**Part 3: Globalization and Development**

## Discussion Questions (Collated from the text)

1. According to this piece [Being Indigenous in the 21st Century], what is an indigenous relationship to the natural world?
2. What misconceptions exist about Indigenous Peoples?
3. What challenges lie ahead for Indigenous Peoples?
4. In what ways does the Bluefin tuna industry serve as a prime example of globalization?
5. What is the relationship between the Tsukiji market, cultural capital, and the creation of world standards for the tuna market?
6. Is the widespread desire for sushi an example of cultural homogenization? Why or why not?
7. What do Malagasy people mean by “export culture”? What does this perspective on export culture illustrate about Malagasy views on the outside world? Discuss the mysteries of the market from both the supplier and consumer perspectives.
8. Discuss the relationship between colonialism and contemporary vanilla and rosewood cultivation.
9. What is the relationship between gender and hot money?
10. Why has talk of bone theft heightened since the vanilla and rosewood booms?
11. Identify and discuss the subversive potential of northeastern Madagascar’s export culture and hot money spending. Can you identify subversive behavior in your local economy?
12. Why do you think local institutions such as waqf are overlooked in development thinking and planning?
13. Should development planners take into account local institutions when designing development interventions in the developing world?
14. Should governments and international donors (like USAID) encourage the use of religious institutions to promote social and economic development?
15. Could you think of similar institutions in your community that could be repurposed for community development?
16. What are the goals of service-learning?
17. Why do students at Mercer engage in service-learning?
18. Who benefits from “Mercer on Mission” and how?
19. What does it mean to say that Mercer on Mission programs are depoliticized?
20. Have you ever participated in a service-learning class at home or abroad? How was the experience linked to course content?