Learning objectives

- Explore local and gendered effects of global processes
- Deepen students’ understanding of ethnographic methodology
- Explore the kinds of research methods that are needed to study "globalization"?
  - Multi-sited research
  - "Virtual" ethnography
- Explore feminist approaches to ethnography
- Develop a critical appreciation of ethnographic writing
- Provide opportunities for students to conduct primary and secondary research
- Enhance student abilities to express ideas orally and in writing.

COURSE OVERVIEW

It is hard to open a newspaper, a website or turn on a television or radio without encountering some reference to "globalization" – as a shorthand for the flows of capital, goods, people, cultures and ideologies across national boundaries. It has become a buzz-word that – depending upon who is using it and in what context – has come to symbolize all that is good, bad or simply banal about the present moment. Our exploration will tease out how globalization is a gendered process – how it uses existing gender inequalities, and changes gender relations. We will view gender not as a static category but as a set of ideologies, practices and relationships that are dynamically shaped and reshaped by men and women in specific circumstances and setting.

We will look at globalization through the lens of ethnography, which is uniquely situated to examine how macro-level processes of economic restructuring and flows of commodities and information are experienced "on the ground" in particular local settings.

Most of our reading will come from in-depth case studies that will take us to West Africa, Asia, and immigrant communities in the U.S. Our readings will cover several different dimensions of the gendered effects of global processes – from the realm of manufacturing to the more intimate arenas of love, sex, romance and family life.

There are two central currents in much of the recent literature on globalization. The "doomsday" approach views globalization as an impenetrable behemoth that exploits and oppresses people. The "celebratory" approach highlights the aspects of globalization that open up new horizons and connect people in complex and interesting ways and downplays the inequalities. This can be seen in feminist scholarship. Some writers have emphasized how globalization adversely affects women; others argue that it opens up new horizons for women's agency. We will strive for a more nuanced approach, understanding that, in specific historical, political and socio-economic contexts, globalization can both exacerbate gender, racial, class and national inequalities, but also provide opportunities for women (and men) challenge those inequities.
**TEXTS**

There are six (count 'em, 6) books for this class. All are available at the campus bookstore and most are on reserve at the library. Most have been out for a few years and you should be able to obtain used copies. Alternately you may choose to team up with another student and split your purchases and share books. If you purchase from the bookstore you should be able to resell them. You can also try interlibrary loan as there may be copies at other academic libraries (ILL books can only be kept for a couple of weeks, however). We will read these books almost in their entirety and it is important that you have the books. If you are not prepared to do this amount of reading or obtain the books then this is not the class for you. You must bring the books (or photocopies of relevant chapters) to class on the days we are discussing them. There are additional articles that will be made available via WebCT or as photocopies.


**CLASS FORMAT AND EXPECTATIONS**

This class will be structured along the lines of a graduate seminar. Instead of a topical focus, where each session we read several articles on a subject, most of our reading will be ethnographic monographs (single-authored texts, based on case studies). Nearly all have been written in the last 5 years, and represent very different and innovative approaches to ethnographic research and writing.

I have several reasons for structuring the class in this way. In the first place, by reading an entire book (or most of it), you are not only obtaining information (the results of the author’s research) about a particular subject. You are also able to see how the research project itself evolved – and very often, projects change dramatically once research actually begins. You will also see how the authors work through some of the dilemmas and challenges they face.

Since this will be like a seminar, I will not present lectures after the first few sessions. Rather, we will work together to tease out key issues in each ethnography. This means you need to do the reading BEFORE class and come prepared to discuss the material -- so highlight, underline, use post-it notes or index cards but be ready to talk in each and every class meeting. Except when there is a paper due, every week you must submit a paragraph or two of comments and questions about the book we are reading via WebCT by no later than noon. You can do this either Monday or Wednesday, but you must make one posting a week. This will help ensure that you are keeping on top of the reading and help me focus class discussions.

**ASSIGNMENTS AND GRADES**

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Critical essays on ethnographies</td>
<td>300 points</td>
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<tr>
<td>Research paper</td>
<td>300 points</td>
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<tr>
<td>Poster presentation on research project</td>
<td>50 points</td>
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</table>
Class participation including homework 200 points
Immigrant interview 100 points
Film review 50 points
Total 1,000 points

A- to A+ 900-1000
B- to B+ 800-899
C- to C+ 700-799
D- to D+ 600-699

EXPLANATION OF ASSIGNMENTS

Critical essays on ethnographies (3)
During the course of the semester, you will select 3 of the 5 ethnographies and write a short (3-4 page) critical essay. The essays are due on the dates listed on the syllabus, so make sure you plan ahead (one strategy might be to cluster your ethnographic essays early in the term and devote more time later on to the research paper; another might be to spread them out throughout the semester and get an early start on your research paper). No late papers will be accepted.
The critical essays are NOT "reading response" essays. Instead, you will write a critical summary of the book. It should be written as though you are reviewing the book for a professional journal (please look at the book review section of The American Anthropologist or American Ethnologist to get an idea of what I’m talking about). Each essay will identify the main themes or arguments of the book. How does the book contribute to our understanding of the gendered effects of globalization? How does the author define globalization, and how has she chosen to study it – in terms of place(s), subject(s) and methods? What are the insights and limitations of each author’s approach? How does the author’s own subject-position (standpoint) shape the context of research?

Immigrant Interview
Ethnographic fieldwork (participant observation and ethnographic interviewing) is a central component of anthropological research. Since this is an upper-level anthropology class, I want every student to have at least one fieldwork experience. An increase in migration (moving within a country) and immigration (moving across national boundaries) are characteristics of contemporary globalization. Southeastern Massachusetts is an ideal setting since it has historically been a “gateway” for new immigrants. We are also interested in understanding how gender is negotiated and reshaped in different cultural settings. To get a first hand understanding of the issues we are reading about in the ethnographies, each student will conduct an interview with a woman from a different cultural setting (i.e. outside the U.S.). These can include female international students at UMD, or immigrant women from local communities. The instructor will conduct a workshop on basic interviewing techniques and a basic set of questions will be developed jointly; each student, however, is responsible for conducting his or her own interview and writing up the results. You will submit a 3-4 page ethnographic portrait of the person you interviewed (not a transcript or blow-by-blow report of the interview). More detailed instructions will be posted on WebCT.

Research paper
Each student will research and write an 11-12 page research paper that examines an aspect of the gendered effects of globalization. A good paper presents a clear thesis/question/problem and develops its points in a focused and concise manner.

The paper can be based upon primary research (interviews and participant observation) or secondary research (scholarly books and journals). Papers should be tightly focused and examine a specific aspect or dimension of the ways that gender shapes globalization and vice versa. The paper must be based upon original research and you cannot use any of the books assigned for this class as key sources. You can use them to get ideas for other sources, but none of these can be the "subject" of your paper.
You might want to focus on a specific community, country or region of the world (e.g. Muslim women in western Europe; women peanut farmers in Ghana; women along the U.S./Mexico border); a particular industry. You can look at cultural effects (e.g. the proliferation of beauty pageants and how these shape local identities and standards of beauty). You can look at efforts to organize across borders, or women's activism within specific countries.

A more detailed description of the research project assignment will be posted to Web CT and we will discuss this in class. There are very specific guidelines for the number and kinds of written sources to be used (principally scholarly books and articles in scholarly journals).

**Poster presentation**  
Instead of doing an oral presentation on your research, you will prepare a poster and the posters will be displayed in the campus center at the end of the term. This will allow you to think about presenting your research project visually as well as in the form of a paper. You do not need to do additional research but you will need some time to prepare the poster.

**Film review**  
I have programmed a "Global Issues" film series that will take place on Wednesday evenings during the semester. There are several films and you need to write a 2 page review of one. Most belong to the library or the Soc/Ant department so you can see the films even if you cannot make the Wednesday screenings. You can submit one additional film review for extra credit.

**COMMUNICATION**

**WebCT:** This is a "blended" class and you will need to activate your UMD email account to use WebCT site. Updates to the syllabus will ONLY be made on WebCT, and most of your assignments are to be handed in electronically, so this is not "optional." In addition, some readings may be posted on WebCT. Also, I will send out reminders about papers, updates, changes to the syllabus and announcements on WebCT mail. You should check WebCT at least twice a week. If you have something to communicate to the entire class, use the "discussion" or "mail" features of WebCT. If you have something you need to discuss with me privately, send me an email message at: lknauer@umassd.edu

**Netiquette:** Please compose electronic messages to me as though you were writing a business letter, not posting an entry on your Facebook page. The subject line should contain the course number so that when I scan my inbox I can quickly see what the message is about (i.e. "Question about paper in ANT 350-03"). Start your message with a salutation ("Dear Professor" is fine) and make sure that you sign your first AND last names since there are many students with the same first name (one year I had 3 Mares, 2 Brians and 2 Seans in the same class). Also, if you are writing to me from a non-UMD account, you cannot expect that I will know who SEXXYGURL@aol.com is. Please use Standard English grammar, spelling and punctuation (not text-message shorthand).

**Communicating with the professor:** Email or phone is fine; however, I will only respond to phone messages on the days that I am on campus (MWF this semester). During the week I will respond to student emails within 24 hours. If you write to me and say it's important, please check YOUR email for the response. There's nothing more frustrating than writing a lengthy response to an "urgent" message from a student, and then finding out that the student did not bother to check his/her email for the response.

**Office hours and professor's availability:** My goal is to help you understand the material presented and give you advice and assistance on your written assignments. You need to have one face-to-face meeting with me during the semester. If my office hours (on first page) are not convenient, contact me to schedule an alternate time or schedule a phone conversation. However,
if you cannot make a scheduled appointment, please call or email me in advance to cancel since I have other demands on my time.
POLICIES

- Show up on time, with cell phones and pagers turned off. Being late, or having your phone go off during class, is disrespectful of your fellow students and the learning process. Consistent lateness will result in a lowered grade. Any student using an electronic device will be asked to leave and will be marked absent.
- Do the reading before the class for which it is assigned.
- Bring the reading materials to class so we can refer to them during our discussion
- Take active part in class discussions.
- Papers are due on the dates listed on the syllabus. Late work will ONLY be accepted at my discretion (that means don’t count on it and it will probably be marked down). It is your responsibility to keep track of due dates.
- However, if you have trouble with an assignment get in touch with me IMMEDIATELY and I will do my best to help you. If you wait until the night before the paper is due or, even worse, the day it is due, you will not get a lot of sympathy or help from me.
- You are permitted 3 absences, period. I am not going to distinguish between legitimate and non-legitimate reasons. Each additional absence will knock your final grade down by 1/3 of a letter grade. Exceptions will only be granted for truly extraordinary circumstances and will require documentation and a personal meeting with me.

Academic Honesty
Students are expected to hand in original work. Using others’ ideas or words without citation is considered plagiarism. The University’s policy on academic honesty can be found in the student handbook: http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm

The University has subscribed to a service called Turn It In. This is a database that checks student papers to ensure that they are not plagiarized. You must submit your papers (the short essays, the research paper and the film review) to Turn It In before handing them in to me, and you must submit proof that they are not plagiarized. I will give you instructions on how to use Turn It In.

Please note: The Thanksgiving break begins after the last class session on Weds. November 21. Please make your travel plans accordingly. You have plenty of time to inform your parents, passengers or drivers that you will not be able to leave for Thanksgiving until after 4:15 on Weds. November 21. There will be NO excused absences accepted for this date.

SCHEDULE

<table>
<thead>
<tr>
<th>Weds. 9/5</th>
<th>Getting started: we’re all connected?</th>
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<tbody>
<tr>
<td>Note:</td>
<td>Professor is attending an international conference.</td>
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<tr>
<td>Mon. 9/10</td>
<td>What is globalization and how do anthropologists study it?</td>
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<tr>
<td>Reading:</td>
<td>Lewellen, <em>Anthropology of Globalization</em> Chapters 1-3</td>
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<tr>
<td>Remember:</td>
<td>Do this reading BEFORE you come to class on Monday.</td>
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<tr>
<td>Weds. 9/12</td>
<td>Between global and local</td>
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<tr>
<td></td>
<td>Lewellen Chapters 4-7</td>
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<tr>
<td>Mon. 9.17</td>
<td>Anthropology and globalization</td>
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<tr>
<td>Reading:</td>
<td>Lewellen, Chapters 8-13</td>
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<tr>
<td>Weds. 9/19</td>
<td>Gendering globalization/globalizing gender</td>
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Freean, Carla. article from *Signs* (on WebCT)

**Mon 9.24**  
Reading:  Women and the reconfiguration of work

**Weds. 9/25**  
Reading:  Gendering of global labor

**Mon. 10.1**  
Reading:  Gendering of global labor

**Weds. 10/3**  
Reading:  Resistance?

**Tues. 10/9**  
Reading:  Immigration and gender

**Weds. 10/10**  
Assignment: Preliminary proposal for research paper

**Mon. 10/15**  
Reading:  Disjunctures of globalization

**Weds. 10/17**  
Reading:  Home as workplace

**Mon. 10/22**  
Reading:  Intimacy and power

**Weds. 10/24**  
Reading:  Virtual love, virtual ethnography

**Mon 10/29**  
Reading:  Demystifying mail-order brides

**Weds. 10/31**  
Reading:  What’s love got to do with it? The political economy of desire

**Mon 11/5**  
Reading:  People and states

**Weds. 11/7**  
Reading:  Case study: Thailand

**Mon 11/12**  
No class
Wed. 11/14  Case study continued
Reading: Wilson, *Intimate Economies* Ch. 2-3
Papers on *Romance on A Global Stage* due

Mon. 11/19  Case study concluded
Reading: Wilson, *Intimate Economies* Ch. 4-conclusion

Wed. 11/21  Women as agents and narrators, gender and power in Africa
Reading: Chernoff, *Hustling is Not Stealing* Introduction pp. 1-62
Immigrant interview write-up due

Mon. 11/26  Ethnography and power
Reading: Chernoff, *Hustling is Not Stealing* Introduction pp. 62-118
Papers on *Intimate Economies* due

Wed. 11/28  Women negotiating globalization
Reading: Every student will prepare comments on a chapter or group of chapters (Ch. 6-8 should be read together).

Mon. 12/3  Work on poster presentations
Class will meet but there is no assigned reading.
Film review due

Wed. 12/5  Global ethnography?
Reading: Stoller, "Globalizing Method: The Problems of Doing Ethnography in Transnational Spaces."

Mon. 12/10  Poster presentations (in Campus Center)

Wed. 12/12  Discussion of posters, research projects, wrapping up
Research papers due.