

Anthropology of Globalization
ANS 361 and ANT 324L / Unique 31685/31216
University of Texas at Austin – Spring 2013
PAR 201
Tuesday and Thursday 2-3:30

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Office Hours: Tuesday 3:30-4:45, Thursday 1-2 -- Other times by appointment

Course Description

This course examines some (but certainly not all) issues that exist at the intersection of the discipline of cultural anthropology and the non-discipline of globalization. When it erupted as term in the 1980s and 1990s, globalization captured the interest of “hard” social scientists as well as “softer” ones (like anthropologists) and humanities scholars, yet their approach and interest in the field was very different. By now, it has become almost a banal term - synonymous with the presence of Starbucks in Mongolia or the popularity of Gangnam Style in the U.S. In this class, we will avoid these tropes, focusing the first third of the class on “globalization” before the term was used and understanding a longer history of connections, while considering what similarities and differences exist between these past forms of exchange and contemporary ones. As part of this, we will devote special attention to understanding the state, especially the nation-state, a form that perdures even as its death was proclaimed to be part of the rise of globalization. In the other section of the class, we will investigate a few issues that have been central to globalization scholarship, whether such topics define themselves this way or not. The end result will not be a definition of globalization, but the provocation to consider what new frameworks of study - new refigurations of the “fieldsite” for example - are required to accommodate new understandings of mobility.

Texts and Readings

The study of globalization and “textbooks” presents some problems. It is a topic very much in flux and that has not yet made itself canonical. As a result, we will end up reading mainly articles or selections from books. This has been a problem in the past as students who would spend \$100 at the co-op on books are reluctant to expend the same money for a course packet or printing articles. I HIGHLY recommend you print our, or take extensive notes on the readings. If you read the material online without notes or a hard copy, often you will not have the ability to do well in discussion.

That said, two books have been ordered as **required reading** for this class:

Foster, Robert. 2008. *Coca-globalization: Following Soft Drinks from New York to New Guinea*. New York: Palgrave MacMillan.

Ehrenreich, Barbara and A. R. Hochschild eds. 2004. *Global Women: Nannies, Maids, and Sex Workers in the New Economy*. New York: Henry Holt.

Any edition is fine - feel free to order them online or at the Co-op.

Our other readings are from assorted journals, books and edited collections. I have provided full bibliographic information on them in the syllabus (just to get us in the habit of providing citations). These will be found in “Course Documents” on our class Blackboard page. A packet can also be purchased from Paradigm, if the class requests.

Please check Blackboard regularly – syllabus updates and additional information will often be posted there. You should bring the relevant text to class each day as we will be discussing the texts in class and that will be facilitated by you having something to remember the ideas. We will also be watching several films in class – I consider these texts as well. I recommend you take notes on them and you should feel free to discuss them in your papers – visual material is intellectual material!

Readings listed for a given class day should be completed BEFORE coming to class to enable your active participation in discussion. If you are not able to do the readings, come to class anyway – but I anticipate this will only happen once or twice during the semester. (If student preparation becomes a problem, I reserve the right to introduce in-class quizzes as an enforcement mechanism.)

Assignments

There are five components to how your performance in this class will be evaluated. NOTE: On the syllabus all assignments are listed in *Italics*. The listed assignments must be turned in at the beginning of the noted class, on paper.

(#1 & 2) Class participation in this course is highly valued. (Perhaps needless to say, but attendance is an element of this – participating in class is difficult if you are not in class. Attendance is thus also a significant part of your participation grade.) Participation is more than ‘talking a lot’ – instead it is being an enthusiastic, prepared and considerate member of a learning community. To this end, coming to class with prepared notes and questions is often useful. Given that not everyone feels comfortable speaking in class, there are other ways you can participate. If you wish to contribute, but feel more comfortable writing, please feel free to send me an email with your thoughts on recent reading or to post a note on Blackboard in our Discussion Board. I also encourage you to discuss in class things in the news related to globalization or issues raised by the course material that relates to other classes, but also remember... **This is a situation where more is not better – quality over quantity.**

In this class we will be talking about divisive, controversial and important issues – sex, religion, race, etc. – I expect students to show respect to themselves and other members of the learning community in these discussions. Please be considerate of one another. All opinions are welcome in this course if presented with civility and scholarly rigor.

As a part of our discussions, we may have quizzes or in-class writing exercises if this becomes useful or necessary.

(#3) Each student will be responsible for leading discussion for one class. This is an assignment you should take very seriously, but also understand you are not expected to be an expert on the topic, just have done the reading more thoroughly than anyone else in the class. Presenting well-considered confusion or questions is appropriate. The “formal” oral presentation should not take more than 15-20 minutes. You should not summarize the material, but perhaps provide a few signposts to refresh participants’ memories. Your main contribution should be to provide some context for the reading (although faculty lectures will be doing this as well and thus coordination of the presentation between faculty and student is necessary), relate the material to other ideas in the class, highlight key concepts and raise critical questions of the text that can lead to discussion. The team should also be prepared to guide discussion throughout the class. It sounds like a lot –

but this sort of preparation should be what most students are doing for most class periods. The main expectation is that the student be the most prepared that day.

(#4) There are seven short papers required in the class, one for each of the major sections. These should be your reflections on what you have learned in this section of the class. You do not need to do outside research and should not summarize the articles in these essays. They should have a clear argument and show that you have done the reading while also adding your own ideas. Sometimes it is helpful to have an outside piece or issue to reflect upon. These should be formally written essays - with bibliography and citation to all consulted material (including wikipedia) of at least 700 words. (I also expect your papers to get more sophisticated throughout the course.)

(#5) The Final Paper is, well a final paper, but need not be a final statement or a proclamation of total knowledge. The topic is your choice. It should clearly relate to this class and use materials we have read in the class, as well as outside research. About a month before the paper is due you will be required to turn in a paper proposal. This is an extremely valuable (as well as graded) assignment. The more effort you put in to preparing the proposal, the more successful your final paper will be. The best final papers are ones that in some way begin within the first two weeks of the class and are something students continue to reflect on after the class is over. We will discuss the length and details of the final paper as the time approaches.

The numbers...

Participation/Attendance	15%
Discussion Leadership	10%
Short papers	35%
Paper proposal	5%
Final Paper	35%

An insight into the mind of your professor – I dislike the grading aspect of teaching and am far more enthusiastic about talking about how you are doing in the course than arguing over letters and numbers. Having a conversation **before** an assignment is due about the learning process and how each individual can improve has proven more useful for students seeking to do well in the course than looking at “A”, “B” or “C” at the top of your paper.

My Policies

ABSENCES

I expect students to come to class regularly, on time and prepared. If you do not do this, not only will your grade be negatively affected, but it disrupts the learning process of your fellow students as well as showing a lack of respect for the course. This is admittedly one of my pet peeves. If you must miss a class, make arrangements with your fellow students to make up the material. There are no 'free absences' in the class outside of legitimate and documented needs. Attending class means showing up on time, prepared and ready to learn. If you are not prepared – which I don't anticipate will ever happen – come to class anyway.

ACADEMIC HONESTY

Similarly, I expect student to conduct their research and writing honestly and to correctly reference any sources consulted. Plagiarism is theft and a particular heinous crime to those whose life is writing and research. Any dishonest academic practice will be referred to the administration for investigation. I encourage collaboration among students, which is different from copying or paper trading. One can never be accused of academic dishonesty if you acknowledge where your ideas came from. Learning how to master a combination of direct citation, paraphrase and idea acknowledgement takes time and practice. In the meantime, CITE EVERYTHING. If in doubt about the ethics of a situation, contact me – **do not guess**.

COMMUNICATION

I enjoy meeting with students in office hours and exchanging email with students. YET, I do not check email every 10 minutes. I am very eager to answer student questions by email, discuss points of the reading or relevant outside materials, but please think before you write. Show respect in your communication with me and with one another. I rarely use my office phone, you are more likely to get a response from me by email.

MISCELLANEOUS

- Turn off your cell phone when you get to class.
- **I RELUCTANTLY allow laptops in class. If I find they are being used for texting, games or web-surfing rather than taking notes, then I will revoke this privilege FOR THE ENTIRE CLASS. THIS HAS BEEN A PROBLEM AT UT – PLEASE DO NOT ABUSE THIS PRIVILEGE.**
- You may eat and drink in class, if it is subtle and not distracting to you or other students. A cup of coffee – great – a roast chicken dinner – wait until after class.

University Notices and Policies

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. If you require special accommodations, you will need to obtain a letter that documents your disability from Services for Studies with Disabilities. Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. No later than five business days before an exam, you should remind me of any testing accommodations you will need. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or www.utexas.edu/diversity/dnce/ssd.

Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office

SYLLABUS POLICY SUMMARY – If in doubt, ask! I am much happier discussing potential problems and concerns than dealing with events in the past or problems that have been allowed to grow over time.

Assignments

Readings are subject to change!

January 15 - Introduction - Syllabus Review

January 17 - **History, Globalization and Anthropology**

Ghosh, Amitav. 1986. "The Imam and the Indian." *Granta* 20: 136-146.

Scott, David. 1989. "Locating the Anthropological Subject: Postcolonial Anthropologists in Other Places" *Inscriptions* 5.

January 22

Wolf, Eric. 1982. *Europe and the People without History*. Berkeley: University of California.

Chapters 1, 8 and Afterward

January 24

Mintz, Sidney. 1986. *Sweetness and Power*. New York: Penguin.

Selections

_____. 1998. "The Localization of Anthropological Practice: From area studies to transnationalism." *Critique of Anthropology* 18(2): 117-133.

January 29

Abu-Lughod, Janet. 1993. "The World System in the Thirteenth Century: Dead-End or Precursor?" From *Islamic and European Expansion* ed. M. Adas. Philadelphia: Temple University Press, pp. 75-102.

_____. 1999. "Conclusions and a Look to the Future." From *New York, Chicago, Los Angeles: America's Global Cities*. Minneapolis: University of Minnesota Press, pp. 399-426.

Response paper due

January 31 - **Colonialism, Business, Empire, Development**

Hobsbawm, E.J. 1990. "Introduction" and "The Nation as Novelty: From Revolution to Liberalism." From *Nations and Nationalism since 1780*. New York: Cambridge University Press, pp. 1-45.

_____. 1996. "The Third World." From *The Age of Extremes: A History of the World, 1914-1991*. New York: Vintage Books, pp. 344-371.

_____. 1998. "The Nation and Globalization." *Constellations* 5(1): 1-9.

February 5

Hardt, M. and A. Negri (and N. Brown and I. Szeman). 2002. "The Global Coliseum: On Empire." *Cultural Studies* 16(2): 177-192.

_____. 2011. "The Fight for 'Real Democracy' at the Heart of Occupy Wall Street." <http://www.foreignaffairs.com/articles/136399/michael-hardt-and-antonionegri/the-fight-for-real-democracy-at-the-heart-of-occupy-wall-street>

February 7

James, Ferguson. 1994. "Introduction." From *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota, pp. 3-21.

_____. 1999. "Global Disconnect: Abjection and the Aftermath of Modernism." From *Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt*. Berkeley: University of California Press, pp. 234-254.

February 12

Trouillot, M. Rolph. 2003. "North Atlantic Fictions" and "The Anthropology of the State in the Age of Globalization." From *Global Transformations: Anthropology and the Modern World*. New York: Palgrave MacMillan, pp. 29-46, 79-96.

Response paper due

February 14 - **The State and Global Governance**

Sassen, Saskia. 1998. "Introduction: Whose City is it? Globalization and the Formation of New Claims." From *Globalization and its Discontents: Essays on the New Mobility of People and Money*. New York: New Press, pp. xix-xxxvi.

_____. 2000. "Cities in a World Economy." ed. J. Roberts and A. Hite. *The Globalization and Development Reader*. Malden, MA: Blackwell, pp. 195-215.

February 19

Held, D. and A. McGrew eds. 2000. *The Global Transformations Reader: An Introduction to the Globalization Debate*. Malden, MA: Polity.

Selections include:

Castells pp. 348-353.

Woods pp.387-399.

Held pp. 420-430.

February 21

Leve, L. and L. Karim. 2001. "NGOs, Power, and Development." *PoLAR: Political and Legal Anthropology Review* 24(1): 53-58.

Schuller, Mark. 2009. "Gluing Globalization: NGOs as Intermediaries in Haiti." *PoLAR: Political and Legal Anthropology Review* 32(1): 84-104.

February 26

Grieder, William. 1997. "El Barzón" From *One World, Ready or Not: The Manic Logic of Global Capitalism*. New York: Touchstone, pp. 259-284.
Response paper due

February 28 - **Mobilities, Immobiles and the Place for People**

Sheller, M. and J. Urry. 2006. "The New Mobilities Paradigm." *Environment and Planning A* 38: 207-226.

Inda, J. and R. Rosaldo. 2002. "Introduction: A World in Motion." From *The Anthropology of Globalization: A Reader* ed. Inda and Rosaldo. Malden, MA: Blackwell, pp. 1-34.

March 5

Appadurai, Arjun. 1988. "Putting Hierarchy in Its Place." *Cultural Anthropology* 3(1): 36-49.

Malkki, Liisa. 1992. "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees." *Cultural Anthropology* 4(4): 24-44.

March 7 - Salazar and Cresswell

Cresswell, Tim. 2010. "Towards a Politics of Mobility." *Environment and Planning D* 28: 17-31.

Salazar, Noel. 2010. "Towards an Anthropology of Cultural Mobilities." *Crossings: Journal of Migration and Culture* 1: 53-68.

Response paper due

March 12 - Spring Break

March 14 - Spring Break

March 19 - **Consumption and Commodities**

(both of the Appadurai articles are redactions of longer articles)

Appadurai, Arjun. 1986. "Introduction" From *The Social Life of Things*. New York: Cambridge University Press.

_____. 1996. "Disjuncture and Difference in the Cultural Economy." From *Modernity at Large*. Minneapolis: University of Minnesota Press.

Wilk, Richard. 1995. "Learning to be Local in Belize: global systems of common difference." From ed. D. Miller. *Worlds Apart: Modernity through the Prism of the Local*. New York: Routledge, pp. 110-133.

March 21

Freedman, Carla. 1993. "Corporate Discipline and Barbados's Off-Shore Pink-Collar Sector." *Cultural Anthropology* 8(2): 169-186.

March 26

Foster, Robert. 2008. *Coca-globalization: Following Soft Drinks from New York to New Guinea*. New York: Palgrave MacMillan.

PAGES 1-73

March 28

FILM "Life and Debt"

Foster 75-145

April 2

Foster 150-240

Response paper due

April 4 - **Care, Gender and Sexuality**

Ehrenreicht, B. and A. Hochschild eds. *Global Women" Nannies, Maids and Sex Workers in the New Economy*. New York: Henry Holt, pp. 1-13, 39-54, 85-103.

April 9

Ehrenreicht, B. and A. Hochschild eds. *Global Women" Nannies, Maids and Sex Workers in the New Economy*. New York: Henry Holt, pp. 115-141, 154-168, 190-206, (254-274).

Paper proposal due

April 11

Donham, Donald. 1998. "Freeing South Africa: The 'Modernization' of Male-Male Sexuality in Soweto." *Cultural Anthropology* 13(1): 3-21.

April 16

Miranda Joseph. 2002. "Family Affairs. The Discourse of Global/Localization," From eds. Cruz-Malavé, A. & M. Manalansan IV, *Queer Globalizations: Citizenship and the Afterlife of Colonialism*. New York: New York University Press, 2002, pp. 71-99.

FILM "Chain of Love"

Response paper due

April 18 **Nature and Humanity**

Tsing, Anna. 2000. "The Global Situation." *Cultural Anthropology* 15(3): 327-360.

_____. 2011. "Arts of Inclusion, or, How to Love a Mushroom." *Australian Humanities Review* 50.

April 23

Davis, Mike 2004. "Planet of Slums: Urban Involution and the Informal Proletariat" *New Left Review* 26: 5-34.

April 25

Escobar, Arturo. 2003. "Place, Nature, and Culture in Discourses of Globalization." From *Localization Knowledge in a Globalizing World* ed. Mirsepassi, A., A. Basu and F. Weaver. Syracuse, NY: Syracuse University Press, pp. 37-59.

Response paper due

April 30 **Anti-Globalization**

Reitan, Ruth. 2012. "Theorizing and Engaging the Global Movement: From Anti-Globalization to Global Democratization." *Globalizations* 9(3): 323-335.

May 2 **Final Class**

Final Paper due May 10 at 4:30 PM