

GUIDED PRACTICE

Class: ANT 3520 – Globalization and Development

Date assigned: 2nd or 3rd session

Date due: Before class

Time estimate to complete this assignment:

This lesson is conceptualized for a hybrid class so a film series is a major component of non- face-to-face sessions.

- Pre-class activity - Reading: 1-1.5 hours
- Non-face2face asynchronous meeting - Film: 80 minutes

Overview/Introduction

What is this lesson about? Why do we care?

This lesson provides the conceptual foundations for the rest of the semester. By the end of these two session(s), we will all have a shared understanding and vocabulary for discussing globalization and development. We will also raise our awareness of the history of globalization and the contributors to inequality and uneven development.

Learning Objectives

Basic objectives

List 3-5 learning objectives that you expect students to be able to master on their own before class.

- To define globalization and development (both the “Big D” and the “little d”)
- To identify the key dynamics of globalization
- To explain how anthropologists approach the economy and its purpose
- To describe the roots of today’s global economy

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

- To distinguish between globalization and development
- To provide supporting arguments for why globalization and development are important to anthropology
- To evaluate the pros and cons of globalization
- To explain the relationship between the roots of the global economy and the uneven distribution of power

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

Read excerpts from Guest,

- Globalization and its Key Dynamics: pp. 18-25
- The Roots of the Global Economy and the Dominant Organizing Principles of the Global Economy: pp. 303-316

2. Give a “playlist” of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

- Watch “Life and Debt”
 - As you are watching, you should:
 - Take written notes of three examples where you see unequal exchange. In other words, in what instances do you see Jamaica being treated unfairly in encounters with global trade agreements? What are the negative consequences of these global trade agreements?
 - Fill out the worksheet located on blackboard for the film

Exercises: Please complete by NEXT FACE-TO-FACE SESSION.

- Create a concept map of the readings as part of your notes while you read. Instructions for concept mapping can be found here:
<http://tutorials.istudy.psu.edu/conceptmaps/conceptmaps6.html>
- While you are watching the film, take written notes of some examples where you see uneven exchange. In other words, in what instances do you see Jamaica being treated unfairly in encounters with global trade agreements? What are the negative consequences of these global trade agreements?
- Fill out worksheet for the film.
- Submit this assignment digitally on blackboard by 11:59PM the day before our face-to-face meeting. Bring a hard copy of your completed work to class as an entry ticket. You will be able to use these notes for your exam.

Questions?

Feel free to come see me during office hours.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: ANT 3580 Globalization and Development

Date assigned: 2nd or 3rd session

Date due: Next Face to Face

Time estimate to complete this assignment: 1-1.5 hours

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

- To distinguish between globalization and development
- To provide supporting arguments for why globalization and development are important to anthropology
- To evaluate the pros and cons of globalization

Activities & deliverables

Activity

Picture Prompt. Students solidify understanding of today's concepts by re-interpreting several comics instructor has found addressing the topic of globalization. Students will assess whether or not these political cartoons fit some of the arguments presented in the course material we just covered.

Students will choose 1 comic to analyze.

Deliverables

Post a response to the discussion board covering the following information:

- Assess whether or not these political cartoons fit the arguments we discussed in today's activity.
- Reflect on why your interpretation takes on an "anthropological perspective" to globalization

Resources:

- I will post several political cartoons on globalization on blackboard.

Questions?

Please come see me in my office hours should you seek further guidance.

Flipped IN-CLASS Lesson Plan Template

Topic or concept:
Globalization and Development

Basic objectives for preparatory work:

- To define globalization and development (both the “Big D” and the “little d”)
- To identify the key dynamics of globalization
- To explain how anthropologists approach the economy and its purpose
- To describe the roots of today’s global economy

Advanced objectives for classwork & after class work:

- To distinguish between globalization and development
- To provide supporting arguments for why globalization and development are important to anthropology
- To evaluate the pros and cons of globalization

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 mins	Notes Sharing – share your concept maps with a partner in class. What differences do you see? What is there? What is missing? How can you improve your concept map?	None
Middle of period	15 mins	Mini-lecture on the history of the modern world economic system. Q&A session.	Lecture prep/slides

	Time planned	Activity and rationale	Resources needed
Middle of period (use if needed)	40 mins	<p>Pro/Con and example: Instructor will facilitate a running list on the board of the pros and cons of globalization where students use examples from the film to support their pro/con argument. What I hope they will see:</p> <ul style="list-style-type: none"> • Uneven distribution of power between colonial and post-colonial nation-states • It can be difficult to categorize what is a pro and what is a con 	White board, students should be taking notes
End of period	5 mins	<p>Active Reflection. Students will reflect on the lesson learned today by answering the following questions:</p> <ul style="list-style-type: none"> • What was the most important lesson you learned today? • How does globalization affect your life? Provide 3 examples from your daily life. 	Paper

Flipped AFTER CLASS Work Plan Template

PLEASE NOTE: The advanced practice integrates guided practice preparation for the next lesson

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> • To distinguish between globalization and development • To provide supporting arguments for why globalization and development are important to anthropology • To evaluate the pros and cons of 	<p>Picture Prompt. Students solidify understanding of today's concepts by re-interpreting several comics instructor has found addressing the topic of globalization. Students will assess whether or not these political cartoons fit some of the arguments presented in the course material we just covered.</p>	<ul style="list-style-type: none"> • I will post several political cartoons on globalization on blackboard. Choose one to analyze in light of the pro/con list and examples today. • Assess whether or not these political cartoons fit the arguments we discussed

Advanced learning objective	Activity and rationale	Instructions to students
globalization		in today's activity. <ul style="list-style-type: none"><li data-bbox="1360 240 1906 310">• Reflect on why your interpretation takes on an "anthropological perspective"