

**ST FRANCIS XAVIER UNIVERSITY
DEPARTMENT OF ANTHROPOLOGY
ANTH/DEVS 223 ANTHROPOLOGY OF GLOBALIZATION
COURSE OUTLINE, FALL 2024**

I would like to begin by acknowledging that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) Peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

INSTRUCTOR: Dr. Susan Vincent (Office: JBB 335E; tel: 867-5281; email: svincent@stfx.ca)

OFFICE HOURS (Sept. 4 to Dec. 6, excluding the Study Break): Mondays 1400-1600; Tuesdays 1300-1600; Wednesdays 1600-1700, or by appointment. I am also happy to respond to emails.

COURSE DESCRIPTION: This course introduces students to the ways in which anthropology has analysed global political and economic processes. We will look at how people in different parts of the world are affected by the global flow of goods, finance, people, activism and culture in different ways, depending on their place and position.

REQUIRED READINGS: These are articles available on the University library's electronic indexes, as well as elsewhere on the Internet.

EVALUATION:

Weekly response:	10
Term paper outline: (6 November)	10
Midterm test (9 October):	20
Term paper (25 November):	30
Final exam (see official schedule):	30

STUDENTS WILL DEVELOP THE FOLLOWING SKILLS IN THIS COURSE:

- 1) knowledge in the discipline of anthropology, specifically in ethnography.
- 2) critical academic reading, research and writing skills.
- 3) ability to identify and apply anthropological theory.
- 4) ability to apply anthropological frameworks to information in the public realm.

TENTATIVE COURSE SCHEDULE WITH REQUIRED READINGS

Date	Reading/Activity
Sept. 4	Introduction to course

Sept. 9	SETTING THE STAGE: READ: Wolf, Eric. 1982. "Introduction", pp 3-7, from <i>Europe and the People Without History</i> . Berkeley: University of California Press. On Moodle.
Sept. 11	MOVING GOODS: Sugar Read: Mintz, Sidney. 2011. "Plantations and the rise of a world food economy." <i>Review</i> 34 (1-2): 3-14. (Online on JSTOR, or on Moodle). Note how Mintz highlights the distinct patterns of globalization in different historical periods, as well as to the connections between the organization of production in different parts of the world. He sees the organization of production as political. What is the impact of sugar consumption on people around the world today? https://www.youtube.com/watch?v=Tj_D-Ed-s-Y
Sept. 16	What are supply chains? READ: Benson, Peter and Edward F. Fischer. 2007. "Broccoli and desire." <i>Antipode</i> . 39(5): 800-820.
Sept. 18	The coming and going of global clothes New clothes: READ: Lipman, Nicole. 2024. "Super cute please like: The unstoppable rise of Shein." <i>The Guardian Newspaper</i> . 16 April 2024. https://www.theguardian.com/fashion/2024/apr/16/super-cute-please-like-the-unstoppable-rise-of-shein
Sept. 23	Used clothes: READ: Hansen, Karen Tranberg. 2004. "Helping or hindering? Controversies around the international second-hand clothing trade." <i>Anthropology Today</i> 20(4): 3-.9.
Sept. 25	Is fair trade a better option? READ: Moberg, Mark. 2014. "Certification and neoliberal governance: Moral economies of fair trade in the Eastern Caribbean." <i>American Anthropologist</i> 116(1): 8-22.
Sept. 30	National Day for Truth and Reconciliation. No class.
Oct. 2, 7	Illegal drugs READ: van Dun, Mirella. 2013. "'It's never a sure deal': Drug trafficking, violence, and coping strategies in a Peruvian cocaine enclave (2003-2007)." <i>Journal of Drug Issues</i> . READ: Campbell, Howard. 2008. "Female Drug Smugglers on the U.S.-Mexico Border: Gender, Crime, and Empowerment." <i>Anthropological Quarterly</i> 81(1): 233-267.
Oct. 9	MIDTERM TEST

Oct. 21, 23	MOVING MONEY: The rising importance of financialization. What is financialization and how does it replace production/consumption in linking the world? Note how ordinary Israelis are encouraged to invest globally. READ: Weiss, Hadas. 2015. "Financialization and its discontents: Israelis negotiating pensions." <i>American Anthropologist</i> 117(3): 506-518.
Oct. 28	MOVING PEOPLE: How does one's relationship to the state make one vulnerable? READ: Sider, Gerald (2006) "The Production of Race, Locality, and State: An Anthropology." <i>Anthropologica</i>. 48(2): 247-263.
Oct. 30	How is production in Canada linked to Mexico (and other countries) READ: Castell Roldán, E. Zoe and Yessenia Patricia Alvarez Anaya. 2022. "Migration and dependency: Mexican countryside proletarianization and the Seasonal Agricultural Worker Program." <i>Dialectical Anthropology</i>. 46: 163-182.
Nov. 4	How do poor migrants get to their destinations? READ: Schapendonk, J and G Steel. 2014. "Following migrant trajectories: The im/mobility of Sub-Saharan Africans en route to the European Union." <i>Annals of the Association of American Geographers</i>. 104(2):262-270.
Nov. 6	ESSAY OUTLINE DUE. What happens when refugees arrive in their destinations? READ: Fleischmann, Larissa, and Elias Steinhilper. 2017. "The myth of apolitical volunteering for refugees: German welcome culture and a new dispositif of helping." <i>Social Inclusion</i> 5(3): 17-27.
Nov. 11	Remembrance Day, no class.
Nov. 13	How did the pandemic affect cross-border travel for transnational migrants? READ: Skovgaard-Smith, Irene. 2023. "Transnational life and cross-border immobility in pandemic times." <i>Global Networks</i> 23: 59-74.
Nov. 18	Tourism: How do the world's wealthy travel? READ: Rhodes, Elizabeth. 2023. "21 Life-changing trips everyone should experience at least once." <i>Travel + Leisure</i> 15 December. https://www.travelandleisure.com/trip-ideas/bucket-list-destinations READ: Williams, Zoe. 2024. "The good tourist: Can we learn to travel without absolutely infuriating the locals?" <i>The Guardian</i>, 19 August. https://www.theguardian.com/news/article/2024/aug/19/the-good-tourist-can-we-learn-to-travel-without-absolutely-infuriating-the-locals?CMP=share_btn_url
Nov. 20	Catch-up/Essay help day

Nov. 25	MOVING SOCIAL JUSTICE? What are the strengths and weaknesses of transnational solidarity movements? READ: Fadlalla, Amal Hassan. 2011. "State of vulnerability and humanitarian visibility on the verge of Sudan's secession: Lubna's pants and the transnational politics of rights and dissent. <i>Signs</i> 37(1): 159-184.
Nov. 27	MOVING/CHANGING CULTURE READ: Jenkins, Richard. 2006. "Telling the forest from the trees: Local images of national change in a Danish town." <i>Ethnos</i> , 71(3): 367-389, DOI: 10.1080/00141840600902703
Dec. 2	READ: Taylor, Timothy D. 2004. "Bad World Music." In <i>Bad Music: The Music we Love to Hate</i> . Edited by Christopher J. Washburne and Maiken Derno. New York: Routledge. Pp. 65-81. (StFX ebooks)
Dec. 4	Course conclusion

DESCRIPTION OF TESTS AND ASSIGNMENTS:

Weekly response: Every week, beginning the week of September 9, you will submit on Kwe'/Moodle a brief reflection in which you note what you have learned that week, and/or what you have questions about or would like further explanation of. This is not a long assignment – between 50 and 100 word. It has the purpose of tracing your learning in the course and alerting me to where there are problems. There are 12 weeks and there is a deadline by 3 pm on Friday (email me asap if you miss it by a bit): Sept. 13, 20, 27, Oct. 4, 11, 25, Nov. 1, 8, 15, 22, 29, Dec. 6.

Term paper – Due 25 November 2024 on Kwe'/Moodle. This paper should be 8 to 10 pages in length (double-spaced, one inch margins on all sides; 10 or 12 characters per inch; indent the first line of paragraphs rather than leaving extra spaces between paragraphs). The paper should be about 2500-3000 words (include a word count on the title page, as generated by your word processing program). I present a topic below. If you wish to pursue your own topic, you MUST have it approved by me by October 2.

Answer this question: What are the advantages and disadvantages for whom of the global production and trade of clothes?

Use three of the following sources along with an additional relevant academic ethnographic source.

Collins, Jane. 2007. "The rise of a global garment industry and the reimagination of worker solidarity." *Critique of Anthropology* 27(4): 395-409.

Collins, Jane L. 2002 "Deterritorialization and workplace culture." *American ethnologist* 29(1):

151-171.

- Flachs, Andrew. 2019. "Planting and performing: Anxiety, aspiration, and "scripts" in Telangana cotton farming." *American Anthropologist* 121(1): 48-61.
- Hansen, Karen Tranberg (1999) "Second-hand clothing encounters in Zambia: Global discourses, Western commodities and local histories." *Africa*. 69(3):343-365
- Kannuri, Nanda Kishore, and Sushrut Jadhav. 2021. "Cultivating distress: cotton, caste and farmer suicides in India." *Anthropology & Medicine* 28(4): 558-575.
- Partridge, Damani James. 2011. "Activist capitalism and supply-chain citizenship: producing ethical regimes and ready-to-wear clothes." *Current anthropology* 52(S3): S97-S111.
- Krause, Elizabeth L. and Massimo Bressan. 2018. "Circulating Children, Underwriting Capitalism: Chinese Global Households and Fast Fashion in Italy." *Current Anthropology*. 59(5): 572-583.
- Ramamurthy, Priti. 2004. "Why Is Buying a Madras Cotton shirt a political act? A feminist commodity chain analysis." *Feminist Studies* 30(3): 734-769.

Alternative suggestion: explore the global production, trade, and consumption of flowers, using the following book as starting point. Remember, you are still interested in how this affects people's daily lives.

Krupa, Christopher. 2022. *A feast of flowers: Race, labor, and postcolonial capitalism in Ecuador*. Philadelphia: University of Pennsylvania Press.

Some rules:

- 1) Use the style described outlined on the Anthropology "Writing and Citing" tab of the library's web site (http://stfx.libguides.com/ld.php?content_id=3538355).
- 2) Abide by the StFX Academic Integrity Policy, which is described in 3.8 of the Academic Calendar.
- 3) **You are permitted no more than THREE direct quotations from your sources, and none of these three quotations may be more than 30 words in length. For all other references to content from your sources you must paraphrase. Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.**

You will be marked on:

- 1) the quality, strength and clarity of your argument;
- 2) the quality and clarity of your evidence, including the quality of the sources you use;
- 3) the appropriateness of the theoretical framework and the quality of the analysis (that is, how well you use the theoretical framework to analyse the evidence);
- 4) the style and structure of the paper, including proper and complete referencing, grammar, spelling, word use, sentence structure, essay structure, etc. Note that proper referencing is essential: improperly referenced papers are unlikely to receive a passing grade.

Note that for students who submit their papers on time, I have a revise and resubmit policy: you may rewrite your paper, taking into account the comments I made on your first version, with a

view to improving the paper. The revised version would be due one week after the end of classes.

Term paper outline – due November 6 on Kwe’/Moodle : This is the first stage of the essay. For this assignment, you will present a tentative answer to the essay question, list the sources you will use, and explain how you will use each of them in your paper. This assignment will be 2 to 3 pages in length.

Test and Exam: These will be composed of short answer and essay questions.

RE CLASS CONDUCT: the following rules have been designed to ensure fairness to all students, to facilitate your academic success, and to allow me to fulfill my responsibilities.

1. Assignment dates are fixed and cannot be changed.
2. All assignments must be submitted **ON KWE’/MOODLE**.
3. Written assignments are due at the beginning of class on the day specified. **I WILL NOT ACCEPT LATE PAPERS.** If you have a legitimate reason for missing an assignment or test, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. I do not accept papers after I have returned those already submitted; in this situation you may be given an alternate assignment. Papers handed in after the last day of the term in which they are due will receive a mark of zero.
4. You are required to keep a copy of assignments when you hand them in. Keep the returned marked assignment until the end of the course.
5. This course is designed to promote your learning and intellectual development and to help you reach the course learning outcomes. **PLAGIARISM AND CHEATING WILL NOT BE TOLERATED.** Suspected cases of plagiarism will be reported to the appropriate authorities and proven cases will result in a mark of zero for the assignment. See the University’s policy on plagiarism and cheating (see <https://www.mystfx.ca/registrars-office/academic-integrity>). **Not intending to plagiarise is not a legitimate excuse.** Know what is included in the definition and ensure that the paper you submit meets acceptable academic standards according to the policy. When in doubt, consult with me.
The use of generative AI tools in this course is prohibited. The use of these tools in any form of academic work for this course will be considered a violation of academic integrity.
6. You are expected to attend all classes and are responsible for all in-class discussion and assigned material. **IF YOU MISS THREE CLASSES OR MORE, WHETHER FOR ILLNESS OR FOR ANY OTHER REASON, YOUR ABILITY TO PASS WILL BE SEVERELY COMPROMISED.** Inform me or the if you must miss classes. If you must miss a test or exam, inform Dr. Cathy MacDonald’s office at ada@stfx.ca or Rita Myatt at rmyatt@stfx.ca.
7. **Technology in the Classroom Policy:** The use of electronic devices in in class for purposes not related to the course distracts from the learning of the student using them as well as other students and inhibits the instructor’s teaching; it is therefore prohibited.

8. **Class Materials Copyright Notification:** Course materials designed for use in this course at StFX University are the property of the instructor, unless otherwise stated by the instructor. Copying this material for distribution, online posting, or selling of this material to third parties without permission is subject to Canadian Copyright Law and is strictly prohibited.
9. Students may drop a course online in Banner, on or before the relevant deadline. See the calendar of events in the StFX Academic Calendar for the drop-date
10. Students are responsible for understanding and adhering to the requirements of this course as well as the academic regulations outlined in Chapter 3 of the Academic Calendar. I am responsible for maintaining the academic standards of St Francis Xavier University as well as of my discipline as I transmit knowledge about the course subject to the students and foster the development of critical academic reading, researching, analytical and writing skills. I will endeavour to do this in a way that recognizes that students have other demands on their time, and within the constraints presented by my other teaching, administrative and research duties. I will return marked assignments as quickly as I can and am delighted to meet with students to discuss the course.

EQUITABLE LEARNING ENVIRONMENT

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity.

Please feel free to talk to me or to contact the Human Rights and Equity Advisor, Megan Fogarty if you have questions or concerns about equity in the classroom or in the StFX Community in general. Megan can be contacted by email at mfogarty@stfx.ca or by telephone at 902-867-5306.

INFORMATION ABOUT REQUESTING AN ACCOMMODATION AT STFX

If you have a disability and would like to request accommodations, please contact me during the first week of the semester so that your accommodations may be provided in a timely manner. The Tramble Centre for Accessible Learning (CAL) provides assistance in determining and facilitating appropriate accommodations for students with verified disabilities.

The Tramble Centre for Accessible Learning welcomes students with documented permanent disabilities and offers them a student-centred program of support. Located in Room 108 of the Angus L MacDonald Library, new and returning students meet with program staff to discuss options for support. The deadline for registering with the Centre is two weeks prior to the end of classes each semester and three business days' notice is required for booking all accommodated tests and exams. To book an appointment go to the Tramble Room website: <https://www.mystfx.ca/accessible-learning/>