

THE GLOBAL MIDDLE CLASS (ANTH 3040)

CARLETON UNIVERSITY • FALL 2024

Instructor: Daniel Rosenblatt

Office Hours: By appointment, via Zoom or in person depending on both parties' availability

Contact info: In the normal course of things, email is the best way to get hold of me. If you really need to talk to me right away (such as to tell me you can't make a meeting we have scheduled), message me on my cell phone:

Email: daniel.rosenblatt@carleton.ca or daniel.rosenblatt@gmail.com

Phone/Text: (802) 377-0582—(emergencies only)

Course meets: Thursday 6:05 am –8:55 pm.

Prerequisites: None

METHOD OF DELIVERY

This course is in person unless exceptional circumstances prevent me from being in Ottawa during the course meeting time.

COURSE DESCRIPTION AND AIMS

A central feature of the last 30 years has been the emergence and expansion of “middle classes” in many parts of the world where such a group was previously small or non-existent. Even where such groups have long existed, the occupations and many other characteristics of those who belong to them are changing rapidly. This course examines these middle classes from an anthropological perspective, paying attention not merely to income statistics or demographic trends but to the values and daily lives of people who referred to as middle class around the world. The study of what has come to be referred to as the “global middle class” is made even more complicated by the wide variety of people who are given the label: in some case the term middle class can refer to those just entering the world of consumer displays and urban amusements, and at other times it is used to describe members of a small elite. In order to give us a more concrete understanding of who and what we are trying to understand we will read two book length journalistic accounts of middle-class people, one set in China and the other in India, two important centers of this emerging collection of social worlds. To further orient ourselves, we begin by reading several general attempts to characterize the “global middle class” and say something about their significance for understanding our world and its future. Following that we will read a large number of detailed ethnographic analyses of various aspects of middle-class lives around the world. Topics we might look at include: What is a middle class, and what does the emergence, growth, or shrinkage of such classes tell us about the dynamics of contemporary capitalism? What is the relationship between class as an economic or status category and class as a set of values and ways of living in the world? What kinds of work characterize middle class people? What is the connection between the middle class and consumer culture? What are the similarities and differences between the values and lifestyles of middle-class people across the globe? How are characteristic middle-class preoccupations with things like success, the self and its presentation, and health, hygiene, or wellness inflected by local conditions and concerns? What is the relationship between newer middle classes fostered by contemporary globalization and existing

middle classes or elites? What role do states play in fostering or inhibiting the growth of the middle class?

DIVERSITY AND RESPECT

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class may be racially, religiously, politically, culturally, generationally, and economically diverse. We might be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.*

Note: Land acknowledgements such as the one above have become common in Canadian Universities, but the question of what they achieve and who they serve is a complicated one (what might it mean, for example, to “adhere to Algonquin cultural protocols” in a university setting?). This could be something we return to at an appropriate point in the course (when we are discussing the relationship between anthropology and colonialism for example).

CONTENT WARNINGS

If I am aware of anything in the readings that I think some people might find troubling I will try to warn everyone of this ahead of time.

COURSE FORMAT, REQUIREMENTS AND EXPECTATIONS, AND METHODS OF EVALUATION

Participation¹

All students are expected to come to class on time, having read the texts, and prepared to discuss, question, and critique them. Take notes and jot down comments as you read and make sure you have your texts with you in whatever form is most accessible for you. Also: you must check your email at least once a day for important updates.

Note-Taking*

You will encounter difficult ideas and concepts that will not be immediately digestible. Making sense of the readings requires that you carefully annotate them, which entails not just underlining or highlighting, but writing notes and revisiting them at least once within the next few days. When you come to class, you should be able to answer the following questions:

¹The language in sections marked with an asterisk (*) is modified from a syllabus by Charles A. McDonald: https://www.academia.edu/85946900/Introduction_to_Cultural_Anthropology_SYLLABUS

- What is the author's primary argument? How do they make that argument?
- What assumptions are included in that argument?
- Who or what is the author writing against?
- What tools does this text offer for thinking differently about themes of the class?
- How might the ideas and arguments of this text connect to other texts?
- How might this argument be improved, reformulated, or extended?
- How might it be challenged?

Class Discussions*

This class is primarily a seminar, not a lecture. As such, active participation in discussions is imperative, and we will work together to create a supportive and lively learning environment. Everyone is responsible for reading the texts before class. Be mindful that you all bring different forms of knowledge, expertise, life experience, and communication styles. These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, keep in mind that active, respectful participation is as much about listening to and being generous toward others as it is about sharing your own thoughts.

Evaluation

Your grade will be calculated as follows:

Grading & Assignments	Percent of Total	Due Date
Attendance: no more than 2 unexcused absences or 5 absences.	10%	n/a
Take-Home Midterm	35%	Nov 1
Take-home Final	45%	Dec 21
Participation	10%	n/a

Required readings:

All the readings will be posted on the course's Brightspace page.

Receiving assignments and handing things in:

Assignments will be posted on Brightspace and should be submitted there. You should also keep a copy of every completed assignment on your computer.

Late assignments:

If you know that you won't be able to do any of the written work on time, email me *before* it would have been due to see if we can work out an alternative. While I will be reasonable and sympathetic, I reserve the right to impose a grade penalty for late work and I am constrained (in the case of the final) by the due date for handing in grades.

READINGS AND ASSIGNMENTS

Please be aware that this syllabus is subject to change, including the content and dates of readings and assignments. You are responsible for checking your email and the course Brightspace page to know the current reading assignments and deadlines.

I. COURSE INTRODUCTION

Week 1 / Sept 5

COURSE INTRODUCTION: WHAT IS A MIDDLE CLASS?

No reading

II. WHO ARE WE TRYING TO TALK ABOUT?

Week 2 / Sept 12

"THE LARGEST MIGRATION IN HUMAN HISTORY"—PART 1

Readings:

- Chang, Leslie T. 2009. *Factory girls: From village to city in a changing China*. Random House Digital, Inc. [Read Part 1, "The City"]

Week 3 / Sept 19

"THE LARGEST MIGRATION IN HUMAN HISTORY"—PART 2

Readings:

- Chang, Leslie T. 2009. *Factory girls: From village to city in a changing China*. Random House Digital, Inc. [Read Part 2, "The Village"]
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Week 4 / Sept 26

"DELHI'S INTOXICATING, AND SOMETIMES TERRIFYING, STORY OF CAPITALIST TRANSFORMATION"—PART 1

Readings:

- Dasgupta, Rana. 2014. *Capital: The Eruption of Delhi*. Penguin. [Read from "Note to the Reader" through Chapter 11.]

WEEK 5 / Oct 3

"DELHI'S INTOXICATING, AND SOMETIMES TERRIFYING, STORY OF CAPITALIST TRANSFORMATION"—PART 2

○ Readings:

- Dasgupta, Rana. 2014. *Capital: The Eruption of Delhi*. Penguin. [Read from Chapter 12 to the end.]

II. THEORIZING THE GLOBAL MIDDLE CLASS

Week 6 / Oct 10

ORIENTATIONS: WHAT IS THE "GLOBAL MIDDLE CLASS"

Readings:

- Wheary, Jennifer. 2009. "The Global Middle Class Is Here: Now What?" *World Policy Journal* 26 (4): 75-83.

- Koo, Hagen. 2016. "The Global Middle Class: How Is It Made, What Does It Represent?" *Globalizations* 13 (4): 440-453
- Heiman, Rachel, Mark Liechty, and Carla Freeman. 2012. "Introduction: Charting an Anthropology of the Middle Classes." In *The global middle classes : theorizing through ethnography*, edited by Rachel Heiman, Carla Freeman and Mark Liechty, 3-29. Santa Fe, N.M.: SAR Press.

III. ETHNOGRAPHIC SNAPSHOTS

Week 7 / Oct 17

CONSUMPTION

Readings:

- Smith Maguire, Jennifer, and Dan Hu. 2013. "Not a simple coffee shop: Local, global and glocal dimensions of the consumption of Starbucks in China." *Social Identities* 19 (5): 670-684.
- Liechty, M. 2005. "Carnal economies: The commodification of food and sex in Kathmandu." *Cultural Anthropology* no. 20 (1):1-38.
- Lewis, Reina. 2015. "Taste and Distinction: The Politics of Style." In *Muslim Fashion: Contemporary Style Cultures*. Durham: Duke University Press. Pp. 163-197.

Fall Break (No Class Oct 24)

Week 8 / Oct 31

COSMOPOLITANISM

Readings:

- Murphy, Jonathan. 2011. "Indian call centre workers: vanguard of a global middle class?" *Work, Employment & Society* 25 (3): 417-433.
- Polson, Erika. 2011. "Belonging to the Network Society: Social Media and the Production of a New Global Middle Class." *Communication, Culture & Critique* no. 4:144-163..

Take-Home Midterm Due November 1 at Midnight

Week 9 / Nov 7

MIDDLE CLASS SELF-FASHIONING

Readings:

- Park, So Jin, and Nancy Abelmann. 2004. "Class and cosmopolitan striving: Mothers' management of English education in South Korea." *Anthropological Quarterly* no. 77 (4):645-672.
- McGuire, Meredith Lindsay. 2011. "'How to Sit, How to Stand': Bodily Practice and the New Urban Middle Class." In *A Companion to the Anthropology of India*, edited by Isabell Clark-Decés. Oxford: Blackwell.

- Maddox, Callie Batts. 2020. "Young middle-class women, consumption and fitness in contemporary India: 'To tackle all that is thrown her way'." *South Asia Research* 40 (1): 111-126.

Week 10 / Nov 14

HOUSING

Readings:

- Fehérvári, Krisztina. 2011. "The Materiality of the New Family House in Hungary: Postsocialist Fad or Middle-class Ideal?" *City & Society* 23 (1): 18-41.
- Zhang, Li. 2008. "Private homes, distinct lifestyles: Performing a new middle class." In *Privatizing China: socialism from afar*, edited by Li Zhang and Aihwa Ong, 23-40. Ithaca, NY: Cornell University Press.

Week 11 / Nov 21

RELIGION

Readings:

- Maqsood, Ammara. 2017. *The new Pakistani middle class*. Harvard University Press. Read Introduction and Chapter Three
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Week 12 / Nov 28

YOUTH

Readings:

- Farrer, James. 1999. "Disco 'Super-Culture': Consuming Foreign Sex in the Chinese Disco: Cosmopolitan dance culture and cosmopolitan sexual culture." *Sexualities* 2 (2): 147-166.
- Smith-Hefner, Nancy J. 2007. "Youth Language, Glocal Sociability, and the New Indonesian Middle Class." *Journal of Linguistic Anthropology* 17 (2): 184-203. <https://doi.org/10.1525/jlin.2007.17.2.184>.
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IV. CONCLUSION

Week 13 / Dec 5

RECOGNITION AND SURPRISE—WHAT ARE WE TO MAKE OF ALL WHAT WE HAVE LEARNED

Readings:

- Liechty, Mark. 2012. "Middle Class Déjà Vu: Conditions of Possibility, from Victorian England to Contemporary Kathmandu." In *The global middle classes : theorizing through ethnography*, edited by Rachel Heiman, Carla Freeman and Mark Liechty, 271-299. Santa Fe, N.M.: SAR Press.

Take-Home Final Due Dec 21 At Midnight

HAPPY HOLIDAYS!

ACADEMIC ASSISTANCE FOR STUDENTS:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

GRADING SCALE:

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

ACADEMIC REGULATIONS, ACCOMMODATIONS, PLAGIARISM, ETC.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

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 for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send 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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 15, 2024**.

For Pregnancy:

Please contact your instructor 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, visit the Equity Services website:

<https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/>

For Religious Obligations:

Please contact your instructor 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, visit the Equity Services website: <https://carleton.ca/equity/accommodation/religious-observances/>

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton resources:

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off campus resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389, <https://carleton.ca/pmc/2023/empower-me-counselling-services/>

Good2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

IMPORTANT INFORMATION

- 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).

- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

IMPORTANT DATES AND DEADLINE FALL 2024

August 28, 2024:	Deadline for course outlines to be made available to students registered in fall, early fall, and fall/winter courses.
August 30, 2024:	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2024:	Statutory holiday. University closed.
September 3, 2024:	Academic orientation (undergraduate and graduate students). Orientation for new Teaching Assistants. All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 4, 2024:	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 10, 2024.	Last day for registration and course changes (including auditing) in early fall courses.
September 17, 2024:	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses. Last day to withdraw from early fall courses with a full fee adjustment.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2024 and must register for the fall 2024 term.

- September 20-22, 2024: Full summer and late summer term deferred final examinations will be held.
- September 30, 2024: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
- October 1, 2024: Last day for academic withdrawal from early fall courses.
- Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- October 11, 2024: December examination schedule (fall term final and fall/winter mid-terms) available online.
- October 11, 2024: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- October 14, 2024: Statutory holiday. University closed.
- October 15, 2024: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
- October 18, 2024: Last day of early fall classes.
- Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
- Last day that can be specified by a course instructor as a due date for term work for early fall courses.
- October 21, 2024: Deadline for course outlines to be made available to students registered in late fall courses.
- October 21-25, 2024: Fall break, no classes.
- October 26-27 & November 2-3, 2024: Final examinations in early fall undergraduate courses will be held.
- October 38, 2024: Late fall classes begin.

- November 8, 2024: Last day to withdraw from late fall term courses with a full fee adjustment.
- November 15, 2024: Last day for academic withdrawal from full fall and late fall courses.
- Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
- Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
- November 15-17, 2024: Early fall undergraduate deferred final examinations will be held.
- November 22, 2024: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- November 29, 2024: Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
- Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
- December 6, 2024: Fall term ends.
- Last day of full fall and late fall classes.
- Classes follow a Monday schedule.
- Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
- Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
- Last day for receipt of applications for undergraduate degree program transfers for winter term.
- December 9, 2024: No classes or examinations take place.
- December 9-21, 2024: Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 21, 2024: All final take-home examinations are due on this day.