

INTL 4530: Globalization and Distributive Justice

University of Georgia – Spring 2020

MLC 267, Tuesday/Thursday 12:30-13:45

Prof. Gregory M. Thaler (he/him)

International Affairs Building (202 Herty Drive), Room 328

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Office Hours: Thursday 17:00-19:00 (MLC Jittery Joe's) and by appointment

Sign up for scheduled office hours at <https://calendly.com/gregorythaler>

Course Description:

The discourse of 'globalization' is a hallmark of our time, but what is the 'global,' how can we analyze it, and what are the relations and experiences that emerge in a 'globalized' world? Should we seek the roots of globalization in early human migrations, or in the origins of capitalism, or in the dawn of the nuclear era? Or is globalization something more recent, born of neoliberalism and the internet at the twilight of the 20th century?

The discourse of globalization is interwoven with particular structures of power and interest, and the outcomes of globalizing processes are highly unequal. How does globalization shift the distribution of social goods and ills? Is the emerging global world just, and if not, how might global injustices be redressed?

We will seek answers to these questions by examining globalizations across multiple geographical and historical scales and political-economic, ecological, and socio-cultural fields. Through academic and popular writing, music, and film, and through an interview project in the Athens community, we will explore different ways of thinking, researching, living, and contesting globalization.

The course begins with definitions and theoretical frameworks. When did globalization begin and what are its dimensions? What concepts and theories can we draw on to analyze global phenomena? We then deploy these concepts in a survey of globalizations across interconnected fields of human experience. A midterm interview project will help us think about how globalization is studied, and how different dimensions of globalization intersect in the Athens community. At the end of the term, we turn the lens back on ourselves, and you will write a brief final paper reflecting on how your interactions with global actors, processes, and inequalities shape your own education.

Course Structure, Requirements, and Evaluation:

This is a rigorous elective course based on a combination of lectures, group discussion, experiential learning, and academic writing. Tuesday sessions will usually be devoted to an interactive lecture. Thursday sessions will usually be devoted to discussions based on reading groups, which will be assigned in Week 2. Lectures and readings are designed to be complementary, and you should be prepared to address the content of both in discussions and graded assignments.

“Recommended” materials listed on the syllabus are not required for the course and may not be covered in lecture or discussion, though you are welcome to share insights derived from those sources. They comprise references closely related to our assigned materials that will be of interest to those who want to read deeper on a particular topic.

Reading Groups: You will participate in reading groups consisting of five or six students. In Week 2, you will be assigned to your groups, and you will sign up to serve as discussion leader for your group two times during the semester. At the end of each lecture, I will pose several questions or prompts related to that week’s material. By 19:00 of the day before a Discussion, you must upload to eLC a 1-2 paragraph response to one of the prompts and you must suggest one additional question or prompt for group discussion. Your responses should engage directly with the readings, incorporating citations where appropriate. Your questions may be points of clarification, or may raise broader theoretical or practical issues to be taken up by the group.

Generally, reading group discussions will occupy roughly 35 minutes of our class discussion time, and will be followed by full class discussions. The role of discussion leaders is to review group members’ responses and suggested questions prior to class, to begin and direct group discussion, and to be prepared to report to the full class the main topics or questions engaged with by the group. A handout with suggestions for group discussion is located in the “Syllabus and Handouts” folder in the Content section of our eLC course page. Occasional variations to this format will be announced during the semester.

You will be graded on a ‘reading group portfolio’ consisting of all of your reading responses from the semester, as well as on your participation in the reading group. With the exception of Week 10, when the interview project takes place, reading groups are not expected to meet outside of class time. Your grade for this component will be individual, i.e., you will only be graded on the quality of your individual portfolio and participation and not on the quality of your group.

I assign an average of around 60 pages of academic material per week. I consider this a moderate reading load for an upper-level course. Nonetheless, you may find yourself with insufficient time to read all assigned materials in minute detail. Strategic reading is an essential skill for college and beyond. You may wish to consult this helpful guide for tips on reading strategically for class:

Burke, Timothy. 2017. “Staying Afloat: Some Scattered Suggestions on Reading in College.” <http://www.swarthmore.edu/SocSci/tburke1/reading.html>.

Participation: Complete the required readings and other assignments prior to our Thursday class sessions and contribute fully to reading group and full class discussions. Our classroom should be an environment for respectful, substantive discussions in which everyone feels comfortable participating. If for any reason you do not feel comfortable speaking during our discussions, please advise me so we can make appropriate adjustments. I recognize that people contribute to discussions in different manners, and I also value as participation conversations during office hours or over email. Your participation grade will consist equally of my evaluation of your

participation in the course and an evaluation of your reading group participation. For the reading group evaluation, you will anonymously assess your own participation and the participation of your group members at the end of the semester.

Major Assignments: This course includes three major assignments. First, there will be an **in-class midterm exam** on **February 13th**, preceded by a review session on February 11th.

Second, you will carry out an **interview project** that examines globalization processes through the experiences of Athens-area restaurant owners or managers. In Week 9, we will discuss methods for studying globalization and we will focus specifically on interviews as a qualitative research method. You will have the opportunity to practice interview skills with a peer in class. Week 10 is Restaurant Week. We will not meet during our regular class times this week. Instead, your reading groups will be divided into smaller groups of two or three students, and with this smaller group you will conduct an interview with an owner or manager of a local restaurant that specializes in the cuisine of a particular culture. Your interview will aim to learn about different dimensions of globalization (e.g., migration, food, culture, labor) and different global actors (e.g., corporations, governments) through the experiences of your interviewee. You will individually transcribe a small portion of the interview and write up a narrative report analyzing your interview data in light of the globalization theories and processes that we have discussed in class. This **report and transcription** are due by **23:59 on 23 March**, and will be graded as your second major assignment. You will receive a handout with additional details on this assignment.

Third, you will write a brief **final paper** reflecting on how your education is influenced by and interacts with globalization and its inequalities. How do global actors and forces affect the education you receive? For example, actors such as corporations and forces such as migration, urbanization, and agricultural and cultural change may influence what you learn, how your education is paid for, with whom you interact, and even your health and diet while you are a student. Furthermore, how do you as an individual engage with and navigate these forces or structures to create your own educational pathway?

Your paper must incorporate references to the assigned course materials and must be 5-7 pages in length (not including references and any tables or figures), double-spaced, formatted in 12-point Times New Roman font and justified with 1-inch margins. Your paper should include parenthetical (Author YEAR) citations in the text, with page numbers for direct quotations, and a full list of references in APA format. Pages should be numbered in the upper right-hand corner. Your final paper will be due by **12:00 noon on 30 April**.

Grading: Your grade in this course will be composed as follows:

Participation	10%
Reading group portfolio	20%
In-class exam	20%
Interview report	30%
Final paper	20%

Letter grades will be assigned according to the following scale:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-67
B-	80-83	D-	60-63
C+	77-79	F	59 and below

General Considerations:

Laptops and Phones: Use of laptops is prohibited during lectures. Exceptions to this policy require my approval. Slides will be posted to eLC following lectures, and note-taking by hand is superior for comprehension and retention to note-taking by laptop.* Laptops are permitted during discussion solely for referring to course materials. Cell phone use is always prohibited during class time. Cell phones must be silenced and out of sight during class. If I see your cell phone during class time, I will ask you to put it away.

Those of you unaccustomed to note-taking by hand or those looking to improve the effectiveness of their note-taking may wish to consult “The Cornell Note-taking System.” A handout describing this system is located in the “Syllabus and Handouts” folder in the Content section of our eLC course page.

Eating: Please refrain from eating during class.

Email: I will only respond to emails that are sent from your UGA account and include the course name (INTL 4530) in the subject line. For useful email guidelines, please consult: <https://www.wikihow.com/Email-a-Professor>.

File Formats: Please upload files to eLC in either .doc, .docx, or .pdf formats exclusively. Your interview reports and final papers must be submitted in .doc or .docx format.

Academic Honesty: As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Instances of cheating or plagiarism will be reported in accordance with university policy, and lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Plagiarism entails the use of the words or ideas of another person or entity without attribution. Regardless of whether you are quoting directly or paraphrasing, attribution is required for information or arguments that are the product of someone else’s intellectual labor. Please review the definition of plagiarism in the Academic Honesty Policy: https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

* Dynarski, Susan. 2017. “Laptops Are Great. But Not During a Lecture or a Meeting.” *The New York Times*, November 22. <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>.

Students with Disabilities: UGA is committed to providing full participation and access for students with disabilities. If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

SCHEDULE AND READINGS[†]

Week 1: Introduction to the Course

07 Jan **Lecture:** What is the global?

09 Jan **Discussion**

- Tsing, Anna Lowenhaupt. 2000. “The Global Situation.” *Cultural Anthropology* 15 (3): 327–360. [read pp. 327-338]
- Steffen, Will, J. Crutzen, and John R. McNeill. 2007. “The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature?” *Ambio* 36 (8): 614–621. [skim]
- “Anti-Globalists: Why They’re Wrong.” 2016. *The Economist*. 01 October.
- Explore the website of “The WTO History Project”: <http://depts.washington.edu/wtohist/index.htm>
- Goodman, Peter S. 2019. “Globalization Is Moving Past the U.S. and Its Vision of World Order.” *The New York Times*, June 19. <https://www.nytimes.com/2019/06/19/business/globalization-us-world-order.html>.

Week 2: Definitions

14 Jan **Lecture:** Histories and definitions of globalization

- Upload short bio with photo to eLC by 23:59 on 15 Jan

16 Jan **Discussion**

Assignment of reading groups and sign-up for leadership weeks

Histories

- Denevan, William M. 1992. “The Pristine Myth: The Landscape of the Americas in 1492.” *Annals of the Association of American Geographers* 82 (3): 369–385.
- Carney, Judith and Haripriya Rangan. 2015. “Situating African Agency in Environmental History.” *Environment and History* 21 (1): 1-11.

[†] Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. I recommend completing each week’s readings in the order listed.

- Severson, Kim. 2018. “Finding a Lost Strain of Rice, and Clues to Slave Cooking.” *The New York Times*, February 13. <https://www.nytimes.com/2018/02/13/dining/hill-rice-slave-history.html>.

Definitions and Concepts

- Kearney, M. 1995. “The Local and the Global: The Anthropology of Globalization and Transnationalism.” *Annual Review of Anthropology* 24: 547–565.
- de Sousa Santos, Boaventura. 2006. “Globalizations.” *Theory, Culture & Society* 23 (2–3): 393–99.

Week 3: Political-Economic Theory: Liberal Capitalism and its Critics

21 Jan **Lecture:** Liberalism, capitalism, and critical perspectives

- Upload first reading response to eLC by 19:00 on 22 Jan

23 Jan **Discussion**

Liberalism

- Smith, Adam. 1776. *An Inquiry into the Nature and Causes of the Wealth of Nations*. MetaLibri. **Book I, Chapter 2 “Of the Principle which gives occasion to the Division of Labour”**; **Book III, Chapter 1 “Of the natural Progress of Opulence”**
- Doyle, Michael. 1986. “Liberalism and World Politics.” *The American Political Science Review* 80 (4): 1151–1169.

Critiques of Liberal Capitalism

- Marx, Karl, and Friedrich Engels. 2012 [1846]. “Feuerbach: Opposition of the Materialist and Idealist Outlook.” In *Anthropological Theory: An Introductory History*, edited by R. Jon McGee and Richard Warms, Fifth Edition, 57–73. McGraw Hill Education.
- Polanyi, Karl. 1957 [1944]. *The Great Transformation*. Boston: Beacon Press. **Chapter 6 “The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money”**; **Chapter 11 “Man, Nature, and Productive Organization”**
- Robinson, William I. 2014. *Global Capitalism and the Crisis of Humanity*. New York: Cambridge University Press. **Introduction “A Crisis of Humanity” pp. 1-6**
- Acker, Joan. 2004. “Gender, Capitalism and Globalization.” *Critical Sociology* 30 (1): 17–41.
- Watch the RSA Animate video of David Harvey’s lecture on “Crises of Capitalism” (11 minutes): https://youtu.be/qOP2V_np2c0

Week 4: The Capitalist World System and “Development”

28 Jan **Lecture:** World systems and the ideology of “development”

30 Jan Discussion

- Wallerstein, Immanuel. 1979. *The Capitalist World-Economy*. New York: Cambridge University Press. **Chapter 1 “The rise and future demise of the world capitalist system: concepts for comparative analysis”**
- Cardoso, Fernando Henrique, and Enzo Faletto. 1979. *Dependency and Development in Latin America*. Berkeley: University of California Press. **Preface**
- Escobar, Arturo. 1994. *Encountering Development: The Making and Unmaking of the Third World*. Ewing, NJ: Princeton University Press. **Chapter 2 “The Problematization of Poverty: The Tale of Three Worlds and Development”**
- Hickel, Jason. 2017. “Aid in Reverse: How Poor Countries Develop Rich Countries.” *The Guardian*, January 14. <https://www.theguardian.com/global-development-professionals-network/2017/jan/14/aid-in-reverse-how-poor-countries-develop-rich-countries>.
- Blattman, Christopher, and Stefan Dercon. 2017. “Everything We Knew About Sweatshops Was Wrong.” *The New York Times*, April 27. <https://www.nytimes.com/2017/04/27/opinion/do-sweatshops-lift-workers-out-of-poverty.html>.
- Hickel, Jason. 2019. “Bill Gates Says Poverty Is Decreasing. He Couldn’t Be More Wrong.” *The Guardian*, January 29. <https://www.theguardian.com/commentisfree/2019/jan/29/bill-gates-davos-global-poverty-infographic-neoliberal>.

Recommended

- Moore, Jason W. 2000. “Environmental Crises and the Metabolic Rift in World-Historical Perspective.” *Organization & Environment* 13 (2): 123–57.
- Nicas, Jack. 2019. “A Tiny Screw Shows Why iPhones Won’t Be ‘Assembled in U.S.A.’” *The New York Times*, January 28. <https://www.nytimes.com/2019/01/28/technology/iphones-apple-china-made.html>.

Week 5: Global Actors and Global Governance

04 Feb Lecture: Non-state actors, international organizations, and global governance

06 Feb Discussion

- Stiglitz, Joseph. 2018. “Meet the ‘Change Agents’ Who Are Enabling Inequality.” *The New York Times*, August 20. <https://www.nytimes.com/2018/08/20/books/review/winners-take-all-anand-giridharadas.html>.
- Sklair, Leslie. 2002. “Democracy and the Transnational Capitalist Class.” *The Annals of the American Academy of Political and Social Science* 581 (1): 144–57.
- Bakan, Joel. 2004. *The Corporation: The Pathological Pursuit of Profit and Power*. New York: Free Press. **Introduction; Chapter 1 “The Corporation’s Rise to Dominance”**

- Jacobs, Andrew, and Matt Richtel. 2017. “How Big Business Got Brazil Hooked on Junk Food.” *The New York Times*, September 16.
<https://www.nytimes.com/interactive/2017/09/16/health/brazil-obesity-nestle.html>.
- Keck, Margaret, and K. Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press. **Chapter 1 “Transnational Advocacy Networks in International Politics: Introduction”**
- Goldman, Michael. 2005. *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven, Connecticut: Yale University Press. **Chapter 1 “Introduction: Understanding World Bank Power”**

Recommended

- Ingraham, Christopher. 2019. “Massive New Study Traces How Corporations Use Charitable Donations to Tilt Regulations in Their Favor.” *The Washington Post*, January 17. <https://www.washingtonpost.com/business/2019/01/17/massive-new-study-traces-how-corporations-use-charitable-donations-tilt-regulations-their-favor/>.
- Jacobs, Andrew. 2019. “Research Details How Junk Food Companies Influence China’s Nutrition Policy.” *The New York Times*, January 9.
<https://www.nytimes.com/2019/01/09/health/obesity-china-coke.html>.

Week 6: Review: Framing the Global Age

11 Feb **Review Session**

13 Feb **Midterm Exam (in class)**

Film: *Battle in Seattle, USA, 2007*

<https://youtu.be/YwnVYzyAQol>

Watch prior to the review session on 11 Feb

Recommended Film: *This Is What Democracy Looks Like, USA, 2000*

https://youtu.be/_LfN3V3id8

Week 7: Migration

18 Feb **Lecture: Migration and displacement**

20 Feb **Discussion**

- Massey, Douglas. 1999. “Why Does Immigration Occur? A Theoretical Synthesis.” In *The Handbook of International Migration: The American Experience*, edited by Charles Hirschman, Philip Kasinitz, and Josh DeWind, 34–52. Russell Sage Foundation.
- Bacon, David. 2008. *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*. Boston: Beacon Press. **Chapter 3 “Displacement and Migration”**

- Jordan, Miriam. 2018. “8 Million People Are Working Illegally in the U.S. Here’s Why That’s Unlikely to Change.” *The New York Times*, December 11. <https://www.nytimes.com/2018/12/11/us/undocumented-immigrant-workers.html>.
- Moss, Jesse. 2019. “The Abandoned Vans of Atlanta.” *The New York Times*, May 7. <https://www.nytimes.com/2019/05/07/opinion/ice-immigration-atlanta.html>. **[read text and view op-doc “Boca del Lobo” (14 minutes)]**

Refugees

- Watch Daphne Matziaraki’s *New York Times* Op-Doc “4.1 Miles” (21 minutes): <https://www.nytimes.com/video/opinion/100000004674545/41-miles.html>
- Kingsley, Patrick. 2018. “Migration to Europe Is Down Sharply. So Is It Still a ‘Crisis?’” *The New York Times*, June 27. <https://www.nytimes.com/interactive/2018/06/27/world/europe/europe-migrant-crisis-change.html>.
- Kingsley, Patrick. 2018. “‘Better to Drown’: A Greek Refugee Camp’s Epidemic of Misery.” *The New York Times*, October 2. <https://www.nytimes.com/2018/10/02/world/europe/greece-lesbos-moria-refugees.html>.
- Long, Katy. 2017. “This Small Town in America’s Deep South Welcomes 1,500 Refugees a Year.” *The Guardian*, May 24. <https://www.theguardian.com/us-news/2017/may/24/clarkston-georgia-refugee-resettlement-program>
- Capelouto, J.D. 2019. “Atlanta, DeKalb to Continue Refugee Resettlement Following Trump Order.” *The Atlanta Journal-Constitution*, December 17. <https://www.ajc.com/news/local/atlanta-dekalb-continue-refugee-resettlement-following-trump-order/3pQ7Bh2XZV3xPyM75U9EIK/>.

Recommended

- View the visualizations at Lucify’s “The flow towards Europe”: <https://www.lucify.com/the-flow-towards-europe/>
- Elbagir, Nima, Raja Razek, Alex Platt, and Bryony Jones. 2017. “People for Sale.” *CNN*, November 14. <https://edition.cnn.com/2017/11/14/africa/libya-migrant-auctions/index.html>.
- Kingsley, Patrick. 2019. “Rescued Migrants, at Sea for Weeks, Struggle to Reach a New Life.” *The New York Times*, January 8. <https://www.nytimes.com/2019/01/08/world/europe/migrants-stranded-sea-watch.html>.
- Goldstein, Joseph. 2018. “As Rich Nations Close the Door on Refugees, Uganda Welcomes Them.” *The New York Times*, October 28. <https://www.nytimes.com/2018/10/28/world/africa/uganda-refugees.html>.
- Johnson, Jenna. 2018. “In a Georgia Town, Nine People Explain Their Frustration and Optimism on Immigration.” *The Washington Post*, June 1. https://www.washingtonpost.com/politics/in-a-georgia-town-10-people-explain-their-frustration-and-optimism-on-immigration/2018/05/30/820484a4-61b4-11e8-a69c-b944de66d9e7_story.html.

Week 8: Food and Agriculture**25 Feb** **Lecture:** The global food system**27 Feb** **Discussion**

- Weis, Anthony J. 2007. *The Global Food Economy: The Battle for the Future of Farming*. Zed Books. **Chapter 1 “The Global Food Economy: Contradictions and Crises”**
- Thaler, Gregory M. 2015. “The Twenty-First Century Agricultural Land Rush.” In *Oxford Handbook of Food, Politics, and Society*, edited by Ronald Herring, 822–43. New York: Oxford University Press.
- Karp, David. 2018. “Most of America’s Fruit Is Now Imported. Is That a Bad Thing?” *The New York Times*, March 13. <https://www.nytimes.com/2018/03/13/dining/fruit-vegetables-imports.html>.
- Jacobs, Andrew, and Matt Richtel. 2017. “A Nasty, Nafta-Related Surprise: Mexico’s Soaring Obesity.” *The New York Times*, December 11. <https://www.nytimes.com/2017/12/11/health/obesity-mexico-nafta.html>.
- Watch Michael Twitty’s talk “Culinary Injustice” (18 minutes): <https://youtu.be/yFK0UfEFQpE>.

Week 9: Methods for Global Research**03 Mar** **Lecture:** Global research and interview methods
Assignment of interview groups and sign-up for restaurants

- **Schedule Week 10 interview prior to Spring Break**

05 Mar **Discussion and Interview Practice**

- Gille, Zsuzsa, and Seán Ó Riain. 2002. “Global Ethnography.” *Annual Review of Sociology* 28 (1): 271–95.
- Leech, Beth. 2002. “Asking Questions: Techniques for Semistructured Interviews.” *PS: Political Science & Politics* 35 (4): 665–68.
- University of Georgia - Institutional Review Board. 2019. “Guidance on Class Projects.” Available: <https://research.uga.edu/docs/policies/compliance/hso/Guidance-Class-Projects.pdf>.

Recommended

- Tsing, Anna Lowenhaupt. 2005. *Friction: An Ethnography of Global Connection*. Princeton, NJ: Princeton University Press. **Introduction**

SPRING BREAK

Week 10: Restaurant Week (16-20 Mar)

- **Small group interview project – no regular class meetings**

Week 11: Urbanization

- **Interview report and transcription due by 23:59 on 23 Mar**

24 Mar **Lecture:** The rural-urban dialectic

26 Mar **Discussion**

- Davis, Mike. 2006. *Planet of Slums*. New York: Verso. **Chapter 1 “The Urban Climacteric”; Chapter 8 “A Surplus Humanity?”**
- Sassen, Saskia. 2005. “The Global City: Introducing a Concept.” *The Brown Journal of World Affairs* 11 (2): 27–43.
- Badger, Emily. 2018. “In Superstar Cities, the Rich Get Richer, and They Get Amazon.” *The New York Times*, November 7. <https://www.nytimes.com/2018/11/07/upshot/in-superstar-cities-the-rich-get-richer-and-they-get-amazon.html>.
- Watch Parag Khanna’s TED Talk “How megacities are changing the map of the world” (20 minutes): <https://youtu.be/U7y4GlmwPLQ>
- McNee, Malcolm K. 2005. “A Diasporic, Post-Traditional Peasantry: The Movimento Sem Terra (MST) And The Writing Of Landless Identity.” *Journal of Latin American Cultural Studies* 14 (3): 335–53.

Recommended

- Brenner, Neil, and Christian Schmid. 2014. “The ‘Urban Age’ in Question.” *International Journal of Urban and Regional Research* 38 (3): 731–55.

Week 12: Health

31 Mar **Lecture:** Health as a commodity, health as a right

02 Apr **Discussion**

- Farmer, Paul. 2004. “An Anthropology of Structural Violence.” *Current Anthropology* 45 (3): 305–25.
- Gong, Peng, Song Liang, Elizabeth J Carlton, Qingwu Jiang, Jianyong Wu, and Lei Wang. 2012. “Urbanisation and Health in China.” *Lancet* 379 (9818): 843–52.
- T’Hoen, Ellen, Jonathan Berger, Alexandra Calmy, and Suerie Moon. 2011. “Driving a Decade of Change: HIV/AIDS, Patents and Access to Medicines for All.” *Journal of the International AIDS Society* 14 (1): 15.

- Krellenstein, James, Aaron Lord, and Peter Staley. 2018. “Why Don’t More Americans Use PrEP?” *The New York Times*, July 16. <https://www.nytimes.com/2018/07/16/opinion/prep-hiv-aids-drug.html>.
- Caballero, Benjamin. 2007. “The Global Epidemic of Obesity: An Overview.” *Epidemiologic Reviews* 29: 1–5.
- Muller, Mike. 2013. “Nestlé Baby Milk Scandal Has Grown Up but Not Gone Away.” *The Guardian*, February 13. <http://www.theguardian.com/sustainable-business/nestle-baby-milk-scandal-food-industry-standards>.
- Jacobs, Andrew. 2018. “Opposition to Breast-Feeding Resolution by U.S. Stuns World Health Officials.” *The New York Times*, July 8. <https://www.nytimes.com/2018/07/08/health/world-health-breastfeeding-ecuador-trump.html>.

Recommended

- McNeil Jr., Donald G. 2019. “Gilead Will Donate Truvada to U.S. for H.I.V. Prevention.” *The New York Times*, May 9. <https://www.nytimes.com/2019/05/09/health/gilead-truvada-hiv-aids.html>.
- Greenberg, Zoe. 2019. “What Is the Blood of a Poor Person Worth?” *The New York Times*, February 1. <https://www.nytimes.com/2019/02/01/sunday-review/blood-plasma-industry.html>.
- Lazonick, William, and Öner Tulum. 2019. “How High Drug Prices Inflate C.E.O.s’ Pay.” *The New York Times*, February 26. <https://www.nytimes.com/2019/02/26/opinion/drug-pricing-senate-hearing.html>.

Week 13: Music

07 Apr **Lecture:** Cultural politics in a global age

09 Apr **Discussion**

- Appadurai, Arjun. 1996. *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press. **Chapter 1 “Here and Now” pp. 1-11**
- White, Bob W. 2012. “Introduction: Rethinking Globalization through Music.” In *Music and Globalization: Critical Encounters*, edited by Bob W. White, 1–14. Bloomington, IN: Indiana University Press.
- Lionnet, Françoise. 2015. “Creoles and Creolization.” In *The Wiley Blackwell Encyclopedia of Race, Ethnicity, and Nationalism*, 1–4.
- Matthes, Erich Hatala. 2018. “Can Nicki Minaj’s ‘Chun-Li’ Be Cultural Appropriation?” *Aesthetics for Birds*, July 11. <https://aestheticsforbirds.com/2018/07/11/can-nicki-minajs-chun-li-be-cultural-appropriation/>.

Southeast Asian Punk

- Harris, John. 2012. “Punk Rock ... Alive and Kicking in a Repressive State near You.” *The Guardian*, March 16. <https://www.theguardian.com/music/2012/mar/17/punk-rock-state-oppression-burma>.
- Dluzak, Alexander. 2012. “Burma’s Punk Scene Fights Repression Underground.” *Spiegel Online*, February 24. <http://www.spiegel.de/international/zeitgeist/rotten-vicious-times-burma-s-punk-scene-fights-repression-underground-a-817185.html>.
- Watch Asia Calling report “Burmese Punks ‘Rebel Riot’ Rocking Against the System” (4 minutes): <https://youtu.be/PHCck9AtNrg>.
- Watch Global Post report “Punk in Indonesia” (5 minutes): <https://youtu.be/kgrQkpe6mpY>.
- Watch music video “Punk Hari Ini” (2003) by Superman is Dead (4 minutes): <https://youtu.be/L5iB99VaZLE>.
- Bevins, Vincent. 2018. “One Year of Filipina Punk Feminism and Rebellion.” *Dazed*, April 11. <http://www.dazeddigital.com/music/article/39633/1/grrrl-gang-manila-one-year-of-filipino-punk-feminism>.

Week 14: Alter-Globalization

14 Apr **Lecture:** Beyond the neoliberal horizon

16 Apr **Discussion**

- World Social Forum. 2001. “Charter of Principles.” Available: <https://fsm2016.org/en/sinformer/a-propos-du-forum-social-mondial/>.
- Teivainen, Teivo. 2002. “The World Social Forum and Global Democratisation: Learning from Porto Alegre.” *Third World Quarterly* 23 (4): 621–32.
- Subcomandante Insurgente Marcos. 2001. *Our Word Is Our Weapon*. Edited by Juana Ponce de Leon. New York: Seven Stories Press. **Chapter 2 “War! First Declaration of the Lacandon Jungle”; Chapter 6 “A Storm and a Prophecy – Chiapas: The Southeast in Two Winds” pp. 22-29; Chapter 20 “Tomorrow Begins Today (Closing Remarks at the First Intercontinental Encuentro for Humanity and against Neoliberalism); Chapter 30 “Why We Use the Weapon of Resistance”; Chapter 38 “This Ocean No Longer Separates Us”; Afterword “Chiapas, The First Postmodern Revolution” by Ana Carrigan**
- Gitlin, Todd. 2013. “Occupy’s Predicament: The Moment and the Prospects for the Movement.” *British Journal of Sociology* 64 (1): 3–25.
- Calhoun, Craig. 2013. “Occupy Wall Street in Perspective.” *British Journal of Sociology* 64 (1): 26–38. [skim]
- Graeber, David. 2014. “Why Is the World Ignoring the Revolutionary Kurds in Syria?” *The Guardian*, October 8. <https://www.theguardian.com/commentisfree/2014/oct/08/why-world-ignoring-revolutionary-kurds-syria-isis>.
- Löwy, Michael. 2017. “Libertarian Kurdistan: It Matters for Us, Too!” *La Commune Du Rojava*. <https://www.versobooks.com/blogs/3201-libertarian-kurdistan-it-matters-for-us-too>.

Week 15: Education, Globalization, and Inequality**21 Apr** **Discussion with Prof. Betina Kaplan and Guests****23 Apr** **Discussion****Film: *The Unafraid, USA, 2018***

UGA Library Media Desk Reserve

Watch prior to 21 Apr

- Saul, Stephanie. 2018. “As Flow of Foreign Students Wanes, U.S. Universities Feel the Sting.” *The New York Times*, January 2. <https://www.nytimes.com/2018/01/02/us/international-enrollment-drop.html>.
- Ottenberg, Eve. 2018. “US Corporations Are Micromanaging Curricula to Miseducate Students.” *Truthout*, December 26. <https://truthout.org/articles/us-corporations-are-micromanaging-curricula-to-miseducate-students/>.
- Watch “Why is my curriculum white?” (2014) from Nathan E. Richards/University College London (20 minutes): <https://youtu.be/Dscx4h21-Pk>
- The Rhodes Must Fall Movement - Oxford. 2018. *Rhodes Must Fall: The Struggle to Decolonise the Racist Heart of Empire*. Edited by Roseanne Chantiluke, Brian Kwoba, and Athinangamso Nkopo. London: Zed Books. **Preface; Chapter 1 “Rhodes Must Fall in Oxford Founding Statement”**
- Gahman, Levi. 2016. “Dismantling Neoliberal Education: A Lesson from the Zapatistas.” *ROAR Magazine*, April 4. <https://roarmag.org/essays/neoliberal-education-zapatista-pedagogy/>.

Recommended

- Beets, S. Douglas. 2019. “The Charles Koch Foundation and Contracted Universities: Evidence from Disclosed Agreements.” *Journal of Academic Ethics* 17: 219–43.

Final Paper due by 12:00 noon on 30 April