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DEC
12/4/08

Instructor: Scott Aubry

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Office hours: TR 3:30-5:30 and by appointment

Class Web-Site: Carmen (<http://telr.osu.edu/carmen/>)

Anthropology Department Web Page: <http://anthropology.ohio-state.edu.news.htm>

Class time and location: TR 5:30-7:18; Journalism room 304

Required texts:

- Robbins 2008. Global Problems and the Culture of Capitalism
- Additional readings will be assigned to accompany the text.

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS, AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMODATIONS AND DEVELOPING ACCOMODATION STRATEGIES.

Course Description: This course explores culture conflict in developing nations resulting from rapid and extensive technological and social change. The course will begin with an introduction to the central ideas of anthropology and will then examine the concepts of culture change, development, modernization, and progress. The majority of the course focuses on case studies of culture conflict with an emphasis on the cultural tensions experienced when industrialized and non-industrialized societies meet.

Anthropology 597.01 helps satisfy the Issues of the Contemporary World GEC requirement. Offerings in this category are thematic, upper-division courses that draw upon multiple disciplines and are intended to enrich students' experiences of the contemporary world.

The goals of the course include the following:

- To increase awareness of global issues
- To increase awareness of cultural variation
- To recognize ethnocentrism and increase cultural sensitivity
- To develop critical thinking skills
- To develop research and writing skills
- To encourage active participation in the learning process

Class format: Lectures, class discussions, student presentations, and films.

Course requirements: Class participation points are earned by attending class and taking an active part in both small and large group discussions and responding to questions in class. Part of the in-class discussions will be student-led, for which student leaders will receive participation points (See *Student Discussion Facilitation* handout). Students will also be asked to periodically complete small assignments in class for participation points.

Participation: Participation points are based on in-class participation in discussions (15%). Failure to attend class will result in a drastic reduction in participation points.

Response paper: See handout

Exam: An essay exam will be given **February 24th**. It will test your knowledge of core concepts (for example: culture, development, globalization, progress, etc.) and case studies of culture conflict discussed in class and/or your readings. A study guide will be posted on the class website within one week of the exam.

Term paper Presentation: Students will give class presentations on their term paper topics on **March 3, 5, 10, 12**. See handout for more information. Also see handout.

Term paper: This grade includes a grade on your initial bibliography, abstract, and 1st draft. See handout.

Grade breakdown:	Class participation	15%
	Response Paper	15%
	Exam	30%
	Term paper presentation	10%
	Term paper	30%

Attendance: If you miss class, it is your responsibility to obtain notes from your fellow classmates. I do not provide class notes or lecture slides. Missing class without a valid doctor's notes or other official documentation (e.g. accident report) explaining your absence will negatively affect your grade. After two absences, 2 points will be deducted for each additional absence. You should not schedule your doctor's appointments during class time (absences should be for emergencies only).

Miscellaneous information: According to University policy, grades cannot be given over the phone or through e-mail. You must see the instructor in person to discuss your grade. **DO NOT** call the Department of Anthropology office regarding grades, as you will only be directed to see your instructor.

Instructor absences will be posted on the department website. This site should be consulted during inclement weather to check for possible class delays or cancellations. **DO NOT** call the Department of Anthropology office; instead, check the Carmen website.

Academic misconduct: All students should become familiar with the rules governing alleged academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it applies to plagiarism and test-taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct are referred to the proper university committees.

Grading: Each student's letter grade is based on a standardized scale using the total points earned for all assignments. Grades are earned – the instructor does not “give” them. You can

check your general progress by comparing your score against the following scale: 93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 60-66=D; <60=E. Any questions regarding grading must be in writing and given to the instructor within one week of the date an exam or assignment is returned with a grade. Final grades will not be changed once they have been assigned unless there has been a mathematical error. The following are not legitimate excuses to request a change of your grade: you need a higher grade or you will fail to graduate or lose a scholarship, athletic eligibility, etc; you are one point shy of a higher grade.

Late assignments: See IMPORTANT DATES below for assignment due dates. If you miss the exam you must e-mail me within 24 hours of the scheduled exam. A make-up must be taken within one week of the originally scheduled exam. Late assignments will only be accepted if accompanied by documentation. For each assignment turned in after the specified time and date, the grade will drop by 10%. What this means is that you start out with the opportunity for getting 100% on any assignment. Once the assignment is one day late, you start with the opportunity to get 90% as the maximum grade and so on for each day the assignment is late. One day is a normal business day, NOT a class period.

Reading schedule

Changes to the following schedule will be announced in class and posted on the class web-site. If you miss a class, it is your responsibility to contact the instructor regarding announcements you may have missed. I have included numerous questions within the reading schedule for you to consider when you read the articles and chapters. These are meant to focus your thinking to some extent, or at least to make sure that you are not missing critical aspects of the readings.

Other things to consider when reading are:

- do statements need challenging or qualifying?
- are the ideas presented contradictory, ambiguous or, unclear?
- do statements address some important problem or issue?
- are statements practical and relevant?
- does the author overly simplify the issues?
- does the author miss one or more critical points?
- does the author fail to answer a mystery, puzzle, or question?
- is the author contradicted by other authors or theories you have read?
- what evidence supports or refutes the thesis statement?
- as a reader, am I convinced by the evidence? (use the assigned readings to write your response)
- was the author objective in his/her approach to the subject?

READING SCHEDULE

Jan 6 Course introduction

Jan 8 Anthropological perspective and important anthropological concepts

- Robbins: Part 1 (money) and Chapter 1 pp. 1-39 and Chapter 13 pp. 388-397.

Why is fiat money important? Why is paper money and debt money important to economic growth? What role does the consumer play in the global system? What does Robbins mean by when he says "a culture of consumption"?

How has the nature of consumption changed through time? How do you define progress? How would our news likely be different if media outlets were not owned by corporations? How does this shape our understanding of the world? How does marketing turn us into consumers? What are market externalities? Why don't we pay for externalities of the market? Should these be incorporated into the price of a product or service?

Jan 13 Understanding money, consumerism, progress, modernization, economic growth, globalization, and development

- Robbins: Chapter 2 pp. 40-65.
- Video—'The Ad and the Ego'

Why is the laborer important in capitalism? What is profit? How are people transformed into wage laborers and how are they exploited? What is the nature of the conflict between the laborer and the capitalist? Why are unions bad for business? How could they be good for business? How are your opinions of the world and your place within it shaped by advertising?

Jan 15 Understanding the role of the media

- Robbins: Chapter 3 pp. 66-97. **(this is not the whole chapter)**
- Stacks, John. 2003. Hard times for Hard News: A Clinical Look at U.S. Foreign Coverage. *World Policy Journal*. 20(4):12-21.

What are the differences between the merchant and the capitalist? How did imperialism benefit colonial powers? What is a corporation? Is it a democratic entity? How can a multinational corporation exert pressure on a nation? What is a corporation? How have corporations changed through time? What were the important factors in the rise of the corporation? Who owns public media? What are the effects of corporate ownership of media outlets? What are the implications of an uninformed public? How are your opinions of the world and you place within it shaped by the media?

Jan 20 Evolution of the nation-state (Paper topic sign-up)

- Robbins: Chapter 4 pp. 109-150

What is the function of the nation-state? How are people incorporated into the nation-state? What role down education play? How did Europe become the center of the economic world? What is free trade and is it equal?

Jan 22 World Bank, IMF, NAFTA, GATT, WTO, and the Nation State

- Robbins: Chapter 3 pp. 97-108 **(end of the chapter)**
- Welch, C and Oringer, J. 1998. "Structural Adjustment Programs." *Foreign Policy – In Focus* 3(3):1-4.

Why is the Bretton Woods convention so important? Is there a potential conflict between the World Bank's stated objective to help developing countries and their commitment to their shareholders? What are the typical austerity measures "imposed" by the IMF and World Bank to debtor countries? Why are these measures imposed? What is the likely outcome? Is the WTO a democratic institution? Are the World Bank and IMF democratic institutions?

Jan 27 World Bank, IMF, NAFTA, GATT, WTO, and the Nation State

- Griffin, K. 2003. Economic Globalization and Institutions of Global Governance. *Development and Change*. 34(5):789-808

- Video—Life and Debt (possibly)

How is the economy and infrastructure of peripheral countries today different from that of the emerging major economies of the world in the beginning of the 20th century? What does Stiglitz mean by “incomplete information”? How does this affect trade relationships and labor relationships between core and peripheral countries?

Jan 29 Population, consumption, and the role of women in development

- Robbins: Part II: pp. 141-146 and Chapter 5. pp. 147-176

What are market externalities? Why don't we pay for externalities of the market? Should these be incorporated into the price of a product or service? In what ways does consumption cause market externalities? What was Malthus' explanation for poverty? What impact does the increasing population have on global resources? Why do the poor have larger families? How does that relate to the need to obtain monetary capital?

Feb 3 Health, poverty, and the role of women in development (Response paper due)

- Robbins: Chapter 6 pp. 177-210
- Hausmann, R. 2001. Prisoners of Geography. *Foreign Policy*. 122: 44-53.

Why do poor people not get enough food? What about medicine? Are there gender differences? How did the Green Revolution affect the economy of developing countries? Small farmers? When considering supply and demand with reference to food, what happens when those who demand food have no means to pay for it? What is the difference between famine and endemic hunger? What does Hausmann mean by “prisoners of geography”?

Feb 5 Environment and consumption

- Robbins: Chapter 7 pp. 211-238
- Mata, FJ, Onisto, LJ, and Vallentyne, JR (1994) “Consumption: the other side of population.” Paper prepared for the International Conference on Population and Development (Cairo).

How impact does consumption have on global resources? How do the consumption habits of the West affect peripheral countries? How does energy consumption differ between core and peripheral countries? What is the population myth? What impact does the increasing population have on global resources?

Feb 10 Health and disease

- Chapter 8 pp. 239-267
- (1992) “Let them eat pollution (Excerpt from a letter written by the Chief Economist of the World Bank).” *The Economist* 322(Feb8):66. And (1992) “Pollution and the poor.” *The Economist* February 15.

Why are there few drugs for diseases of the poor? What is the relationship between culture and disease? What are the factors that help explain the prevalence of AIDS in poor countries? What is Summers' main argument? Are his arguments reasonable? Should we impose environmental standards on developing countries? What are the implications of this policy?

Feb 12 Ethnic conflict, violence and instability (Term paper references and abstract due)

- Robbins: Chapter 9 pp. 268-305

What role have Western powers historically played in ethnic conflicts? Is ethnic conflict primordial? What are the underlying factors in ethnic conflict? What is the process of ethnocide? Is ethnocide a necessary step for capitalism? Can capitalism accommodate cultural diversity? What is the relationship between a dominant minority and ethnic conflict? What are the arguments against it? What does Robbins mean by "Genocide as an externality of the market?"

Feb 17 Ethnic conflict, violence and instability—

- Bowen, John (1996) "The Myth of Global Ethnic Conflict" *Journal of Democracy* 7(4):3-14
- James, G. 2002. Remember Rwanda. *World Watch*. 15(5):24-33.

How do the arguments for the origins of genocide and violence in Rwanda and the Balkans differ between Robbins, Bowen, and James? Are they mutually exclusive?

Feb 19 Resistance, protest, and rebellion—

- Robbins: Part III: and Chapter 10: 307-334
- Huntington, Samuel. 1993. "The clash of civilizations." *Foreign Affairs* (Summer).
- Inglehart, Ronald and Norris, Pippa. 2003 "The true clash of civilizations." *Foreign Policy* Mar/Apr

What is terrorism? Is there any ambiguity? How does terrorism relate to inclusion or exclusion from the global market? What is the nature of the conflict between the laborer and the capitalist? What are some of the underlying reasons for resistance, protest and rebellion? When does this take on a collective form? Thinking about the case of Malaysia: what role did the green revolution play in this emerging conflict? Thinking about the case of the Kikuyu: what was the role of the nation-state? What factors led to the violence? How did the nation-state classify oath-takers? What are Huntington's main arguments? Were they valid then and are they valid now? How do Inglehart and Norris' argument differ? What roles do the economy and power play in this 'clash'? Can these really be considered clashes of "civilizations" when many of the problems are rooted in economic inequities?

Feb 24 No readings – EXAM

Feb 26 Resistance, protest, and rebellion

- Robbins: Chapters 11 and Chapter 12. 335-360

What are antisystemic movements? How does 1848 compare to 1968? How does the rise of capitalism affect gender relations? What impact does poverty have on the power of women? What impact does the migration of the workforce have on the power of women?

March 3, 5, 10, 12 presentations (March 3rd: Last day to turn in paper draft)

- No readings – **Presentations**

*****Final term papers are due on Monday of finals week—these papers should be deposited in the drop box on the Carmen website. (No exceptions)

How to find articles for your research papers on-line

Readings will be available on Carmen. The easiest way to locate articles for your papers is to go to the library homepage www.lib.ohio-state.edu (off-campus sign-in for those students who are off-campus). You can find numerous research options. You can search for a specific full-text journal or search more broadly in one of the research databases (“worldcat” is probably the most extensive). There are thousands of full-text journals that you can access. If you find an article or book that is particularly relevant to your subject, you should also look through their bibliography.

Please feel free to contact me if you have any problems locating/retrieving articles assigned for class.