

MACQUARIE
UNIVERSITY



FACULTY OF
ARTS



Globalization / The Wall Street Journal

ANTH321

Globalisation and Culture

3 Credit points

Unit Guide
Semester 1, 2012

Anthropology

Undergraduate Unit Guide

Anthropology

ANTH 321: Globalisation and Culture

Credit Point Value: 30

Semester 1, 2012

Students in this unit should read this unit guide carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

TEACHING STAFF

Unit Convenors

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CLASSES

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Students will attend a 2 hour lecture session each week and one tutorial.

Lecture: 9:00-11:00 Tuesday [E7B 100 Theatrette](#)

Tutorials: Please check

<https://timetables.mq.edu.au/2012/showtimetable.aspx>

ABOUT THIS UNIT

Mass communications, technological advances and the emergence of mass tourism as a result of low cost transportation are powerful forces for cultural change in the contemporary world. For anthropology the globalisation thesis raises important questions about culture; how are we to understand cultures previously understood as bounded entities in a globalising world, and how might we theorise the relationship between the particular or local and the global? Some commentators argue that globalisation is nothing more than the spread of the West; that it is Americanisation or McDonaldisation. Others argue that culture does not move only from the 'West to the rest' but flows freely and in multiple directions. History shows us that culture has always been dynamic and changing yet there are certain features that characterise the 'modern', 'late modern' or 'post-modern' world in which we live. In this unit we will draw on a variety of cultural phenomenon such as film, music, food and religion to examine critically some of the issues which are raised by the globalisation thesis. We will look at the 'speeding-up' of the world in terms of our experience of time and space. And we will consider the possibility of alternative or parallel modernities.

LEARNING OUTCOMES

All academic programmes at Macquarie seek to develop graduate capabilities. These are:

COGNITIVE CAPABILITIES

1. Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

2. Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

3. Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

4. Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

INTERPERSONAL OR SOCIAL CAPABILITIES

5. Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

6. Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

7. Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

PERSONAL CAPABILITIES

8. Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

9. Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

Note: The numbers listed at the end of each Learning Outcome indicate how it is aligned with the Graduate Capabilities.

The learning outcomes of this unit are:

With full involvement in this unit students will (Link to graduate capabilities in brackets):

- A. Participate in group discussions on a range of topics related to religion in contemporary societies (1,5,6,7)
- B. Actively engage in ethnographic description, data collection and analysis (1,2,3,4,8)
- C. Examine and evaluate theoretical and ethnographic texts (1,2,3,9)
- D. Understand key themes in the anthropology of Globalisation (1,2,6,8)
- E. Develop writing and research skills (3,5,9)

UNIT REQUIREMENTS AND EXPECTATIONS

Students are expected to attend lectures and participate fully in tutorials, and to complete all required reading and assessment tasks, as detailed below

Assessment Summary

Task	Task Name	%	Due Date
1	Tutorial participation oral presentation	20%	Weekly
2	Critical Reflection Essay	40%	Week 6
3	Ethnographic paper	40%	Week 13
	Total:	100%	

Task 1	Weight	Due date	Linked unit outcomes	Linked graduate capabilities
Tutorial participation	20%	ongoing	A. C. D.	1235679
Description:				
Each week you will prepare for the lectures and tutorials by completing the required readings. you must also come to the tutorial ready to engage in open discussion of the week's topics.				

Task 2	Weight	Due date	Linked unit outcomes	Linked graduate capabilities
Reflection Essay 1500 words	40%	Monday 16 week 8	A. D. E.	12345689
Description:				
<p>You are required to select two readings from those provided for the course, or contact the lecturer and suggest another two readings of your preference related to the topic of the course. You should provide your understanding and interpretation of the author's position on the topic at hand and reasoning on your own position in relation to that author's position.</p> <p>Remember, this is a critical essay. This is not a research paper or an expository essay. Please stick to reading the text, think about what is being argued for, and, as clearly as possible, thoroughly respond to the argument(s) by asserting your own argument(s) and position on the matter discussed.</p> <p>Number of words: 1500</p> <p>FORMAT: if you are in doubt about the essay format and referencing system required in anthropology look up the guidelines on the Anthropology home page.</p> <p>Your essay must be typed in 12 point font and double spaced. Make sure all of the pages are numbered. Please have a separate title page with your name and student I.D. number. Do not put your essay in any display paraphernalia, as it makes marking more difficult. Correct grammar and spelling is required and part of the assessment for your written work will reflect this.</p> <p>Important Note: It is a requirement that all students keep a copy of their written work. In the event of work being lost, or if you say it has been handed in but it is not in our records, you must be able to present a second copy. If you do not do so, no consideration can be given and all marks will be forfeited for that piece of work.</p>				

Task 3	Weight	Due date	Linked unit outcomes	Linked graduate capabilities
Ethnographic paper	40%	June 8 Week 13	A. B. D. E.	12345689
Description:				
<p>This is an essay with an ethnographic focus, that is, you will describe anthropologically a particular cultural phenomenon from first hand experience. You will be given detailed instructions as to how to approach this assessment during lectures and tutorials.</p> <p>Number of words: 2000</p> <p>FORMAT: if you are in doubt about the essay format and referencing system required in anthropology look up the guidelines on the Anthropology home page.</p> <p>Your essay must be typed in 12 point font and double spaced. Make sure all of the pages are numbered. Please have a separate title page with your name and student I.D. number. Do not put your essay in any display paraphernalia, as it makes marking more difficult. Correct grammar and spelling is required and part of the assessment for your written work will reflect this.</p> <p>Important Note: It is a requirement that all students keep a copy of their written work. In the event of work being lost, or if you say it has been handed in but it is not in our records, you must be able to present a second copy. If you do not do so, no consideration can be given and all marks will be forfeited for that piece of work.</p>				

Assignment submission

Hard Copy Submissions

Written work must be submitted through the Arts Student Centre (via the appropriate assignment box) on Level 1, W6A. Students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is generated from the student section of the Faculty of Arts website at:

http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet.

Please provide your student details and click the *Get my assignment coversheet* button to generate your personalised assignment cover sheet. No other coversheets will be provided by the Faculty.

Return of marked work

During semester, marked work will be returned to students via tutorials, seminars or lectures.

Electronic Submissions

Information about how to submit work online can be accessed through the iLearn unit.

Examination

Notice, this course has no final examination

Extensions and special consideration

Any extensions must be requested in writing with valid documentation to support the request (e.g. medical certificate).

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty

of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at:

http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

UNIVERSITY POLICY ON GRADING

University Grading Policy

<http://www.mq.edu.au/policy/docs/grading/policy.html>

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

REQUIRED READING

A Course reader will be available from the University bookshop.

RECOMMENDED READING

Further course readings will be available from the library reserve.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

Online units can be accessed at: <http://ilearn.mq.edu.au/>.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

ACADEMIC HONESTY

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement:

<http://www.mq.edu.au/ethics/ethic-statement-final.html>.

Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way
- When the ideas of others are used, these ideas are acknowledged appropriately.

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty Policy which can be viewed at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Student Support Services. Details of these services can be accessed at:

<http://www.deanofstudents.mq.edu.au/> or
<http://www.campuslife.mq.edu.au/campuswellbeing>

Another useful support service is provided by the Learning Skills unit which you can find at: <http://www.mq.edu.au/learningskills/>.

Arts Student Centre

Phone:	+61 2 9850 6783
Email:	artsenquiries@mq.edu.au
Office:	W6A/Foyer

Centre staff are there to smooth the way into university life; answer questions; give informed advice; provide a sympathetic ear; de-mystify uni ways and procedures.

The Faculty Assessment Coversheet and Arts online submissions for Special Approval, Special Consideration, Grade Review and Grade Appeal are located at: www.arts.mq.edu.au/current_students/undergraduate

WEEKLY LECTURE AND TUTORIAL SCHEDULE:

<p>Week 1 Feb 28</p>	<p>Introduction: Is Globalization a Culture?</p> <p>Anthropology as other disciplines has tried to make sense of the social, economic and political developments that since the 1980s have been labelled as “globalization”. There is a lively debate about what globalization may be, when it started, and its consequences. Yet, starting from an anthropological prospective, we can even ask: “is globalization a culture”?</p> <p>During this lecture we also discuss the main aspects of the course.</p> <p>No tutorial this week but you should read the course outline thoroughly, familiarise yourself with the assignments for this Unit and make a start on the reading for next week. If you have any questions please bring them to next week’s tutorial.</p> <p>Further recommended readings for this topic;</p> <p>Note: During the course we will see videos, both films and interviews, which are considered to be an integral part of the course.</p>
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From Modernization to Globalization

It would be impossible to understand Globalization if we do not have an idea of what has been defined as "modernity" and "modernisation". In this lecture we will help the student to discuss, from a social anthropological perspective, questions such as:

When did humans become "modern"?

How has the difference between "modernity and "modernisation" been conceptualized?

What is post-modernism?

Week 2
Mar 6

Is Globalization nothing else than "broad band" modernization?

Required Tutorial Readings;

Inda, J. X. and Rosaldo, R. 2008 'Introduction: A world in motion' in J. X. Inda and R. Rosaldo (eds), *The Anthropology of Globalization a reader*, Second ed., Blackwell Publishers. pp 3-46

Further recommended readings for this topic

Neal, A. G. 2007 'Introduction and Orientation ' in A. G. Neal *Sociological perspectives on modernity : multiple models and competing realities*, New York : Lang, pp 4-32

<p>Week 3 Mar 13</p>	<p>Globalization, Glocalization</p> <p>This lecture will help you to understand the relationship between the “global” and the “local”, particularly focusing on the social and cultural impact that both the global has on the local and vice-versa</p> <p>Required Tutorial Readings;</p> <p>Kearney, M. 1995 The local and the global: Anthropology of globalization and transnationalism. <i>Annual Review of Anthropology</i>, 24, pp. 547-565.</p> <p>Giulianotti, R., & Robertson, R. 2007 Forms of Glocalization: Globalization and the Migration Strategies of Scottish Football Fans in North America. <i>Sociology London</i> (41):1 pp.133-152.</p> <p>Further recommended readings for this topic:</p> <p>Robertson. R. 2003 ‘The conceptual promise of Glocalization: commonality and diversity’ in Proceedings of the International Forum on Cultural Diversity and CommonValues. Seoul, pp.1-6.</p>
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Anthropology of Globalization or Globalization of Anthropology?

In this lecture we will observe how anthropologists have reacted to and debated globalization as a phenomenon. Yet at the same time we have to acknowledge that the same phenomenon of globalisation has affected anthropology as a discipline. To do so, we will observe the impact on one of the main aspects of the discipline: Fieldwork.

Required Tutorial Readings:

Foster, Robert J. (2009). Melanesianist Anthropology in the Era of Globalization. University of Hawai'i Press. pp 1-20

**Week 4
Mar 20**

Appadurai, A. 2001 "Globalization, Anthropology of," in International Encyclopedia of the Social and Behavioral Sciences, edited by Neil J. Smelser and Paul Bew York: Elsevier Science. pp 6266-6271

Appadurai, A. (June 01, 1997). Discussion: Fieldwork in the Era of Globalization. *Anthropology Humanism* 22 (1) pp.115-118.

Further recommended readings for this topic:

Phipps, P. (2009), 'Globalization, indigeneity and performing culture', *Local-Global: Identity, Security, Community*, 6: 2009, pp. 28-48.

Globalisation, Development and Exploitation

What we call globalization is linked also to the concept of power relations. Indeed, as anthropologists we know that the context in which phenomena are observed are relevant to their understanding and the context of power is one of the main aspects that affect what I call "the dynamics of relations" within the global social and political space. We will observe during the lecture the impact that Globalisation has in different place due to the dynamic of power that are formed.

Required Tutorial Readings;

Ferguson, James. 2002. "Global Disconnect: Abjection and the Aftermath of Modernism." In da and R. Rosaldo (eds), *The Anthropology of Globalization a reader*, Second ed., Blackwell Publisers. pp 137-153

Week 5
Mar 27

Escobar, 1991. Anthropology and the development encounter: The making and marketing of development anthropology. *American Ethnologist : the Journal of the American Ethnological Society*. pp. 658-682

Further recommended readings for this topic:

Gledhill, J. 2005 "Disappearing the Poor?": A Critique of the New Wisdoms of Social Democracy in an Age of Globalization In Edelman, M., & Haugerud, A (eds) *The anthropology of development and globalization: From classical political economy to contemporary neoliberalism*. Malden, Mass: Blackwell Pub. pp. 382-390

<p>Week 6 Apr 3</p>	<p>McDonaldization: Obscene from any angle?</p> <p>McDonald has become the symbol of a particular process of globalization, what for instance Ritzer calls the “globalization of nothing”. Today McDonaldization can be observed in many aspects of various cultures and has certainly an impact on our lives. Yet the debate remains open: is it a positive or negative force?</p> <p>Required Tutorial Readings;</p> <p>Ritzer, G. 2003 'Rethinking Globalization: Glocalization/Globalization and Something/ Nothing' <i>Sociological Theory</i>, 21(3) pp. 193-209</p> <p>Ritzer, George(2000) 'Obscene from any angle', <i>Third Text</i>, 14(51): 17 — 28</p> <p>Further recommended readings for this topic:</p> <p>Phillips, L. P. 2006) Food and globalization. <i>Annual Review of Anthropology</i>. 35: 37-57.</p>
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<p>Week 7 Apr24</p>	<p>Globalization and Religion</p> <p>As any other aspect in contemporary culture, religion has been affected by globalization but yet it has also contributed to it in different forms. We will explore some of these aspects and ask whether religion(s) has also been affected by McDonaldization and maybe, following Ritzer's analysis of globalisation and consumerism, is "Obscene from any angle" as well? We in particular will observe the case of religious pilgrimage and consumerism.</p> <p>Required Tutorial Readings</p> <p>Kale, Sudhir. 2004. "Spirituality, Religion, and Globalization". <i>Journal of Macromarketing</i>. 24 (2): 92-107.</p> <p>. 2001. "Religion, the New Millennium, and Globalization". <i>Sociology of Religion</i>. 62 (4): 415-441.</p>
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<p>Week 8 May1</p>	<p>Globalisation of Tourism:</p> <p>Tourism, has developed from a limited practice of the elite into a mass phenomenon. Also, thanks to fast and affordable flights, tourists can visit what they consider 'exotic' places. Indeed, if the 'exotic' was before the domain of the scholar, and in particular anthropologists, today the 'exotic' is part of touristic advertisements that offer the 'untouched' and 'savage' scenery of nature together with the trilling experience of meeting real 'savages', 'cannibals', 'head hunters' and so on. Yet what kind of impact does this have not only on the local population but also on the 'imagination' of the 'other' as a human?</p> <p>Required Tutorial Readings;</p> <p>Burns, P 1999. Issues in the anthropology of tourism in Burns, Peter <i>An introduction to tourism and anthropology</i>. London: Routledge. pp 104-114</p> <p>Ness, Sally Ann. 2005. "Tourism-Terrorism: The Landscaping of Consumption and the Darker Side of Place". <i>American Ethnologist</i>. 32 (1): 118-140.</p> <p>Further recommended readings for this topic:</p> <p>Amoore, L. 2006. "Biometric borders: Governing mobilities in the war on terror". <i>Political Geography</i>. 25 (3): 336-351.</p> <p>Malcolm Crick Representations of International Tourism in the Social Sciences: Sun, Sex,, Sights, Savings and Servility. <i>Annual Review of Anthropology</i>, 18, p.307-3</p>
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<p>Week 9 May 8</p>	<p>Globalization and the Music Industry</p> <p>Music events were very much local events, often linked to clear social functions. Today music genres and styles are easily accessible though the expanding music industry and also thanks to the Internet. We will observe the effects of this unprecedented exchange of music and the impact on local traditions.</p> <p>Required Tutorial Readings;</p> <p>Stokes, Martin. 2004. Music and the Global Annual Review of Anthropology. 33, pp. 47-72</p> <p>Gross, J., McMurray, D. and Swedenburg, T. Arab Noise and Ramadan Nights: Rai, Rap and Franco-Maghrebi Identities in J. X. Inda and R. Rosaldo (eds), The Anthropology of Globalization a reader, Second ed., Blackwell Publishers. pp 198-229</p>
<p>Week 10 May 15</p>	<p>Globalization of the local: the case of Bollywood</p> <p>How can a very local artistic genre become global and economically a worldwide success? In which way is this linked to "cosmopolitanism"? We will discuss the case of Bollywood and the changes that in the past few years have transformed it.</p> <p>Required Tutorial Readings;</p> <p>Rao, S. 2007. The Globalization of Bollywood: An Ethnography of Non-Elite Audiences in India <i>Communication Review</i>-10 (1): 57-76.</p> <p>Cosmopolitanism, Remediation, and the Ghost World of Bollywood David Novak Cultural Anthropology, Feb. 2010, Vol. 25, No. 1: 40-72</p>

Globalization and organ trafficking

Exploitation, as we have seen in previous lectures, is an integral part of what scholars have called globalization. In a world where there is much discussion of human rights, and where technological and medical advancement are commonplace, new forms of oppression and commodification take place. Organ trafficking is probably the most shocking form of all. How has anthropology studied the phenomenon?

**Week 11
May 22** **Required Tutorial Readings;**

Scheper-Hughes, Nancy. 2009. "The Ethics of Engaged Ethnography: Applying a Militant Anthropology in Organs-Trafficking Research". *Anthropology News*. 50 (6): 13-14.

Nancy Scheper- Hughes 2000. The Global Traffic in Human Organs *Current Anthropology*, 41(2), pp. 191-224



<p>Week 12 May 29</p>	<p>Globalisation, Tourism and Sex</p> <p>Globalisation often hides realities that raise ethical issues. After human trafficking we will observe the increasing global business of tourism and sex from different perspectives, some unexpected.</p> <p>Required Tutorial Readings;</p> <p>Long, Lynellyn D. 2004. "Anthropological Perspectives on the Trafficking of Women for Sexual Exploitation". <i>International Migration</i>. 42 (1): 5-31.</p> <p>Glenn Bowman "Fucking Tourists": Sexual Relations and Tourism. in Jerusalem's Old City. <i>Critique of Anthropology</i> 9(2) pp. 77-93</p> <p>Day, Sophie. 2009. Renewing the War on prostitution: The spectres of 'trafficking' and 'slavery' <i>Anthropology Today</i>. 25 (3), pp.1-3.</p> <p>Further recommended readings for this topic:</p> <p>Hyde, Sandra Teresa. 2001. "Sex Tourism Practices on the Periphery: Eroticizing Ethnicity and Pathologizing Sex on the Lancang" in Nancy Chen et. Al. (editors), <i>Ethnographies of the Urban in 1990s China</i>, Durham, North Carolina: Duke University Press.</p>
<p>Week 13 Jun 5</p>	<p>Review</p> <p>Review of course themes.</p> <p><u>No tutorial this week</u></p> <p>Ethnographic paper due 5pm today</p>

