ANT 4473 Anthropology of Globalization  
* A Global Learning Course on Greening the Global Economy – 3 credits  
Biscayne Bay Campus: A1-226, Tu/Th 11:00 am – 12:15 pm, Spring 2011

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**Course Description:**
This course will examine the megatrend of globalization within the context of “greening the global economy.” Globalization is the acceleration of economically-driven financial, political and socio-cultural relationships among nations. Utilizing the inter-disciplinary approach of the anthropological perspective, this course will analyze the causes and effects of globalization, including the main controversies (economic, environmental and equity) surrounding the process of globalization.

This course will also:
- Examine the uneven process of globalization and its effects in terms of cross-national intensity, geographical scope, economic implications and environmental impact within the context of the anthropological perspective (i.e., cross-cultural, inter-disciplinary, case studies, cultural relativism and systems approach);
- Analyze the causes and effects of globalization in the context of the globalization debate and the rise of pro- and anti-globalization movements; and
- Examine the forces behind the greening of the global economy, including LOHAS (lifestyles of health and sustainability), socially responsible investing, and corporate social responsibility.

_This course is a Global Learning (GL) course. As such the goals of the course are to enhance students’ Global Awareness, Perspective and Engagement so that all students in this course have a fundamental knowledge of the interrelationships among nations impacted by globalization; have the ability to develop a multi-disciplinary analysis of the process of globalization; and have the willingness to engage in local, national and/or international actions within the paradigm of globalization._

**Course Learning Outcomes:**
- **Global Perspective** - Students will be able to demonstrate the ability to apply the multi-disciplinary approach of the anthropological perspective as it relates to globalization issues, trends, and systems. Students will be able to construct a multi-perspective analysis of globalization, recognizing the diversity of perspectives on the issue.

- **Global Awareness** - Students will be able to demonstrate knowledge of the interrelatedness of the anthropological perspective as it applies to globalization issues, trends, and systems. Students will be able to discuss and demonstrate knowledge of local, global and international trends and issues impacting globalization.
- **Global Engagement** - Students will demonstrate a willingness to engage globalization using the anthropological perspective to address individual or global problems. Students will be able to “think globally and act locally” by taking actions that demonstrate a willingness to engage and address the process of globalization within the context of their own lives.

**Books Required** – paperback editions

**Books Recommended** – paperback editions

**Course Prerequisites:** None

**Grading:**

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<tr>
<th>Course Requirements</th>
<th>% of Grade</th>
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<tr>
<td>Attendance and Class Participation – 25 points</td>
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<tr>
<td>Mid-Term Exam – 25 points</td>
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<td>Final Exam – 25 points</td>
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<td>Team Country Presentations – 25 points</td>
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<td><strong>Total – 100 points</strong></td>
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**Team Country Presentations:**

Students will be assigned to country teams (i.e., Brazil, Russia, Indian, China and U.S.A.) for the purposes of: (1) researching and designing a case study related to the process of globalization in that country and (2) presenting their case study to the class and defending their solution to that case study.
General Course Policies:

Academic Integrity/honesty: This course operates on the FIU Code of Academic Integrity. All students should respect the right of others to have an equitable opportunity to learn and demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the following procedures.

Specific disciplinary action as follows:
1. Cheating: Cheating is a form of academic misconduct that involves the unauthorized use of books, notes, aids or assistance from another person with respect to exams/assignments. Any student suspected of participating in cheating on exams will be confronted. That includes those aiding and abetting the cheater.

2. Plagiarism: Plagiarism is a form of academic misconduct that involves presenting the words, beliefs, opinions, facts, data, hypotheses, information of others as your own. *IMPORTANT* ALL written work will be analyzed in "turnitin.com." Any document that generates a plagiarism report of 30% unoriginal work will be docked points, and the student will be contacted. Any document with a plagiarism report higher than 40% will be given a zero and bought up on charges of Academic Misconduct. Therefore, make sure to reference anything that is not your original words in APA format.

Be aware that charges of Academic Misconduct become a permanent part of your student record. Sanctions may range from receiving an F for the course to being expelled from the University.

Rules for Student Behavior:

- Students may arrive late for class in an emergency; however students may not leave the room while class is in session.
- Students may not talk, or interact with each other in any manner, during class sessions (except as part of class discussions, team projects and other assignments), or engage in any other activities that will, in the judgment of the instructor, disturb the learning environment.
- Students may not have cell phones on, or view cell phones, or talk on cell phones in class, or leave the classroom during class sessions to take cell phone calls. The same rules apply to laptop computers and other communications devices — except for note taking with permission of instructor.
COURSE OUTLINE:

**Week 1: THE DYNAMICS OF GLOBALIZATION (Understanding Globalization)**
Annual Editions, Unit 1 “Global Issues of the Twenty-First Century”
Friedman, Ch. 1 “Why Citibank...and Antarctica All Melted Down at the Same Time”
Friedman, Ch 2 “Dumb As We Wanna Be”
Henderson, Intro and Ch 1 “Redefining Success”

**Week 2: FRAMEWORK OF GLOBALIZATION (The Globalization Debate)**
Annual Editions, Unit 4 “Political Economy”—Part A “Globalization Debate”
Friedman, Ch 3 “The Re-Generation”
Friedman, Ch 4 “Today’s Weather: Hot, Flat and Crowded”
Henderson, Ch 2 “Global Corporate Citizenship”
Henderson, Ch 3 “The Unpaid ‘Love’ Economy”

**Week 3: THE GLOBAL POLITICAL SYSTEM (Global System and Sub-systems)**
Annual Editions, Unit 4 “Political Economy”—Part B “General Case Studies”
Friedman, Ch 5 “Our Carbon Copies (or, Too Many Americans)”
Friedman, Ch 6 “Fill ‘Er Up with Dictators”
Henderson, Ch 4 “Green Building and Design”
Henderson, Ch 5 “Community Investing”

**Week 4: THE GLOBAL ECONOMIC SYSTEM (Global Division of Labor and Power)**
Annual Editions, Unit 5 “Conflict”
Friedman, Ch 7 “Global Weirding”
Friedman, Ch 8 “The Age of Noah”
Henderson, Ch 6 “Fair Trade”
Henderson, Ch 7 “Women-Owned Businesses”

**Week 5: THE GLOBAL ECONOMIC SYSTEM (Actors and Global Power)**
Annual Editions, Unit 2 “Population and Food Production” and Unit 4–Part C “Global Energy”
Friedman, Ch 9 “Energy Poverty”
Friedman, Ch 10 “Green is the New Red, White and Blue”
Henderson, Ch 8 “Renewable Energy”
Mid-Term Examination

**Week 6: THE GLOBAL CULTURE (New Global Culture, Actors and Issues)**
Annual Editions, Unit 6 Cooperation
Friedman, Ch 11 “205 easy Ways to Save the Earth”
Friedman, Ch 12 “The Energy Internet: When IT Meets ET”
Henderson, Ch 9 “Shareholder Activism”
Week 7: RESISTANCE TO GLOBALIZATION (Environment and other Issues)
Annual Editions, Unit 3 “The Global Environment and Natural Resources Utilization”
Friedman, Ch 13 “The Stones Age Didn’t End Because We Ran Out of Stones”
Friedman, Ch 14 “If It Isn’t Boring, It Isn’t Green”
Henderson, Ch 10 “Transformation of Work”

Week 8: CAN RED CHINA BECOME GREEN CHINA?
Annual Editions, Unit 7 “Values and Visions”
Friedman, Ch 15 “A Million Noahs, a Million Arks”
Friedman, Ch 16 “Outgrowing al-Qaeda (or, Buy One, Get Four Free)”
Friedman, Ch 17 “Can Red China Become Green China?”
Henderson, Ch 11 “Clean Food”
Henderson, Ch 12 “Health and Wellness”

Week 9: THE FUTURE OF GLOBALIZATION
Friedman, Ch 18 “America: China for a Day (but Not for Two)”
Friedman, Ch 19 “America: A Democratic China, or a Banana Republic?”
Henderson, Ch 13, The Future of Social Responsible Investing
Final Examination

Week 10: SPRING BREAK – UNIVERSITY CLOSED

(Weeks 11-15: TEAM CLASS PRESENTATIONS – COUNTRY CASE STUDIES)

Week 11: Brazil
Week 12: Russia
Week 13: India
Week 14: China
Week 15: United States
### Rubric for Grading Global Learning Components:

**Global Perspective - Constructs a multi-perspective analysis of globalization issue within the context of the anthropological perspective (AP).**

<table>
<thead>
<tr>
<th>0</th>
<th>Knowledge/comprehension 1</th>
<th>Application 2</th>
<th>Analysis 3</th>
<th>Synthesis/Evaluation 4</th>
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<tbody>
<tr>
<td>• Does not recognize or does not acknowledge the legitimacy of differences in perspectives pertaining to the problem</td>
<td>• Identifies a limited number of perspectives pertaining to the problem</td>
<td>• Identifies multiple perspectives pertaining to the problem however, does not analyze the influences on differing perspectives</td>
<td>• Assembles an analysis of multiple perspectives pertaining to the problem</td>
<td>• Integrates multiple perspectives into a multifaceted interpretation of the problem</td>
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<tr>
<td>Student accomplishes the following: ✔ identifies one perspective and does not recognize other perspectives pertaining to the problem via the AP.</td>
<td>Student accomplishes the following: ✔ identifies a limited number of perspectives pertaining to the problem via the AP ✔ identifies only those perspectives that are explicit or obvious as per the AP.</td>
<td>Student accomplishes the following: ✔ identifies multiple perspectives pertaining to the problem, through the AP ✔ may identify perspectives not discussed explicitly in case or the AP.</td>
<td>Student accomplishes previous and one or more of the following: ✔ explains the influences on differing perspectives explains the relevance of the AP ✔ compares and/or contrasts differing perspectives and the influence of the AP.</td>
<td>Student accomplishes previous and one or more of the following: ✔ presents a synthesized discussion of multiple perspectives via the AP ✔ offers possible solution/s for the problem using the perspectives gained through the AP ✔ evaluates the problem and/or solution/s using the AP.</td>
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Rubric for Grading Global Learning Components:

<table>
<thead>
<tr>
<th>Global Awareness: Knowledge of the interrelated influences on globalization by applying the anthropological perspective (AP).</th>
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<tr>
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<tr>
<td>• Does not demonstrate knowledge of interrelated influences on globalization and does not apply the AP to the problem</td>
</tr>
<tr>
<td>Student accomplishes the following: ✓ fails to address the interrelated issues of globalization and fails to apply the AP ✓ fails to depict the interrelatedness of the globalization issue and fails to depict the AP.</td>
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Rubric for Grading Global Learning Components:

| Global Engagement - All students will demonstrate a willingness to engage the process of globalization by accepting shared responsibility and addressing a global issue within the context of their own lives in the context of the anthropological perspective (AP) |
|---|---|---|---|---|
| 0 | Knowledge/comprehension 1 | Application 2 | Analysis 3 | Synthesis/Evaluation 4 |
| • Does not demonstrate a willingness to engage globalization using the AP to address individual or global problems. | • Demonstrates limited willingness to engage globalization using the AP to address individual or global problems. | Demonstrates, with generalizations, a willingness to engage globalization using the AP to address individual or global problems. | • Willingly develops critical globalization strategies using the AP to address individual or global problems. | • Synthesizes and/or evaluates differing globalization strategies using the AP to address individual or global problems. |
| Student accomplishes the following: ✓ fails to demonstrate a willingness to engage globalization using the AP to address individual or global problems; and fails to depict any engagement in globalization using the AP to address individual or global problems. | Student accomplishes the following: ✓ generally describes a limited willingness to engage globalization using the AP to address individual or global problems; and presents incorrect depiction of engagement in globalization using the AP to address individual or global problems. | Student accomplishes the following: ✓ generally describes a limited willingness to engage globalization using the AP to address individual or global problems. | Student accomplishes the following: ✓ accurately explains strategies to engage globalization using the AP to address individual or global problems. ✓ provides specific evidence of or references to globalization strategies using the AP to address individual or global problems. | Student accomplishes previous and one or more of the following: ✓ presents more than one approach to engage globalization using the AP to address individual or global problems. ✓ develops and synthesizes multiple globalization strategies using the AP to address individual or global problems. |