Catalog description: In this course students explore the cultural and social effects of capitalism in the contemporary world within the larger question of how economics and society intersect and change over time. Special emphases are put on food and work, but students explore the linkages of global forces and local life in a variety of ways.

Objectives and Outcomes:

- To explain and illustrate the links between local experiences and the larger global and national forces of politics, economics, and culture influencing them. To also understand how the local level reacts to and affects these larger forces. Readings on the culture of capitalism, final paper, and three essays as well as in-class writings and discussions that show learning.
- To compare and contrast how local and global forces work together in relation to situations of inequity. Readings on the culture of capitalism and three essays as well as in-class writings and discussions that show learning.
- To account for and generate ideas about the local and the global in our own lives in terms of food. Participation in town hall meetings in which students take roles representing certain points of view around food chains in our society. Students will also use this material in essays.
- To collect examples and interpret the local and the global in terms of work. Students will accompany readings and essays with an interview with a local worker and class analysis of these to see characteristics of work in this locale of capitalism.
- To show and experience the multi-faceted complexity of global-local problems with the aim of generating various solutions. Practice a process of town hall meetings where various points of view are aired and compromises and new directions are sought.
- Grad students: (in addition to above)
  - To interpret, contrast, and critique theories of globalization and localization put forth by anthropologists and scholars often cited by anthropologists.
  - To analyze, identify, and explain relevant themes of the global/local experience in the class’s work interviews, referring to theories read by grad students.
  - To apply and interpret theories studied by grad students in their extra readings and sessions in terms of the topics chosen by grad students for their research papers.

Required texts:


Readings and Assignments:

**Sept 26**, Tues: Introduction to course and each other; Context of course and place of *Omnivore’s Dilemma*; Talk about process of town halls and thought questions;

**Sept 28**, Thurs: Read Pollan, 1-56
Assign roles for town hall

**Oct 3**, Tues: Read Pollan, 57-119
- Come to class having read the whole first section “Industrial Corn” of *Omnivore’s Dilemma*. Bring a paragraph or series of bullets outlining your point of view. The class will be a **town hall** with different people representing different points of view. The general question is:
  - **“How do we evaluate the industrial food chain?”**
  - Town hall will end with a discussion of workable compromises or new directions.
  - Assign groups for Blackboard thought questions

**Oct 5**, Thurs: Read Intro to Part I and Chapter 1 in Robbins
- Bring an advertisement for food or a processed food package. Jot down what this ad or package makes visible about the food and what remains invisible. We will present these in class.
- **Thought question**: After reading, write a paragraph on the following question and post it on Blackboard for your group to read by Oct 5. Respond at least once to something that someone else in the group has said by Oct. 7
  - **How do you think that advertising could be fairer and make the actual nature of things more visible? Is it possible for “advertising” to do this?**

**Oct 10**, Tues: Read Chapter 2 and 3 (80-107) in Robbins
- **Thought question**: After reading Chap 2, write a paragraph on the following question and post it on Blackboard for your group to read by Oct 10. Respond at least once to something that someone else in the group has said by Oct 12.
  - Was Marx right? **Under capitalism, do workers tend to be alienated from what they are making or doing—and also from other people—or not?** (In relation to this, you might consider the mobility, labor segmentation, discipline, and resistance talked about in the chapter.) Consider the work that you have done or ask a family member or friend about their work.

**Oct 12**, Thurs: Read Chapter 4 in Robbins: pp. 108-136
- **Thought question**: After reading Chap 4, write a paragraph on the following question and post it on Blackboard for your group to read. Respond at least once to something that someone else in the group has said.
  - **How do people in the US become capitalists with values that allow us to accept the culture of capitalism in the US? What experiences other than advertising instill such values in us?**
Watch parts of “The Corporation” through the next three periods
-Assign roles for town hall
-Pass out essay question.

Oct 17, Tues: Read Nickel and Dimed, Chapters 1-2

Oct 19, Thurs:
-Essay due: 5 pages, double-spaced
-Finish watching “The Corporation”
-Assign roles for two Town Halls, Oct 26 and Oct 28
-Tell me who you will interview for your work interview

Oct 22, Tues: Read Pollan, pp. 123-184
-Town Hall: Come to class
After watching The Corporation, write a paragraph on the following question and post it on Blackboard for your group to read by Oct 19. Respond at least once to something that someone else in the group has said by Oct 21.
What are the pros and cons of the corporation as an institution? Think about why we need them as well as their problems. Think about positive and negative examples. What do you think of the movie?
-Post reactions on Blackboard discussion board as you read Pollan

Oct 26, Thurs: Read Pollan, pp. 185-261
-Town Hall: Come to class having read the whole second section “Pastoral Grass” of Omnivore’s Dilemma. The class will be a town hall with different people representing different points of view. The general question is: “How do we evaluate Industrial Organic/ Organic/ Local Agriculture?”

Hand out essay question
-Thought question: After reading Chap 6, write a paragraph on the following question and post it on Blackboard for your group to read by Oct 31. Respond at least once to something that someone else in the group has said by Nov 2.
- In the US in 2004, 11.9% of people were food insecure and 3.9% were food insecure with hunger. Using or expanding on ideas for causes of malnutrition, hunger and lack of economic development (pp. 186-7, 189, 197), what factors do you think are behind the hunger and food insecurity in the US?

Nov 2, Thurs: Read Nickel and Dimed, Chapter 3 and Evaluation
-Paragraph on topic for paper due: What is your local problem and what threads of larger forces do you plan to investigate?
Nov 7, Tues:
- Essay due
- Watch “Future of Food”

Nov 9, Thurs: Read Robbins: Parts of Chapters 9 and 10
Chap 9: 262-274; 280-284, top; Chap 10: 293-99; 301-309

Nov 14, Tues: Read Robbins: Chapter 11
- Three references for your paper due plus an expanded explanation of your local problem/situation and the larger forces that you are going to investigate in relation to it.
- Think of an issue that you think is especially important. Bring in information from a website or newspaper article, etc. about some group that is advocating for change on this issue. Have some proof of your material and be ready to share in class.
- Worker interview due
- Hand out essay question

Nov 16, Thurs: Read Robbins: Chapter 12
- Thought question: After reading Chap 12, write a paragraph on the following question and post it on Blackboard for your group to read by Nov 16. Respond at least once to something that someone else in the group has said by Nov 18.
  - Do you think that there is a relationship between contemporary forms of capitalism, and fundamentalism (Muslim, Christian, other such movements)? How would you characterize it?

Nov 21, Tues:
- Essay due: 4-5 pages double-spaced
- Concoct roles for Town Hall

Thanksgiving

Nov 28, Tues: Read Robbins: Chap 13: Constructing the Citizen-Activist
- Town Hall on the topic of:
  - How do we bring change as “citizen-activists”—or don’t we? (If you missed Nov 21, come with a particular role that you are going to take as a citizen-activist—representing an NGO (non-profit agency) or government or business or advocacy group, etc. You may represent forces for change or against change.)

Nov 30, Thurs: Presentations: 5-10 minute Power-point or overhead presentations due on your paper topic.

Exam Week:
Monday, Dec 4: Presentations: 5-10 minute Power-point or overhead presentations due on your paper topic.
Wednesday, Dec 6: Papers due by 5 in my box (238 Waldo) or under my door (210 Waldo)
**Readings:** Please come to class with readings already read. I will feel free to start the class with an in-class writing or discussion groups on questions that take off from the material read for that class period.

**Essays:** 5 pages, double-spaced responses to questions posed by professor one week before the essay is due. There will be three essays during the term. It is important that you show that you have done class readings in these essays. They will be graded according to how well you have read and digested the material. Check your clarity and organization before you hand it in.

**Thought questions:** The class will be divided into groups and each group will be responsible to have a discussion of six different questions. Post your answer on Blackboard but make sure you put it in the section for your group. You need to write a paragraph discussing the question by the end of the day on the date on which it is assigned. You need to return in the next two days to post a reaction to the discussion. Obviously, the discussion can go farther, but this is what is required and will be checked.

**Town Halls:** People are assigned roles to represent to give a variety of points of view in relation to the question posed. A discussion will ensue with a student facilitator. After the town hall, a discussion will aim towards new directions and compromises as solutions. **For each town hall, hand in a lengthy paragraph or series of bulleted points that outline your point of view. Hand in the day of the town hall.**

**Attendance at lecture:** Attend a lecture or video on campus that addresses the culture of capitalism or global-local issues, or something that is relevant to this course. Check with me if you are unclear. Write a paragraph of at least 250 words telling about the content and your reactions.

**Worker Interview:** Interview a worker of some kind in the community. While respecting people’s need for easy access to the interviewee, we will try to get a range of occupations represented. We will brainstorm questions in class to ask the interviewees and all use the same questionnaire. We will bring our transcripts to class, share the main ideas, and grad students will compile a set of common characteristics of work during late capitalism in this community. Each student needs to hand in a transcript (typed) and a list of main themes that emerge in the interview.

**Research Papers: Understanding the political and economic context of local problems**

Take a local problem occurring here or anywhere in the world. Read about the local problem enough to understand it at the local level. There might be a problem that you have read about in a newspaper or magazine, on the web, in an ethnography, in your hometown, on campus, etc. Lay the local situation out so that it is understood adequately. **The main point of the paper is to understand the larger political and economic context that interact with the local situation/ problem.** What are the larger forces that need to be understood? Explain them and pose yourself the question of how they are interacting with the local situation. Consider connections with national government, the national economy, the international economy, global politics, the culture of global
capitalism, etc. Be sensitive to various layers that link with the situation. There may also be some global values or power relations that are an important part of the political and economic context. Be aware also of local reactions to the political/economic/global context—perhaps local resistance, creative changes, or sense of despair. Are there any advocate groups, NGOs, enterprises, government groups that are helping the situation?

For undergrads, the paper should be 8-10 pages long. It should have 5 references: three need to be pithy articles that give a great deal of information on the topic; two shorter. Grad student papers will be at least 12-15 pages long with 7 references. Sources of all articles need to be academically sound—you need to know the source—but the other two may be shorter. Carefully reference within the paper and in the bibliography. All references in the bibliography must be used and referenced within the paper.

These papers will be judged according to:

- adequate definition of the situations, problems and questions involved in this case study
- coverage of relevant questions in your discussion
- use of adequate and quality material with good referencing and bibliography
- good linkage among issues and material—well-thought-through and well-organized with good topic sentences and guidance for the reader throughout the paper
- conclusion that answers questions and assesses limitations

Presentations will be judged by:

- Cover highlights of project
- Organize visuals and talk well; make points clearly
- Engaging presentation
- Format clear with large fonts used in overheads, not too much material on one slide, graphics when possible

**Grad students** will have a longer, more in-depth paper to do and a series of readings that will start the second week. We will plan a time to meet to discuss the readings on the effects of globalization and local reactions. The list of these readings will appear on Blackboard and a reading packet will be available in the office by Thurs of the first week. Grad students will form their own discussion group for thought questions; please feel free to pose other questions, particularly around grad readings. I hope you can have a healthy, ongoing discussion through the course. You will participate in class readings, class discussions and town halls with the undergrads. Grads will do the essays, but we will add material from grad readings so that they will be longer (6-7 pages, double-spaced). Please meet after the first class to arrange a time for other meetings. (Please see attached grad syllabus used in 2006.)
Grades:

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<tr>
<th>Task</th>
<th>Points out of 100</th>
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<td>3 Essays (12 each)</td>
<td>36</td>
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<td>Participation (6 thought questions,</td>
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<td>2 exercises, in-class discussion)</td>
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<tr>
<td>Town Hall Participation (4)</td>
<td>12</td>
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<tr>
<td>Work interview: transcript &amp; themes</td>
<td>15</td>
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<tr>
<td>Paper</td>
<td>25</td>
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<td>Attendance at lecture with paragraph</td>
<td>2</td>
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**Students with disabilities:** Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities. Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of there term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

**OSU Academic Dishonesty Policy:** [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)
Grad syllabus: Class, Cash and Culture, Anth 571
(addendum to general syllabus for Anth 471/571)

Objectives and Outcomes:
- To understand the links between local experiences and the larger global and national forces of politics, economics, and culture influencing them. To also understand how the local level reacts to and affects these larger forces. Readings on the culture of capitalism, final paper, and three essays as well as in-class writings and discussions that show learning.
- To understand how local and global forces work together in relation to situations of inequity. Readings on the culture of capitalism and three essays as well as in-class writings and discussions that show learning.
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- To explore the local and the global in terms of work. Students will accompany readings and essays with an interview with a local worker and class analysis of these to see characteristics of work in this locale of capitalism.
- To understand the multi-faceted complexity of global-local problems. Practice a process of town hall meetings where various points of view are aired and compromises and new directions are sought.

Grad students: (in addition to above)
- To understand, contrast, and critique theories of globalization and localization put forth by anthropologists and scholars often cited by anthropologists.
- To analyze the class’s work interviews and the grad student’s paper research topic in terms of the theories studied by grad students in their extra readings and sessions.

You will do the assignments as they are outlined for the undergrads except you will do extra readings which you will need to consider in your take-home essays and your paper needs to be 12-15 pages long with at least 6 pithy, scholarly references. Smaller web references should be extra. Please feel free to relate the paper to your thesis topic, but relate it to the political economic framework that we are discussing in this course.

Note that you also need to work as a group to compile the themes from the work interviews and present them to class as an informal analysis of the nature of work in this locale in late capitalism.

Extra readings: (I hope that we can arrange an extra time every week to discuss the readings, such as 5 on Thursday). Please come to class with 3-4 main points that you think are important. Questions are very welcome.
Oct 4:
- *Alienation: Marx’s Conception of Man in Capitalist Society* by Bertell Ollman (Cambridge, 1971) (15 pages)

Oct 11:
“Disjuncture and Difference in the Global Cultural Economy” by Arjun Appadurai (Public Culture 2 (2) Spring 1990) pp. 1-21

Oct 18:
The Condition of Post-Modernity by David Harvey (1990, Blackwell), pp. 147-188, 226-239.

Oct 25:
