flows” Pp. 205-236
- “The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism.” Akhil Gupta. Pps. 179 – 199. IN *Culture, Power, Place: Explorations in Critical Anthropology*.

Week 4 – TUESDAY JANUARY 31

How Cultural Meanings Travel Globally? Vernacularization/Domestication

- Merry, Sally Engle. *Human Rights and Gender Violence. Translating International Law Into Local Justice*. Chicago: University of Chicago Press, “Introduction: Culture and Transnationalism,” Pp. 1-35. Ch. 5 “Legal Transplants and Cultural Translation: Making Human Rights in the Vernacular,” Pp. 133-177.
- Caldwell, Melissa L. 2004. “Domesticating the French Fry: McDonald’s and Consumerism in Moscow.” *Journal of Consumer Culture* 4(1): 5-26.

Week 5 – TUESDAY FEBRUARY 7

Globalization as Encounter: Making Sense of Assemblages of Interconnections

- Anna Lowenhaupt Tsing. *Friction: An Ethnography of Global Connection*. Introduction, Chapter 1 and 2.

Optional Reading:

- Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems. Introduction. Introduction. IN *Global Assemblages, Anthropological Problems*. Stephen Collier and Aihwa Ong.

Week 6 – TUESDAY FEBRUARY 14 - IN-CLASS MID-TERM EXAM

Week 7 – TUESDAY FEBRUARY 21 – WINTER BREAK

SECTION TWO

Ethnographies of Global Connection

Week 8 – TUESDAY FEBRUARY 28

Globalization and Science: Trafficking and Clinical Trials

- When Experiments Travel: Clinical Trials and the Global Search for Human Subjects. Introduction. Adriana Petryna. Introduction Pp.1-9, Pp. 47-138 (chpts. 2-3).

Optional Background Reading

- Ritzer Text Ch. 12 “Negative Global Flows and Processes” Pp. 327-356
- Scheper-Hughes, Nancy. “The Last Commodity: Post Human Ethics and the Global Traffic in “Fresh Organs” Pp. 145-167 *Global Assemblages, Anthropological Problems*. Stephen Collier and Aihwa Ong.

Week 9 – TUESDAY MARCH 7

Migration and Global Inequalities: Gender and Labour

- Rhacel Salazar Parrenas. 2001. *Servants of Globalization: Women, Migration and Domestic Work*. Palo. Alto, CA: Stanford University Press. Introduction, Chapters 1, 2, and 3 Pp. 1- 84.

Optional Background Reading:

- George Ritzer Text: Chapters 13: “Global Inequalities I-Class and Rural-Urban Inequalities” Pp. 357-384. “Global Inequalities II-Inequalities of Race, Ethnicity, Gender and Sexuality” Pp.385-418.
- *The Gender of Globalization* by Nandini Gunewardena and Ann Kingsolver. SAR Press. Introduction.

Week 10 – TUESDAY MARCH 14

Globalization, Finance and Culture

- Karen Ho, Situating Global Capitalism: A View from Wall Street. Cultural Anthropology Journal. 1-30.

READING RESPONSE ASSIGNMENT DUE

Please upload to the cuLearn Portal by 11:55pm by Friday March 17, 11:55PM

SECTION THREE

Membership, Cultural Citizenship and De-territorialized Belonging

Week 11 – TUESDAY MARCH 21

Citizenship and the Politics of Belonging: Where the State Matters

- Ritzer Text: Ch. 5 Global Political Structures and Processes, Pp. 111-140, Chapter 10. “Global Flows of People” Pp. 263-294.
- Mongia, Radhika Viyas. 1999. "Race, Nationality, Mobility: A History of the Passport. *Public Culture* 11(3): 527-556.

Optional Reading: The Making of Citizenship

- Ong, Aihwa. *Flexible Citizenship: The Cultural Logics of Transnationality*. 1999. Duke University Press. excerpts.
- Malkki, LH. 1996. “Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization.” *Cultural Anthropology* 11(3): 377-404.
- Malkki, LH. 1994. “Citizens of Humanity: Internationalism and the Imagined Community of Nations.” *Diaspora: A Journal of Transnational Studies* 3(1): 41-68.
- Malkki, LH. 1992. “National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees.” *Cultural Anthropology*, vol. 7(1): 24-44.

Week 12 – TUESDAY MARCH 28

Beyond the State: Imagined Communities and the Study of *On-line Communities*

- Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism* Verso. Introduction and Chapter 1, Pp. 1-36.
- Ilana Gershon. 2011 “Un-Friend My Heart: Facebook, Promiscuity, and Heartbreak in a Neoliberal Age” *Anthropological Quarterly* 84(4): 867-896.

Optional Reading

- Ritzer Text. Ch. 9 “High-Tech Global Flows and Structures” Pp. 237-262
- Rushdie, Salman. 1991. *Imaginary Homelands: Essays and Criticism*. Excerpts
- Smith, Anthony D. 1991. “The Nation: Invented, Imagined, Reconstructed?” IN *Millennium: Journal of International Studies*. V.20 n.3 (Dec 1991) Special Issue, Re-imagining the Nation. Pp. 353-368.
- Chatterjee, Partha. 1991. “Whose Imagined Community?” IN *Millennium: Journal of International Studies*. V.20 n.3 (Dec 1991) Special Issue, Re-imagining the Nation. Pp. 521-525.

WEEK 13 – TUESDAY APRIL 4 – NO CLASS – CONSULTATIONS ON PAPERS

Final Paper Topics (select one):

Section I

- **Many historians argue that globalization is not new. Please discuss why the question of the newness or oldness of globalization is not the central framework for an anthropological question concerned with studying changing cultural practices? Explain how studying new forms of practices can help us to understand contemporary global complexity? Use examples and justifications.**

Selection II

- **It is clear that global finance is tied to cultural globalization. But why should we care about the relationship between finance and culture? Use examples and justifications.**

Selection III

- **Discuss the relevance of de-territorialization and explore how this concept can help us to understand the shift from territorialized identity formation to other forms of identity formation that do not depend on territorialized identities?**

FINAL PAPER DUE –FRIDAY APRIL 7 2017 by 11:55PM

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

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca 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.

Classnotes 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 or for which there is no documentation are not 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 Bachelor of Global and International Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline/Syllabus

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