**INTL 4530: Globalization and Distributive Justice**  
University of Georgia – Spring 2021  
Caldwell 102/President’s Club Garden and via Zoom  
Tuesday/Thursday 11:10-12:25

**Prof. Gregory M. Thaler** (he/him)  
International Affairs Building (202 Herty Drive), Room 328  
gthaler@uga.edu  
Zoom Office Hours: Thursday 13:15-14:15 and by appointment (all times Eastern Time)  
Sign up for scheduled office hours at  
   Join Office Hours Zoom Meeting:  
   Meeting ID:

**INTL 4530 Class Zoom Meeting** (unless otherwise announced):

   Meeting ID:  
   Passcode:

**Land and Labor of Indigenous and Enslaved Peoples:**

The University of Georgia is located on the ancestral lands of the Muscogee Creek and Cherokee Peoples. The labor of enslaved people, primarily of African descent, built much of this University. I am committed to acknowledging and redressing these legacies of injustice.

**Course Description:**

The discourse of ‘globalization’ is a hallmark of our time, and the COVID-19 pandemic has shined a new light on global connections and inequalities. But what does it mean to talk about 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 our

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† Learn more about slavery at UGA: [https://digihum.libs.uga.edu/exhibits/show/slavery](https://digihum.libs.uga.edu/exhibits/show/slavery).
communities, 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 lives of people close to us. 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.

NB: This course is an approved Social Sciences elective for the Latin American and Caribbean Studies (LACS) major.

Pedagogical Commitments:‡

I know that your academic pursuits are complemented by richly-textured personal lives. In the coming months, you may encounter extraordinary challenges at home and in your family as we face a continuing pandemic and other crises in Georgia, in the US, and around the globe. I want you to know how I will respond when challenges arise:

- **I will privilege care.**
  Care for your well-being – in all its many dimensions and expressions – is my paramount commitment to you.

- **I will invite your feedback.**
  This course is imperfect and the world is changing quickly. I will ask for your help to improve the quality and relevance of our course readings, activities, and assignments. If you have concerns about any elements of the course, please let me know, and I will do my best to be a responsive and respectful partner in improving your learning experience and the course itself.

- **I will be adaptive with course policies.**
  If you have questions or concerns about assignments, deadlines, requirements, details, norms, technology, or anything else, please ask. All course policies exist not for themselves, but rather in the service of our educational goals.

- **I will be reflective.**
  Just as I aim to facilitate critical inquiry among all of you, I will continue to reflect critically on my own role, positionality, and viewpoints as we move forward together.

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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. (Please note that this weekly pattern reverses after the April 8th Instructional Break.) Lectures and readings are designed to be complementary, and you should be prepared to address the content of both in discussions and graded assignments. Required readings and materials will be posted to the eLC Content folder.

“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.

Special Considerations Related to COVID-19: I would dearly like to be in the classroom face-to-face with all of you this semester. During the COVID-19 pandemic, however, we must modify instructional practices in order to protect each other’s health and the health of the broader UGA and Athens communities. I view our class as a community, and we have a fundamental obligation to keep each other safe, and to safeguard the health of our extended community of friends, colleagues, neighbors, and loved ones. This course will comply with all UGA guidelines and the commitment by the Department of International Affairs to ensure that all students are able to learn safely (see statement on eLC). We will work together to ensure the best possible learning environment under these circumstances.

The primary mode of instruction for this course is ‘hybrid synchronous.’ You are neither required nor encouraged to attend class in person for face-to-face instruction. You are welcome to choose online-only engagement in this course, and you will in no way be penalized for that choice. You will have the option to attend class in person on certain days following the procedures outlined below.

1. If you experience symptoms consistent with COVID-19, or are exposed to someone who has tested positive for COVID-19, **DO NOT ATTEND CLASS.** Report your exposure and any symptoms immediately through UGA’s contact tracing app and seek a test as soon as possible.

2. If you are ill and unable to complete your work on time, **DO NOT PANIC.** Reach out to me as soon as possible so we can find an appropriate accommodation.

3. There is no face-to-face attendance requirement for this class, and you will not be penalized in any way for participating in this class exclusively online.

4. Lecture classes (usually Tuesdays) will be delivered synchronously via Zoom. A recording of the lecture session will be uploaded to eLC immediately after the class session. Attendance at lectures is optional. You may choose to attend synchronously for an interactive experience, or you may view the lecture video asynchronously. If you choose to view the lecture asynchronously, you must do so prior to the next class session.
5. Discussion classes (usually Thursdays) will be delivered synchronously via Zoom, and attendance is required. Discussion sessions will not be recorded. If you must miss a discussion session due to illness, emergency, or an unavoidable conflict, you should notify me via email with as much advance notice as possible, or in the case of an emergency, as soon as possible after the missed session. Unexcused absences will detract from your participation grade for this course.

6. Once the class roster is settled, you will be assigned to an ‘attendance group’ (A or B). You will only be eligible to attend class in person on your attendance group days. If you plan to attend class in person on a day for which you are eligible, you must sign up via eLC at least 24 hours prior to the scheduled class time. If you fail to attend an in-person session for which you are registered without an excused absence, your participation grade will be penalized. If an emergency prevents you from attending an in-person session for which you are registered, you must notify me via email as quickly as possible to excuse your absence and avoid a participation grade reduction. During add/drop period, classes will be held online only to facilitate transfers and to test technology and procedures that will be important for the rest of the semester.

7. According to the CDC, COVID-19 spreads more easily indoors than outdoors, and outdoor activities are generally safer than indoor activities. Consequently, in-person instruction for this course will take place preferentially outdoors at the President’s Club Garden. Note that if you attend class in person, you are required to wear a face covering over the nose and mouth and maintain a distance of at least six feet from others. You also must bring a laptop or tablet and headphones/earbuds to the session, since you must be connected to Zoom at all times to communicate with classmates who are participating remotely.

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 class.

We will use Perusall, a collaborative reading platform, to engage with each other on key texts from the syllabus. You should access our course Perusall page from the eLC Content folder (Content>Perusall). Reading groups will be assigned to comment on specific texts. When working in Perusall, you should read and actively participate in collaborative annotation for the documents assigned to your group. You are encouraged to participate in discussions and view your peers’ work on documents assigned to other groups as well.

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The role of discussion leaders is to review group members’ Perusall annotations, reading responses, and suggested questions prior to class, to begin and direct group discussion on days where we use breakout rooms, and to be prepared to report to the full class the main topics or questions engaged with by the group. Variations to this format will be announced as needed 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 and Perusall discussions. 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:


Participation: Complete the required readings and other assignments prior to our Discussion class sessions and contribute fully to class discussions. Our class 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.

Major Assignments: This course includes three major assignments. First, there will be a short pass/fail oral midterm exam administered individually via Zoom on 17-19 February, preceded by a review session on February 16th. All students must sit for an oral exam. Students failing the oral exam will be given the opportunity to complete an additional writing assignment to receive partial credit for the midterm, up to a maximum grade of C.

Second, you will carry out an interview project that examines globalization processes through the experiences of a relative, friend, or colleague. In Week 10, 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 11 is Interview Week. We will not meet during our regular class times this week. Instead, you will interview someone about their experiences with migration, food, and culture in relation to globalization. The ideal interviewee will be:

   a. From an older generation (e.g., a parent, aunt or uncle, grandparent, family friend)
   b. Available to be interviewed safely in person or via video chat

You will 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
This report and transcription are due by 23:59 on 29 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, pandemics, and agricultural and cultural change may influence what you learn, how your education is paid for, with whom you interact, and 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 assigned course materials from across the semester 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 06 May.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reading group portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Oral midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>Interview report</td>
<td>30%</td>
</tr>
<tr>
<td>Final paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following scale:

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

General Considerations:

Recording Policy: All video and audio recordings of lectures and class meetings, as well as other course handouts and assignments, are for educational use by students in this class only and may not to be otherwise copied, shared, or distributed. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments. Video and audio recording by students of class interactions, whether in person or online (Zoom), is not permitted.

Zoom Guidelines: You must use your UGA Zoom account for all course-related Zoom meetings. We will use the class Zoom link located at the top of this syllabus unless otherwise announced. As a general practice, during class time please have your Zoom video camera turned on and keep
your microphone muted when not speaking. I expect we will all experience occasional moments when we need to connect without video. If for any reason it will not be comfortable or feasible on a regular basis to have your video turned on, please let me know.

**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: [http://www.wikihow.com/Email-a-Professor](http://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/](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, figures, 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/](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.

**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](http://drc.uga.edu).

**Mental Health and Wellness Resources:** If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit [https://sco.uga.edu](https://sco.uga.edu). They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services ([https://www.uhs.uga.edu/bewelluga/bewelluga](https://www.uhs.uga.edu/bewelluga/bewelluga)) or crisis support ([https://www.uhs.uga.edu/info/emergencies](https://www.uhs.uga.edu/info/emergencies)).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA ([https://www.uhs.uga.edu/bewelluga/bewelluga](https://www.uhs.uga.edu/bewelluga/bewelluga)) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Please be aware that as UGA faculty, I am obligated to report to UGA’s Equal Opportunity Office any knowledge of sexual assault/relationship violence, sexual discrimination, or sexual harassment involving UGA students, faculty, staff, or visitors. UGA’s Relationship and Sexual
Violence Prevention program (see below) can speak to students confidentially. Additional health and wellness resources available to you include:

- Counseling and Psychiatric Services (CAPS): 706-542-2273 (during regular business hours)
- After-Hours Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- Relationship and Sexual Violence Prevention – 706-542-SAFE (advocates at RSVP can provide student confidentiality)

SCHEDULE AND READINGS**

**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.

Week 1: Introduction to the Course

14 Jan  Lecture: What is the global?


Recommended

Week 2: Definitions

19 Jan  Lecture: Histories and definitions of globalization

- Upload short bio with photo to eLC by 23:59 on 20 Jan

21 Jan  Discussion

Assignment of reading and attendance groups and sign-up for leadership weeks

Histories


Definitions and Concepts


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

26 Jan  Lecture: Liberalism, capitalism, and critical perspectives

- Complete first Perusall assignment and upload first reading response to eLC by 19:00 on 27 Jan

28 Jan  Discussion

Liberalism


Critiques of Liberal Capitalism


• Watch the RSA Animate video of David Harvey’s lecture on “Crises of Capitalism” (11 minutes): https://youtu.be/qOP2V_np2c0

Recommended


Week 4: The Capitalist World System and “Development”

02 Feb Lecture: World systems and the ideology of “development”

04 Feb Discussion


**Recommended**


**Week 5: Global Actors and Global Governance**

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

11 Feb  **Discussion**

Sign-up for midterm exam slots


**Recommended**


Week 6: Review: Framing the Global Age

16 Feb Review Session

17-19 Feb Oral Midterm Exams

Film: Battle in Seattle, USA, 2007
https://tubitv.com/movies/488079/battle-in-seattle
Watch prior to the review session on 16 Feb

Recommended Film: This Is What Democracy Looks Like, USA, 2000
https://youtu.be/ -LfN3V3id8

Week 7: Migration

23 Feb Lecture: Migration and displacement

25 Feb Discussion


Refugees


*Recommended*

• View the visualizations at Lucify’s “The flow towards Europe”: https://www.lucify.com/the-flow-towards-europe/


**Week 8: Food and Agriculture**

02 Mar  
**Lecture:** The global food system

04 Mar  
**Discussion and Interview Project Preview**


• Watch Michael Twitty’s talk “Culinary Injustice” (18 minutes): https://youtu.be/yFK0UfEFQpE.

**Interview Project Preliminaries**


**Recommended**


**Week 9: Review Week and Interview Scheduling**

09 Mar Review and Discussion [online only]

11 Mar Review and Discussion [online only]

• Schedule interview for Week 11

**Week 10: Methods for Global Research**

16 Mar **Lecture:** Global research and interview methods
18 Mar  Discussion and Interview Practice


*Recommended*


**Week 11: Interview Week (22-26 Mar)**

- Interview project – no regular class meetings

**Week 12: Health**

- Interview report and transcription due by 23:59 on 29 Mar

30 Mar  Lecture: Health as a commodity, health as a right

01 Apr  Discussion


**COVID-19**


Recommended


Week 13-14: Music

06 Apr-Tu | Lecture: Cultural politics in a global age

08 Apr-Th | INSTRUCTIONAL BREAK – NO CLASS

13 Apr-Tu | Discussion


Southeast Asian Punk


• 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.


Week 14-15: Alter-Globalization

15 Apr-Th  Lecture: Beyond the neoliberal horizon

20 Apr-Tu  Discussion


Recommended


Week 15-16: Education, Globalization, and Inequality

22 Apr-Th Film: The Unafraid, USA, 2018
Watch prior to 27 Apr – streaming link to be provided

27 Apr-Tu Discussion


https://truthout.org/articles/us-corporations-are-micromanaging-curricula-to-miseducate-students/.


Recommended


29 Apr-Th  Closing Discussion

*Final Paper due by 12:00 noon on 06 May*