

**ST FRANCIS XAVIER UNIVERSITY
DEPARTMENT OF ANTHROPOLOGY
ANTH/DEVS 223 ANTHROPOLOGY OF GLOBALIZATION
COURSE OUTLINE, FALL 2019**

I would like to begin by acknowledging that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) Peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

INSTRUCTOR: Dr. Susan Vincent (Office: JBB 335E; tel: 867-5281; email: svincent@stfx.ca)

This course introduces students to the ways in which anthropology has analysed global political and economic processes. We will look at how people in different parts of the world are affected by the global flow of capital investment, policy, migration, goods and culture. We will focus on a case study of Costa Rica to explore these issues in greater depth.

REQUIRED READINGS: These are articles available on the University library's electronic indexes, as well as elsewhere on the Internet as well as the following book, which is available at the University bookstore.

Mannon, Susan E. 2017. *City of flowers: An ethnography of social and economic change in Costa Rica's Central valley*. New York: Oxford University Press.

EVALUATION:

Small assignments:	10
Midterm test (2 October):	20
Term paper (18 November):	35
Final exam (see official schedule):	35

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 or test, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. I do

not accept papers after I have returned those already submitted; in this situation you will be given an alternate assignment. Similarly, if you miss the test, you will be given an alternate assignment. 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://www2.mystfx.ca/registrars-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.** At the very least, make sure you get notes from a classmate.
7. **Technology in the Classroom Policy:** Cell phone use in class, unless the phone is being used explicitly for research or learning purposes permitted by the instructor, distracts from the learning of the student using the cell phone, the other students and inhibits the instructor's teaching. Therefore, cell phone use in class is prohibited unless the instructor asks that students use their cell phones for a specific exercise. Students may use computers or tablets in class to take notes. Students who are using computers or tablets for other purposes will be asked to close them.
8. **Class Materials Copyright Notification:** The materials from Department of Anthropology courses, including but not limited to the course syllabus, class notes or PowerPoint presentations provided by the instructor, lectures, or assignments and other materials authored by the instructor, are the property of the instructor, unless stated otherwise by the instructor. Sharing, posting or selling this material to third parties on-line or otherwise (for instance, through on-line sites or on social media sites) for distribution without permission is subject to Canadian Copyright law and is strictly prohibited. Students are required to request permission to record lectures or take images of any part thereof.
For more information, please visit the StFX copyright guide:
http://sites.stfx.ca/library/campus_copyright
9. 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://sites.stfx.ca/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 Human Rights and Equity Advisor (Megan Fogarty, mfogarty@stfx.ca ; 902-867-5306).

TENTATIVE COURSE SCHEDULE WITH REQUIRED READINGS

Sept. 4: Introduction to course

SOME GLOBALIZATION THEORY: Two perspectives

Sept. 9: Globalization as disjuncture from the past, with an emphasis on **culture**. Note how Appadurai describes globalization as recent, technologically-driven, as involving flows, culturally manifested, with hybrids as a result.

READ: 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>

(Pay attention to concepts such as: circulation; connection; flow; form of circulation versus circulation of forms; production of locality; small numbers; hybridization; scape; disjuncture.)

Sept. 11: Globalization as linked to the **political economy**. Note how Mintz highlights the distinct patterns of globalization in different historical periods, as well as to the connections between the organization of production in different parts of the world. He sees the organization of production as political.

READ: Mintz, Sidney. 2011. "Plantations and the rise of a world food economy." *Review* 34 (1-2): 3-14. (Online on JSTOR, or on Moodle).

ETHNOGRAPHIC EXPLORATIONS OF GLOBALIZATION

Sept 16-18: Introduction to a case study of Costa Rica. Pay attention to the themes and concepts Mannon raises in Chapter 1. In Chapter 2, note the different forms of globalization that will be addressed, including colonialism, the economy, policy, political ideology, events in neighbouring Central American countries, debt (and the resulting policy changes promoted by the World Bank, International Monetary Fund, etc.), the author's own international migration.

READ: Mannon, chapters 1 and 2

CHANGING PATTERNS OF WORK

Sept. 23: Tensions between factory and home work

READ: Prentice, Rebecca. 2017. "Microenterprise development, industrial labour, and the seductions of precarity." *Critique of Anthropology* 37 (2): 201-222.

Sept. 25-30: Changing job market conditions: Local workers, foreign workers

READ: Knott, Christine. 2016. "Contentious mobilities and cheap (er) labour: Temporary foreign workers in a New Brunswick seafood processing community." *Canadian Journal of Sociology* 41(3): 375-398.

Additional: Basok, T., Bélanger, D., & Rivas, E. 2014. "Reproducing deportability: Migrant agricultural workers in south-western Ontario." *Journal of Ethnic and Migration Studies* 40(9), 1394-1413.

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. 2: Midterm test

Oct. 7: Global Issues forum

Oct. 9, Oct. 21-30: CASE STUDY The impact of globalization on distinct classes in Costa Rica. Note the different opportunities and problems for the various classes that Mannon describes. This is the basis for the course essay, so think about how people are positioned to take advantage of changes in the Costa Rican political economy due to globalization, or to lose the livelihood they used to be able to depend on.

READ: Mannon, chapters 3-7.

OCT. 14-18: THANKSGIVING AND FALL STUDY BREAK, NO CLASSES

Nov. 1: COURSE DROP DATE FOR FIRST TERM THREE-CREDIT COURSES

Nov. 4, 6, (Nov. 11 Remembrance Day, no classes) 13: BACK TO COSTA RICA (sort of) VIA COFFEE AND COMMODITY CHAINS. How is consumption in one part of the world linked to production in another part? If you are a farmer, what do you grow? Subsistence or cash crops? For domestic or international sales?

READ: Roseberry, Bill. 1996. "The rise of yuppie coffees and the reimagination of class in the United States." *American Anthropologist* 98(4):762-775.

Sick, Deborah. 2017. "Synergistic change and smallholder agriculture in Pérez Zeledón, Costa Rica." In *Research in Economic Anthropology*, vol. 37: *Anthropological Considerations of Production, Exchange, Vending and Tourism* (pp. 33-59). Emerald Publishing Limited. (On Moodle)

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

Nov. 18: **ESSAY DUE!!! THE RISING IMPORTANCE OF FINANCIALIZATION.** What is financialization and how does it replace production/consumption in linking the world? Note how ordinary Israelis are encouraged to invest globally.

READ: Weiss, Hadas. 2015. "Financialization and its discontents: Israelis negotiating pensions." *American Anthropologist* 117(3): 506-518.

Nov. 20: **DO SOCIAL JUSTICE IDEAS TRAVEL WELL?**

Fadlalla, Amal Hassan. 2011. "State of vulnerability and humanitarian visibility on the verge of Sudan's secession: Lubna's pants and the transnational politics of rights and dissent." *Signs* 37(1): 159-184.

Nov. 25: **REFUGEES**

READ: Hyndman, Jennifer. 2019. "Unsettling feminist geopolitics: forging feminist political geographies of violence and displacement." *Gender, Place & Culture*, 1-27. (Early view online) concentrate on the last part of the article, from "A feminist geopolitics of private refugee resettlement in Canada" to the end.

Additional: 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.

Ramsay, G. 2019. "Humanitarian exploits: Ordinary displacement and the political economy of the global refugee regime." *Critique of Anthropology*, 0308275X19840417. (Early view online)

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.

Nov. 27: **MOVING MUSIC AND MUSICIANS**

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

Dec. 2: **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. If you miss an in-class assignment for a legitimate reason (having informed me), the other assignments will be re-weighted.

Term paper – Due 18 November 2019 in paper in class and in Word, WordPerfect, RTF or PDF by email: 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).

Answer the following question, basing your answer on the ethnography by Mannon.

Does globalization make working for a livelihood easier or harder? For whom?

Your answer should discuss both the overall picture (in general, has globalization improved people's ability to make a living) and the specific class differences (do some classes benefit more than others? Is there greater inequality? Etc.). Stick to the case study of Costa Rica, but you should have references to three other ethnographic works on Costa Rican livelihoods to support your argument. You must show me the other works you wish to use before October 30 to ensure they are appropriate.

Some rules:

- 1) Use the style described outlined on the Anthropology "Writing and Citing" tab of the library's web site (http://stfx.libguides.com/ld.php?content_id=3538355).
- 2) Abide by the StFX Academic Integrity Policy: available from http://sites.stfx.ca/registrars_office/academic_integrity.
- 3) **You are permitted no more than THREE direct quotations from your sources, and none of these three quotations may be more than 30 words in length. For all other references to content from your sources you must paraphrase. Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.**

You will be marked on:

- 1) the quality, strength and clarity of your argument;
- 2) the quality and clarity of your evidence, including the quality of the sources you use;
- 3) the appropriateness of the theoretical framework and the quality of the analysis (that is, how well you use the theoretical framework to analyse the evidence);
- 4) the style and structure of the paper, including proper and complete referencing, grammar, spelling, word use, sentence structure, essay structure, etc. 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.