

ANTH 2370 — Global Processes and Problems: An Introduction

Course Meetings: MWF, 12-12:50pm

Clements Hall 126

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Office hours: Mondays 1-3pm, or by appointment (subject to change)

This course, rooted in an anthropological perspective, but also interdisciplinary, offers an introduction to the phenomenon of globalization. It is designed to familiarize students with a broad range of historical, economic, demographic, political, cultural, ideological, environmental and social issues confronting today's globalized world. This course will examine how such phenomena are connected as parts of a process that has deep historical roots, but that is also reshaping the world of the 21st century (with its own distinctive institutions, movements, problems, and possibilities). While the course will address ways in which American society and American daily life are integrally connected with globalization, it will focus on trends that connect nation-states, economies and markets, institutions, non-governmental organizations, ethnic, cultural and religious groups, and populations around the world. The overall goal of the course is to demonstrate that globalization is pervasive, that it impacts many dimensions of people's lives, that it is complex and multidimensional, and that it is highly contested.

Course Objectives:

Upon completion of the course the student will be able to:

1. Understand the meaning of globalization, its history, and its complexity and multidimensionality
2. Identify and describe the major characteristics and actors in the emerging global world.
3. Analyze the process of globalization using multiple perspectives and academic disciplines as well as the interplay among and between them.
4. Analyze the interconnections between and among global forces, actors, and issues.
5. Critically examine and analyze issues from interdisciplinary and international perspectives, models, and theories.
6. Recognize the changing role of citizenship in a globalized context.
7. Understand the global consequences of policy choices and their impact both socially and environmentally.

Tags and SLOs

Individuals, Institutions and Cultures

1. Students will identify the types of interactions and influences that arise between or among individuals, institutions, and cultures using methodologies from the social or behavioral sciences.
2. Students will summarize basic empirical phenomena in the study of individuals, institutions, and cultures that shape economic, political and social experiences.

Global Engagement

1b. Students will demonstrate an enhanced awareness of personal values and attitudes pertaining to global identity and commitment through engagement with other societies and cultures.

Required Text

Lyon, Sarah. 2011. *Coffee and Community: Maya Farmers and Fair-trade Markets*. Boulder: University Press of Colorado.

The book has been ordered through the SMU Bookstore. If the SMU Bookstore is unable to make the text available in a timely manner, it is the student's responsibility to obtain the required texts (search for online merchants or other local bookstores). Additionally, the text will be placed in the reserves of the Fondren Library. As such, students should have no problem accessing the text and no excuses will be admitted.

Assignments

Editorials

Students will submit four 1-page single-spaced reflection pieces. These cannot be longer than one page! Editorials are not research papers; they are a reaction and commentary on a proposition related to the themes of the course.

[1st Editorial \(Due Sep 6\)](#): What is distinct about contemporary globalization? Is there something new about it?

[2nd editorial \(Due Oct 2\)](#): "There is no alternative" — proponents of neoliberalism often argued that it was the only way forward. Were they correct in their assessment?

[3rd editorial \(Due Oct 16\)](#): What is a national cuisine? In a world where culinary practices and commodities are in motion, how do we know the contours of local or national culinary practices?

[4th editorial \(Due Nov 6\)](#): "Think Globally, Act Locally" — Are global issues best addressed at the local level?

Quizzes

There will be two short in-class quizzes ([Sep 20](#) & [Oct 23](#)). They will consist of short answer questions based on readings and class content.

Final Project (due Dec 11)

Each student will choose one issue/problem that is global in scope and write a research report about it. The report should consider the underlying issues that frame the topic, the work that has been done thus far, and some possible solutions/paths for future advancement. 10-15 pages in length, double spaced, 12-point Times New Roman, one-inch margins on all sides.

Topics may include: gender equality, income inequality, access to basic resources (i.e., food, water), climate change, nuclear proliferation, migration, refugees, etc. If in doubt, consult with the instructor before embarking on substantive research. We will talk during class about the research paper, grading criteria, and strategies to narrow a topic to a manageable size.

Grading:

Quizzes (10% \times 2): 20%
Editorials: 10% \times 4: 40%
Final Project: 30%
Participation/Attendance: 10%

Course Format

The course will consist of a combination of lectures and discussions. On occasion, films will be shown.

Turning in assignments

Quizzes will be done in class.

Editorials and research paper must be submitted via Canvas. No submissions via email! Canvas is the only accepted form of submission and I will not grade submissions that are not uploaded to Canvas. If a student is submitting after the deadline, it is their responsibility to follow up their submission with an email to notify me.

Please include your name on each written assignment. Make-up quizzes and extensions on deadlines are offered only to students with written documentation (i.e., by healthcare provider, parent, funeral director, Resident Advisor) of a debilitating illness, extenuating circumstances or death in the family.

Back-Up Copies: It is the student's responsibility to maintain (1) a backup copy and (2) a printout of the Properties page which shows the production date and size of any document. In the event of lost documents, the student can produce these to avoid late penalties.

Missed Class/Assignments

Absences are only excused for a debilitating illness or death in the family, religious holidays, and sanctioned university functions. Notify the professor *before* you are absent to the extent possible. Written documentation (i.e., by healthcare provider, parent, funeral director, Resident Advisor) must be presented to the professor upon your return in order to make up any missed work. Missed assignments or tests receive a 0 (zero), *not* an F or 50%. I do not give out copies of lectures notes. Students should obtain the notes of one or more classmates and can sign up for office hours to consult with the professor.

Late Assignments

Assignments are due in Canvas by the times listed above. Assignments submitted late will be graded down by three percent for each day (24-hour period) that they are late. Thus, assignments submitted 15 minutes after the deadline will be graded down by three percent. Emailed assignments are not acceptable.

Absences

Attendance and participation are important. Absences, excused or unexcused, do not excuse

students from submitting assignments on time. Students should review notes, handouts, and assignment instructions from a classmate or the professor for days missed, as you will be held responsible for this material. Absences for holiday air travel, oversleeping, etc. will not be excused.

Dedman College Attendance Policy: If you have more than three unexcused absences in a MWF section or two in a TTH section, your grade will suffer a penalty of up to a full letter grade. And if you have more than six unexcused MWF absences or four in a TTH class, you should expect to fail the course.

Plagiarism and Academic Misconduct

Plagiarism, cheating, inappropriate consultation of peers or their work, any other form of academic misconduct, and failing to report evidence of others' misconduct are all Honor Code violations. Penalties are outlined in the Honor Code and may include anything from a zero for the assignment to dismissal from school. Students are expected to prepare work independently, cite any work (quotes or ideas) that is not their own, submit original work (i.e., not already submitted for any other class), and to neither give nor receive assistance in examinations. If you are uncertain about whether an activity or piece of work compromises your academic integrity, you should speak to the professor before turning it in.

Computers and Cell Phones

Computers may be used in class for note-taking only. Conducting any other business on your computer or phone is rude, distracting, and reason for expulsion from the room. Furthermore, internet use is not only distracting to you but also to those around you. I reserve the right to ban laptop/tablet/phone use for everyone if this policy is not being followed. It goes without saying that cellphones should be silenced during class time.

Canvas

Course documents, announcements, and other materials will be posted on the Canvas page for this course. Please consult that page regularly and inform me of any problems you encounter.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them,

in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Campus carry law

“In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy

Course Schedule

Week 1 — Introduction. What is globalization?

Aug 21

Introductory lecture to the course

Aug 23

Inda, Jonathan Xavier. 2002. Introduction: a World in Motion. *In* The anthropology of globalization: a reader. Blackwell.

Aug 25

Hannerz, Ulf. 2002. Notes on the Global Ecumene. *In* The anthropology of globalization: a reader. Blackwell.

Week 2 — Historical Antecedents and Theoretical Models

Aug 28

Appadurai, Arjun. 1990. Disjuncture and Difference in the Global Cultural Economy. *Theory Culture & Society* 1990; 7; 295

Aug 30

Wolf, Eric R. 1982. *Europe and the People Without History*. Berkeley: University of California Press, 1990 (Introduction)

Sep 1

Tsing, Anna Lowenhaupt. 2005. *Friction: An Ethnography of Global Connection*. Princeton and Oxford: Princeton University Press. (Introduction).

Week 3 — Theoretical Models

Sep 4

Labor day, no classes.

Sep 6 — 1st editorial due

Escobar, Arturo. 1988. Power and visibility: Development and the invention and management of the third world. *Cultural Anthropology* 3 (4): 428-443

Sep 8

Cooper, F. 2001. What is the concept of globalization good for? An African historian's perspective. *African Affairs* 100 (399): 189-213

Week 4 — Theoretical models

Sep 11

Rapley, John. 2007. Understanding Development: Theory and Practice in the Third World. Lynne Rienner (selections)

Sep 13

Harvey, David. 2005. A brief history of neoliberalism. Oxford UP. (Selections)

Sep 15

Friedman, Thomas. 2000. The Golden Straightjacket in *The Lexus and the Olive Tree*, pp. 101-110

Week 5—The economy/consumption

Sep 18

Tsing, Anna L. 2000. Inside the economy of appearances. *Public Culture* 12 (1): 115-144

Sep 20

Quiz 1

Sep 22

Optional

Jackson, P. 2004. Local consumption cultures in a globalizing world. *Transactions of the Institute of British Geographers* 29 (2): 165-178.

Week 6—Global food

Sep 25

Bestor, Theodore C. 2000. How sushi went global. *Foreign Policy*, no. 121:54-63.

Sep 27

Heldke, Lisa. 2005. But is it authentic? Culinary travel and the search for the "genuine article". In *The Taste Culture Reader: Experiencing Food and Drink*. Ed. Carolyn Korsmeyer. Berg

Sep 29

Paxson, Heather. 2010. Locating value in artisan cheese: Reverse engineering terroir for new-world landscapes. *American Anthropologist* 112 (3): 444-457

Week 7—Case Study: coffee

Oct 2 -- 2nd editorial due

Coffee and Community, Chapters 1-2

Oct 4

No reading

Oct 6

Coffee and Community, Chapters 3-4

Week 8—Case Study: coffee

Oct 9

Fall break, no classes

Oct 11

Coffee and Community, Chapters 5-6

Oct 13

Coffee and Community, Chapters 7 & Conclusion

Week 9—Transportation, networks

Oct 16 — 3rd editorial due

No reading

Oct 18

Levinson, M. 2006. *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger*. Princeton University Press (Selections)

Oct 20

Holmes, Seth M. 2013. Is it worth risking your life?": Ethnography, risk and death on the U.S.–Mexico border. *Social Science & Medicine* 99: 153-161.

Week 10—Mobile and Global Subjects

Oct 23

Quiz 2

Oct 25

Ong, Aihwa. 1999. *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham and London: Duke University Press

Oct 27

Mathews, Gordon. 2007. Chungking mansions: A center of 'low-end globalization'. *Ethnology* 46 (2): 169-183

Week 11—The environment as a global concern

Oct 30

Clapp, Jennifer and Peter Dauvergne. 2011. *Paths to a Green World: The Political Economy of the Global Environment*. MIT Press. (Selections)

Nov 1

No reading

Nov 3

Rojas, David. 2016. Climate politics in the anthropocene and environmentalism beyond nature and culture in Brazilian Amazonia. *PoLAR* 39 (1): 16-32

Week 12—The global and the local

Nov 6

Cunningham, Hilary. 1999. The ethnography of transnational social activism: Understanding the global as local practice. *American Ethnologist* 26 (3): 583-604

Nov 8

Graeber, David. 2002. The New Anarchists. *New Left Review* 13

Nov 10

Helleiner, Eric. 1996. International Political Economy and the Greens. *New Political Economy* 1 (1): 59-77.

Week 13—Global media

Nov 13

Lukacs, Gabriella. 2010. Iron chef around the world: Japanese food television, soft power, and cultural globalization. *International Journal of Cultural Studies* 13 (4): 409-426

Nov 15

Larkin, Brian. 1997. Indian Films and Nigerian Lovers: Media and the Creation of Parallel Modernities. *Africa: Journal of the International African Institute* 67 (3): 406- 440

Nov 17 -- 4th Editorial due

Benjamin, Jeff. 2017. What does it take for a K-pop band to blow up in South America? *The New York Times*, May 4.

Week 14—Conflict

Nov 20

Huntington, Samuel. 1993. The clash of civilizations? *Foreign Affairs* 72 (3): 22-49

Nov 22 & Nov 24

Thanksgiving break, no classes

Week 15 -- Conflict continued

Nov 27

Abu-Lughod, Lila. 2002. Do Muslim Women really need saving? Anthropological reflections on cultural relativism and its others. *American Anthropologist* 104 (3): 783-790.

Nov 29

Gusterson, Hugh. 2016. Drone: Remote Control Warfare. MIT Press.(Selections)

Dec 1

No classes, instructor away at a conference. Work on your papers.

Week 16

Dec 4

Hannerz, Ulf. 1998. "Reporting from Jerusalem." *Cultural Anthropology* 13 (4):548-574.

Research Paper due Dec 11