

**ANTH 2304: GLOBAL FORCES AND LOCAL PEOPLES  
SEMESTER, YEAR**

**CATALOG COURSE DESCRIPTION:** Anthropological perspective on critical problems facing humanity: the aftermath of colonialism, the fate of indigenous peoples, changing family systems, and the reassertion of ethnic identity. This course satisfies three hours of the Social and Behavioral Sciences requirement in the Core Curriculum and the university multicultural graduation requirement.

**COURSE PURPOSE:** This course explores various ethnographic and theoretical approaches to the study of globalization as it impacts and is driven by humans, including the aftermath of colonialism, the fate of indigenous peoples, and the reassertion of ethnic identity. We will address the following questions: How do people around the world experience and contribute to global change? Is globalization a new phenomenon? What comprises “the global” and “the local” and how are they connected? In what ways do anthropologists, as social scientists, study the cultural, technological, geographical, environmental, and historical impacts of large-scale economic shifts? We will discuss a variety of challenging themes related to global change, such as migration, consumption, global media, and tourism. Examples of specific topics to be covered include the rise of consumption in India and China, ethnocide among the Guarani of Paraguay, Malaysian peasants and the Green Revolution, and Zionism in South Africa.

**LEARNING OUTCOMES:**

TTU Undergraduate Multicultural Graduation Requirement: Courses fulfilling the undergraduate multicultural university-wide graduation requirement must address the competency statement and learning outcomes that follow: *Students graduating from TTU should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.*

Learning Objectives and Assessments: Students in this course will...

- *Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities (MC1).*
  - Assessments: 2 (essay questions on weekly quizzes); 3 (interview project)
- *Exhibit the ability to engage constructively with individuals and groups, across diverse social contexts (MC2).*
  - Assessments: 3 (interview project)

- *Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups (MC3).*
  - Assessments: 1 (exam items)

THECB Core Foundational Component Area: Courses in the Social and Behavioral Sciences Foundation Component Area *focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.*

Learning Objectives and Assessments: Students in this course will demonstrate...

- *Critical Thinking Skills (CT): includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information*
  - Assessments: 1 (exam items); 4 (essay questions on weekly quizzes)
- *Communication Skills (CS): includes effective development, interpretation and expression of ideas through written, oral and visual communication*
  - Assessments: 3 (interview project)
- *Empirical and Quantitative Skills (EQS): includes manipulation and analysis of numerical data or observable facts resulting in informed conclusions*
  - Assessments: 1 (exam items); 2 (essay questions on weekly quizzes)
- *Social Responsibility (SR): includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities*
  - Assessments: 1 (exam items), 3 (interview project)

College Level Core Competency: Courses in the Social and Behavioral Sciences Core curriculum must address the College of Arts & Sciences competency statement and learning outcomes that follow: *Students graduating from Texas Tech University should be able to demonstrate the ability to assess critically claims about social issues, human behavior, and diversity in human experiences.*

Learning Objectives and Assessments:

- *Identify and critique alternative explanations for claims about social issues and human behavior.*
  - Assessments: 1 (exam items), 2 (interview project)
- *Demonstrate knowledge of the appropriate and ethical methods, technologies, and data that social and behavioral scientists use to investigate the human condition.*
  - Assessment: 1 (exam items), 2 (essay questions on weekly quizzes)

Course Specific Learning Objectives and Assessments: This course addresses the following additional learning objectives. Students will...

- *Demonstrate a basic understanding of historical and contemporary anthropological approaches to the study of global issues.*

- Assessments: 1 (exam items) (For example, an essay question on one exam might ask students to evaluate the efficacy of the holistic approach in understanding the impacts of globalization on local peoples.)
- Be able to think and write critically about the pros, cons, and paradoxes of globalization.
  - Assessments: 1 (exam items) (For example, an essay question on one exam might ask students to analyze both the positive and negative effects of globalization on local peoples, drawing examples from specific case studies.)
- Demonstrate a basic understanding of the relationship between local roles and global forces, as well as some of the macro-level social and economic constraints upon these roles.
  - Assessments: 1 (exam items) (For example, an essay question on one exam might ask students to analyze the role that race played in the historical development of sugar plantations in the Caribbean.)
- Demonstrate a basic understanding of the importance of related fields – such as geography and international politics – to the anthropological study of globalization.
  - Assessments: 1 (exam items), 2 (weekly quizzes) (For example, an essay question on one exam might ask students to evaluate the impact of the global sugar market on the political and economic relationships between national governments and local peoples).

## **COURSE REQUIREMENTS:**

### Required Texts

- Robbins, Richard H. 2014. *Global Problems and the Culture of Capitalism*, 6<sup>th</sup> Edition. Upper Saddle River, NJ: Prentice Hall. ISBN-13: 9780205961054  
Students will be required to read a few articles from Blackboard as well. The instructor will announce in class when the articles are available and to be read.

### Assessments:

1. 3 Exams (each 20% of final grade): Through various questions, the exams will assess each student's ability to appraise how globalization affects privilege relationships at different levels and explain how these relationships affect the sociocultural status of individuals and groups (MC3). Students will also use critical thinking skills (CT) and apply empirical/quantitative approaches (EQS) to reach informed conclusions about the pros and cons of globalization (SR). The question format of the exams will be essay, multiple choice, and true/false questions. Each exam will cover the material in the textbook(s), films, class lectures, and class discussions. Some exam questions will cover assigned readings that are not covered in the lectures, while some questions will cover lecture material that is not addressed in assigned readings. Therefore, it is your responsibility to attend all classes and complete all readings. It is your responsibility to come prepared with an *ORANGE* Scantron form and writing instrument on exam days. *If you are more than 15 minutes late, you will not be allowed to take the exam.*
2. Weekly Quizzes (average is 20% of final grade): On the weekly quizzes, students will use critical thinking skills to discriminate between related concepts (CT), interpret empirical data (EQS) on relevant topics, or practice application of anthropological ideas to their own lives (SR). Through their responses, quizzes will also assess their ability to

demonstrate intercultural awareness as they consider the effects of globalization on other cultures (MC1). Some quizzes will be in-class, and some will be take-home. The format will be short essay, multiple choice, and true/false questions. Be sure to review your class notes and textbook readings regularly in order to be well-prepared for your quizzes. *Note that NOT ALL quizzes will be announced in advance.* It is imperative that you attend all classes if you don't want to miss any quizzes.

3. Cross-cultural interview project (20% of final grade): Each student will meet with either an individual or a small group of people from another country. Students will conduct an interview to elicit their informants' experiences of and responses to globalization in their home countries. Students will write up their findings in a brief report, along with presenting an analysis of how their findings reflect what they have learned in the course. This project will assess each student's ability to engage constructively with individuals and groups, across diverse social contexts (SR, MC2). More details regarding this project and its due date will be provided later in the semester.

Final Grades: All of your grades for this course will be posted on Blackboard. To view them, visit <http://www.blackboard.ttu.edu/>. \*Blackboard student support: (806) 742-HELP, or [www.blackboard@ttu.edu](mailto:www.blackboard@ttu.edu). Your final grade will be assigned as follows:

>93=A	87-89=B+	77-79=C+	67-69=D+	<60=F
90-92=A-	83-86=B	73-76=C	63-66=D	
	80-82=B-	70-72=C-	60-62=D-	

Attendance: Attendance in this course is **REQUIRED**. To do well, students must come to class regularly, take good notes, and review their notes regularly, especially immediately after each class. Also, students must complete their assigned readings before class and be prepared to discuss them. If you miss a class because of illness, *email me within 24 hours and bring a doctor's note you to the next class.* If you miss class, you will be responsible for getting any materials, handouts, or information discussed in class. I will not hand out my lecture notes or power points. Therefore, you should find a classmate who can provide them for you.

The following activities will result in a student's being counted absent and possibly being asked to leave the class: texting, surfing the internet, making or receiving phone calls, being disruptive, leaving class early, coming to class late, listening to music, reading or studying for another class, etc. Class is not a place for catching up on missed meals or missed sleep. You must **turn off all cell phones** before class starts; you are not permitted to take calls or text message during class. *You will be asked to leave the room and will receive an unexcused absence for the day if you violate these policies. Students who are counted absent will receive a grade of "0" on any assignments for that day (i.e., In-class Quizzes).*

Make-ups: Except as otherwise required by university policy, all assignments must be turned in on time. Late assignments will not be accepted and I do not accept assignments by e-mail. Do not miss the scheduled exams!!! Make-up exams will *only* be given when (a) there are *exceptional* circumstances preventing you from taking the exam on the scheduled day (e.g., a serious illness requiring hospitalization, death of a family member, legally required activity, Provost-approved University sponsored activity), (b) you can provide written proof of the exceptional circumstance (e.g., a physician's note, obituary listing you as a relative of the

deceased), and (c) you notify me of the situation prior to the scheduled time of the exam. If the situation is an emergency, you must notify me *within 24 hours* in order to make up missed work. Outside of these circumstances, you will receive a zero for a missed exam. Make-up exams are not granted for dental appointments, routine doctor appointments, ill pets, flat tires, work, etc. Make-up exams will not follow the same format as the regularly scheduled exams and will consist entirely of essay questions.

## **POLICIES AND RESOURCES:**

### Religious Holy Days (OP 34.19):

<https://www.depts.ttu.edu/opmanual/OP34.19.pdf>

Texas law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel.

An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused.

While no prior notification of the instructor is required, OP 34.19 indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. The student should make up any missed work.

### Students with Disabilities (OP 33.22):

<http://www.depts.ttu.edu/opmanual/OP34.22.pdf>

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.

Health and Safety Policy: The Department of Sociology, Anthropology, and Social Work will endeavor to comply with the intent of state laws or acts and the University Health and Safety Program in an effort to maintain a safe academic and working environment for students, staff, and faculty.

Academic Integrity Policy: Please familiarize yourself with the University policy on academic integrity, posted at <http://www.depts.ttu.edu/studentjudicialprograms/academicinteg.php>.

Plagiarism, or the act of claiming someone else's work or idea as your own, is a violation of the University's policies on academic honesty. In this class plagiarism in any form will not be tolerated. A typical and often unwitting form of plagiarism involves using the ideas or information of another scholar in your research. The best tactic is to paraphrase your source in your own words, then cite your source. If you use **THREE OR MORE CONSECUTIVE WORDS** from a published (or internet) source, you must quote the phrase and cite the source. If you do not adhere to these standards, you may commit plagiarism. We will discuss proper paraphrasing, referencing and plagiarism in class; however, if you have any questions whatsoever please ask the instructors! It is the aim of the faculty of Texas Tech University to

foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. *If you are caught plagiarizing material in the class or if you copy from another student during an exam you will receive a final grade of "F" for the course.*

Civility in the Classroom: Some anthropological topics occasionally evoke controversial issues. Though you are already aware of this, please be tolerant of others' beliefs and respect others' opinions. A healthy exchange about issues may include disagreement about ideas but it must not demean the character or background of the individuals holding those ideas. Students' questions and/or comments are always welcome as long as they are related to our class topics, but be sure to allow other students time to speak as well. Similarly, you must respect the classroom space and the instructor by focusing your attention on the course during our class meetings. Class is not a place for catching up on missed meals or missed sleep.

TTU Resources for Discrimination, Harassment, and Sexual Violence: Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the *Office for Student Rights & Resolution*, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: Student Counseling Center, 806-742-3674 (main office), 806-742-5555 (24-hour Helpline), <https://www.depts.ttu.edu/scc/>; the Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, [rise.ttu.edu](http://rise.ttu.edu) (*Provides a range of resources and support options focused on prevention education and student wellness*); Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/>

Library: Brian Quinn is the librarian for the social sciences. Contact him at 806-742-2148, [brian.quinn@ttu.edu](mailto:brian.quinn@ttu.edu), Reference Room #113 Mezzanine. You may also find this page on library resources for Anthropology particularly helpful: <http://guides.library.ttu.edu/c.php?g=543194>

**TENTATIVE COURSE SCHEDULE:** This course schedule is subject to change. All readings should be done prior to each class meeting.

- Jan. 12<sup>th</sup> (Wed)**      **Logistics and *Film: The Story of Stuff***
- Jan. 14<sup>th</sup> (Fri)**      **Part I, Introduction: The Consumer, the Laborer, the Capitalist, and the Nation-State in the Society of Perpetual Growth.** The first part of the book charts the rise of consumerism around the world, with each of the first four chapters dealing with one the major components of capitalism: the consumer, the laborer, the capitalist, and the nation-state. Throughout Part I, the book provides empirical data and historical examples that require students to use empirical and quantitative skills and critical thinking to evaluate the author's position.  
*Global Problems*, pp. 1- 10
- Jan. 17<sup>th</sup> (Mon)**                      **NO CLASS**
- Jan. 19<sup>th</sup> (Wed)**      **Chapter 1: Constructing the Consumer.** This chapter examines how the culture of capitalism encourages the accumulation of profit, wages, and goods, but in many societies accumulation is actually discouraged. The author explores how consumerism arose in American society through transformation in the meaning of goods, transformation of major institutions in the country, and transformation of spiritual and intellectual values. The author argues that consumerism, and its related accumulation of goods, is not a natural behavior. Consumerism, therefore, runs contrary to many traditional cultures' norms. Through television and advertising, consumerism is being exported around the world, effecting India and China most dramatically in the near term.  
*Global Problems*, pp. 11 - 22
- Jan. 21<sup>st</sup> (Fri)**      **Chapter 1: Constructing the Consumer**  
*Global Problems*, pp. 22 - 32
- Jan. 24<sup>th</sup> (Mon)**      ***Film: Consuming Kids: The Commercialization of Children***
- Jan. 26<sup>th</sup> (Wed)**      **Chapter 2: The Laborer in the Culture of Capitalism.** In this chapter, the author examines the role of the laborer in capitalism, and how, to be competitive, companies look for cheap labor to reduce costs. Cheap labor in the 19<sup>th</sup> was primarily provided by immigrants, but in the late 20<sup>th</sup> century, cheap labor was obtained by moving manufacturing facilities to foreign countries, such as Malaysia and Mexico.  
*Global Problems*, pp. 33 - 43
- Jan. 28<sup>th</sup> (Fri)**      **Chapter 2: The Laborer in the Culture of Capitalism**  
*Global Problems*, pp. 43 - 54

- Jan. 31<sup>st</sup> (Mon)**      *Film: The Other Side of Sourcing with Thomas Friedman*
- Feb. 2<sup>nd</sup> (Wed)**      **Chapter 3: The Rise and Fall of the Merchant, Industrialist, and Financier.** This chapter examines five historical developments over the past five or six centuries that profoundly affected the development of capitalism. Our world has transformed so dramatically that “global trade is easier today than trade between adjacent towns was in 1400” (p. 95). *Global Problems*, pp. 55 – 68
- Feb. 4<sup>th</sup> (Fri)**      **Chapter 3: The Rise and Fall of the Merchant, Industrialist, and Financier** *Global Problems*, pp. 68 – 80
- Feb. 7<sup>th</sup> (Mon)**      **Chapter 3: The Rise and Fall of the Merchant, Industrialist, and Financier** *Global Problems*, pp. 80 – 95
- Feb. 9<sup>th</sup> (Wed)**      *Film: Globalisation is Good – Johan Norberg on Globalisation*
- Feb. 11<sup>th</sup> (Fri)**      **Chapter 4: The Nation-State in the Culture of Capitalism.** This chapter examines the fourth component of the culture of capitalism: the nation-state. The chapter considers political spin, free trade, and energy as factors in the global economy. *Global Problems*, pp. 96 – 109
- Feb. 14<sup>th</sup> (Mon)**      **Chapter 4: The Nation-State in the Culture of Capitalism** *Global Problems*, pp. 110 – 121
- Feb. 16<sup>th</sup> (Wed)**      *Film: The Secret Government by Bill Moyers*
- Feb. 18<sup>th</sup> (Fri)**      **FIRST EXAM**
- Feb. 21<sup>st</sup> (Mon)**      **Part II, The Global Impact of the Culture of Capitalism: Introduction.** The second section of the book examines the impacts the culture of capitalism has on population growth; hunger, poverty, and economic development; environment and consumption; health and disease; and Indigenous groups and ethnic conflict around the world. Presenting data and statistics in each chapter, this section also challenges students’ empirical, quantitative, and critical thinking skills. The content of this section also asks students to appraise privilege relationships at the national and international level and consider how these relationships affect the sociocultural status of individuals and groups. *Global Problems*, pp. 123 – 141
- Feb. 23<sup>rd</sup> (Wed)**      **Chapter 5: The Problem of Population Growth.** Chapter 5 discusses historical data and future projections on human population growth, with case studies focusing on India, China, French Canada, and Ireland. The



Malthusian perspective and demographic transition theory are introduced and challenged.

*Global Problems*, pp. 141 – 154

- Feb. 25<sup>th</sup> (Fri)**      **Article:** Horizon (August, 2009). Population Growth, Environment and Food Security: *What Does the Future Holds?*
- Feb. 28<sup>th</sup> (Mon)**      **Chapter 6: Hunger, Poverty, and Economic Development.** Chapter 6 demonstrates that “hunger is not caused by a lack of food, but rather by some people’s lack of ability to purchase food” (182). The chapter examines the historic and global economic forces that cause poverty, which leads to hunger, including political unrest, financial debt, and economic policies of wealthy nations that inhibit aid to poorer countries. *Global Problems*, pp. 155 – 170
- Mar. 2<sup>nd</sup> (Wed)**      **Chapter 6: Hunger, Poverty, and Economic Development**  
*Global Problems*, pp. 170 – 182
- Mar. 4<sup>th</sup> (Fri)**      **Film: Sierra Leone: Gunrunners**
- Mar. 7<sup>th</sup> (Mon)**      **Chapter 7: Environment and Consumption.** In Chapter 7, the author describes how culture impacts the natural environment. Consumption of things like sugar and beef drive wholesale changes to large parts of the natural world as forests are cleared for production and ranching. The chapter presents “the dilemma of choosing between economic growth and the environment,” (206), in which the choice is almost always growth. *Global Problems*, pp. 183 – 192
- Mar. 9<sup>th</sup> (Wed)**      **Chapter 7: Environment and Consumption**  
*Global Problems*, pp. 192 – 206
- Mar.11<sup>th</sup> (Fri)**      **Film: Slow Poisoning of India**
- Mar. 14<sup>th</sup> – Mar. 18<sup>th</sup>**      **SPRING BREAK**
- Mar. 21<sup>st</sup> (Mon)**      **Chapter 8: Health and Disease.** Chapter 8 examines the relationships among culture, disease, and capitalism, with a discussion of the AIDS epidemic. *Global Problems*, pp. 207 – 222
- Mar. 23<sup>rd</sup> (Wed)**      **Chapter 8: Health and Disease**  
*Global Problems*, pp. 222 – 233
- Mar. 25<sup>th</sup> (Fri)**      **Book Chapter:** Farmer, Paul. 1992. “Introduction,” In *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: University of California Press, pp. 1-16. In this ethnographic study, anthropologist Paul

Farmer questions whether the theory that HIV came to North America from Haiti is based on documented evidence, or rather on racist and ethnocentric attitudes. The content of this section requires students to identify and critique alternative explanations for claims about the origin and spread of HIV.

- Mar. 28<sup>th</sup> (Mon)**      **Chapter 9: Indigenous Groups and Ethnic Conflict.** The author looks at the effect globalization has on indigenous peoples, beginning with the statement that “one of the casualties of the expansion of the culture of capitalism is cultural diversity” (234). The chapter looks at the various ways nation-states have attempted to deal with, eliminate, or assimilate indigenous groups with case studies on the Guaraní, Yugoslavia, and Rwanda.  
*Global Problems*, pp. 234 – 245
- Mar. 30<sup>th</sup> (Wed)**      **Chapter 9: Indigenous Groups and Ethnic Conflict**  
*Global Problems*, pp. 245 – 259
- Apr. 1<sup>st</sup> (Fri)**      *Film: Invisible Children*
- Apr. 4<sup>th</sup> (Mon)**      **SECOND EXAM**
- Apr. 6<sup>th</sup> (Wed)**      **Part III, Resistance and Rebellion: Introduction.** With multiple examples of resistance to globalization in the third and final part of the book, the author challenges students’ notions of social responsibility.  
*Global Problems*, pp. 261 – 274
- Apr. 8<sup>th</sup> (Fri)**      **Chapter 10: Peasant Protest, Rebellion, and Resistance.** Chapter 10 focuses on peasant protests against the expansion of capitalism. Case studies include Mayalasia, Kenya, and Chiapas, Mexico.  
*Global Problems*, pp. 274 – 289
- Apr. 11<sup>th</sup> (Mon)**      *Film: A Place Called Chiapas*
- Apr. 13<sup>th</sup> (Wed)**      **Chapter 11: Anti-Systemic Protest.** In Chapter 11, the author examines anti-systemic protests against capitalism. The chapter includes examples of coal miners, the feminist movement, and ecological resistance movements.  
*Global Problems*, pp. 290 – 300
- Apr. 15<sup>th</sup> (Fri)**      **Chapter 11: Anti-Systemic Protest**  
*Global Problems*, pp. 300 – 310
- Apr. 18<sup>th</sup> (Mon)**      *Film: If a Tree Falls: The Story of the Earth Liberation Front*

- Apr. 20<sup>th</sup> (Wed)**      **Chapter 12: Religion and Anti-Systemic Protest.** Chapter 12 examines religious movements to overthrow capitalism. Examples include the Ghost Dance of the Lakota tribe, the cargo cults of the south Pacific islands, Zionism in South Africa, Islamic fundamentalism in the Middle East, and Protestant fundamentalism in the United States.  
*Global Problems*, pp. 311 – 322
- Apr. 22<sup>nd</sup> (Fri)**      **Chapter 12: Religion and Anti-Systemic Protest**  
*Global Problems*, pp. 322 – 333
- Apr. 25<sup>th</sup> (Mon)**      **NO CLASS**
- Apr. 27<sup>th</sup> (Wed)**      ***Film: Islam: Empire of Faith***
- Apr. 29<sup>th</sup> (Fri)**      **Chapter 13: Constructing the Citizen-Activist.** The final chapter of the book examines what is wrong with capitalism and suggests possible solutions. Many of the problems with globalization—hunger, poverty, disease, the destruction of the environment, exploitation of women and children, global conflicts, and so on—are caused by the culture of capitalism and its need for perpetual economic growth, the chapter concludes.  
*Global Problems*, pp. 334 – 352
- May 2<sup>nd</sup> (Mon)**      **Wrapping up**
- May 7<sup>th</sup> (Sat)**      **FINAL EXAM (10:30 AM – 1 PM, Biology 102)**