

## APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 11/27/07

Department/Division proposing course: Anthropology

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number ANT 311

b. Title\* Global Dreams and Local Realities in a "Flat" World

\*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

Globalization

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

CLINICAL     COLLOQUIUM     DISCUSSION     LABORATORY     LECTURE  
 INDEPEND. STUDY     PRACTICUM     RECITATION     RESEARCH     RESIDENCY  
 SEMINAR     STUDIO     OTHER – Please explain: \_\_\_\_\_

d. Please choose a grading system:     Letter (A, B, C, etc.)     Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable?    YES     NO     If YES, maximum number of credit hours: \_\_\_\_\_

g. Course description:

This course explores the ways in which differences in factors such as nationality, ethnicity, age, gender, class and occupation shape experiences of globalization. We will analyze and interpret rapidly changing patterns of global production, consumption, politics, resistance, adaptation, and identity construction around the world.

h. Prerequisite(s), if any:

i. Will this course be offered through Distance Learning?    YES     NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based    Interactive video    Extended campus    Kentucky Educational Television (KET/teleweb)    Other

Please describe "Other": \_\_\_\_\_

3. Teaching method:     N/A    or     Community-Based Experience     Service Learning Component     Both

4. To be cross-listed as: \_\_\_\_\_  
Prefix and Number    Signature of chair of cross-listing department

# APPLICATION FOR NEW COURSE

5. Requested effective date (term/year): Fall / 2008
6. Course to be offered (please check all that apply):  Fall  Spring  Summer
7. Will the course be offered every year?  YES  NO  
If NO, please explain: \_\_\_\_\_
8. Why is this course needed?  
This course provides students with the knowledge and tools they need to understand and adapt to our rapidly globalizing world. Through it they will become familiar with key debates within the discipline and the mass media. It also provides a channel for the anthropology department to contribute to university wide mandates for internationalization.  
\_\_\_\_\_
9. a. By whom will the course be taught? Sarah Lyon  
b. Are facilities for teaching the course now available?  YES  NO  
If NO, what plans have been made for providing them?  
\_\_\_\_\_
10. What yearly enrollment may be reasonably anticipated?  
25
11. a. Will this course serve students primarily within the department?  Yes  No  
b. Will it be of interest to a significant number of students outside the department?  YES  NO  
If YES, please explain.  
It will count towards the thematic concentration requirement in international development for the international studies major.  
\_\_\_\_\_
12. Will the course serve as a University Studies Program course\*?  YES  NO  
If YES, under what Area? \_\_\_\_\_  
\*AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:  
 traditional – offered in corresponding departments at universities elsewhere  
 relatively new – now being widely established  
 not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK?  Yes  No
15. Is this course part of a proposed new program?  YES  NO  
If YES, please name: \_\_\_\_\_
16. Will adding this course change the degree requirements for ANY program on campus?  YES  NO  
If YES<sup>2</sup>, list below the programs that will require this course:  
\_\_\_\_\_

APPLICATION FOR NEW COURSE

\*In order to change the program(s), a program change form(s) must also be submitted.

17.  The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.

18.  Check box if course is 400G- or 500-level. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Sarah Lyon Phone: 257-5038 Email: sarah.lyon@uky.edu

20. Signatures to report approvals:

11/28/07  
DATE of Approval by Department Faculty

Christopher A. Pool  
Reported by Department Chair

2/19/08  
DATE of Approval by College Faculty

Leonidas Bachas  
Reported by College Dean

3/18/08  
\* DATE of Approval by Undergraduate Council

S. Gill  
Reported by Undergraduate Council Chair

\* DATE of Approval by Graduate Council

/  
Reported by Graduate Council Chair

\* DATE of Approval by Health Care Colleges Council (HCCC)

/  
Reported by Health Care Colleges Council Chair

\* DATE of Approval by Senate Council

Reported by Office of the Senate Council


\* DATE of Approval by University Senate

Reported by Office of the Senate Council

\*If applicable, as provided by the University Senate Rules. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

## APEX Review for Course or Program Proposal

Changes in the major and/or minor requirements affect our current electronic degree audit system, APEX. How will the degree audit in APEX be affected by the course or program proposal? Please show in detail the changes and how they would impact major or minor requirements in your department or the College requirements if the proposal is approved. If you are unsure as to how to answer this question, please contact Sean Cooper in the Arts & Sciences Advising Center at [sean.cooper@uky.edu](mailto:sean.cooper@uky.edu) or 257-8712 before filing this proposal.

Proposal: Course Addition ANT 311 Global Dreams and Local Realities in the "Flat" World
Impact on department major:  ANT 311 would serve as one of the courses used to fulfill the subdisciplinary breadth requirement for anthropology majors (B.A. and B.S.) in the second category (cultural anthropology) as outlined on page 107 of the 2007-2008 bulletin.
Impact on department minor:  ANT 311 would serve as one of the four ANT courses that students must take from at least two of the subdisciplines (see page 108 of the 2007-2008 bulletin).
Impact on College requirements:  No Impact
Signature of department DUS required: 
Who should be consulted for further information on the proposed change? Name: Sarah Lyon E-mail: <a href="mailto:sarah.lyon@uky.edu">sarah.lyon@uky.edu</a> Phone: 257-5038

ARTS AND SCIENCES  
EDUCATIONAL POLICY COMMITTEE  
INVESTIGATOR REPORT

<http://www.as.uky.edu/Admin/faculty/viewdocs/summary/>

INVESTIGATING AREA: Soc. & Behav. Sci.

COURSE, MAJOR, DEGREE or PROGRAM: ANT 311

DATE FOR EPC REVIEW: 2/19/08

CATEGORY: NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.

none

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

The committee asked about prerequisites and was satisfied (based on the department's experience teaching the course as a "special topics" offering) that they were not needed.

3. List contacts with program units on the proposal and the considerations discussed therein.

Brief inquiry to Sarah Lyon.

3. Additional information as needed.

none

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7.  \_\_\_\_\_

Date: 2/18/08

A&S Educational Policy Committee,

Jim Hougland, [jghoug2@email.uky.edu](mailto:jghoug2@email.uky.edu) 257-4417

File: InvestigatorRpt

**Global Dreams and Local Realities in the "Flat" World:  
Anthropology for the 21<sup>st</sup> Century**

**ANT 311  
T/TH 2:00-3:15  
Lafferty 108  
OFFICE HOURS:  
Tuesdays 1:00-2:00 & Thursdays 10:00-11:00**

**Sarah Lyon  
202 Lafferty Hall  
Sarah.lyon@uky.edu  
257-5038**

This course explores the ways in which differences in factors such as nationality, ethnicity, age, gender, class and occupation shape experiences of globalization. Globalization has been a much debated phenomenon in recent years and the relative merits and drawbacks of the increasingly rapid spread of information, culture, and resources are avidly contested within the academic community and beyond. Anthropologists are interested in how globalization—the complex travel of information, goods, ideologies, capital, images and people around the world—impacts individuals and communities in specific locations. Using a mixture of theory, ethnography, films, independent research and class discussions, we will analyze and interpret rapidly changing patterns of global production, consumption, contemporary politics, resistance, adaptation, identity construction, and meaning making around the world. In light of the diverse approaches to “globalization”, the goal of the course is not only to understand globalization(s), but also to employ a critical lens through which we can determine why and how various scholars approach the phenomena. Therefore, we will pay close attention to the evolving strategies anthropologists have developed in order to conduct fieldwork in an increasingly global environment.

**Student Learning Outcomes:**

- Students will acquire the knowledge and tools needed to understand and adapt to our rapidly globalizing world.
- Students will analyze the history of the current world system and contrast competing theoretical models of globalization.
- Students will evaluate the key debates within the discipline and the mass media regarding globalization.
- Students will critique scholarly analyses of globalization and judge the strengths and weaknesses of the ethnographic research studied in class.
- Students will investigate their own consumption habits through a written journal and analysis.
- Students will use the theoretical positions and ethnographic methods discussed in class to conduct independent research on a topic of their choosing.
- Students will analyze their research in writing.

**Readings** for the course include four books and several articles posted on blackboard according to assigned reading date. You can log on to blackboard at [www.uky.edu/blackboard](http://www.uky.edu/blackboard). I have included reading questions in the syllabus to help guide you in your reading. While you do not need to answer these in writing, I suggest that you at the very least ponder them since the questions for the pop quizzes will be derived from them and they will help you prepare for class discussions. If you are unable to access blackboard or are having problems with the program please contact me as soon as possible. If I am unable to assist you please contact the UK Customer Service Center ([helpdesk@uky.edu](mailto:helpdesk@uky.edu), phone 859-257-1300). In addition to the readings posted on blackboard, we will be reading the following books this semester:

Condry, Ian. 2006. *Hip-Hop Japan: Rap and the Paths of Cultural Globalization*. Durham: Duke University Press.

Hansen, Karen. 2000. *Salaula: The World of Secondhand Clothing and Zambia*. Chicago: University of Chicago Press.

Robbins, Richard H. 2005. *Global Problems and the Cultures of Capitalism*, 3<sup>rd</sup> Edition. Boston: Pearson Education, Inc.

West, Paige. 2006. *Conservation is our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.

### Evaluation of Progress:

Evaluation of course work will be based on oral and written demonstrations of understanding and the creative use of course material. All student grades are available for viewing (as soon as grading is complete) in the Grade Book section of Blackboard. Grades for all assignments will be percentage based. The final grade will be determined according to the following: 100%-90% = A; 80%-89% = B; 70%-79% = C; 60%-69% = D; 0%-59% = E. In compliance with University policy, no assignments are due during Dead Week.

#### Quizzes, Response Papers & In-Class Work

25%

We will have multiple choice pop quizzes throughout the semester to assure that you are completing the assigned reading. For each quiz you will receive two grades (which will be weighted equally): an individual grade and a group grade.

There are two assigned reading response papers (1-2 pages single spaced due in hard copy on 1/23 & 2/20). The purpose of the response papers is to demonstrate that you have reflected on the reading and that you are prepared to discuss the reading—not simply that you did the reading. They do not necessarily need to be in essay format. Instead, write well-organized paragraphs with clear topic sentences supported by relevant evidence in order to answer the assigned questions.

In addition, you are expected to regularly participate in class discussions. Good class participation involves sharing your responses and queries about the assignments based on careful reading by the day they are due, reflections about the interconnections among the readings, and engagement with the perspectives of other students through comments and questions. Mutual respect in a class is important—some students find it easier to participate than others. Please come to class and please come prepared. If you are not completely prepared however, do not panic! The point is everyone can contribute something and we'd rather have you here in class with us.

#### Consumption Diary

25%

During two one-week periods you will keep a “consumption diary”. This will consist of a notebook listing all purchases you make and the social/emotional context in which they are made. These will be private journals through which you will explore some of the patterns of your own consumption and situate them within a broader local and global context. The paper you write (5-6 pages double spaced), inspired by your diary, should reflect upon your consumption habits in light of the readings and discussions addressed in class.

Diary #1: 1/22-1/28

Diary #2: 2/19-2/25

Focused Autobiographical Sketch on Consumption: 1/30

- 1-2 pages single spaced
- due in class in hard copy
- worth 5% of final course grade

Final Paper: 3/1

- 5-6 pages double spaced
- due in class in hard copy
- worth 20% of final course grade

#### Ethnographic Research Project:

50%

Globalization touches all of our lives and research interests in some way. Your assignment is to pose a question about globalization and then answer it with independent ethnographic and library research. You should ask any question that interests you. Your paper should explore multiple sides of the question. After you research you should make a decision about the most satisfying answer and explore that aspect of the question more fully. Your research must come from a mixture of primary sources, i.e., (a) journal articles and

research reports (b) less formal media such as magazines and newspapers (these should be used as “leads” which are then followed up with research in the formal literature) and (c) participant observation and an ethnographic interview with a knowledgeable source on your topic.

We will devote a good deal of time in class to developing and working on the research projects collectively. The assignment is broken down into a number of components due in stages as follows:

- Paper Prospectus: Due in-class 2/6 4%
- Participant Observation Assignment: Due in-class 3/6 4%
- Draft Outline: Due in-class 3/20 4%
- Interview Assignment: Due in-class 3/29 4%
- Rough Draft: Due in-class 4/10 4%
- Final Paper: Due in-class 4/19 20%
- Personal & Theoretical Reflection: Due 4/30 10%

We will discuss each component of this assignment in-depth in class. However, here are a few things to consider. Your paper prospectus will consist of a brief, structured first-draft plan for your project and will include your proposed title, research question, proposed list of major sections and work calendar. This is early in the semester and you might feel like you don’t know enough to ask a good question. That’s all right; you will probably refine the question as you begin to investigate the answers. The participant observation and interview assignments will be analytic summaries of your research sessions. The draft outline is designed to help develop your question further and to find some information about it. This draft may be written in outline form, list form, etc.; it does not have to be a full-blown draft, but should strive to outline your ideas as completely as possible. You should include a properly formatted list of references. The full paper draft should be in fully developed, formal prose. It should answer your question as completely as possible. The work needed between this draft and the final draft should be refining and polishing (and the incorporation of interview data if you have not completed your interview by the due date), not major construction. Please note that your ideas in draft stage do not have to be perfect! You won’t lose points for being “wrong.” Have in mind the criteria for the final paper as you prepare your drafts and your work will be less as you go along. When I look at your drafts I will make suggestions about improving the ideas according to the final criteria.

The final paper is due April 19. This gets your major obligations for this class over with well before final exams. This paper should be professional. Your goal is to create a paper that you would be proud to have published in a public place. This paper will need to be at least 10-12 pages excluding the reference list AND an abstract page. Please double-space and use 12-point font. Your paper may be longer if necessary. You may use any format you want, but be consistent. Please include page numbers, section headings, internal citations, and footnotes if necessary. Your reference list should be a complete and properly formatted bibliographic reference. There should be no grammatical errors, spelling errors, or typos in the final product. Your writing style should be formal but not convoluted. Clear communication is the goal. Look at the Wall Street Journal, New York Times, Smithsonian magazine, National Geographic, etc., for examples of good sentence and paragraph structure. For those of you unfamiliar with writing research papers please consult Turabian, Kate L.: *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago: University of Chicago Press).

I’m always available for consultation. I am willing to look at and comment on (but not grade) multiple drafts.

#### Expectations for Written Assignments:

Your papers should be printed on white paper in 12 pt, normal (e.g. courier, Times New Roman) font with one inch margins. E-mailed assignments will not be accepted. You will be graded on the quality of your analysis *and* the quality of your writing. I am happy to work with you to improve your writing and reading comprehension skills. You are strongly encouraged to come to office hours and discuss your written assignments. This will help you to organize your ideas and improve your writing. I also encourage you to visit the UK writing center located in the Thomas D. Clark Study on the 5<sup>th</sup> floor of William T. Young Library. Please visit <http://www.uky.edu/AS/English/wc/> or call 257-1356 for more information.



### Attendance, Late Policy and Academic Honesty:

All assignments are due on the days/times printed in the syllabus and students are expected to be in class. Failure to turn in work on time may result in a reduction of the final course grade. Excused absences and excused lateness are permitted as outlined in S.R. 5.2.4.2. Plagiarism and other forms of cheating are wholly unacceptable in this course, department and institution. These acts are violations of personal ethics and academic integrity and will not be tolerated. Procedures and penalties for these academic offenses are detailed at <http://www.uky.edu/USC/New/SenateRulesMain.htm>.

### Statement on Disabilities:

Any student with a disability who is taking this course and needs accommodation to complete the course requirements should contact the associate dean and director of the Disability Resource Center at 257-2754 and notify me at the beginning of the semester.

## **COURSE OUTLINE:**

### **TH 1/11: Introduction**

### **T 1/16: What is Globalization?**

#### Reading:

- (1) Inda, Jonathan Xavier & Renato Rosaldo. 2002. Introduction: A World in Motion. In Inda, J.X. & R. Rosaldo, eds. *The Anthropology of Globalization* (pp. 1-26). Malden, MA: Blackwell.

#### Reading Questions:

1. What else does globalization imply other than growing global interconnectedness?
2. What are some of the cultural dynamics of globalization?
3. What is wrong with discourses of cultural imperialism?

### **TH 1/18: The Anthropology of Globalization**

#### Reading:

- (1) Gupta, Akhil & James Ferguson. 2002. Beyond 'Culture': Space, Identity, and the Politics of Difference. In Inda, J.X. & R. Rosaldo, eds. *The Anthropology of Globalization* (pp. 65-80). Malden, MA: Blackwell.
- (2) Appadurai, Arjun. 2002. Disjuncture & Difference in the Global Economy. In above (321-330)

#### Reading Questions:

1. What is deterritorialization? Reterritorialization?
2. What are the five dimensions of global cultural flows?
3. What does Appadurai mean when he states that "deterritorialization...is one of the central forces of the modern world?"

### **T 1/23: Consumption, Commodities & Production**

Film: No Logo

#### Reading:

Robbins: 1-64

#### Reading Questions:

1. What is the core premise of the culture of consumer capitalism? Who are the Central actors? What rules orchestrate their behavior?
2. What are some of the consequences of the segmentation of labor & the requirement for cheap labor?

Assignments:

\*Reading Response Paper Due: Defend or challenge one of the statements below. Pay close attention to Robbins' argument and refute or support each point (1-2 pages single spaced)

- a. The culture of capitalism & the society of perpetual growth require for their maintenance the exploitation of most of the world's resources & people.
- b. Consumers are segregated from the consequences of their lifestyles on laborers, the environment and the way of life of those whose degradation makes their life possible.
- c. There is an inherent tendency for laborers to resist the discipline imposed on them by capitalists.

\*Keep consumption journal all week.

**TH 1/25: The Rise of Capitalism**

Reading:

Robbins 65-107

Reading Questions:

1. According to Robbins what impact has capitalism had on the dispersion of wealth across people & organizations? How has this occurred?
2. What is the role of the IMF? It's goals and actual impact?
3. Do you agree that democracy is being superseded by the operation of the global economy in which people vote with their dollars? Why or why not?

Assignment:

\*Keep consumption diary all week.

**T 1/30: The Environment & Consumption**

Film: Borderline Cases

Reading:

Robbins 206-233

Reading Questions:

1. According to Robbins what purpose do our consumption needs & eating habits serve?
2. Do you agree that given the nature of capitalism it is impossible to halt the destruction of the environment? Why or why not?

Assignment:

\*Focused Autobiographical Sketch on Consumption Assignment

**TH 2/1: Production-Consumption Links: The Coffee Crisis & Fair Trade**

Reading:

Murray, D., et al. 2006. The Future of Fair Trade Coffee: Dilemmas Facing Latin America's Small Scale Producers. *Development in Practice* 16(2): 179-192.

Reading Questions:

1. What is fair trade?
2. What dilemmas do small scale producers face?
3. What challenges does the movement face?

**T 2/6: Production-Consumption Links: U.S. Agriculture**

Film: Broken Limbs

Reading:

Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: The Penguin Press (32-119).

Reading Questions:

1. What factors contributed to the "plague of cheap corn"?
2. What happens to the 10 billion bushels of corn harvested each year?
3. Is it a bad thing that we've become a race of corn eaters? Why or why not?

Assignment:

\* Paper Prospectus Due

**TH 2/8: Consumption, Modernity & Transnationalism**

\*\*\*In-Class Research Day: Guest Visit from Librarian\*\*\*

Reading:

- (1) Hansen 1-39
- (2) Schor, Juliet. 2000. Towards a New Politics of Consumption. *In* The Consumer Society Reader. Juliet B. Schor and Douglas B. Holt, eds. New York: The New Press (446-462).

Reading Questions:

1. What is the relationship between identity, consumption and social inequality in American culture? Is consumption public or private?
2. Explain Schor's notion of competitive consumption.
3. Do you believe income is the key to well-being?
4. In what ways does clothing go to the heart of widespread understandings of well-being in Zambia?
5. Why is it difficult and/or wrong to draw rigid distinctions between peoples' wants & needs?
6. How did textiles play a pivotal role in the political economy of the west's expansion?

**T 2/13: Salaula**

Reading:

- (1) Hansen 40-59 & 77-96
- (2) Angrosino, Michael V. 2005. Projects in Ethnographic Research. Longrove, IL: Waveland Press (4-9, 11-21, 33-39).

Reading Questions:

1. What aspirations did the African's clothing consumption reflect in the late colonial period?
2. In what ways did questions of clothing consumption and production assume cultural & political importance for the new nation's leadership?

**TH 2/15: Salaula**

Film: T-Shirt Travels

Reading:

Hansen 99-155

Reading Questions:

1. How & where is secondhand clothing produced and by whom? How does it arrive at its destination? What are its destinations?
2. Where and how is the secondhand clothing chain marked by deception?

**T 2/20: Salaula**

Reading:

Hansen 156-206

Reading Questions:

1. Who are salaula traders? What are the characteristics of successful ones? How do they enter this profession? How do they remain in it? What selling strategies do they employ?

2. What makes some salaula more desirable than other?
3. Who shops at salaula markets? Why?
4. How is Salaula consumption “work”?

Assignment:

- \*Reading Response Paper Due: Answer one of the above questions (1-2 pages single-spaced)
- \*Keep Consumption Diary (2/19-2/25)

**TH 2/22: Salaula**

Reading:

Hansen 214-257

Reading Questions:

1. In what ways are the meanings associated with clothing practices gendered?
2. How does salaula impact the domestic garment industry?
3. Why is it misleading to think of Salaula as an “assault on the local” as Hansen argues? Do you agree? Why or why not?

Assignment:

- \* Complete 1<sup>st</sup> Participant Observation Session & Bring notes to class

**T 2/27: Cultural Globalization**

Reading:

Condry 1-48

Reading Questions:

1. In what ways do Japanese rappers practice a new cultural politics of affiliation?
2. Why is it problematic to assume cultural borrowing is equivalent to transnational political & social transformation?
3. How is race constructed differently in Japan than the U.S.? How does this shape Japanese hip-hop?

**TH 3/1: Cultural Globalization**

Reading:

Condry 49-86

Reading Questions:

1. Are there examples of musical borrowing prior to rap? In what ways did these earlier genres gain meaning from both the West & also Japan’s social & economic changes?
2. Out of what streams did hip-hop in Japan emerge? What competing camps existed?
3. How did families provide a social organization and define evolving artistic stakes in the emerging rap scene?

Assignment:

- \* Consumption Paper Due

**T 3/6: Cultural Globalization**

Reading:

- (1) Condry 87-133
- (2) Angrosino, Michael. 2005. Projects in Ethnographic Research. Long Grove, IL: Waveland Press (43-51).
- (3) Optional: Condry 134-163

Reading Questions:

1. What do *genba* tell us about hip-hop’s place in Japan’s youth culture?

2. How is this ethnography of location different from geographical place based studies (both theoretically & methodologically)?
3. According to Condry, what is wrong with concepts such as glocalization & globalization?

Assignment:

\*Participant Observation assignment due

**TH 3/8: Cultural Globalization**

Reading:

Condry 164-219

Reading Questions:

1. What explains the relative lack of women in Japan's hip-hop world?
2. What makes a product meaningful vs. successful?
3. What does Japanese hip-hop tell us about globalization?

**T 3/20: Population Growth, Hunger & Development**

Reading:

Robbins 145-205

Reading Questions:

1. Do you agree or disagree with McNamara's statement (former World Bank president) that "short of nuclear war itself, population growth is the gravest issue the world faces. If we do not act, the problem will be solved by famine, riots, insurrection & war"? Why or why not?
2. What role does population growth play in poverty, hunger, environmental destruction & government policy?
3. What are the primary determinants of fertility & population growth?

Assignment:

\*Draft Outline Due

**TH 3/22: International Conservation**

Reading:

West (1-51)

Reading Questions:

1. What different understandings of the CMWMA & its goals do the actors have? How effective has the project been in achieving these goals?
2. What does she mean by the "production of space"? How is CMWMA a spatial production folding together "Crater Mountain", "Maimafu" and "the Gimi"?

**T 3/27: Library Day**

\*\*\*Meet in Library for Research Work\*\*\*

Reading:

West (52-123)

Reading Questions:

1. How do the Gimi understand modernity & development? (and how is this conditioned by past experiences with "modernity"?)
2. How are gender roles shifting as a result of the Crater Mountain Wildlife Management Area?
3. How do the Gimi understand their landscape/environment/forests?

**TH 3/29: International Conservation**

Reading:

West (125-182)

Reading Questions:

1. How is the history of CMWMA infinitely malleable”?
2. How do the different actors (Gimi & Conservationists) understand their relationships with one another?
3. What kinds of “imaginaries” are at play in the creation and implementation of ICAD projects such as this?

**T 4/3: International Conservation**

Reading:

West (183-237)

Reading Questions:

1. What impact does CMWMA have on social relations? Local economy?

Assignment:

\* Interview Assignment Due

**TH 4/5: Globalization & The Nation-State**

Reading:

Robbins 108-139

Reading Questions:

1. What functions does the nation-state fill in the culture of capitalism?
2. How do states foster nationalism among their citizens?
3. Do you agree that the nation-state will soon be replaced by new institutions such as transnational corporations? Why or why not?
4. What factors contribute to the growth of the NGO sector?

**T 4/10: Migrating People**

Reading:

- (1) Rouse, Roger. 1991. Mexican Migration and the Social Space of Postmodernism. *Diaspora* 1(1):8-23.
- (2) Ong, Aihwa. 1999. The Pacific Shuttle: Family, Citizenship and Capital Circuits. *In Flexible Citizenship: The Cultural Logics of Transnationality*. Durham: Duke University Press (110-136).

Reading Questions:

1. What is flexible citizenship?
2. How does a new understanding of migration impact our analysis of globalization?
3. How can citizenship be instrumental for both citizens and the states?
4. How does Aguilillian migration challenge past understandings of migration? Why don't they stay in the U.S.?

Assignment

\* Research Paper Rough Draft Due

**TH 4/12: Migrating Microbes**

Reading:

Robbins 233-261

Reading Questions:

1. What are the characteristic diseases of the culture of capitalism? In what ways does the cultural of capitalism create an ideal environment for the spread of infectious disease?

2. What does the future hold disease-wise?

**T 4/17: Migrating Organs**

Reading:

Scheper-Hughes, Nancy. 2000. The Global Traffic in Human Organs. *Current Anthropology* 41(2): 191-224.

Reading Questions:

1. In what way are organ stealing rumors weapons of the weak?
2. How is this related to globalization?
3. Who are the organ donors? The recipients?

**TH 4/19: Resisting Globalization**

Film: This is What Democracy Looks Like

Reading:

- (1) Robbins 301-302, 323-328
- (2) Graeber, David. 2005. The Globalization Movement: Some Points of Clarification. In Marc Edelman and Angelique Haugerud, eds. *The Anthropology of Development and Globalization* (pp. 169-172). Malden, MA: Blackwell.

Reading Questions:

1. Is it more accurate to categorize the Zapatista rebellion as a struggle against globalization or a struggle against the state?
2. What is the anti-globalization movement against exactly according to Graeber?
3. What are transnational advocacy networks? What role do they play?
4. What issues/challenges face the movement?

Assignment:

\*Final Research Paper Due

**T 4/24: Religious Resistance to Global Capitalism**

Reading:

Robbins 355-382

Reading Questions:

1. What are the goals of antisystemic religious movements?
2. What purpose do they serve for their members?
3. In what ways do these movements challenge the global domination of capitalist culture?

**TH 4/26: Looking Towards the Future**

Reading:

Robbins 383-406

Reading Questions:

1. What is the future of capitalism? Will it necessarily lead to the continuing concentration of wealth, growing impoverishment, environmental destruction & conflict? Will it ultimately collapse? Why or why not?

**T 4/30: Final Paper Due**

Assignment:

\*Personal & Theoretical Reflection Due