Anthropology of Globalization
ANTH II 3349
Fall 2015
Dr. Christian Zlounski

Time: Tue & Th 3:30-4:50 pm.
Place: UH 09
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Office Hours: Tue & Th 2-3 pm. or by appointment at UH 444

Course Description
The forces of economic globalization reach every corner of the world to the point that
today few societies and groups have been untouched by their impact. This course
examines the causes and effects of globalization and their repercussions upon local
communities and peoples around the world. While many other disciplines analyze
globalization at the macro level, we seek to introduce students to globalization at the
local level through the use of ethnographic accounts of affected communities “on the
ground”. From an anthropological perspective, we will examine the impacts of neoliberal
capitalism on the everyday lives of ordinary peoples, the varied ways in which they
respond to these global forces, and the debates surrounding the rise of pro- and anti-
globalization movements. Materials are presented through lectures, films,
anthropological case studies, and occasional guest lectures.

Course Objectives
Students completing this course will have a broader understanding of the structural forces
underpinning economic globalization as well as their heterogeneous economic, social,
cultural and political effects on different local and regional communities and cultures
throughout the world. Based on case studies you will learn to compare and contrast the
experience of diverse local communities affected by these structural forces, and the ways in
which they have responded to them. In order to assess these goals, the exams will incorporate
specific questions in which students can demonstrate both how well they have understood the
materials presented in class and their ability to explain, analyze, and discuss them in a
coherent manner in their own terms. The course should help students to develop three main
outcomes: a global perspective, a global awareness, and a global engagement demonstrating
a willingness to approach, analyze and engage the process of globalization in the context of
their own lives.

Required Readings

• Jane L. Collins. Threads: Gender, Labor, and Power in the Global Apparel
• Edward F. Fisher & Peter Benson. Broccoli & Desire: Global Connections and
Online readings (posted on Blackboard).

Participation
Students are expected to read all the assigned readings and to participate actively in class discussion. We will have regular in-class discussions of course readings, films, and lectures, and all students are expected to contribute to these discussions. To enable you to participate productively, it is necessary that you read the assignments carefully before the class period in which they will be discussed.

Exams
There will be a midterm and final exams, both in-class. Exams will consist of multiple choice questions, short essays, and one longer essay. The final is non-cumulative.

Short papers
There are five short papers required in the class, one for each of the major sections. These should be reflection papers in which you write about what you have learned in this section in class. You don’t need to summarize the readings in these essays but your papers should demonstrate you have done the readings and thought about them by adding your own ideas. These should be formally written essays with bibliography and citation to all consulted materials of at least 600 words. I expect your papers to get better and more sophisticated throughout the course.

Research Paper
One assignment for the course is a research project resulting in a term paper of about 8 typewritten pages. The research may be on any case study of globalization previous my approval. Your paper should incorporate anthropological perspectives, literature, issues and debates discussed in class or in the readings. The data for your paper should be based on published sources. I advise you to choose a case study that deeply interests you and focus on any of the economic, social, and/or cultural dimensions of globalization that characterize the experience of the community or culture you select. First, you will turn a one-page description of the case study you have chosen along preliminary bibliographic references at least one month before the paper is due. During the course you are encouraged to consult with me about the progress of your paper and any questions you may have. We will discuss the details of the final paper as the time approaches. Format: Double-spaced with 1” margins, Times New Roman 12 font. Do not make an extra space between paragraphs. Papers must be typed and submitted in class and will not be accepted electronically.

Team leading discussions
Each student will be responsible for leading discussion for one class, this will be done in teams of two-students each. You should take this assignment seriously but also understand you are not expected to be an expert on the topic, just have done the reading more thoroughly than anyone else in the class. The oral presentation should not take more than 10 minutes followed by class discussion. You should not summarize the material as everybody in class is expected to have done the readings ahead of time but provide a few
signposts to refresh participants’ memories. Your main contribution should be to provide some context for the reading, relate the material to other ideas and class materials used in class, highlight key concepts presented in the reading and raise critical questions of the text that can lead to discussion. The team should be prepared to guide discussion throughout the class. The main expectation is that the student team is the most prepared that day.

Group discussion
Students will be placed in small group to discuss the class readings and answer questions about them. I’ll collect your answers and grade them.

Grading
- Midterm examination ........................................22.5%
- Final examination ...........................................22.5%
- Short papers ..................................................15%
- Discussion leadership .....................................10%
- Research paper ..............................................20%
- Attendance & class participation ....................10%

Assignments
Assignments must be typed and submitted in class on the due date. Assignments will not be accepted electronically. Late assignments will be marked down one point per day except in case of legitimate and documented circumstances.

Attendance
Class attendance is expected. An excessive number of unexcused absences (more than 3) will affect your participation grade. A roll will be circulated each day.

Tardiness
If you are not in class at the time I am taking roll, you will get a T for Tardy. Two tardies count as one absence. If I have to wake you up in class because you fall sleep, it will cost you a tardy too.

Distribution list
Within the first two weeks I will put together an email distribution list to send announcements, documents or other course materials to students. You are responsible for checking your email periodically to see if there are announcements. If you have an email address other than UTA, you should let me know when building the distribution list.

Class Etiquette
Switch off your cell phones and electronic gadgets in class. Laptops may only be used for taking notes and not for e-mailing or surfing the web. No late entries or early exits without prior permission. Unprofessional conduct will affect your participation grade.

Grade Scale
The grade scale is: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 and below. A “plus” and “minus” system may be applied when appropriate. Students will take their exams
without the use of outlines, notes or any aids. Exams and writing assignments are
evaluated on how specifically all the parts of a question posed are addressed; how
appropriately answers incorporate assigned readings and other course materials; how
fully developed are the ideas presented; how well the essay conveys a sense of a solid
grasp of the issues involved; and the general readability of the writing.

Other Expectations and Important Notes
We will strive to have a classroom in which good humor, civility, and sensible
informality reign. Please try your best to be on time, turn off all pager and cell phones,
and otherwise be mindful of common courtesies that enhance our learning environment.
Keep in touch by phone, e-mail, or office visits and do your part to stay engaged in the
course. Read the material before class, participate in discussions, ask questions, and in
general please take responsibility for your learning.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently)
classes through self-service in MyMav from the beginning of the registration period
through the late registration period. After the late registration period, students must see
their academic advisor to drop a class or withdraw. Undeclared students must see an
advisor in the University Advising Center. Drops can continue through a point two-thirds
of the way through the term or session. It is the student’s responsibility to officially
withdraw if they do not plan to attend after registering. Students will not be
automatically dropped for non-attendance. If you decide not to complete this course, it
is solely your responsibility to officially drop. The last day to drop is Nov 4.

Americans With Disabilities Act (ADA): The University of Texas at Arlington is on
record as being committed to both the spirit and letter of all federal equal opportunity
legislation, including the Americans with Disabilities Act (ADA). All instructors at UT
Arlington are required by law to provide "reasonable accommodations" to students with
disabilities, so as not to discriminate on the basis of that disability. Any student requiring
an accommodation for this course must provide the instructor with official documentation
in the form of a letter certified by the staff in the Office for Students with Disabilities,
University Hall 102. Only those students who have officially documented a need for an
accommodation will have their request honored. Information regarding diagnostic criteria
and policies for obtaining disability-based academic accommodations can be found at
www.uta.edu/disability or by calling the Office for Students with Disabilities at
(817) 272-3364.

Expectations for Out-of-Class Study: A general rule of thumb is this: for every credit
hour earned, a student should spend 3 hours per week working outside of class. Hence, a
3-credit course might have a minimum expectation of 9 hours of reading, study, etc.] Beyond the time required to attend each class meeting, students enrolled in this course
should expect to spend additional time in course-related activities, including reading
required materials, completing the above explained assignments, preparing for exams,
etc. Thus it is imperative you read all the assigned readings as they will be included in the
tests.
**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/maymail.php.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.
SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS

Week 1
Aug 27
Course Introduction
Overview, assignments and expectations
Syllabus review

Week 2
Sep 1 & 3
Globalization & anthropology
Readings

Week 3
Sep 8 & 10
Dimensions of Globalization
Readings
Lewellen “The Anthropology of Globalization” Pp. 29-60
D. Stanley Eitzen and Maxine Baca Zinn “Globalization: An
Introduction,” (online)
Jeremy Brecher, Tim Costello, and Brendan Smith “Globalization and
Its Specter,” (online)
Video: Life and Debt
Response paper #1 due

Week 4
Sep 15 & 17
Globalization and Development
Readings
Eric Wolf “The New Laborers” (from Europe and the People without

Week 5
Sep 22 & 24
Women and Global Labor: The Apparel Industry
Readings
Jane L. Collins. Threads: Gender, Labor, and Power in the Global
Apparel Industry. Chapters 1-3
Video: Global Assembly Line

Week 6
Sep 29 &
Oct 1
Women and Global Labor: The Apparel Industry (2)
Readings
Jane L. Collins. Threads: Gender, Labor, and Power in the Global
Apparel Industry. Chapters 4-7
Response paper # 2 due

Week 7
Oct 6 & 8
Global Food Commodities
Readings
of Class in the United States” (online)
Appadurai, Arjun “Introduction” From the Social Life of Things. New
Video: Tales from the Global Economy: The Cappuccino Trail
Exam review
Week 8  
Oct 13 & 15  
Global Food Commodities (2)  
Readings  
Alessandro Bonanno and Douglas H. Constance “Globalization and Resistance from Below: The Case of Industrial Chicken Production in Southeast Texas”

Oct 15  
Midterm Exam

Week 9  
Oct 20 & 22  
Globalization of Fresh Produce  
Readings  

Week 10  
Oct 27 & 29  
Globalization of Fresh Produce (2)  
Readings  
Fisher & Benson. Broccoli & Desire, Part 2 & Conclusion  
Video: Our Daily Bread  
Response paper #3 due

Week 10  
Nov 3 & 5  
Globalization and Water  
Readings  
Christian Zolniski “Water Flowing North of the Border: Export Agriculture and Water Politics in a Rural Community in Baja California.”  
Cultural Anthropology 26 (4): 565-588 (online)  
June Nash “Consuming Interests: Water, Rum, and Coca-Cola from Ritual Propitiation to Corporate Expropriation in Highland Chiapas.”  
Cultural Anthropology 22 (4): 621-639 (online).  
Video: Thirst  
Response paper #4 due

Week 11  
Nov 10 & 12  
Social Movements against Globalization  
Readings  
Joseph Stiglitz “Globalism’s Discontents” (online)  
Alessandro Bonanno and Douglas H. Constance “Old and New Social Movements in the Global Era: The Case of Maxxam and the Headwaters Forest Redwoods” (online)  
Video: No Logo Brands: Globalization & Resistance

Week 12  
Nov 17 & 19  
Social Movements against Globalization (2)  
Readings  
June Nash “Interpreting Social Movements: Bolivian resistance to Economic Conditions Imposed by the IMF” (online).  
Jeremy Brecher, Tim Costello, and Brendan Smith “Globalization and Social Movements,” (online)  
Video: 30 Frames a Second: The WTO in Seattle  
Response paper # 5 due
Week 13
Nov 24
Global/Local
Readings
Lewellen “Globalization from the Ground Up” Pp. 187-202

Nov 26
Thanksgiving Holiday

Week 14
Dec 1 & 3
Discussion of research papers

Week 15
Dec 8
Exam Review
Research papers due today

Final Exam Tue Dec 17, 2-4:30 pm. in the usual classroom