

ANTH 2370 — Global Processes and Problems: An Introduction
V 1.1 -- SUBJECT TO CHANGE

MARCH 20 Addendum as the course moves online

Dear Students of ANTH 2370,

This is a long message but please read it carefully to the end. You will find here an outline of how our course will proceed for the next two weeks.

1. I have tried to design a system that gives you some flexibility to complete course requirements but that also has deadlines to make sure that we keep moving forward. I recognize however that these are exceptional circumstances; if you need more flexibility, please do not hesitate to contact me so we can find an accommodation.
2. I often bring discussion questions to our meetings that explore some aspect of the readings. I will now post these discussion questions beforehand. You will find them when you click on the reading assignment. The questions for March 26 are already online, and I will soon post questions for the week of March 30 - April 3. Please use these questions to guide your reading.
3. I created discussion pages on Canvas for each of our meetings. Your task is to post at least two entries for each class meeting. One will be a direct response to one of the questions I posed, and one will be a reply to a classmate. You can post more than twice and I encourage you to engage with your classmates as this will help us keep the discussion lively. If you have questions about the material, you can post them as well; your classmates are welcome to reply and I will also post replies to questions posed in the discussion boards. Canvas will only display the threaded replies after you post your first response.
4. I will prepare lecture videos associated with each of our meetings. In these videos I will sometimes elaborate some aspect of the reading, or present new material that relates to the theme for the week. The lectures will be available under the “assignments” tab under lectures. I also created a discussion page for lecture content under “discussions” where you will be able to ask questions or post comments. I will respond to these questions after 1pm on the day they are due. You will receive a notification when lecture content becomes available.
5. In order to keep the course moving, I will close the discussion boards at 1pm, Central time, on the day of our meeting. In other words, on March 26 for example, you will have until 1pm to post your responses, reply to your classmates, and ask questions about lecture. If there are lingering questions or topics we did not cover, I will prepare a follow up video in which I will respond.
6. I will track posts in the discussion boards as evidence that you are participating in the course and they will count towards your participation grade. Again, if you are facing circumstances that require more time to complete these tasks, do not hesitate to contact me.
7. I am open to suggestions and comments on how the course is working for you. This will be my first time teaching a course entirely online so I ask for your patience until we fine-tune this system. If there are teaching methods you encounter in other courses that you thought were particularly effective, please let me know and I will see if we can incorporate them.
8. In addition to the extended consultation time next Tuesday and Wednesday, I will continue to hold office hours online on Tuesdays from 2-4pm. I am also available outside these times by appointment. I strongly encourage you to make an appointment to speak with me if you would like

to go over something or have questions related to the course, assignments, etc.

I hope you are safe and wish you all the best,
NSC

Course Meetings: Tu-Thu, 8-9.20am

Fondren Science Hall 155

Professor: Nicolas Sternsdorff-Cisterna

Office: Heroy Hall 453

Email: nsternsdorff@smu.edu

Office hours: Tuesday 1-3pm, or by appointment. Sign up for office hours on Canvas.

Course description

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, students 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

Besky, Sarah. 2013. *The Darjeeling Distinction: Labor and Justice on Fair-Trade Tea Plantations in India*. University of California Press.

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, you can access it as an ebook through the library catalogue. As such, students should have no problem accessing the text and no excuses will be admitted.

Names and pronouns

If you prefer to be called by a name or gender pronoun that does not match what is listed on the course registry, please let me know so I and your fellow classmates can address you correctly.

Turning in assignments

The only acceptable form of submission is through Canvas. I will not grade assignments not submitted via Canvas.

I use a feature on Canvas that allows me to grade assignments anonymously. As such, please do not write your name on your paper or give the file a name that identifies you.

It is your responsibility to confirm that the file has been correctly uploaded and is readable. If a submission is corrupted, it will accrue late penalties until a working file is submitted.

Late/missed assignments and extensions

Assignments are due in Canvas by the times listed in the syllabus. Assignments submitted late will be graded down by three percent for each day (24-hour period) they are late. The late policy is automatically applied by Canvas and the deduction begins as soon as the deadline elapses.

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.

Missed assignments or tests receive a grade of zero, *not* an F.

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.

Absences

Absences are only excused for a debilitating illness or death in the family, religious holidays, and sanctioned university functions. Notify me *before* you are absent to the extent possible. Written documentation (i.e., by healthcare provider, parent, funeral director, resident advisor) must be presented upon your return in order to make up any missed work.

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 for days missed as you will be held responsible for this material. I do not give out copies of lectures notes. 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 and consulting the readings. Conducting any other business on your computer or phone is rude, distracting, and reason for expulsion from the room. Furthermore, research has shown that browsing the internet or viewing unrelated material on your computer is not only distracting to you but to those around you and therefore you are compromising everyone's learning environment. I reserve the right to ban laptop/tablet/phone use for the entire class if this policy is not being followed.

Canvas

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

Course Format

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

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/SASP/DASS>

[\(Links to an external site.\)](#)

to begin the process. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through the electronic portal *DASS Link* and then communicate directly with each instructor to 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 (<https://www.smu.edu/StudentAffairs/Chaplain/ReligiousHolidays>

[\(Links to an external site.\)](#)

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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.

(See [2019-2020 University Undergraduate Catalogue](#)

[\(Links to an external site.\)](#)

under “Excused Absences”)

Student Academic Success Programs: Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas.

Students wishing support with subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; <https://www.smu.edu/sasp>

[\(Links to an external site.\)](#)

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

[\(Links to an external site.\)](#)

Assignments

Editorials

Students will submit three 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.

Due Feb 21: What is distinct about contemporary globalization? Is there something new about it?

Due Mar 24: 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?

Due Apr 17: “Think Globally, Act Locally” — Are global issues best addressed at the local level?

Quizzes

There will be two short in-class quizzes (Feb 13 & Mar 10). They will consist of questions based on readings and class content.

Final Project (due May 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 3: 30%

Final Project: 35%

Participation/Attendance: 15%

Course Schedule

Week 1 — Introduction. What is globalization?

Jan 21

Introduction to the course

Jan 23

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

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

Week 2 — Historical Antecedents and Theoretical Models

Jan 28

Appadurai, A. 1990. "Disjuncture and Difference in the Global Cultural Economy." *Theory, Culture & Society* 7: 295-310. <https://doi.org/10.1177/026327690007002017>.

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

Jan 30

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

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

Week 3 — Models of development

Feb 4

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

Feb 6

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

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

Week 4 — Colonialism, post-colonialism, and the third world

Feb 11

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

Said, Edward. 2013. *Knowing the Oriental*. In *Readings for a History of Anthropological Theory*: University of Toronto Press.

Feb 13

1st quiz

Week 5—Food

Feb 18

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

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

Feb 20

Klumbytė, Neringa. 2010. "The Soviet Sausage Renaissance." *American Anthropologist* 112 (1): 22-37. <https://doi.org/10.1111/j.1548-1433.2009.01194.x>.

Week 6—Case study: tea

Feb 25 The Darjeeling distinction, Intro and chapter 1

Feb 27 Ch 2&3

Week 7—Case Study: tea

Mar 3 Ch. 4

Mar 5 Ch 5- conclusion

Week 8—Transportation, networks

Mar 10 — quiz

Mar 12— Levinson, M. 2006. *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger*. Princeton University Press (Selections)

Week 9—Mobility and migration

Mar 24 — no class, 2nd editorial due

Mar 26 — Ong, Aihwa. 1999. *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham and London: Duke University Press

Week 10—Mobile and Global Subjects

Mar 31—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.

McGuire, Randall H. 2013. "Steel Walls and Picket Fences: Rematerializing the U.S.-Mexican Border in Ambos Nogales." *American Anthropologist* 115 (3): 466-480. <https://doi.org/10.1111/aman.12029>.

Apr 2— Kleinman, Julie. 2014. Adventures in Infrastructure: Making a African Hub in Paris. *City & Society* 26 (3):286-307.

Week 11—The environment as a global concern

Apr 7

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

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

Apr 9

Weston, Kath. 2017. "Climate Change", in *Animate Planet: Making Visceral Sense of Living in a High-Tech Ecologically Damaged World*. Durham: Duke University Press.

Week 12— Conflict

Apr 14

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

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

Apr 16

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

Week 13—Popular culture

Apr 21

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

Apr 23

Allison, Anne. 2003. "Portable monsters and commodity cuteness: Pokemon as Japan's new global power." *Postcolonial Studies* 6 (3): 381-395. <https://doi.org/10.1080/1368879032000162220>.

Condry, Ian. 2001 "Japanese Hip-Hop and the Globalization of Popular Culture," in *Urban Life: Readings in the Anthropology of the City*, 4th ed. eds. George Gmelch and Walter Zenner, Prospect Heights, IL: Waveland Press, pp. 372-387.

Week 14

Apr 28

Lakoff, Andrew. 2008. The Generic Biothreat, or, how we became unprepared. *Cultural Anthropology* 23 (3): 399-428.

Apr 30

Smith-Morris, Carolyn. 2017. Epidemiological placism in public health emergencies: Ebola in two Dallas neighborhoods. *Social Science & Medicine* 179: 106-114.

Mason, Katherine A. 2015. H1N1 is not a Chinese Virus: The racialization of people and viruses in post-SARS China. *Studies in Comparative International Development* 50: 500-518.