What is globalization? Are we now all citizens of a global capitalist economic and truly international political order? Or do we still live mostly under the economic constraints and governmental policies of the particular nation states of which we are citizens? Is globalization the same thing as economic and cultural imperialism in the form of multinational corporate and "development" projects or other projects that assume "Westernization," or "Americanization" agendas? Or do different nation states experience and negotiate global capitalism in profoundly different ways rooted in their distinctive historical and political-economic experiences? We live in a fascinating era marked simultaneously by the reach (and the risks) of global capitalism and by the distinctive yet interrelated histories of a tremendous variety of modern nation-states. This course provides you with a strong repertoire of concepts to help you understand our complex contemporary world, and will also expose you to the key foundational concepts and methodologies of contemporary sociocultural anthropology. We will systematically explore the ways in which anthropologists have come to theorize both global capitalism and the nation state through ethnographic case studies in three to four contemporary nation states.

Required Texts

All textbooks are available at the Temple University Bookstore. Other readings will be available at the Paley Library or on Blackboard.

**Class Format**

Class meeting will consist primarily of lectures in which the instructor will present new material to the class, but there will be frequent opportunities for discussion. Additionally, films will be shown throughout the semester.

Papers will not be accepted by e-mail; late papers will be penalized one point per day late (two points for a weekend), and will not be accepted after three class days.

**Grading/Assignments**

1) **Attendance:**  10 points  
2) **Exams:**  60 points  
3) **Critical Analysis Papers:**  20 points

1) **Attendance:** Attendance is required at all class meetings. All students are allowed two excused absences and should provide appropriate documentation to the course TA. Unexcused absences or absences in addition to two excused absences will each result in two points deducted from the attendance portion of your grade.

2) **Exams:** There will be four exams, each worth 15 points. Exams are cumulative, with an emphasis on the most recent course theme/materials/discussions. Exams will require mastery of and critical engagement with course materials.

3) **Critical Analysis Papers:** Students will write two short papers, each one approximately 3-4 typed pages. Critical Analysis Papers will require students think critically about representations of culture, region and/or globalization in current events, popular culture, or other aspects of their daily lives, explicitly drawing upon course texts and lectures to frame and develop their analysis. Additional details and guidance will be provided at times specified in the course schedule.

**General Education: World Society**

This course fulfills the World Society (GG) requirement for students under GenEd and International Studies (IS) for students under Core.

GenEd World Society courses explore societies and cultures outside of the United States. These courses take one of two approaches. Some concentrate on a single nation or region, examining in depth its political, social, historical, cultural, artistic, literary, geographic and/or economic landscape. Others investigate globalization and its effects across nations and regions.

World Society courses are intended to teach students how to:
1) Understand the influences (e.g. political, social, historical, cultural, artistic, literary, geographic, economic) on world societies or processes (e.g. globalization) linking world societies;

2) Access and analyze materials related to world societies and cultures;

3) Develop observations and conclusions about selected themes in world societies and cultures;

4) Construct interpretations using evidence and critical analysis; and

5) Communicate and defend interpretations.

**Disability Statement**

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 to coordinate reasonable accommodations for students with documented disabilities.

**Statement on Academic Freedom**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy no=03.70.02

Academic honesty is expected. Cheating or plagiarism will not be tolerated and will result in a failing grade for the assignment and possibly for the course. Additional information about academic dishonesty and codes of conduct is available on the Temple website: http://www.temple.edu/bulletin See Plagiarism and Academic Cheating. If you have any questions about these policies please ask!

**Writing Center**

If you think that you may need extra help developing your writing this semester, you should contact the Writing Center, located in the Tuttleman Learning Center, Suite 201. You should be sure to get in touch with the Writing Center well before paper due dates. For more on the Writing Center, visit www.temple.edu/writingctr/.

**Class Atmosphere and Etiquette**

This is a course based on the exploration of ideas and the connection of those ideas to aspects of the world around us. In order to provide a classroom environment conducive to the open sharing of ideas, I ask that you show respect for me and for your fellow classmates.
Furthermore, you are expected to refrain from activities not related to class; please switch off cell phones and mobile devices, and employ laptop computers only for taking notes.
COURSE SCHEDULE

Part One: Culture and Cultures

We begin the semester with an introduction to the culture concept and anthropological field research, particularly participant observation. We then develop a critical approach to reading ethnography by engaging with a set of short readings which will also provide an opportunity to begin to explore some of the course themes which we will consider in more depth in weeks to come.

Class 1: Monday, August 26
   - Course Introduction

Class 2: Wednesday, August 28
   - Introduction to Culture Concept & Fieldwork Tradition

Class 3: Friday, August 30
   - Reading:

Monday, September 2 – NO CLASS – Labor Day

Class 4: Wednesday, September 4
   - Reading:

Class 5: Friday, September 6
   - Reading:

Part Two: Nations, States, and Globalization

*In the second section of the course, we turn to the nation-state and globalization, pairing lectures with classic readings on the subjects from outside the discipline of anthropology. What are nations and states and nation-states? How have various writers framed globalization? And are the various processes associated with globalization a threat to the sovereignty and future of the nation-state form?*

Class 6: Monday, September 9
   - Reading:
Class 7: Wednesday, September 11
-Reading:

Class 8: Friday, September 13
-Reading:

Class 9: Monday, September 16
-Reading:

Class 10: Wednesday, September 18
-Film: “A Trial in East Kalimantan”

Class 11: Friday, September 20
-Reading:

Class 12: Monday, September 23
-Exam #1.

Part Three: Case Study #1: Sapphire Mining and Ecotourism in NW Madagascar
Next, we consider our first case study: Andrew Walsh’s short ethnography of sapphire mining and ecotourism in northwestern Madagascar. We will develop an understanding of neoliberal structural reforms and their consequences and consider Walsh’s insights into the lives of his Malagasy informants. What can we learn here about various Malagasy experiences with the “global economy”? How do Walsh’s informants understand extractive industries such as mining? And how do they make sense of ecotourism as economic activity and conservation strategy? Ultimately, we ask how our reading of Walsh’s study support, build upon, or refute the work of authors we read in Part Two of the course.

Class 13: Wednesday, September 25
-Reading: Walsh Introduction
-Critical Analysis Paper #1 assigned today.
Class 14: Friday, September 27
-Reading: Walsh Chapter 1

Class 15: Monday, September 30
-Reading: Walsh Chapter 2

Class 16: Wednesday, October 2
-Film: “Abloni”

Class 17: Friday, October 4
-Reading: Walsh Chapter 3

Class 18: Monday, October 7
-Reading: Walsh Chapter 4

Class 19: Wednesday, October 9
-Reading: Walsh Conclusion

Class 20: Friday, October 11
-Exam #2.

Part Four: Is Globalization a Useful Framework for Understanding?

In Part Four, we take a step back from global-speak and case studies to ask whether or not “globalization” is a useful term/concept for understanding our world today. What are the stakes in employing such a framework? For whom?

Class 21: Monday, October 14
-Reading:

Class 22: Wednesday, October 16
-Reading:

Class 23: Friday, October 18
-Film: “End of the Rainbow”
-Critical Analysis Paper #1 due today.

Part Five: Case Study #2: Migration, Nation, Region and the Global in Batam

We next turn to our second case study: Johan Lindquist’s study of Indonesians and Singaporeans on Batam, an island in Indonesia across the strait from Singapore and peninsular Malaysia. In the section of the course, in lecture, film, and reading, we will consider economic transformation, labor migration, gender, religion, sexuality, international borders, and a tourist industry quite unlike the ecotourism we considered in our first case study. How is the “global”
produced (or not) and experienced (or not) on Batam? And how does Lindquist develop his analysis from attention to both regional political economy and local frameworks for understanding migration, emotion, and morality?

Class 24: Monday, October 21
-Reading: Lindquist Introduction
-Critical Analysis Paper #2 assigned today.

Class 25: Wednesday, October 23
-Reading: Lindquist Chapter 1

Class 26: Friday, October 25
-Reading: Lindquist Chapter 2

Class 27: Monday, October 28
-Reading: Lindquist Chapter 3

Class 28: Wednesday, October 30
-Film: “B.A.T.A.M.”

Class 29: Friday, November 1
-Reading: Lindquist Chapter 4

Class 30: Monday, November 4
-Reading: Lindquist Chapter 5

Class 31: Wednesday, November 6
-Reading: Lindquist Chapter 6

Class 32: Friday, November 8
-Exam #3.

Part Five: Case Study #3: Tradition, Gender, and Globalization

We conclude our investigations into world regions and cultures and globalization with a final case study. Alexeyeff’s ethnographic research in the Cook Islands will form the core of our investigations of tradition and change. Do the changes associated with globalization threaten (local) (traditional) culture? How can culture become politicized in circumstances of change? And how might our considerations of such questions inform our understandings of previous case studies and some of the larger issues we have discussed throughout the semester?

Class 33: Monday, November 11
-Reading: Alexeyeff Introduction

Class 34: Wednesday, November 13
-Make sure that you’re working on your second Critical Analysis Paper!
Class 35: Friday, November 15  
-Reading: Alexeyeff Chapter 1

Class 36: Monday, November 18  
-Reading: Alexeyeff Chapter 2

Class 37: Wednesday, November 20  
-Film: “The Lau of Malaita”  
-Critical Analysis Paper #2 due today.

Class 38: Friday, November 22  
-Reading: Alexeyeff Chapter 3

Class 39: Monday, November 25  
-Reading: Alexeyeff Chapter 4

Class 40: Wednesday, November 27  
-Reading: Alexeyeff Chapter 5

Friday, November 29 – NO CLASS – Thanksgiving Break

Class 41: Monday, December 2  
-Reading: Alexeyeff Chapter 6, Epilogue

Class 42: Wednesday, December 4  
-Conclusions

Exam #4: Friday, December 13, 8-10