

TRANSNATIONAL ETHNOGRAPHY

Professor M. Kamari Clarke

Classroom Location: on-line, via ZOOM

Weekly Classes: Mondays – 10:10am-12noon

Office Hours: Tuesdays 1:00 – 3:00pm

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Join Zoom Class:

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Meeting ID: 615 230 7369

Passcode: 673310

Office Hours: Tuesdays 1:00noon – 3:00pm (please request an appointment time)

<https://zoom.us/j/6152307369?pwd=dWFQZXhoVmtpUWpXQWhBZ0JxR2o0Zz09>

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As anthropologists, sociologists, and cultural studies scholars continue to grapple with the changing approaches to studying local phenomena, this course covers transformations in approaches to making sense of locality in transnational, global and diasporic arenas. By addressing theoretical problems connected to transnational and diasporic circulations, students in the course will explore “transnationalism” and “globalization” as conceptual frameworks and will explore how various contemporary ethnographies might provide possibilities for understanding such complexities. Drawing on a range of ideas, from poststructuralist approaches to cultural processes, to materialist and rhizomatic theories, and that of the study of diasporic formations, students will explore the rapid transformation of what constitutes new fields of study and the implications for addressing questions of scale and complexity. The emphasis will be on the interrelations between the social and cultural, the political, notions of agency and power, zones of national, international and transnational forms of practice.

In the first section of the course, *Rethinking Culture, Nation, Space*, students will explore the way that scholars have attempted to rethink locality and offered new ways of conceptualizing transnational complexity. Inspired by Salman Rushdie's *Imaginary Homelands*, we will both explore de-territorialized and *diasporic* approaches to cultural processes as well as explore the way that national and transnational identities are established through various transnational forms of subject-making. The second section, *Transformations of the Social: Ethnographies of Global Connection*, will involve how we can meaningfully understand new forms of transformations in the context of changing social, economic and socio-legal-political spaces. From studies of new economic, legal, cultural, and transnational movements, to emergent diasporic formations,

students will read a range of transnational ethnographies in order to understand contemporary approaches to transnational ethnography.

The class will meet once per week for a two-hour time block. During this time, I will lecture for the first thirty minutes of the class to situate the context for understanding the material. In the final ninety minutes we will discuss various themes and concepts related to the assigned readings. At time our discussions will be supplemented by interactive video clip excerpts to spark discussion. As this is a graduate student-level class, there is an expectation that both will participate fully. Upper-level graduate students will be expected to complete the same assignments as graduate students and will receive graduate credit.

Course Objectives

1. Understand current academic debates, theories, and public discussions around what transnationalism and globalization is and the various ways that scholars study them.
2. Develop conceptual and methodological tools to critically analyze transnational processes and their empirical manifestations in the everyday lives of local communities and peoples.
3. Understand the various ways that people construct meanings, relations of belonging and identity in their lives.
4. Discern how cultural meanings and practices (no matter how small) play a role in shaping, and are themselves shaped by, large-scale situations including colonialism, nationalism, capitalism, racial, gender, sexual orientation, migration.
5. Read ethnographic texts and understand the main points of the argument as well as how the data are used for contemporary understandings of transnational formations.
6. Analyze ethnographic material in several ways, ranging from summarizing the argument or data that an author uses, to taking generalizations or interpretations made about one set of material and applying it to another set of materials.
7. Turn the lens on one's own world and engage in reflexive analysis.
8. Be able to present ideas with sound evidence and a questioning mind in safe break-out group formats.

Format and Expectations

Because of the Covid19 restrictions, this course will be taught as an on-line seminar in a synchronic format using a zoom videoconferencing platform. Students will need access to a computer in order to participate in this course. Use of a tablet, iPad, or smartphone is not recommended as the primary way to engage with the course. A fast and reliable Internet connection is also required. Use of a webcam and microphone may be required to participate fully in course activities.

Zoom for Students

Zoom is a video conferencing platform that offers one-on-one and group video meetings. Students can sign up for the basic free plan. The U of T Zoom sign can be found here: <https://utoronto.zoom.us/>

You can access zoom by downloading it on your computer. For first time users to Zoom go to: get a UofT Zoom account at: <https://act.utoronto.ca/zoom-information/>

Once you download the application you will need to activate your account by verifying your email address. For more information go to: Zoom general use and tools:
<https://utm.library.utoronto.ca/students/canvas/zoom>

Our weekly classes will consist of an opening lecture, class presentations and class discussions. Opening lectures will provide a broad contextual, theoretical and historical background for each weekly theme, including clarification of key concepts and explorations of their application. Class presentations followed by discussions of the readings will provide an opportunity to review and discuss course material. **Attendance is required.**

Your participation grade will reflect the extent to which you contribute to class discussions in an informed way. However, the grade will not just be based on your attendance. You will be expected to do the required reading prior to attending class and tutorial sections and also participate in an informed way in discussions. If you miss a class, you will still be held responsible for all course material discussed on that day. If you are absent, please make arrangements to borrow someone else's notes as they are your responsibility to ensure that you catch up on missed material.

Office Hours

My office hours will be held by zoom using the same link as used for class. **Please set up an appointment in advance so that I can reserve that time slot for you. Log-on at your appointment time and wait in the waiting room until I admit you. It is possible that I may not be able to admit you at the exact time that you have scheduled and you may end up waiting a little longer than expected. If so, apologies in advance and please be patient. It means I am wrapping up meetings with those ahead of you.** However, if you have a genuine scheduling conflict and cannot meet me during the allotted time, please send me e-mail to set up an appointment for an alternate time.

Submission and Return of Term Assignment/Final Paper

All assignments/final papers must be typed and submitted via the on-line class portal. Please submit assignments as documents in Microsoft Word format in either *.doc or *.docx formats. If you do not have Microsoft Word, it is fine to use [Open office](#) or [Libre Office](#).

Please submit your assignments on-time. Unless you have a legitimate excuse, all late assignments will receive a 25% grade deduction. Once graded, the assignments will be returned within a one-week period.

COURSE REQUIRMENTS

Student evaluations will be based on the following assignments: **(a) Class Participation, (b) Class Presentation of Readings, (c) a Final Paper.**

Grade Breakdown

(a) Class Participation (20%);

- (b) Class Presentation of Readings (30%);
- (c) Final Paper (50%)

(a) Class Participation – (20% of grade)

Students are expected to do all of the required readings and participate in class discussions in an informed way. The weekly readings should be completed in advance of the relevant class to which they are assigned. Participation will be based on both attendance and discussion contributions. **However, if you are not able to participate fully please send me an email so that we can discuss the possibility of sharing your reflections via the online discussion forum.**

(b) Class Presentation - (30% of grade)

In addition to regular class participation, each student is expected to serve as a discussant **for one of the weekly group of readings**. To do this, students will be expected to prepare a forty-five minute oral presentation that should serve to orient the weekly discussion. Presentations should address one or two broad overarching themes that arise in the assigned text(s) or they may focus in more detail on shared or divergent perspectives. While it may be useful to point out differences in approaches to empirical data, or to signal aspects of the readings that require clarification, presentations should focus especially on the intellectual-historical background to the week's readings. They should examine the significance at the time and to future generations of anthropologists, what general assumptions that underlie the author's work (and where the assigned readings stand in the bodies of work of the theorist(s) we are reading that week, and their significance at the time and to future generations of anthropologists. All other students must be fully prepared to participate in discussions.

When presenting, please try to incorporate questions raised in the materials posted by fellow class members on the Discussion Forum of the class website. **Discussion leaders should introduce the plan for the class discussion through a power point presentation and also provide questions for other class members to follow along.** To determine who will present each week, a sign-up sheet will be circulated at the beginning of the term.

(c) Final Paper – Reading Response of a Transnational Ethnography (50% of grade)

All students must write a **final paper (double spaced, 15 pages/cover page and references not included) that involves a discussion and reflection of one of the four ethnographies covered in Section Two of the course.** For this final assignment, students will be expected to select and engage with one of the following global ethnographies:

- Cosmopolitan Conceptions: IVF Sojourns in Global Dubai. Marcia Inhorn.
- Servants of Globalization: Migration and Domestic Work. 2nd Edition. Rhacel Salazar Parrenas.
- Human Rights and Gender Violence. Translating International Law Into Local Justice. Sally Engle Merry.
- The Illicit Life of Capitalism. Hannah Appel

The paper should outline the core arguments of the book. It should summarize the main points, identify the debates in which the authors are engaged, explain how the arguments are used to support the author's claims and look for the unstated assumptions that the authors use: what does s/he assume about how humans behave or think? What does s/he assume about the ability of groups to act collectively, and so on? Each paper should indicate whether or not you feel he/she succeeds in supporting and analyzing his/her arguments. It is very rare to find a piece of writing that you agree with entirely. As you come across issues with which you disagree with or find unconvincing write them down and bring them along to section for discussion. Also note when you are surprised by a particular argument.

It is important to assume that the reader is unfamiliar with the subject matter and therefore should outline what the publication is about (briefly), how it fits into a larger debate, and what the strengths and weaknesses are. Ultimately, the paper should raise critical questions and highlight whether and how the author is challenging theoretical norms. The final paper should be uploaded to the course portal by the deadline.

Anthropological Citation Style

Please use the correct citation style for all papers submitted (with the exception of exams). The papers should follow the format of one of the two major anthropological professional journals. They are: (1) the American Anthropologist or (2) American Ethnologist. This means that you need to cite both in the text and in a section titled "References Cited" following the text, works from which you have drawn ideas as well as works you quote.

You should cite authors whose ideas you use with their last name and the date of publication, and can even include more than one citation if you got the idea from more than one source (Ginsburg 1989; Ginsburg and Rapp 1991). If you quote an author, e.g. that "the powers of village women... [do not] provide women with the last word," (Harding 1975:308), you must include the page number(s). Note the placement of punctuation, and that the citation and period/comma are outside of the quotation marks.

References Cited (not "Bibliography"), placed starting on a new page at the end of your text, does not include any publication not cited in the text. All entries must be listed alphabetically by last name of author, and chronologically arranged for two or more titles by the same author. Nothing, except "in," is underlined in References Cited. The layout should be as follows:

- 1) For a **journal article**, showing the volume and issue numbers, and page numbers: Becker, Gay. 1994 Metaphors in disrupted lives. *Medical Anthropology Quarterly* 8(4):383-410.
- 2) For an **article in a book of collected essays** (Except for first words and proper nouns, article title is lower case, book title is capitalized): Harding, Susan. 1975 Women and words in a Spanish village. In *Toward an Anthropology of Women*. Rayna R. Reiter, ed. Pp.283-308. New York: Monthly Review Press.
- 3) For a **book** (title is capitalized; date, place of publication [use the first one listed], and publisher

all included): Riedmann, Agnes. 1993 *Science That Colonizes: A Critique of Fertility Studies in Africa*. Philadelphia: Temple University Press.

4) For articles taken from the internet, cite as closely as you can to a printed publication (including author's name, date of publication, title, publisher), followed by the URL of the site you are citing: United Nations. 2009 Revision of the World Population Estimates and Projections. [Http://www.popin.org](http://www.popin.org).

Submission and Return of Term Assignment/Final Paper

All assignments/final papers must be typed and submitted via the class website. Please submit assignments as documents in Microsoft Word format in either *.doc or *.docx formats. If you do not have Microsoft Word, it is fine to use [Open office](#) or [Libre Office](#). Please submit your assignments on-time. Unless you have a legitimate excuse, all late assignments will receive a 25% grade deduction. Once graded, the assignments will be returned to you by the Teaching Assistant (TA) assigned to your tutorial. He/she will communicate the return of assignment details to you.

NUMERIC TO GRADE ASSIGNMENTS

Academic standing in a course is determined by the course instructor. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points, is listed below:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

REQUIRED READING

All articles and supplemental readings will be available on the class website. The readings listed under the headings are required. Those listed under the heading, "Optional Readings" are not required and only included for general interest and further background. The following four books are required for the course and can be purchased from the bookstore or through an online book ordering source:

- Cosmopolitan Conceptions: IVF Sojourns in Global Dubai. Marcia Inhorn.
- Servants of Globalization: Migration and Domestic Work. 2nd Edition. Rhacel Salazar Parrenas.
- Human Rights and Gender Violence. Translating International Law Into Local Justice. Sally Engle Merry.

- The Illicit Life of Capitalism. Hannah Appel. Duke University Press
- Strangers in their Own Land: Anger and Mourning on the American Right. Arlie Hochschild.
- Deleuze, Gilles, and Félix Guattari. A Thousand Plateaus: Capitalism and Schizophrenia. 1987.

Course Organization: Topics, Readings, and Schedule

Section 1

Rethinking Culture, Nation, Space

Week 1 – MONDAY JANUARY 11

The Ethnographic Study of the Global: An Introduction

- Tsing, Anna. “The Global Situation.” *Cultural Anthropology* 2000, 15(3): 327-360.
- Caldwell, Melissa L. 2004. “Domesticating the French Fry: McDonald’s and Consumerism in Moscow.” *Journal of Consumer Culture* 4(1): 5-26.

Optional Readings

- Ritzer Text. Chapter 1. “Globalization I: Liquids, Flows, and Structures” Pp. 1-26 and Chapter 2. “Globalization II: Some basic issues, debates, and controversies” Pp. 27-54. IN *Globalization: A Basic Text. Second Edition*. George Ritzer and Paul Dean. Wiley Blackwell, 2015
- Hybridization, Differentialism, Convergence - Ritzer text—Ch. 8 “Global Culture and Cultural Flows” Pp. 205-236
- Stiglitz, Joseph. “Preface” and “The Promise of Global Institutions.” In *Globalization and Its Discontents*, New York: W. W. Norton & Company, 2002, pp. ix-xvi, 3-22.
- What is the Concept of Globalization Good for? An African Historian's Perspective *African Affairs (2001) 100(399): 189-213*
- Liechty, Mark. 1995. “Media, Markets and Modernization: Youth Identities and the Experience of Modernity in Kathmandu, Nepal.” IN *Youth Cultures: A Cross Cultural Perspective* London: Routledge.

Week 2 – MONDAY JANUARY 18

Theorizing Space and Place: Race and Transnational Formations

- Marc Auge: *Non-Places: Introduction to an Anthropology of Supermodernity* (1995).
Selections
- *Political Life in the Wake of the Plantation: Entanglement, Witnessing, Repair* (2019).
Deborah Thomas.

Optional Reading

- Anderson, B. *Imagined Communities*, 2nd ed. (Verso, 1991), p. 1- 46, 133-5, 204-6.

- Rushdie, Salman. "Imaginary Homelands." in *Imaginary Homelands: Essays and Criticism 1981-1991*. pp.9 -21. Diaspora, Media, and Nostalgia.
- Theorizing Diaspora Clifford, J. "Diaspora" in *Cultural Anthropology* 9, 3 (August 1994): 302 - 38.
- Hall, Stuart. "From 'roots' to 'routes'" A Place in the World? (Oxford, 1995), pp. 206-09. Editor Doreen Massey.
The Predicament of Blackness: Postcolonial Ghana and the Politics of Race.
- Baumann, G. "Nation, ethnicity and community"
- Yossi Shain, *Marketing the American Creed Abroad*: Cambridge, Cambridge University Press, 1999, chapter 3
- Ostergaard-Nielsen, Eva. 2001. "Transnational Political Practices and the Receiving State: Turks and Kurds in Germany and the Netherlands." *Global Networks*. V. I, 3: 261-82
- Paths to Postnationalism. Monica Heller. Introduction, Chapters 1, 2 and 3.
- Tololyan, K. "Rethinking Diaspora(s): Stateless Power in the Transnational Moment" in *Diaspora* 5, 1 (Spring 1996): 3-36.
- Brah, Avtar. "Constructions of 'the Asian' in post-war Britain: culture, politics and identity in the pre-Thatcher years." in *Cartographies of Diaspora: Contesting Identities*. pp.17-48.
- Bandyopadhyay, Ranjan. "Nostalgia, Identity and Tourism: Bollywood in the Indian Diaspora." in *Journal of Tourism and Cultural Change*. v6 n2, 2008. p.79-100
- Ritzer Text: Ch. 5 Global Political Structures and Processes, Pp. 111-140, Chapter 10. "Global Flows of People" Pp. 263-294.
- Mongia, Radhika Viyas. 1999. "Race, Nationality, Mobility: A History of the Passport." *Public Culture* 11(3): 527-556.

Week 3 – MONDAY JANUARY 25

Deterritorialization, Cultural Formations in Global Scapes

- Arjun Appadurai. 1996. *Modernity at Large: Cultural dimensions of globalization*. Minneapolis: Univ. of Minnesota Press. Introduction, chapters 1, 2, 3
- John and Jean Comaroff. 2003. "Ethnography on an Awkward Scale." *Ethnography* 4(2): 147-179.

Optional Reading

- Paul Stoller "Globalizing Method: The Problems of Doing Ethnography in Transnational Spaces" Introduction.
- Transforming Ethnographic Knowledge: Eds. Rebecca Hardin and Kamari Maxine Clarke. Introduction and Chapters by Bateson, Inhorn, and Kalocsai
- Kearney, Michael. 1995. The local and the global: The anthropology of globalization and transnationalism. *Annual Review of Anthropology* 24.1: 547–565.
- Malkki, LH. 1996. "Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization." *Cultural Anthropology* 11(3): 377-404.
- Malkki, LH. 1994. "Citizens of Humanity: Internationalism and the Imagined Community of Nations." *Diaspora: A Journal of Transnational Studies* 3(1): 41-68.
- Malkki, LH. 1992. "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees." *Cultural Anthropology*, vol. 7(1): 24-44.

- Philip Abrams. 1988. "Some Notes on the Difficulty of Studying the State." *Journal of Historical Sociology* 1(1):58–89.
- Michael Taussig. 1992. "Maleficium: State Fetishism." In *The Nervous System*, pp. 111-140. Routledge.

Week 4 – MONDAY FEBRUARY 1

The Vernacularization of Human Rights

- Merry, Sally Engle. *Human Rights and Gender Violence. Translating International Law Into Local Justice*. Chicago: University of Chicago Press, "Introduction: Culture and Transnationalism," Pp. 1-35, Chapter 1, Chapter 4 and 5.

Optional Reading

- Liechty, Mark. 1995. "Media, Markets and Modernization: Youth Identities and the Experience of Modernity in Kathmandu, Nepal." IN *Youth Cultures: A Cross Cultural Perspective* London: Routledge.
- Akhil Gupta and James Ferguson. Eds: *Culture, Power, Place*. Pps 33-50
- "The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism." Akhil Gupta. Pps. 179 – 199. IN *Culture, Power, Place: Explorations in Critical Anthropology*.
- Inda, Jonathan Xavier and Renato Rosaldo. 2002. "Introduction. A World in Motion." In Jonathan Xavier Inda and Renato Rosaldo. *The Anthropology of Globalization. A Reader*. Pp. 1-27. Malden, MA: Blackwell Publishers, Ltd.

Week 5 – MONDAY FEBRUARY 8

Rhisomatic Formations: Building the Groundwork for Assemblage Theory

- Deleuze, Gilles, and Félix Guattari. *A Thousand Plateaus: Capitalism and Schizophrenia*. 1987. Introduction, Chapter 2, Chapter 10, Chapter 15 (conclusion).
- *Affective Justice: The International Criminal Court and the Pan-Africanist Push-Back*. Kamari Maxine Clarke. Duke University Press. 2019.

Optional Reading

- Delanda, Manuel. *A New Philosophy of Society: Assemblage Theory and Social Complexity*. Introduction and Selections. London: Continuum, 2006
- *Assemblage Theory and Method: An Introduction and Guide*. Ian Buchanan. 2019.
- *Assemblage Theory and Its Discontents*. Ian Buchanan. *Deleuze Studies*, Aug 2015, vo. 9. No 3: pp. 382-392.
- *Terrorist Assemblages: Homonationalism in queer times*. 2007. Jasbir K. Puar
- *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*. Introduction. IN *Global Assemblages, Anthropological Problems*. Stephen Collier and Aihwa Ong.

- Latour, Bruno. *Reassembling the Social*. Oxford: Open University Press, 2005.

Week 6 – MONDAY FEBRUARY 15 – Reading Week – NO CLASSES

SECTION TWO

Transformations of the Social: Ethnographies of Global Connection and Disconnection

Week 7 – MONDAY FEBRUARY 22

Transnational Science: IVF, Eggs, Sperm and the Market for Babies

- *Cosmopolitan Conceptions: IVF Sojourns in Global Dubai*. Marcia Inhorn. August 2015. Introduction, Chapter 1, 2, 3

Film: “Made in India” (2010) - PBS documentary on surrogacy in India and the quest of couple from Texas who travel to India to hire surrogate - <http://www.pbs.org/programs/made-india/>

Optional Reading

- Emily Martin, 1997. “Anthropology and the Cultural Study of Science: From Citadels to String Figures.” In *Anthropological Locations*. Akhil Gupta and James Ferguson, eds. University of California Press.
- Ritzer Text Ch. 12 “Negative Global Flows and Processes” Pp. 327-356
- *Quests for Conception: Fertility Tourists, Globalization and Feminist Legal Theory*. Richard F. Storrow. 2005. *Hastings Law Journal*. Volume 57/Issue 2.
- *Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives*. Carole H Browner and Carolyn F Sargent
- *Reproductive Health Matters*. Vol. 22, No. 43, Population, environment and sustainable development (May 2014), pp. 204-207
- *Conception through a looking glass: The Paradox of IVF*. Sarah Franklin. *Reproductive BioMedicine Online*. Dec 2013.
- *Romanian IVF: a brief history through the ‘lens’ of labour, migration and global egg donation markets*. Michal Rachel Nahman. *Reproductive BioMedicine Online*.
- Scheper-Hughes, Nancy. “The Last Commodity: Post Human Ethics and the Global Traffic in “Fresh Organs” Pp. 145-167 *Global Assemblages, Anthropological Problems*. Stephen Collier and Aihwa Ong.
- Scheper-Hughes, Nancy. “Parts Unknown: Undercover Ethnography of the Organs-Trafficking Underworld. *Ethnography*, 2004, 5(1):29-73
- *When Experiments Travel: Clinical Trials and the Global Search for Human Subjects*. Introduction. Adriana Petryna. Introduction Pp.1-9, Pp. 47-138 (chpts. 2-3).

- God's Laboratory: Assisted Reproduction in the Andes (2012). Elizabeth Roberts.
- Fertility Holidays: IVF Tourism and the Reproduction of Whiteness (2016)
- Transnational Reproduction: Race, Kinship, and Commercial Surrogacy in India (2016)

Week 8 – MONDAY MARCH 1

Migration and Global Inequalities: Gender and Labour

- Rhacel Salazar Parrenas. 2001. *Servants of Globalization: Women, Migration and Domestic Work*. Palo Alto, CA: Stanford University Press. Introduction, Chapters 1, 2, and 3 (Pp. 1-84).

Film: Chain of Love:

<https://video-alexanderstreet-com.myaccess.library.utoronto.ca/watch/chain-of-love?context=channel:docuseek2>

Optional Reading

- George Ritzer Text: Chapters 13: “Global Inequalities Class and Rural-Urban Inequalities” Pp. 357-384. “Global Inequalities II-Inequalities of Race, Ethnicity, Gender and Sexuality” Pp.385-418.
- *The Gender of Globalization* by Nandini Gunewardena and Ann Kingsolver. SAR Press. Introduction.
- Freeman, Carla. “Designing Women: Corporate Discipline and Barbados’ Off-Shore Pink-collar Sector.” *Cultural Anthropology*, 1993, 8(2):169-186.
- Sassen, Saskia. “Notes on the Incorporation of Third World Women into Wage Labor through Immigration and Offshore Production.” In *Globalization and Its Discontents: Essays on the New Mobility of People and Money*. New York: New Press, 1999, pp. 111-134.
- Threads: Gender, Labor, and Power in the Global Apparel Industry. Jane Collins.
- What’s Love Got to Do With It? Denise Brennan.

WEEK 9 – MONDAY MARCH 8

Globalization, Finance and Culture

The Licit Life of Capitalism. Hannah Appel. Duke University Press. 2019. Selections

Optional Reading

Situating Global Capitalism: A View from Wall Street. *Cultural Anthropology Journal*. 1-30.

Karen Ho.

- Karen Ho, *Liquidated: An Ethnography of Wall Street*. 2009. Introduction, and Chapters 1-4.
- Lafraniere, Sharon. “Europe Takes Africa’s Fish, and Boatloads of Migrants Follow.” *The New York Times*, January 14, 2008, p.1A.
- Beck, Ulrich. 1992. “On the Logic of Wealth Distribution and Risk Distribution.” *Risk Society*. London: Sage Publication, pp. 19-24.

- Zaloon, Caitlin. "The Discipline of Speculators." In *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems* edited by Aihwa Ong and Stephen Collier. Malden, MA: Blackwell, 2005, pp. 253-269.

- Stiglitz, Joseph. "Preface" and "The Promise of Global Institutions." In *Globalization and Its Discontents*, New York: W. W. Norton & Company, 2002, pp. ix-xvi, 3-22.

Optional Film: Commanding Heights: The Battle for the World Economy.

WEEK 10 – MONDAY MARCH 15

New Frontiers in Ethnographic Issues: Gaming and the Study of *On-line Communities*

- Shoot First, Ask Questions Later: Ethnographic Research in an Online Computer Gaming Community. Sue Morris. 2004

- Toward a Connective Ethnography of Online/Offline Literacy Networks. Chapter 2. Kevin M. Leander. IN Handbook of Research on New Literacies

- Ethnography of Online Role Playing Games: The Role of Virtual and Real Contest in the Construction of the Field. Simona Isabella. Forum: Qualitative Social Research. Vol 8, No 3 (2007)

- Video games in context: An ethnographic study of situated meaning-making practices of Asian immigrant adolescents in New York City. Chia-Yuan Hung.

- Film: Even Asteroids Are Not Alone.

<https://vimeo.com/ondemand/evenasteroidsarenotalone/357363131?autoplay=1>

Optional Reading

- (Mis) Representations of Prison: Gender-and Prison-Themed Video Games. Kristine Levan, Carla Cesaroni, and Steven Downing.

- Online Games and Digital Ethnography. Florence M. Chee. Feb. 2015. In The International Encyclopedia of Digital Communication and Society. Wiley Online.

- Ilana Gershon. 2011 "Un-Friend My Heart: Facebook, Promiscuity, and Heartbreak in a Neoliberal Age" *Anthropological Quarterly* 84(4): 867-896

- Digital protest, hashtag ethnography, and the racial politics of social media in the United States. Yarimar Bonilla and Jonathan Rosa. *American Ethnologist*. Volume 42, Number 1, February 2015

- Hacker, Hoaxer, Whistleblower, Spy: The Many Faces of Anonymous 2014. [Gabriella Coleman](#)

- Networks of outrage and hope: social movements in the Internet age. Manuel Castells (2012).

- Digital protest, hashtag ethnography, and the racial politics of social media in the United States. Yarimar Bonilla and Jonathan Rosa. *American Ethnologist*. Volume 42, Number 1, February 2015

- Virtual Migration: The Programming of globalization. A. Aneesh. 2006. Duke.

- Networks of outrage and hope: social movements in the Internet age. Manuel Castells (2012).

- Delanda, Manuel. *A New Philosophy of Society: Assemblage Theory and Social Complexity*. Introduction. London: Continuum, 2006

- Assemblage Theory and Method: an Introduction and Guide. Ian Buchanan. 2019.

- Assemblage Theory and Its Discontents. Ian Buchanan. *Deleuze Studies*, Aug 2015, vo. 9. No 3: pp. 382-392.
- Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems. Introduction. IN *Global Assemblages, Anthropological Problems*. Stephen Collier and Aihwa Ong.
- Deleuze, Gilles, and Felix Guattari. *A Thousand Plateaus*. London: Continuum, 2003.
- Dovey, Kim. *Becoming Places: Urbanism/Architecture/Identity/Power*. New York: Routledge, 2010.
- Latour, Bruno. *Reassembling the Social*. Oxford: Open University Press, 2005.

WEEK 11 – MONDAY MARCH 22

Transnational Citizenship and Its Exclusions

- Mongia, Radhika Viyas. 1999. "Race, Nationality, Mobility: A History of the Passport." *Public Culture* 11(3): 527-556.
- The Land of Open Graves: Living and Dying and the Migrant Trail. Jason DeLeon.
 - Introduction, 1, 2, 3, 5, 11, 12

Optional Background Reading

- Deborah Thomas. *Exceptional Violence: Embodied Citizenship in Transnational Jamaica*.
 - Ong, Aihwa. *Flexible Citizenship: The Cultural Logics of Transnationality*. 1999. Duke University Press. excerpts.
 - Ritzer Text: Chapter 10. "Global Flows of People" Pp. 263-294.
- Refugees and the Mutability and Limits of Citizenship*
- Malkki, LH. 1996. "Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization." *Cultural Anthropology* 11(3): 377-404.
 - Malkki, LH. 1994. "Citizens of Humanity: Internationalism and the Imagined Community of Nations." *Diaspora: A Journal of Transnational Studies* 3(1): 41-68.
 - Malkki, LH. 1992. "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees." *Cultural Anthropology*, vol. 7(1): 24-44.

WEEK 12 – MONDAY MARCH 29

Neo-Nationalism and Global Retractions: Re-inscriptions of Race and Difference

- *Strangers in their Own Land: Anger and Mourning on the American Right*. 2016. Introduction, Chapters 1, 2, 8, 9, 14, 15.
- *Making the Cuban American Dream Great Again: Race and Immigrant Citizenship in Miami*. Ariana Hernandez-Reguant

Optional Readings

- *From Brexit to Trump: Anthropology and the rise of nationalist populism*. April 2017. *American Ethnologist*. 44(4). Hugh Gusterson.
- *Hillbilly Ethnography*. John Thomason. November 29, 2016. *The New Inquiry*.

- Brexit, Trump and Methodological whiteness: On the Misrecognition of race and class. Gurinder K. Bhambra. *The British Journal of Sociology*. 2017. Volume 68. Issue S1.
- Lauren Berlant – Trump, or Political Emotions - <https://thenewinquiry.com/trump-or-political-emotions/>
- Trump. By Alain Badiou. 2019
- From Erdogan’s Turkey to Trump’s America. *New Turkey Chronicles*. Oguz Alyanak. *Anthropology News*. Jan 31, 2017.
- *Creatures of Politics: Media, Message, and the American Presidency* by Michael Lempert and Michael Silverstein. Indiana University Press.
- Toward the anthropology of white nationalist postracialism: Comments inspired by Hall, Goldstein, and Ingram’s “The hands of Donald Trump”. By Jeff Maskovsky. *HAU: Journal of Ethnographic Theory*. 7 (1): 433-440.
- The Nationalist’s Delusion. *The Atlantic*. Nov 20, 2017.
- Ritzer Text, Ch. 15 “Dealing with, resisting, and the futures of Globalization” Pp. 419-446.
- David Graeber – “A Movement of Movements? The New Anarchists.” *New Left Review*. 13. Jan – February 2002.
- Manuel Castells. 2012. *Networks of Outrage and Hope: Social Movements in the Internet Age*. Malden, MA: Polity Press. *Introduction*, Pp. 1-19, “The Egyptian Revolution,” Pp. 53-92.
- How 'clicktivism' has changed the face of political campaigns. Emma Howard. September 24, 2014. *The Guardian*.
- *The Democratic Project: A History, a Crisis, a Movement*. David Graeber. 2013. Spiegel & Grau.
- Roediger, D. (1991). *The wages of whiteness: Race and the making of the American working class*. London: Verso.
- Segrest, M. (2001). Souls of white folks. In B. B. Rasmussen, E. Klinenberg, I.
- J. Nexica, & M. Wray (Eds.). *The making and unmaking of whiteness*. Durham, NC: Duke University Press.
- Ryan Brownlow and Megan Wood, "Not About White Workers: The Perils of Popular Ethnographic Narrative in the Time of Trump," *Lateral* 6.2 (2017).
- *Affective Economies*. Sara Ahmed. *Social Text*, 79 (Volume 22, Number 2), Summer 2004. Pp 117-139.
- *Dying of Whiteness: How the Politics of Racial Resentment is Killing the America’s Heartland*. Jonathan M. Metzler.

Closing Discussion - Toward Changing Futures? What a Global Pandemic Teaches Us

**FINAL PAPER DUE
APRIL 16, 2021 • 11:55pm**

CLASS RULES AND REGULATIONS

Course Conduct

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition and intellectual freedom. When there are contentious issues being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will not be tolerated.

While laptop computers are encouraged in class, please do not conduct non-course related activities during class time. This includes social media, games, texting, and the general use of digital devices that divert attention from the class content.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

While pregnancy itself does not qualify as a disability, certain conditions, such as gestational diabetes or preeclampsia, may qualify. However, the Center for Accessible Education (CAE) can still provide academic accommodations for pregnant, parenting, and lactating students. In order to access accommodations through CAE students must first apply for an accommodation. Some common accommodations available to pregnant, parenting, and lactating students include: adjusted attendance requirements, adjusted assignment deadlines, exam accommodations, and access to lactation spaces on campus.

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Services for Students with Disabilities.

Survivors of Sexual Violence

The regulations within the [*Student Conduct Code*](#) and the *Student Conduct Procedures for Allegations of Prohibited Conduct* have been developed to create and maintain a safe, supportive, and inclusive campus community that engages students in order to foster their academic success, personal growth, and responsible citizenship. Students are considered to be maturing adults, capable of making their own decisions as well as accepting the consequences for those decisions. The student conduct process has been established to respond to incidents involving allegations of prohibited behavior within the community.

Class notes and Expectations

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Medical Certificates and Illness

In the unfortunate case of illness or injury, only a medical certificate/note signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed assignment or examination will be accepted. Please note that Doctor's notes for minor illnesses (e.g. colds, flu) and past illnesses that have been resolved cannot be accepted.

Plagiarism

Plagiarism is the "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. If I suspect that the work turned in has been plagiarised, I will turn it over to the Dean's office for them to conduct a rigorous investigation, including an interview with the student, when an instructor

suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

E-mail Accounts

All email communication to students will be via official university e-mail accounts. As important course information is distributed this way, it is the student's responsibility to monitor their university accounts.