

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>A&S</u>	Today's Date: <u>10/21/10</u>			
b.	Department/Division: <u>Anthropology</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change[OSC1] definition)				
e.	Contact Person Name: <u>Deborah L. Crooks</u>	Email: <u>dlcrooks@uky.edu</u>	Phone: <u>7-4654</u>		
f.	Requested Effective Date: <input type="checkbox"/> Semester Following Approval		OR	<input checked="" type="checkbox"/> Specific Term ² : <u>Sy 11</u>	
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>ANT 311</u>	Proposed Prefix & Number: _____			
b.	Full Title: <u>Global Dreams and Local Realities in a "Flat" World</u>	Proposed Title: _____			
c.	Current Transcript Title (if full title is more than 40 characters): <u>GLOBAL DREAMS AND LOCAL REALITIES</u>				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): _____		
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	_____ Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: _____		Proposed number of credit hours: _____		

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i> _____		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin: _____		
<i>Proposed Course Description for Bulletin:</i> _____		
j. Current Prerequisites, if any: _____		
<i>Proposed Prerequisites, if any:</i> _____		
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500. If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: ANT 311	Date: 10/21/10
Instructor Name: Lyon	Instructor Email: sarah.lyon@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>This course will be taught online, with pre-recorded lectures, online exercises and exams. The instructor will offer regular office hours for online chat, or telephone contact if needed, as well as open email access. The syllabus will conform with the University Senate Guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course plan is very similar to the in class experience, which consists mainly of lecture presentations and in class graded work. I will work with the On-Line Educational Technology team to develop a strategy for incorporating on line discussion into the course plan using the tools on Blackboard.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The course will be offered through Blackboard and this will ensure that each student will have individual, protected access to the course material. Online assignments will be open book and exams will be time limited and one time access.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>student taking the class in a traditional classroom setting?</p> <p>As registered students at UK they will have access to the full range of student services outlined on the UK Student Affairs website (http://www.uky.edu/StudentAffairs_). This information will be posted on Blackboard and in the syllabus.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Successful completion of course requirements will require that the students make appropriate use of the assigned texts and required internet sites and access to library resources are available on the library website for distance learning (http://www.uky.edu/Libraries).</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>This course will not require physical access to any particular facility or equipment.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus and Blackboard will list technical support services available at U.K.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><input type="radio"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none"><input type="radio"/> Carla Cantagallo, DL Librarian<input type="radio"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)<input type="radio"/> Email: dllservice@email.uky.edu<input type="radio"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Sarah Lyon</p> <p>Instructor Signature:</p>

ANT 311: Global Dreams and Local Realities in a “Flat” World
Online Summer 2011

Dr. Sarah Lyon
202 Lafferty Hall
Sarah.lyon@uky.edu
257-5038/539-1296

OFFICE HOURS BY APPOINTMENT

Bulletin 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.

Course Description:

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—is apprehended and negotiated by individuals and communities in specific locations. Employing an anthropological perspective enables us to evaluate the process of globalization from diverse perspectives across the globe rather than treat it as a general or universal fact, experienced everywhere the same way. 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 employ the tools of ethnography and the lens of culture in order to 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. After establishing a thorough grounding in the history of the current world system and the various theoretical models of globalization we will explore a variety of topics through readings, films, class discussion and independent research. Through the analysis of these diverse trends and case studies we will investigate the complex interaction between local and global phenomena and the ways in which the forces of globalization can provide either counter-hegemonic tools of liberation or serve to reinforce the status quo depending upon circumstance. 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 Course Goals:

At the conclusion of this course, you should be able to...

- Explain historical and contemporary global processes and how and why global cultural, economic and political linkages have intensified in recent decades

- Articulate the ways in which consumers and producers are linked through global commodity chains and how small changes in our own behavior can foment significant shifts in the power relations structuring global capitalism
- Evaluate the complexities and responsibilities of actively participating in the world community and the dilemmas and conflicts generated through individual and collective decision-making
- Comprehend how differences in factors such as nationality, ethnicity, age, gender, class, occupation, and access to political power and resources shape experiences of globalization and social justice around the world

Teaching Learning Objectives:

The course is designed to...

- Hone your critical thinking skills:
 - Identify multiple dimensions of a good question
 - Find and evaluate the evidence needed to answer complex questions
 - Enhance your theoretical sophistication
 - Develop potential solutions to the problems generated by globalization based on sound evidence and reasoning
- Enhance your communication skills:
 - Improve your analytical writing skills through frequent and varied writing assignments
 - Foster verbal communication through lively dialogue and engagement
 - Advance your ability to competently critique written, oral and visual information

Readings for the course include five books available for sale in the bookstore and on reserve in the library. Course materials, assignments, supplementary materials and powerpoints will be posted on 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, phone 859-257-1300). We will be reading the following books this semester:

Brennan, Denise. 2004. What's Love Got To Do With It?: Transnational Desires and Sex Tourism in the Dominican Republic. Durham: Duke University Press.

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

Rivoli, Pietra. 2009. The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power and Politics of World Trade. Wiley.

Robbins, Richard H. 2005. Global Problems and the Cultures of Capitalism, 4th 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.

Technological Requirements:

For this course you will need regular access to a computer and the internet. If you encounter technical complaints please feel free to contact Dr. Lyon via text, phone (859-539-1296) or e-mail (sarah.lyon@uky.edu). You may also contact TASC (<http://www.uky.edu/TASC/>; 859-257-8272) and the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/> 859-257-1300). Dr. Lyon will strive to respond to all technical complaints within a 48 hour time frame, but usually much more rapidly. Information on Distance Learning Library Services is available at (<http://www.uky.edu/Libraries/DLLS>) or by contacting Carla Cantagallo, the DL Librarian at 859-257-0500 ext. 2171 or 800-828-0439 (option #6) or via e-mail at dllservice@email.uky.edu.

Evaluation of Progress:

Evaluation of course work will be based on 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.

Reading Comprehension Quizzes 25%

Over the course of the term we will have several multiple choice quizzes and other reading comprehension assignments. Students will also be expected to regularly participate in on-line group discussions.

Consumption Diary and Paper 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 final consumption paper you write (5-7 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:
- Diary #2:
- Focused Autobiographical Sketch on Consumption: Due:
 - ✓ 2-4 pages double spaced
 - ✓ Due in class in hard copy
 - ✓ Worth 5% of final course grade
- Final Consumption Paper: Due:
 - ✓ 5-7 pages double spaced
 - ✓ Due in class in hard copy
 - ✓ Worth 20% of final course grade

Mid-Term and Final Exam 50%

There will be a mid-term and final exam in this course which will involve a combination of multiple choice questions and short essays. Students will take the exams on-line in a time, open-book, single access format. The exams must be completed by the following dates: _____

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Grading:

Students with a final course grade of:

90-100 will earn an A

80-89 will earn a B

70-79 will earn a C

60-69 will earn a D

60 and below will earn an F

Expectations for Written Assignments:

You *do not need to nor should you consult the internet* or outside sources for your papers. I expect you to use the assigned reading materials to write your papers (unless explicitly noted otherwise). Your papers should be written in 12 pt, normal (e.g. Courier, Times New Roman) font with one inch margins. Follow the guidelines on Blackboard. Points will be deducted for late assignments. 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 discuss your paper with me over e-mail. This will help you to organize your ideas and improve your writing.

Attendance, Late Policy and Academic Honesty:

All assignments are due on the days/times printed in the syllabus. Failure to turn in work on time may result in a reduction of the final course grade. Excused late work is permitted as outlined in S.R. 5.2.4.2. **Make-up policy as stated in final paragraphs following S.R. 5.2.4.2. E.** 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>.

<http://www.uky.edu/StudentAffairs/Code/part2.html>)

Statement on Disabilities:

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

TENTATIVE COURSE OUTLINE

What is Globalization? An Anthropological Perspective

Reading: Robbins: (1-39)

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 role do children play in capitalism? How is childhood socially constructed?

The Laborer in the Culture of Capitalism

Reading: Robbins: (40-64)

Reading Questions:

1. What are some of the consequences of the segmentation of labor & the requirement for cheap labor?
2. What are the characteristics of the “new” working class?

The Rise of Capitalism

Reading: Robbins (66-107)

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? Its 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?

Consumption, Commodities & Production

Film: No Logo

T 9/14: Understanding the Nation-State & Capitalism: Past and Present

Reading: Robbins (109-139)

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?

The Environment & Consumption

Film: Excerpts from Borderline Cases

Reading: Robbins (211-237)

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?

Production-Consumption Links: U.S. Agriculture

Film: Broken Limbs

Reading: Rivoli (xvii-74)

Production-Consumption Links: The Politics of Outsourcing

Reading: Rivoli (75-140)

Production-Consumption Links: Where T-Shirts Go To Die

Film: T-Shirt Travels: Cast Offs for Africa

Production-Consumption Links: Where T-Shirts Go To Die

Reading: Rivoli (213-261; 141-212 optional)

Hunger and Poverty

Reading: Robbins (177-210)

Reading Questions:

1. How did the development of capitalism transform agricultural production?
2. What is the green revolution?
3. What does it mean to view hunger as a failure of entitlements? Do you agree with this perspective?
4. What is the informal economy?

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?

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?

TH 10/14: Cultural Globalization

Reading: Condry (87-133; Optional 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 & grobalization?

10/19: 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?

Indigenous Groups and Ethnic Conflict

Reading: Robbins (268-297)

Reading Questions:

1. How can we define who is indigenous? Why are some definitions potentially problematic?
2. What is ethnocide? What circumstances contributed to the ethnocide of the Guaraní?
3. How was the genocide in the former Yugoslavia Rwanda related to market externalities?

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”?

Meet the Gimi

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?

Histories, Relationships & Conservation “Imaginarities”

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 “imaginarities” are at play in the creation and implementation of ICAD projects such as this?

CMWMA and the Local

Reading: West (183-237)

Reading Questions:

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

Transnationalism & Flows of People

Readings: Brennan (1-50)

Reading Questions:

1. What is transnationalism?
2. How is globalization related to the tourism & sex tourism (specifically) industries?
3. What do you think of Elena’s story?

Welcome to Sousa!

Readings: Brennan (51-87)

Reading Questions:

1. What is a foreign enclave? Why do tourists and ex-patriates come to Sousa?
2. What beliefs do people harbor about Sousa (in relation to crime, AIDS, Germans, prostitutes etc.)

3. Are all-inclusive vacations a strong source of local economic development in the Dominican Republic? Why or why not?

Sex Tourism in Thailand

Film: Bangkok Girl: A Documentary About Thailand's Nightlife

The Women's Experience

Readings: Brennan (91-153)

Reading Questions:

1. What is a "diasporic mentality"?
2. Why do women move to Sousa for sex work?
3. Why do women "perform" love? Does the strategy seem to work for them?
4. What structural factors limit women's economic and social options?

11/30: Social Networks

Readings: Brennan (154-219)

Reading Questions:

1. What safety and saving strategies do the women employ?
2. What domestic and transnational social networks do the women utilize? How?
3. What images do the women circulate in their self-descriptions and gossip?
4. Is this a feminist ethnography? Why or why not?

Antisystemic Protest

Readings: Robbins (335-359; Robbins 307-334 & 350-386)

Reading Questions:

1. What is an antisystemic protest?
2. How did coal miners struggle to protect their interests? What dangers did they face? How was worker resistance counteracted?
3. What strategies of protest have global feminists utilized?

Resisting Globalization

Film: This is What Democracy Looks Like

Excused Absences (boilerplate):

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences (boilerplate)

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity (boilerplate):

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate

acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability (boilerplate):

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies (optional)

Describe any policies that you enforce in your classroom, e.g., no cellphones, guidelines for respectful dialogue, etc..

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other





Proposal Name¹ (course prefix & number, pgm major & degree, etc.): ANT 311 (chg: add DL)

Proposal Contact Person Name: Deborah L. Crooks Phone: 7-4654 Email: dlcrooks@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Anthropology Deborah L. Crooks, Chair, Curriculum Committee	9/27/10	Deborah L. Crooks / 257-4654 / dlcrooks@uky.edu	
Anthropology, Christopher A. Pool, Chair		Christopher A. Pool / 257-2793 / capool@email.uky.edu	
(xx/xx/xx	name / ph / email	
(xx/xx/xx	name / ph / email	
A&S Ed. Policy Cmte.	11/29/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	11/29/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

*sent UGC
12/14/10*

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	10/21/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: A&S Today's Date: 10/21/10
- b. Department/Division: Anthropology
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Deborah L. Crooks Email: dlcrooks@uky.edu Phone: 7-4654
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: Sy 11

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: ANT 311 Proposed Prefix & Number: _____
- b. Full Title: Global Dreams and Local Realities in a "Flat" World Proposed Title: _____
- c. Current Transcript Title (if full title is more than 40 characters): GLOBAL DREAMS AND LOCAL REALITIES
 Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|-----------------------------------|--|--|-------------------------------------|---------------------------------------|
| Current: | <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ⁵ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other – Please explain: _____ | | |
| Proposed: | <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: _____ Proposed number of credit hours: _____

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- h. **Currently, is this course repeatable for additional credit?** YES NO
Proposed to be repeatable for additional credit? YES NO
 If YES: Maximum number of credit hours: _____
 If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. **Current Course Description for Bulletin:** _____
Proposed Course Description for Bulletin: _____

- j. **Current Prerequisites, if any:** _____
Proposed Prerequisites, if any: _____

- k. **Current Distance Learning(DL) Status:** N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

- l. **Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both
Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. **Currently, is this course taught off campus?** YES NO
Proposed to be taught off campus? YES NO

4. **Are significant changes in content/teaching objectives of the course being proposed?** YES NO
 If YES, explain and offer brief rationale:

5. **Course Relationship to Program(s).**

- a. **Are there other depts and/or pgms that could be affected by the proposed change?** YES NO
 If YES, identify the depts. and/or pgms: _____

- b. **Will modifying this course result in a new requirement⁷ for ANY program?** YES NO
 If YES⁷, list the program(s) here: _____

6. **Information to be Placed on Syllabus.**

- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the *differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: ANT 311	Date: 10/21/10
Instructor Name: Lyon	Instructor Email: sarah.lyon@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>This course will be taught online, with pre-recorded lectures, online exercises and exams. The instructor will offer regular office hours for online chat, or telephone contact if needed, as well as open email access. The syllabus will conform with the University Senate Guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course plan is very similar to the in class experience, which consists mainly of lecture presentations and in class graded work. I will work with the On-Line Educational Technology team to develop a strategy for incorporating on line discussion into the course plan using the tools on Blackboard.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The course will be offered through Blackboard and this will ensure that each student will have individual, protected access to the course material. Online assignments will be open book and exams will be time limited and one time access.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a</p>

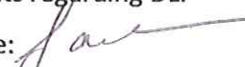
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>student taking the class in a traditional classroom setting?</p> <p>As registered students at UK they will have access to the full range of student services outlined on the UK Student Affairs website (http://www.uky.edu/StudentAffairs_). This information will be posted on Blackboard and in the syllabus.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Successful completion of course requirements will require that the students make appropriate use of the assigned texts and required internet sites and access to library resources are available on the library website for distance learning (http://www.uky.edu/Libraries).</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>This course will not require physical access to any particular facility or equipment.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus and Blackboard will list technical support services available at U.K.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none">o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none">o Carla Cantagallo, DL Librariano Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)o Email: dllservice@email.uky.eduo DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Sarah Lyon</p> <p>Instructor Signature: </p>

University Senate Syllabi Guidelines

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- ~~N/A~~ Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- ~~N/A~~ Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- ~~N/A~~ Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- ~~N/A~~ For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- ~~N/A~~ Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance. ~~N/A~~
- Excused absences. ~~N/A~~
- Make-up opportunities. ~~N/A~~
- Verification of absences. ~~N/A~~
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility. ~~N/A~~
- Professional preparations. ~~N/A~~
- Group work & student collaboration. ~~N/A~~

ANT 311: Global Dreams and Local Realities in a “Flat” World
Online Summer 2011

Dr. Sarah Lyon
202 Lafferty Hall
Sarah.lyon@uky.edu
257-5038/539-1296

OFFICE HOURS BY APPOINTMENT

Course Description:

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—is apprehended and negotiated by individuals and communities in specific locations. Employing an anthropological perspective enables us to evaluate the process of globalization from diverse perspectives across the globe rather than treat it as a general or universal fact, experienced everywhere the same way. 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 employ the tools of ethnography and the lens of culture in order to 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. After establishing a thorough grounding in the history of the current world system and the various theoretical models of globalization we will explore a variety of topics through readings, films, class discussion and independent research. Through the analysis of these diverse trends and case studies we will investigate the complex interaction between local and global phenomena and the ways in which the forces of globalization can provide either counter-hegemonic tools of liberation or serve to reinforce the status quo depending upon circumstance. We will pay close attention to the evolving strategies anthropologists have developed in order to conduct fieldwork in an increasingly global environment.

Course Goals:

At the conclusion of this course, you should be able to...

- Explain historical and contemporary global processes and how and why global cultural, economic and political linkages have intensified in recent decades
- Articulate the ways in which consumers and producers are linked through global commodity chains and how small changes in our own behavior can foment significant shifts in the power relations structuring global capitalism
- Evaluate the complexities and responsibilities of actively participating in the world community and the dilemmas and conflicts generated through individual and collective decision-making

- Comprehend how differences in factors such as nationality, ethnicity, age, gender, class, occupation, and access to political power and resources shape experiences of globalization and social justice around the world

Learning Objectives:

The course is designed to...

- Hone your critical thinking skills:
 - Identify multiple dimensions of a good question
 - Find and evaluate the evidence needed to answer complex questions
 - Enhance your theoretical sophistication
 - Develop potential solutions to the problems generated by globalization based on sound evidence and reasoning
- Enhance your communication skills:
 - Improve your analytical writing skills through frequent and varied writing assignments
 - Foster verbal communication through lively dialogue and engagement
 - Advance your ability to competently critique written, oral and visual information

Readings for the course include five books available for sale in the bookstore and on reserve in the library. Course materials, assignments, supplementary materials and powerpoints will be posted on 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, phone 859-257-1300). We will be reading the following books this semester:

Brennan, Denise. 2004. *What's Love Got To Do With It?: Transnational Desires and Sex Tourism in the Dominican Republic*. Durham: Duke University Press.

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

Rivoli, Pietra. 2009. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power and Politics of World Trade*. Wiley.

Robbins, Richard H. 2005. *Global Problems and the Cultures of Capitalism*, 4th 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.

Technological Requirements:

For this course you will need regular access to a computer and the internet. If you encounter technical complaints please feel free to contact Dr. Lyon via text, phone (859-539-1296) or e-mail (sarah.lyon@uky.edu). You may also contact TASC (<http://www.uky.edu/TASC/>; 859-257-8272) and the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/> 859-257-1300). Dr. Lyon will strive to respond to all technical complaints within a 48 hour time frame, but usually much more rapidly. Information on Distance Learning Library Services is

available at (<http://www.uky.edu/Libraries/DLLS>) or by contacting Carla Cantagallo, the DL Librarian at 859-257-0500 ext. 2171 or 800-828-0439 (option #6) or via e-mail at dllservice@email.uky.edu.

Evaluation of Progress:

Evaluation of course work will be based on 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.

Reading Comprehension Quizzes 25%

Over the course of the term we will have several multiple choice quizzes and other reading comprehension assignments. Students will also be expected to regularly participate in on-line group discussions.

Consumption Diary and Paper 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 final consumption paper you write (5-7 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:
- Diary #2:
- Focused Autobiographical Sketch on Consumption: Due:
 - ✓ 2-4 pages double spaced
 - ✓ Due in class in hard copy
 - ✓ Worth 5% of final course grade
- Final Consumption Paper: Due:
 - ✓ 5-7 pages double spaced
 - ✓ Due in class in hard copy
 - ✓ Worth 20% of final course grade

Mid-Term and Final Exam 50%

There will be a mid-term and final exam in this course which will involve a combination of multiple choice questions and short essays. Students will take the exams on-line in a time, open-book, single access format. The exams must be completed by the following dates:

Grading:

Students with a final course grade of:

90-100 will earn an A

80-89 will earn a B

70-79 will earn a C

60-69 will earn a D

60 and below will earn an F

Expectations for Written Assignments:

You *do not need to nor should you consult the internet* or outside sources for your papers. I expect you to use the assigned reading materials to write your papers (unless explicitly noted otherwise). Your papers should be written in 12 pt, normal (e.g. Courier, Times New Roman) font with one inch margins. Follow the guidelines on Blackboard. Points will be deducted for late assignments. 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 discuss your paper with me over e-mail. This will help you to organize your ideas and improve your writing.

Attendance, Late Policy and Academic Honesty:

All assignments are due on the days/times printed in the syllabus. Failure to turn in work on time may result in a reduction of the final course grade. Excused late work is 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:

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

TENTATIVE COURSE OUTLINE

What is Globalization? An Anthropological Perspective

Reading: Robbins: (1-39)

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 role do children play in capitalism? How is childhood socially constructed?

The Laborer in the Culture of Capitalism

Reading: Robbins: (40-64)

Reading Questions:

1. What are some of the consequences of the segmentation of labor & the requirement for cheap labor?
2. What are the characteristics of the "new" working class?

The Rise of Capitalism

Reading: Robbins (66-107)

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? Its 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?

Consumption, Commodities & Production

Film: No Logo

T 9/14: Understanding the Nation-State & Capitalism: Past and Present

Reading: Robbins (109-139)

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?

The Environment & Consumption

Film: Excerpts from Borderline Cases

Reading: Robbins (211-237)

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?

Production-Consumption Links: U.S. Agriculture

Film: Broken Limbs

Reading: Rivoti (xvii-74)

Production-Consumption Links: The Politics of Outsourcing

Reading: Rivoti (75-140)

Production-Consumption Links: Where T-Shirts Go To Die

Film: T-Shirt Travels: Cast Offs for Africa

Production-Consumption Links: Where T-Shirts Go To Die

Reading: Rivoti (213-261; 141-212 optional)

Hunger and Poverty

Reading: Robbins (177-210)

Reading Questions:

1. How did the development of capitalism transform agricultural production?
2. What is the green revolution?

3. What does it mean to view hunger as a failure of entitlements? Do you agree with this perspective?
4. What is the informal economy?

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?

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?

TH 10/14: Cultural Globalization

Reading: Condry (87-133; Optional 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?

10/19: 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?

Indigenous Groups and Ethnic Conflict

Reading: Robbins (268-297)

Reading Questions:

1. How can we define who is indigenous? Why are some definitions potentially problematic?
2. What is ethnocide? What circumstances contributed to the ethnocide of the Guarani?
3. How was the genocide in the former Yugoslavia Rwanda related to market externalities?

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”?

Meet the Gimi

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?

Histories, Relationships & Conservation “Imaginarities”

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 “imaginarities” are at play in the creation and implementation of ICAD projects such as this?

CMWMA and the Local

Reading: West (183-237)

Reading Questions:

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

Transnationalism & Flows of People

Readings: Brennan (1-50)

Reading Questions:

1. What is transnationalism?
2. How is globalization related to the tourism & sex tourism (specifically) industries?
3. What do you think of Elena’s story?

Welcome to Sousa!

Readings: Brennan (51-87)

Reading Questions:

1. What is a foreign enclave? Why do tourists and ex-patriates come to Sousa?
2. What beliefs do people harbor about Sousa (in relation to crime, AIDS, Germans, prostitutes etc.)
3. Are all-inclusive vacations a strong source of local economic development in the Dominican Republic? Why or why not?

Sex Tourism in Thailand

Film: Bangkok Girl: A Documentary About Thailand’s Nightlife

The Women’s Experience

Readings: Brennan (91-153)

Reading Questions:

1. What is a “diasporic mentality”?

2. Why do women move to Sousa for sex work?
3. Why do women “perform” love? Does the strategy seem to work for them?
4. What structural factors limit women’s economic and social options?

11/30: Social Networks

Readings: Brennan (154-219)

Reading Questions:

1. What safety and saving strategies do the women employ?
2. What domestic and transnational social networks do the women utilize? How?
3. What images do the women circulate in their self-descriptions and gossip?
4. Is this a feminist ethnography? Why or why not?

Antisystemic Protest

Readings: Robbins (335-359; Robbins 307-334 & 350-386)

Reading Questions:

1. What is an antisystemic protest?
2. How did coal miners struggle to protect their interests? What dangers did they face? How was worker resistance counteracted?
3. What strategies of protest have global feminists utilized?

Resisting Globalization

Film: This is What Democracy Looks Like