

**ST FRANCIS XAVIER UNIVERSITY
DEPARTMENT OF ANTHROPOLOGY
ANTH 223 ANTHROPOLOGY OF GLOBALIZATION
COURSE OUTLINE, FALL 2015**

This course introduces students to the ways in which anthropology has analysed global political and economic processes. We begin by reviewing different positions on how to understand recent global systems. We then go on to examine the global movements of a variety of things: commodities, people, capital, culture, politics. This allows us to explore the impact on real people, whether they be workers, travellers, investors, consumers, refugees or all of these, of the global system.

INSTRUCTOR: Dr. Susan Vincent [contact information: telephone: 867-5281; email: svincent@stfx.ca; office: JBB335L]

REQUIRED READINGS: Readings available on the University's electronic indexes, for example, **JSTOR, Proquest (PQ)** (also called **ABI/Inform**), **AnthroSource, Sage, Wiley Interscience** as well as elsewhere on the Internet.

EVALUATION:

Small assignments:	15
Midterm test (October 22):	20
Term paper (November 19):	25
Final exam (see official schedule):	40

STUDENTS WILL DEVELOP THE FOLLOWING SKILLS IN THIS COURSE:

- 1) knowledge in the discipline of anthropology, specifically in ethnography.
- 2) critical academic reading, research and writing skills.
- 3) ability to identify and apply anthropological theory.
- 4) ability to apply anthropological frameworks to information in the public realm.

RE TESTS, ASSIGNMENTS AND CLASS CONDUCT: the following rules have been designed to ensure fairness to all students, to facilitate your academic success, and to allow me to fulfill my responsibilities.

1. Assignment dates are fixed and cannot be changed.
2. Assignments must be submitted in **HARD COPY**. Electronic submissions will **NOT** be accepted.
3. Written assignments are due at the beginning of class on the day specified. **I WILL NOT ACCEPT LATE PAPERS**. If you have a legitimate reason for missing an assignment, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. Be prepared to provide documentation. Understand that I will accept only fully documented and clearly justifiable reasons, out of fairness to students who have worked hard to get the assignments in on time. I do not accept papers after I have returned those already submitted. Papers handed in after the last day of the term in which they are due will receive a mark of zero.
4. You are required to keep a copy of assignments when you hand them in. Keep the

- returned marked assignment until the end of the course.
5. **PLAGIARISM AND CHEATING WILL NOT BE TOLERATED:** Suspected cases of plagiarism will be reported to the appropriate authorities and proven cases will result in a mark of zero for the assignment. See the University's policy on plagiarism and cheating (see http://sites.stfx.ca/registrar_office/academic_integrity). Not intending to plagiarise is not a legitimate excuse. Know what is included in the definition and ensure that the paper you submit meets acceptable academic standards according to the policy. When in doubt, consult with me.
 6. You are expected to attend all classes and are responsible for all in-class discussion and assigned material. **IF YOU MISS THREE CLASSES OR MORE, WHETHER FOR ILLNESS OR FOR ANY OTHER REASON, YOUR ABILITY TO PASS WILL BE SEVERELY COMPROMISED.** Further, although in exceptional cases for students with documented legitimate reasons I might give a mark to a student who has missed one-third of the classes, **UNDER NO CIRCUMSTANCES** will I give a mark to student who has missed more than one-third of the classes. In-class discussion is important and not being there prevents you from accessing it.
 7. You are expected to refrain from using electronic devices (i.e. computers, mobile phones, etc.) in class, unless you have been given permission by the instructor to use a device to assist you.
 8. My responsibility is to maintain the academic standards of St Francis Xavier University as well as of my discipline as I transmit knowledge about the course subject to the students and foster the development of critical academic reading, researching, analytical and writing skills. I will endeavour to do this in a way that recognizes that students have other demands on their time, and within the constraints presented by my other teaching, administrative and research duties. I will return marked assignments as quickly as I can and am happy to meet with students to discuss the course.

EQUITABLE LEARNING ENVIRONMENT

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the **StFX Discrimination and Harassment Policy** which can be found at <http://www.mystfx.ca/campus/stu-serv/equity/>.

Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair of the Department of Anthropology (Dr. Mikael Haller, mhaller@stfx.ca), the Coordinator of the Development Studies Program (Dr. Jim Bickerton, jbickert@stfx.ca) or the Human Rights and Equity Advisor (Marie Brunelle at mbrunell@stfx.ca).

TENTATIVE COURSE SCHEDULE

Sept. 8: Introduction to course

Sept. 10: Current events: Knight, Daniel (2015) Wit and Greece's economic crisis: Ironic slogans, food, and antiausterity sentiments. **American Ethnologist** 42(2): 230-246.

SOME GLOBALIZATION THEORY: Three perspectives

Sept. 15, 17, 22: What is globalization?

Sept 15: Globalization as disjuncture from the past, manifested culturally: Appadurai, Arjun (2010) "How Histories Make Geographies: Circulation and Context in a Global Perspective." *Transcultural Studies* No. 1: 4-13.

<http://archiv.ub.uni-heidelberg.de/ojs/index.php/transcultural/article/view/6129/1760>

Sept. 17: Globalization as just the current stage of a continuing cycle of ebb and flow of empires: Friedman, Jonathan and Kajsia Ekholm Friedman (2013) "Globalization as a discourse of hegemonic crisis: A global systemic analysis." **American Ethnologist** 40(2):244-257.

Sept. 22: Globalization as produced geography: Harvey, David (2001) "Globalization and the 'spatial fix.'" **Geographische Revue** 2:23-30.
http://opus.kobv.de/ubp/volltexte/2008/2436/pdf/gr2_01_Ess02.pdf

GLOBAL NEWS

Sept. 24: Hannerz, Ulf (2002) Among the foreign correspondents: Reflections on anthropological styles and audiences." **ethnos**, 67(1): 57-74.
<http://www.faculty.fairfield.edu/dcrawford/hannerz.pdf>

Sept. 29: GLOBAL ISSUES FORUM

GLOBAL POLITICS/SOCIAL MOVEMENTS

Oct. 1: [alternative essay topics to be approved by Oct. 1] Stepputat, Finn (2012) Knowledge production in the security-development nexus: An ethnographic reflection. **Social Dialogue** 43(5): 439-455.

Oct. 6: Global social movements and ideas

Juris, Jeffrey S. (2005) The new digital media and activist networking within anti-corporate globalization movements. **The ANNALS of the American Academy of Political and Social Science** 597: 189- 208. Sage.

Video: Evgeny Morozov "The internet in society: Empowering or censoring citizens?"
RSAnimate.

<http://comment.rsablogs.org.uk/2011/03/17/rsa-animate-internet-society-empowering-censoring-citizen/>

GLOBAL PEOPLE:

Oct. 8: Schapendonk, J and G Steel (2014) "Following migrant trajectories: The im/mobility of Sub-Saharan Africans en route to the European Union." **Annals of the Association of American Geographers**. 104(2):262-270.

Economic migration:

Oct. 13, 20: Binford, Leigh (2009) "From fields of power to fields of sweat: The dual process of constructing temporary migrant labour in Mexico and Canada." **Third World Quarterly**, 30(3): 503-517.

Miraftab, F (2011) "Faraway intimate development: Global restructuring of social reproduction." **Journal of Planning Education and Research**. 31(4) 392-405.

Oct. 22 MIDTERM TEST

Oct. 27: Political migrants

Beehner, L (2015) "Are Syria's do-it-yourself refugees outliers or examples of a new norm?" **Journal of International Affairs**. 68(2): 157-175.

Oct. 29: Linking commodities and jobs in globalization:

Collins, Jane (2007) "The rise of a global garment industry and the reimagination of worker solidarity." **Critique of Anthropology** 27(4): 395-409. sage

GLOBAL COMMODITIES

Nov. 3: What is a commodity chain?

Benson, Peter and Edward F. Fischer (2007) "Broccoli and desire." **Antipode**. 39(5): 800-820.

Nov. 5: Supply chains, global corporate governance

Freidberg, Susanne (2007) "Supermarkets and imperial knowledge." **Cultural Geographies** 14(3): 321-342.

Nov. 10, 17: Clothing makes the world go round?

Norris, Lucy (in press) "The limits of ethicality in international markets: Imported second-hand clothing in India." **Geoforum** (available online).

Nov. 19, 24: Global trade of illegal goods

van Dun, Mirella (2013) "'It's never a sure deal': Drug trafficking, violence, and coping strategies in a Peruvian cocaine enclave (2003-2007)." **Journal of Drug Issues**.

<http://jod.sagepub.com.libproxy.stfx.ca/content/early/2013/07/10/0022042613494838.full.pdf>

Campbell, Howard (2008) "Female Drug Smugglers on the U.S.-Mexico Border: Gender, Crime, and Empowerment." *Anthropological Quarterly* 81(1): 233-267

GLOBAL CULTURE?

Nov. 26, Dec. 1: Global music

Guadett, Pascale (2013) "Jembe hero: West African drummers, global mobility and cosmopolitanism as status." *Journal of Ethnic and Migration Studies*. 39(2): 295-310.

Dec. 3: Course Conclusion.

DESCRIPTION OF TESTS AND ASSIGNMENTS:

Small assignments: At various points in the course you will be given an assignment, either individually or in groups. The purpose of these assignments is to give you practice with skills and knowledge from the course. There will not necessarily be any advance warning of these assignments: it may be that part of a class will be set aside for group work, and those not in attendance will miss this assignment, and the mark corresponding to it. **NO ACCOMMODATIONS WILL BE MADE FOR MISSED ASSIGNMENTS NO MATTER WHAT THE REASON.** One of these assignments will be connected to the Global Issues Forum to be held on TUESDAY SEPTEMBER 29 3:45-5:00. This is during class time, so you will be expected to attend.

Term paper – Due 19 November 2015: This paper should be 8 to 10 pages in length (double-spaced, one inch margins on all sides; 10 or 12 characters per inch; indent the first line of paragraphs rather than leaving extra spaces between paragraphs). The paper should be about 3000 words (include a word count on the title page, as generated by your word processing program).

Choose one of the following topics:

1) The Greek debt crisis relates to Greece's inability to pay loans from various international lenders, with severe local and international consequences. Compare and contrast academic anthropological writing about the Greek debt crisis with that from business newspapers. Based on your reading of these divergent points of view, how do you think it should be understood? Remember to keep the global aspect of the crisis in mind and to think about how anthropology contributes (or not) to understanding the situation.

Use a selection of these academic ethnographic sources (3 or 4):

Herzfeld, Michael (2011) "Crisis attack: impromptu ethnography in the Greek maelstrom." *Anthropology Today* 27(5):22-26.

Kirtsoglou, Elisabeth and Dimitrios Theodossopoulos (2010) "Intimacies of anti-globalization: Imagining unhappy others as oneself in Greece." IN Dimitrios Theodossopoulos and Elisabeth

Kirtsoglou, eds. **United in Discontent: Local responses to cosmopolitanism and globalization**. Oxford: Bergahn. 83-102.

Knight, Daniel M. (2012) "Turn of the screw: narratives of history and economy in the Greek crisis." **Journal of Mediterranean studies**, 21 (1). pp. 53-76.

http://eprints.lse.ac.uk/46879/1/Knight_Turn_of_the_screw_2012.pdf

Knight, Daniel (2013) "The Greek economic crisis as trope." **Focaal** 65: 147-159.

Knight, Daniel (2015) "Wit and Greece's economic crisis: Ironic slogans, food, and antiausterity sentiments." **American Ethnologist** 42(2): 230-246.

Theodossopoulos, D. (2013) "Infuriated with the infuriated? Blaming tactics and discontent about the Greek financial crisis." **Current Anthropology** 54(2).

<https://kar.kent.ac.uk/33735/1/Infuriated.final.pdf>

Theodossopoulos, Dimitrios (2014) The Ambivalence of Anti-Austerity Indignation in Greece: Resistance, Hegemony and Complicity. **History and Anthropology** 25(4): 488-506.

For your business newspaper sources, check the **Financial Times**, **The Globe and Mail's** business pages, etc. Use 4 or 5 articles of sufficient length that they give you a sense of how the crisis is viewed. For example, see

Bryant, Chris Jeevan Vasagar, and Stefan Wagstyl (2015) Greeks expected to reject austerity but Germans will not consider debt relief. **Financial Times** [London (UK)] 24 Jan 2015: 4.

2) A topic of your choice, approved by me on or before 1 October.

You will be marked on:

- 1) Whether you have a well crafted appropriate argument.
- 2) Whether you have an appropriate and clear theoretical framework.
- 3) Whether you provide strong, well-presented evidence in support of your argument, and which corresponds to your theoretical framework.
- 4) Whether the essay is stylistically strong (formatting, grammar, language, word choice, etc.)

Follow the style outlined at <http://www.stfx.ca/academic/sociology/anthropology/essay.html>.

Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.

Test and Exam: These will be composed of short answer and essay questions.