

**ANTH 3430 ANTHROPOLOGICAL APPROACHES TO GLOBALIZATION**  
**SPRING 2017**  
**MW 9:25-10:40, CENTENNIAL 125**

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Office hours by appointment

This course begins with a critical background of the processes that have led to what we now call globalization, including colonial systems and economic philosophies as well as technological advances, and analyzes how cultural identities and behaviors are formed, altered, and challenged in the context of global systems. Through specific case studies, students will explore how different social groups construct their cultures in interaction with other societies, and how, in so doing, these groups are both responding to and shaping global agendas. Focusing on linkages between local and international systems, and using ethnographic examples and films from around the world, this course will investigate issues such as the anthropology of development; the rise of transnational corporations and their effects on indigenous economies; processes of population displacement (e.g., refugee populations, migrant workers, and other deterritorialized communities); tourism and ecotourism and their effects on local populations; the economics of the environment in global contexts; and the effects of “free trade” and structural adjustment policies in the Third World. This course will also expose students to innovative anthropological approaches to globalization, and will discuss why the study of regional, national and international linkages has become a critical component of contemporary anthropological research.

**Requirements:**

**Attendance and participation in discussions (10%)**—I expect you to be present for class and to have finished the reading assignment for that day. If you have not finished the reading, I do expect you to come to class anyway. Here’s how the 10% will be calculated: if you are in class every day (excused absences excepted) **and participate productively in discussions**, you will receive the full 10%. If you accumulate more than three unexcused absences, your final grade will be lowered by a full letter regardless of your other work (e.g., B+ to C+). While up to three unexcused absences are permitted, they will obviously affect your participation in discussions. There is no single “right answer” in discussions; as long as your opinion is informed by the readings, it is valuable to our learning process.

**Map quizzes (15%)**—We will discuss various parts of the world throughout the course; I expect you to be able to locate them on a map. I will provide you with blank outline maps and country lists to study for the map quizzes, held in class every few weeks.

**Essay exams (30%)**—Two take-home essay exams will cover major themes in the course. Each will present a selection of questions; you must respond to two questions on each exam. Each answer should be 500-600 words in length. While you are encouraged to continue class discussion with your peers outside the classroom, your work on exams must be your own, and plagiarism will not be tolerated.

**Final project (45%)**—**This is a multi-part project that we will work on all semester.** We will talk about how to choose a topic and how to frame a research question. On February 1, we will meet in the Kraemer Family Library (room 237) for a guidance session with Carlos Duarte, the librarian for our department. He will go over many of the resources available through KFL and will guide you through searching for academic articles and books related to your research topic. Prior to the meeting, you should jot down some ideas about potential research topics; you will have time during class to begin a preliminary literature search on these. Based on what you find, you will write and submit a paragraph on your proposed research:

**Topic paragraph (5 points)** This is exactly what it sounds like—a short paragraph introducing the research question you will focus on this semester and explaining how you intend to approach the question. The purpose is for us to discuss topics in class, generate ideas about approaches and resources, and make sure the topic is neither too broad (and thus overwhelming or vague) nor too narrow (with no resources for

you to use in your research). We will also practice peer review with these paragraphs. After your topic is approved, you will have two weeks to compile and submit an annotated bibliography:

**Annotated bibliography (10 points)** This is a bibliography listing AT LEAST SIX academic sources you are using in your final research paper, whether as background or as material you are engaging with directly (citing, challenging, etc.). Each entry should be cited correctly, using the Chicago author-date style (see handout in Blackboard). Following the citation, you should add a few lines explaining what the article (or book, or chapter) is about, a critical discussion of what it contributes or what it fails to address, why you are using it, and how it contributes to your project.

If you are conducting original ethnographic research for your final project, please meet with me early in the semester to discuss the bibliography. You will still need to refer to published materials in your final paper, although not as extensively as those conducting library research.

**Seminar presentation (15 points)**—The final class sessions will be devoted to student presentations. Each student will write, and then present in class, a fifteen-minute paper (4-5 double-spaced pages—this is for your reference; you don't have to turn the presentation notes in) on some aspect of globalization. This can be based on ethnographic research or on original library research. With prior approval, you may choose to present a fifteen-minute video of your own making rather than giving an oral presentation.

**Final paper (15 points)**—This is the longer, annotated work your presentation was based on. You will bring two drafts of this paper to class on April 10, one for peer review in class, and one for me to return with suggestions by April 24. The draft is worth 5 of the possible points. Your final, revised research paper should be 10-12 pages long, not including the bibliography, and will be due on the date of your scheduled final exam. The final points (10) will be based on the quality of the final paper and how well you addressed the issues we identified in your draft. You must turn the draft in with the final paper.

#### REQUIRED TEXTS:

- Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Duke University Press.  
Gregory, Steven. 2006. *The Devil behind the Mirror: Globalization and Politics in the Dominican Republic*. University of California Press.  
Tsing, Anna Lowenhaupt. 2004. *Friction: An Ethnography of Global Connection*. Princeton University Press.

All other readings will be available online in Blackboard. If you are registered for this class, the course will show up when you sign on to Blackboard (on the UCCS website, click on the "Students" button along the top, then on the "Online Programs" button near the top of the next page, then on "Blackboard" in the left sidebar or drop-down menu). Follow the instructions to sign in. We will go over using Blackboard briefly in class on the first day.

**Diversity and inclusiveness:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is also my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, racialized identity, cultural identity, national origin, marital status, immigration status, military affiliation, religious affiliation or non-affiliation, perspective, and other background characteristics. Please feel free to bring relevant matters to my attention either inside the classroom or in my office.

**Disability services:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disability Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation. To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive, and that disability accommodations cannot be provided until an accommodation letter has been given to me. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or [dservice@uccs.edu](mailto:dservice@uccs.edu).

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## INTRODUCTION

- Jan. 18.           What is globalization? How did it come about, and does it work the same way for everyone? What do processes of “globalization” mean for local communities and community members? Introductions, activities and discussions; we will finish by going over course goals and requirements.
- Jan. 23.           Background: theories of globalization  
READINGS:       Jonathan Xavier Inda and Renato Rosaldo. “Introduction: A world in motion.”  
James Ferguson, ch. 1 “Globalizing Africa? Observations from an inconvenient continent” (GS)  
RESOURCES:     Benedict Anderson, selections from *Imagined Communities* (for background)  
John Tomlinson, “Globalization and culture” (for definitions)

## ECONOMICS AND POLITICS OF GLOBALIZATION

- Jan. 25.           Background cont’d; “free markets” and other economic strategies  
READINGS:       Stephen Gregory, “Introduction” (*DBTM*)  
Ferguson, ch. 2 “Paradoxes of sovereignty and Independence: ‘Real’ and ‘pseudo’ nation-states and the depoliticization of poverty” (GS)  
Cuaicaipuro Cuautémoc, “The Marshalltezuma Plan”
- Jan. 30.           How do global economic policies affect people and nations?  
Handouts on WTO pros and cons (in class)  
READINGS:       John Cassidy, “Master of disaster”  
Sherif Hetata, “Dollarization, fragmentation, and God”  
Jean Somers, “Debt: The new colonialism”  
FILM:             *The story of stuff* (Annie Leonard, 2007)  
**WE WILL HAVE A VISITOR FROM THE WRITING CENTER TODAY to discuss how to brainstorm around research topics and how to write good research questions**
- Feb. 1.            Research session with librarian Carlos Duarte.  
**MEET IN THE LIBRARY TODAY! ROOM EPC 237**
- Feb. 6.            Effects of global economics on small-scale communities and their responses  
READINGS:       Victoria Tauli-Corpuz, “World Bank and IMF impacts on indigenous economies”  
Victor Menotti, “How the World Trade Organization diminishes native sovereignty”  
FILM:             Clips from *Life & Debt* (Stephanie Black, 2001)
- Feb. 8.            Effects of development and the development discourse  
READINGS:       Arturo Escobar, “Economics and the space of development: Tales of growth and capital”  
Ferguson, ch. 7 “Decomposing modernity: History and hierarchy after development” (GS)  
**MAP QUIZ #1: Africa**
- Feb. 13.           Globalizing processes and economic effects in the US  
READINGS:       Christine Walley, “It all came tumbling down: My father and the demise of Chicago's steel industry”  
**TAKE-HOME EXAM #1 HANDED OUT**

Feb. 15. Extractions and imbalance of power  
READINGS: Orono Douglas and Ike Okonta, "Ogoni people of Nigeria versus Big Oil"  
Tebtebba Foundation and the International Forum on Globalization, "Briefing reports"  
Ferguson, ch. 8 "Governing extraction: New spatializations of order and disorder in neoliberal Africa"  
FILM: *Poison Fire* (Lars Johansson, 2008)

### **PEOPLE IN MOTION: REFUGEES, IMMIGRANTS, WORKERS, SLAVES**

Feb. 20. Perceptions of refugees and migrants  
READINGS: Liisa Malkki, "National geographic"  
Ruben Andersson, "Europe's failed 'fight' against irregular migration: ethnographic notes on a counterproductive industry"  
FILM: *Fear and Learning at Hoover Elementary* (Laura Angélica Simón, 1997)

#### **TAKE-HOME EXAM #1 DUE**

Feb. 22. Global forces, local changes  
READINGS: Gregory, ch. 1 "The politics of livelihood" (*DBTM*)  
Mary Beth Mills, "Women, migration, and Thai experiences of modernity"

Feb. 27. Invisible labor and the commodification of people  
READING: Cynthia Enloe, "Women's labor is never *cheap*: Gendering global blue jeans and bankers"  
**PROJECT DESCRIPTION DUE--we will discuss one another's descriptions and give feedback with direction from the Writing Center.**

Mar. 1. Motivations for and results of labor migration  
READING: Sarah B. Horton, "Entering farm work: Migration and men's work identities"  
FILM: *The Sixth Section* (Alex Rivera, 2003)

Mar. 6. Modern-day slavery  
READINGS: Andrew Cockburn, "21<sup>st</sup>-century slaves"  
Lynne Warren and Jodi Cobb, "Inhuman profit"  
FILM: *H-2 Worker* (Stephanie Black, 1990)

Mar. 8. Gendered labor in the global economy  
READING: Caitrin Lynch, "The politics of white women's underwear"

#### **ANNOTATED BIBLIOGRAPHY DUE**

Mar. 13. Effects of globalized economies on constructions of self  
READINGS: Mary Beth Mills, "Consumption, desire, and *thansamay* selves" and "Gender and modernity, local and global encounters"

#### **MAP QUIZ #2: Asia and the Pacific**

### **TOURISM AND ADVERTISING: REPRESENTING SELF AND NATION FOR EXTERNAL CONSUMPTION**

Mar. 15. The human economics of selling place and ethnicity  
READINGS: Gregory, ch. 2 "The spatial economy of difference" (*DBTM*)

#### **TAKE-HOME EXAM #2 HANDED OUT**

Mar. 20. Reimagining social roles: gender, race, class, nationality  
READINGS: Gregory, ch. 4 "Sex tourism and the political economy of masculinity" and ch. 5 "Race, identity, and the body politic" (*DBTM*)

Mar. 22. Ecotourism and ethnotourism  
READINGS: John Comaroff and Jean Comaroff, "Three or four things about ethno-futures"  
Suzanne York, "Mixed promises of ecotourism"

**TAKE-HOME EXAM #2 DUE**

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| <b>SPRING BREAK MARCH 27-31</b> |
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Apr. 3. Constructing and contesting needs and desire  
READINGS: William Mazzarella, "Bombay global: Mobility and locality I"  
Gregory, ch. 3 "Structures of the imagination" (*DBTM*)

**MAP QUIZ #3: Latin America and the Caribbean**

Apr. 5. Global flows and negotiations of self-representation  
READINGS: Aihwa Ong, "'A better tomorrow'? The struggle for global visibility"  
Ferguson, ch. 6 "Of mimicry and membership: Africans and the 'New World Society'" (*GS*)'

**CONTRADICTIONS AND POTENTIALS OF GLOBALIZATION**

Apr. 10. Globalization as a productive force  
READINGS: Anna Tsing, pp. 1-18 (*Friction*)  
**PAPER DRAFT DUE; peer review of drafts in the second part of class**

Apr. 12. Capitalism revisited: place and trope as commodity  
READINGS: Tsing, pp. 55-77 (*Friction*)

Apr. 17. Global views of nature and the environment  
READINGS: Tsing, pp. 88-120(*Friction*)

Apr. 19. Biodiversity and local environmental uses  
READINGS: **Skim** Tsing pp. 155-170; **read** 171-202 (*Friction*)

Apr. 24. Conclusions  
READINGS: Tsing, pp. 205-212, 245-272 (*Friction*)

**STUDENT RESEARCH PRESENTATIONS**

Apr. 26. Student presentations

May 1. Student presentations

May 3. Student presentations

**FINAL PAPER (and draft) DUE AT NOON ON WEDNESDAY, MAY 10**  
**There is no other final exam for this course.**