

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

* Learn more from the Muscogee Creek Nation (<https://www.mcn-nsn.gov/>) and the Eastern Band of Cherokee Indians (<https://ebci.com/>).

† Learn more about slavery at UGA: <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.

[‡] Adapted from Joni Dunlap et al., “An Open Letter,” *Learning Design & Technology - School of Education & Human Development, University of Colorado Denver*, 2020, <https://education.ucdenver.edu/academics/graduate/learning-design-technology/open-letter>.

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.

[§] CDC, “Participate in Outdoor and Indoor Activities,” 2020, <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/participate-in-activities.html>; see also Ginia Bellafante, “Schools Beat Earlier Plagues With Outdoor Classes. We Should, Too.,” *The New York Times*, July 17, 2020, <https://www.nytimes.com/2020/07/17/nyregion/coronavirus-nyc-schools-reopening-outdoors.html>.

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:

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 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

class. 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:

Participation	15%
Reading group portfolio	20%
Oral midterm exam	15%
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:

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 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>.

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, 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/. 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>.

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>. 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>) or crisis support (<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>) 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**

Week 1: Introduction to the Course

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

- 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.
- 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>.
- Goodman, Peter S. “One Vaccine Side Effect: Global Economic Inequality.” *The New York Times*, December 25, 2020.
<https://www.nytimes.com/2020/12/25/business/coronavirus-vaccines-global-economy.html>.

Recommended

- Explore the website of “The WTO History Project”:
<http://depts.washington.edu/wtohist/index.htm>
- Leonhardt, David, and Yaryna Serkez. “The U.S. Is Lagging Behind Many Rich Countries. These Charts Show Why.” *The New York Times*, July 2, 2020.
<https://www.nytimes.com/interactive/2020/07/02/opinion/politics/us-economic-social-inequality.html>.
- Sommer, Allison Kaplan. “How Did the Term ‘Globalist’ Become an Anti-Semitic Slur? Blame Bannon.” *Haaretz*, March 13, 2018. <https://www.haaretz.com/us-news/.premium-how-did-the-term-globalist-became-an-anti-semitic-slur-blame-bannon-1.5895925>.

** 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 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

- 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.
- 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.
- Santos, Boaventura de Sousa. 2006. “Globalizations.” *Theory, Culture & Society* 23 (2–3): 393–99.

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

- 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

Recommended

- Hirsh, Michael. “Economists on the Run.” *Foreign Policy*, 2019. <https://foreignpolicy.com/2019/10/22/economists-globalization-trade-paul-krugman-china/>.

Week 4: The Capitalist World System and “Development”

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

04 Feb **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>.

- Weiwei, Ai. “Capitalism and ‘Culturecide.’” *The New York Times*, January 13, 2020. <https://www.nytimes.com/2020/01/13/opinion/ai-weiwei-germany-china.html>.

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

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

11 Feb **Discussion**
Sign-up for midterm exam slots

- 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>.
- Swanson, Ana. “Nike and Coca-Cola Lobby Against Xinjiang Forced Labor Bill.” *The New York Times*, November 29, 2020. <https://www.nytimes.com/2020/11/29/business/economy/nike-coca-cola-xinjiang-forced-labor-bill.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”**
- Stockman, Farah. “The W.T.O. Is Having a Midlife Crisis.” *The New York Times*, 2020. <https://www.nytimes.com/2020/12/17/opinion/wto-trade-biden.html>.

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>.
- 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”

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

- 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)]**
- Jordan, Miriam. “A Town of Immigrant Farm Workers Says No to an ICE Detention Center.” *The New York Times*, February 20, 2020.
<https://www.nytimes.com/2020/02/20/us/immigration-detention-bakersfield-mcfarland.html>.

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>.
- Stevis-Gridneff, Matina, Patrick Kingsley, Willis Haley, and Sarah Almukhtar. "'We Are Like Animals': Inside Greece's Secret Site for Migrants." *The New York Times*, March 10, 2020. <https://www.nytimes.com/2020/03/10/world/europe/greece-migrants-secret-site.html>.

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>.
- Kingsley, Patrick. "Fire Destroys Most of Europe's Largest Refugee Camp on Greek Island of Lesbos." *The New York Times*, September 9, 2020. <https://www.nytimes.com/2020/09/09/world/europe/fire-refugee-camp-lesbos-moria.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.
- 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>.

Week 8: Food and Agriculture

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

04 Mar **Discussion and Interview Project Preview**

- 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>.

Interview Project Preliminaries

- 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

- Jacobs, Andrew. “Sugary Drink Consumption Plunges in Chile After New Food Law.” *The New York Times*, February 11, 2020. <https://www.nytimes.com/2020/02/11/health/chile-soda-warning-label.html>.
- Nierenberg, Amelia. “For the Navajo Nation, a Fight for Better Food Gains New Urgency.” *The New York Times*, August 3, 2020. <https://www.nytimes.com/2020/08/03/dining/navajo-nation-food-coronavirus.html>.
- Severson, Kim. “Reviving a Crop and an African-American Culture, Stalk by Stalk.” *The New York Times*, December 8, 2020. <https://www.nytimes.com/2020/12/08/dining/sapelo-island-sugar-cane-syrup.html>.

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

- 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.

Recommended

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

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**

- Crosby, Alfred W. 2006. “Infectious Diseases as Ecological and Historical Phenomena, with Special Reference to the Influenza Pandemic of 1918–1919.” In *The World System and the Earth System: Global Socioenvironmental Change and Sustainability Since the Neolithic*, 280–87. Routledge.
- Wu, Tong, Charles Perrings, Ann Kinzig, James P. Collins, Ben A. Minteer, and Peter Daszak. 2017. “Economic Growth, Urbanization, Globalization, and the Risks of Emerging Infectious Diseases in China: A Review.” *Ambio* 46 (1): 18–29.
- 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.

COVID-19

- Fisher, Max, and Emma Bubola. 2020. “As Coronavirus Deepens Inequality, Inequality Worsens Its Spread.” *The New York Times*, March 15.
<https://www.nytimes.com/2020/03/15/world/europe/coronavirus-inequality.html>.
- Swanson, Ana, David Yaffe-Bellany, and Michael Corkery. “Pork Chops vs. People: Battling Coronavirus in an Iowa Meat Plant.” *The New York Times*, May 10, 2020.
<https://www.nytimes.com/2020/05/10/business/economy/coronavirus-tyson-plant-iowa.html>.

- Corkery, Michael, and David Yaffe-Bellany. “As Meat Plants Stayed Open to Feed Americans, Exports to China Surged.” *The New York Times*, June 16, 2020. <https://www.nytimes.com/2020/06/16/business/meat-industry-china-pork.html>.
- Twohey, Megan, Keith Collins, and Katie Thomas. “With First Dibs on Vaccines, Rich Countries Have ‘Cleared the Shelves.’” *The New York Times*, December 15, 2020. <https://www.nytimes.com/2020/12/15/us/coronavirus-vaccine-doses-reserved.html>.
- Buranyi, Stephen. “Big Pharma Is Fooling Us.” *The New York Times*, December 17, 2020. <https://www.nytimes.com/2020/12/17/opinion/covid-vaccine-big-pharma.html>.

Recommended

- Farmer, Paul. 2004. “An Anthropology of Structural Violence.” *Current Anthropology* 45 (3): 305–25.
- 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>.
- 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>.
- Kukla, Elliot. 2020. “My Life Is More ‘Disposable’ During This Pandemic.” *The New York Times*, March 19. <https://www.nytimes.com/2020/03/19/opinion/coronavirus-disabled-health-care.html>.
- Mukpo, Ashoka. “Bloody Masks and Fevers on Shift: Immigrant Workers Face Abuse in Nebraska Meatpacking Plant.” *ACLU*, November 23, 2020. <https://www.aclu.org/news/immigrants-rights/bloody-masks-and-fevers-on-shift-immigrant-workers-face-abuse-in-nebraska-meatpacking-plant/>.

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**

- 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 14-15: Alter-Globalization

15 Apr-Th **Lecture:** Beyond the neoliberal horizon

20 Apr-Tu **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 Democratization: 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.

- 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>.

Recommended

- Calhoun, Craig. 2013. “Occupy Wall Street in Perspective.” *British Journal of Sociology* 64 (1): 26–38.
- Gibson, Morgan Rodgers. 2019. “The Failure of the State and the Rise of Anarchism in Contemporary Anti-Systemic Praxis.” *New Proposals: Journal of Marxism and Interdisciplinary Inquiry* 10, no. 1.

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**

- 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/Dscx4h2l-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.
- Mueller, Benjamin. “Western Universities Rely on China. After the Virus, That May Not Last.” *The New York Times*, March 21, 2020.

<https://www.nytimes.com/2020/03/21/world/europe/coronavirus-chinese-students-uk.html>.

29 Apr-Th Closing Discussion

Final Paper due by 12:00 noon on 06 May