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Anthropology of Globalization (ANT 4473)

Global Capitalism and the African Diaspora in the Modern World System (AFA 4243)

Mon/Wed/Fri 2:00-2:50pm
Green Library Rm 132

Office: SIPA
Please stop by to see me!

Instructor: Dr. Mitzi Carter
Contact:

Course Description

This course introduces students to an understanding of globalization to map its reworking of race, markets, gender, desire, and rights throughout the African diaspora. Class readings and lectures will emphasize the interconnections and disjunctures between nation-states and fragmented national spaces.

The first section of the course is devoted to understanding globalization as a category, as a process, and as a theoretical tool to explore intensified transnational and diverse reconfigurations of market-state relations. We will explore how globalization is as an uneven process and how and why certain understandings of globalization are better suited for analyzing the flows of people, goods, and cultures across national borders than others, specifically those shaping and impacting the African diaspora.

The second half of this course focuses on multi-disciplinary literature to analyze particular regional phenomena. We will examine globalization as circulations of peoples and desires in spaces/sites where the transformations of conventional strategies for national, racial and gendered identities are unscrambled and new desires, forms of control, and strategies for freedom are forged.

Too often, globalization discussions in relation to the African diaspora narrowly focus on the processes throughout the "Black Atlantic" but this course will also examine globalizing strategies of people from the African diaspora within the Asia-Pacific. Doing so allows us to rework the hardened binary of "East/West" but also critically reconsider theories that solely privilege the Black-White paradigm. In our final classes, we will ponder globalization and afro-futurism and re-imaginine/re-theorize liberation in the modern world system through speculative fictions and music.

Some of the questions we will consider in this course include: How does heightened African migration to China reorder the flows of goods, labor and state control in local African spaces?



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How can we do a critical reading of “global hip hop” by analyzing systems of desires among mobile African and African Americans in Japan and (re)circulating ideas of Blackness in Asia?

What will you learn in this class? Student Learning Outcomes and Goals

By the end of this course you should be able to:

- 1) **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural dimensions of African diaspora realities, which is the main focus of this course.
 - A. Students will be able to understand the key theoretical interventions for analyzing globalization in reference to the diverse African diaspora.
 - B. Students will be able to understand basic market-state relations and accelerated transnationalism in the context of contemporary Africa and the African diaspora.
- 2) **Global Perspective:** Students will be able to use the knowledge and diverse theorizing accumulated in the field of African diaspora studies to conduct a multi-perspective analysis of local, global, international, and intercultural issues as they relate to the great experiential diversity of African diaspora communities.
 - A. Students will be able to critically analyze current events in Africa and the African diaspora as they relate to globalization.
 - B. Students will be able to better reflect on discussions, events, and issues in the United States and how they resonate, reflect or interact with similar conversations elsewhere.
 - C. Students will be able to understand how globalization and the African diaspora impacted capital and social activities of Africans outside the continent of Africa and in places like the Asia-Pacific region.
- 3) **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving as it pertains to the challenges of racism, xenophobia, marginalization, discrimination, etc. communities of the African diaspora face.
 - A. Students will be able to analyze systems of oppression beyond the nation-state.
 - B. Students will be able to explain how new forms of state and non-state regimes of control are shaped and/or destroyed through globalizing processes.
 - C. Students will be able to explain how new desires and flows of goods, people, and ideas circulate throughout parts of the African diaspora.

What will do in this class? Course Requirements

1) Attendance/class participation (10% of the grade)

The three class sessions per week (Mon, Wed, Fri time) are a main source of learning for this course. You should plan to arrive on time and stay for the entire session. Classroom activities may vary from one session to the next — they will include lectures and presentations, group

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discussions, and ethnographic or documentary films. Sometimes you will earn points by participating in class activities (these graded class activities will not be announced ahead of time and cannot be made up).

To get a good attendance grade you should:

Arrive to class on time and stay for the entire session.

Make sure you have checked in for each class. If you come in late and miss the roll call, come see the professor at the end of the class session.

Make sure your cell phones and other similar electronics are silenced and put away during class. Please do not text/make/take calls during class.

2) Reading Quizzes (10% of the grade)

Complete all required reading assignments before each class session. You will take a weekly reading quiz in class (see schedule). They may consist of multiple choice questions or a short answer style. If you are late, you will miss out on these points. No make-up quiz will be given for ANY reason, but only your top 10 scores will be included in your final course grade. This includes excused absences or late registration to the course.

3) Map/Syllabus Quiz and Exams (25% of the grade)

There will be one map/syllabus quiz and one final exam throughout the class: one in-class exam midway through the semester and one exam on the FIU scheduled final exam date. The last exam is not cumulative.



4) Journal of Current Globalization Events and Representations of Africa (20% of grade)

Because globalization is a dynamic and emergent process, you are expected to pay attention to current news stories in reference to Africa and the African diaspora. For this requirement, find six articles over the course of the semester and analyze them in the context of the issues discussed in class. You may be asked to discuss your entries in class.

For each item, write an approximately 300 word (1 page, double spaced), typed description and discussion. Include citation for the news article. Briefly describe/summarize the item and discuss its significance to a specific topic from class. Use the template provided on Blackboard. What impression of globalization does the article give to its readers? How does the article challenge or add to our understanding about globalization and Africa/African diaspora?

Please see the syllabus schedule for when these journals are due. Submit them electronically through Blackboard and bring a hard copy to class to discuss with your peers. They will not be accepted via email.



No make-up, late, or emailed journal entries will be accepted. However, only your top five scores will count toward your final course grade. You may turn in the sixth entry for up to 20 points of extra credit.

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5. Research Project and Paper (30% of grade)

Each student will choose a specific contemporary question of a globalizing process and will become the class expert on that topic. There are several parts to the project:

- Choose a topic from the assigned list that will be given in class. If you wish to examine an area that is not on the list, you may submit a proposal and have it approved by the professor. Identify at least **5 possible sources** from the library that you can use to learn more about this topic (**at least 3** of these must be from non-internet sources like books or academic sources like journals). If you are not sure, please check with Professor Carter.
- Turn in a typed **annotated bibliography of 5 sources** useful in researching your topic. Remember, at least 3 must come from non-internet sources or from reputable academic journals. See Blackboard for guidelines on how to write an annotated bibliography.
- Write a 2-page outline of your paper. What topics will you discuss? What information will you include? What is the main argument (thesis statement) of the paper? What do you most want readers to be engaged/excited/learn about the topic you are presenting?
- Write a 5-7 page paper (typed, 12 pt, double spaced, 1-inch margins) in which you present the findings of your research. The final copy is due **IN CLASS** on November 17th.

How will I be evaluated?

Grading is based on a 1,000 point system. There is no curve.

Attendance/Participation	100 points	10% of the final grade
Reading quizzes (top 10)	100 points	10% of the final grade
Map/Syllabus quiz	50 points	5% of the final grade
Exams (2)	200 points	20% of the final grade
Current Events Journal	200 points	20% of the final grade
Research Project	350 points	35% of the final grade
Topic Choice/Sources	50 points	
Annotated Bibliography	80 points	
Outline	60 points	
Final Paper	100 points	
Pecha Kucha	60 points	

940-1000	A
900-939	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
700-769	C
600-699	D
0-599	F

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- If you miss class, it is your responsibility to get class notes from one of your classmates and/or follow up with me in a timely manner during office hours if needed. Please do not be surprised to find that emails asking “Did I miss anything important?” or “what did I miss?” may go unanswered. I will be more than happy to meet with you *in-person* during office hours to review important questions after you have already checked with a classmate for notes.
- Emailing me in advance of a trip, conflicting classes/exams, or work obligations is courteous but will not be counted as an excuse. Documentation is needed.

Please be respectful of deadlines. Points will be deducted for each day an item is late (excluding assignments like quizzes that have no make-ups) including weekends and holidays. Refer to the individual assignment sheet for number of daily points that will be deducted for each assignment. The only exception to this rule is for **documented** medical or family emergencies. *You are required to bring this documentation as soon as your need to be tardy begins.* If you wait more than a week after the event, the regular point deductions apply to you as well.

Email Policies

I can be reached at mcarter@fiu.edu. **Please do not contact me through the Blackboard message link.** I may not see your message until the end of the semester! It may take up to 48 hours for me to return your email. Please be patient. Be sure to read this wiki on how to email a professor before contacting me via email: <http://m.wikihow.com/Email-a-Professor>. **I prefer to be called Dr. Carter or Professor Carter.**

Classroom Civility Policies

Civility in the classroom and respect for the opinion of others is critical in this course. You may not agree with everything said or discussed in the class, yet courteous behavior and responses are expected in order to create a safe learning environment. To optimize teaching and learning, we all share the responsibility of creating a civil, non-disruptive, and safe atmosphere.

As the instructor, I will:

- Start and end the class on time.
- Treat all students with courtesy and respect. I will do my best to support each and every one of you goals for this course. Please meet with me so I can fulfill this.
- Be open to constructive input from students.
- Ensure that all students will equally have an opportunity to participate in discussion, group work, and other classroom activities.
- Prepare an engaging, enlightening, and enjoyable classroom experience for all students.

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Students are expected to:

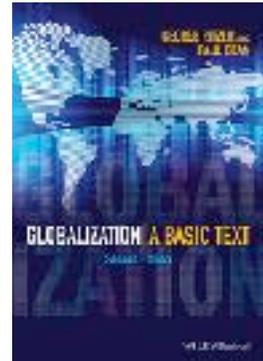
- Come to class on time and refrain from packing up before the class ends.
- Come to class prepared, having completed assigned readings and by bringing appropriate materials like a notebook, pen, and any assignments you are asked to bring to class.
- When speaking in class, use respectful language and keep comments and questions relevant to the topic at hand. We can only hear a variety of viewpoints if we can create a safe learning space.
- Silence cell phones before entering the classroom.
- Please do not open your laptop/ipads/etc unless you are explicitly taking notes. You may be asked to close, put away or turn off laptops during discussions and team activities, and if you are surfing the web or doing other classwork. No electronics should be open during documentaries/films.

Plagiarism

All work turned in or presented in class must be a student's own. Any form of plagiarism is absolutely not tolerated and is grounds for a failed assignment and may also result in appropriate disciplinary action. Plagiarism includes: copying without proper citation from other sources, cutting and pasting from internet sources, using quoted material without properly citing the source. Other forms of academic misconduct will also be reported, such as paying someone else to do your work or purchasing written work online. Please view the University Code of Academic Integrity at: <http://www2.fdu.edu/~clayere/academicintegrity.html>.

Required Text

Globalization: A Basic Text, 2nd Edition
Authors: George Ritzer and Paul Dean



Alternative schedule*
REVISED POSTING replaces original syllabus starting with Week 3

Topic	Date	Readings to complete before class	Assignments Due
Week 1: Introduction to the Course and to the Anthropology of Globalization	Mon, 8/21	No readings	
	Wed, 8/23	“Introduction: A World in Motion”	
	Fri, 8/25	“How to Write About Africa” (See link on BB)	Log on to BB and write a brief introduction

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Topic	Date	Readings to complete before class	Assignments Due
Week 2: Afro Diasporic Philosophies of Globalization, Knowledge, and Radical Flow	Mon, 8/28	Anne-Maria Makhulu, Beth A. Buggenhagen, and Stephen Jackson. "Introduction," <i>Hard Work, Hard Times: Global Volatility and African Subjectivities</i> . (See link on BB)	
	Wed/8/30		Reading quiz #1
	Fri, 9/1	George Lipsitz, "Standing at the Crossroads: Why Race, State Violence and Radical Movements Matter Now" (Blackboard)	Journal entry #1 due
Week 3: Week 3: Globalization, Imperialism, and the Modern World System	9/4	No School— Holiday	
		Ritzer, Chapter 3	
		Ritzer, Chapter 4	
Week 4: Economic Flows and Shadow Economies ** Hurricane Irma— REVISED SCHEDULE	Mon, 9/25	Carolyn Nordstrom, "Diamonds and Fish" and "Ports," <i>Global Outlaw: Crime, Money, and Power in the Contemporary World</i> . (See link on BB)	
	Wed, 9/27	What is the concept of Globalization Good For? An African Historian's Perspective (See link on BB)	
	Fri, 9/29	Beth Buggenhagen, "Killer Bargains: Global Networks of Secular Muslims and the Policing of Unofficial Economies in the War on Terror" (See link on BB)	1) Journal entry #2 due 2) Reading quiz #3 (online)
Week 5: Globalization and the Geographies of Race	Mon, 10/2	Aisha M. Beliso-De Jesus, "Introduction," <i>Electric Santeria: Racial and Sexual Assemblages of Transnational Religion</i> .	Map quiz in class
	Wed, 10/4	"Pacts with Darkness," <i>Electric Santeria: Racial and Sexual Assemblages of Transnational Religion</i> .	
	Fri, 10/6		Reading quiz #4
Week 6: Commodified Capital and Blackness on the Move	Mon, 10/9	Elizabeth Hordge-Freeman, "What's Love Got to Do With It?" Intro and Chapter 1 (BB)	

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Topic	Date	Readings to complete before class	Assignments Due
	Wed, 10/11	Listen to the two podcasts on BB: 1. Rough Translation clip: Brazil in Black and White: http://one.npr.org/i/542840797:543264640 2. Listen to this podcast (first 18minutes): As Black As We Wish to Be: http://stateofthereunion.com/pike-county-oh-as-black-as-we-wish-to-be/	Research topic due
	Fri, 10/13		Reading quiz #5
Week 7: Embodied Capital and Racial Performance	Mon, 10/16	John G. Russell, "Playing with Race: Authenticating Alterity Authenticity, Mimesis, and Racial Performance in the Transcultural Diaspora" (See Blackboard link)	Journal entry #3 due
	Wed, 10/18	Ritzer, Chapter 8	Exam #1 (includes this week's readings)
	Fri, 10/20	Rahier, & Muteba 1999. "Introduction in Representations of Blacks and the Performance of Identities." Westport, CT: Greenwood Press: xiii-xvii. (See BB)	
Week 8: Dislocated Calls, Global Responses	Mon, 10/23	Nava Gonyetz, "Fetishized Blackness: Hip Hop and Racial Desire in Contemporary Japan" (See link on BB)	
	Wed, 10/25	Watch Dr. Carter's online lecture "Radical Consumerism and Globalization"	Reading quiz #6
	Fri, 10/27	"Modern Blackness: Progress, 'America' and the Politics of Popular Culture in Jamaica." (See link on BB)	
Week 9: Tourism, Neocolonialism, and Authenticity	Mon, 10/30	Ritzer, Chapter 10 Film excerpt: <i>In and Out of Africa</i> (in class)	
	Wed, 11/1	Read Edward Bruner's "The Maasai and the Lion King" (See link on BB)	Reading quiz #7
	Fri, 11/3	Jamaica Kincaid: <i>A Small Place</i> (excerpts) (See link on BB)	Journal entry #4 due

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Week 10: Dislocated Calls and Multiple Global Responses	Mon,11/6	Judith Carney, "Rice and Memory in the Age of Enslavement" (on BB)	Meet in the library, room 523 for a special review on annotated bibliographies with GL librarian Holly Morganelli
	Wed,11/8	Read Sidney Mintz' <i>Food, Sociality and Sugar</i> excerpts on BB.	Reading quiz #8
	Fri,11/10	No class—Veteran's Day	Extra credit opportunity: chat with GSS grad student at Chili's on her dissertation on food, racism, and globalization-free food!
Week 11: Inequality and Development	Mon,11/13	Ritzer, Chapter 13	Annotated bibliography due
	Wed,11/15	Read Chapter 1 of <i>How Europe Underdeveloped Africa</i> by Walter D. D. Rostow. You can download the chapter from this link: http://bahlali.org/files/3295358-walter-rostow.pdf	Reading quiz #10
	Fri,11/17	1) Moyo, D (2009) "Why Foreign Aid is Hurting Africa" <i>The Wall Street Journal</i> 2) Shah, A. (2009) "Slamming Aid" <i>Policy Review</i> See links on BB. Come to class ready to debate the two sides.	Journal entry #5
Week 12: Inequality and Global Economic Structures	Mon,11/20	Ritzer, Chapter 6 — How did the current global economic system develop? Bretton Woods, the IMF, and the Doha Rounds	
	Wed,11/22		Reading quiz #11
	Fri, 11/24	No class—Thanksgiving	

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Topic	Date	Readings to complete before class	Assignments Due
Week 13: Globalization and Afro-futurism: Reimagining Another World and Liberation	Mon,11/27	Ruha Benjamin, "Racial Fictions, Biological Facts: Expanding the Sociological Imagination through Speculative Methods" http://www.ruhabenjamin.com/a/wp-content/uploads/2016/12/2016-Racial-Fictions-Biological-Facts.pdf Optional: "Ursula K. Le Guin on Redeeming the Imagination from the Commodification of Creativity and How Storytelling Teaches Us to Assemble Ourselves" https://www.brainpickings.org/2017/04/13/ursula-k-le-guin-on-operating-instructions-words-are-my-matter/	Research paper outline due (bring to class for peer review)
	Wed,11/29	Brad Erickson, "George Clinton and David Bowie: The Space Race in Black and White" (Blackboard)	Reading quiz #12
	Fri, 12/1	Discussion and concept maps in class	Journal entry #6 due
Week 14: Pecha Kucha Presentations	Mon,12/4	See sign up sheet on BB	
	Wed,12/6		Final paper due IN CLASS
	Fri,12/8		
Week 15:Final Exam Week (No classes)	Due online	Final exam is online— due tomorrow (Thurs at 10am!) It was posted on Tuesday so you have plenty of time to work on it.	

***The instructor reserves the right to modify the course schedule. Please default to messages on Blackboard and the Remind App for the most up-to-date readings. You are required to check into Blackboard at least once a week for any announcements or changes.