

INTL 1100: Introduction to Global Issues

University of Georgia – Fall 2021
Fine Arts 303/MLC Amphitheater
Tuesday/Thursday 11:10-12:25

Prof. Gregory M. Thaler (he/him)

International Affairs Building (202 Herty Drive), Room 328

gthaler@uga.edu

Office Hours (outdoors/Zoom): Thursday 13:10-14:10 and by appointment

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

Join Office Hours Zoom Meeting: <https://zoom.us/j/91833626268>

Meeting ID: 918 3362 6268

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.

In this course, we examine globalizations across multiple geographical and historical scales and political-economic, ecological, and socio-cultural fields. By engaging with academic and popular writing, as well as music and film, we will explore different ways of thinking, living, and contesting globalization.

We begin 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 and counter-globalizations across interconnected fields of human experience. 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.

* 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>.

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.

Course Structure, Requirements, and Evaluation:

This is a rigorous introductory course based on a combination of lectures and group discussion. 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. 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.

[‡] 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>.

Special Considerations Related to COVID-19:

During the COVID-19 pandemic, we must take extraordinary steps to protect each other's health and the health of the broader UGA and Athens communities.

In order to learn together, we must care for each other. 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. We will work together to ensure the best possible learning environment under these circumstances.

Public health is both a personal and collective responsibility. We must think carefully about the risks posed by the ongoing pandemic, and we must do what we can to minimize risks for ourselves and for each other.

COVID has already killed over 600,000 Americans. The Delta virus variant currently dominant in the US is highly contagious. UGA **strongly encourages** everyone to be fully vaccinated as soon as they are able.

I am happy to share that I am fully vaccinated. I **strongly urge** you to be fully vaccinated as soon as possible, if you are able. Information on how to get vaccinated is available here: <https://coronavirus.uga.edu/>.

If you are not fully vaccinated, UGA **strongly encourages** you to wear a face covering over your nose and mouth and to maintain physical distancing at all times when on campus. All individuals regardless of vaccination status are **strongly encouraged** to wear a mask when inside campus facilities.

COVID-19 spreads more easily indoors than outdoors, and outdoor activities are generally safer than indoor activities.[§]

In light of these considerations, I will be taking the following precautions for this class:

1. I will wear a mask indoors as recommended by UGA and the CDC.
2. I will hold class outdoors when possible. When we meet outdoors, I will maintain physical distancing, but I do not plan to wear a mask. If you are fully vaccinated, you should still feel comfortable choosing to wear a mask and maintain physical distancing when outdoors.
 - a. Please always prepare for class with the expectation that we may hold class outside. Consider what you need to be comfortable in terms of temperature, sun

[§] 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>.

protection, and so forth. If you have any concerns about accessibility in outside spaces, please let me know.

3. Because of technology needs or inclement weather, we will nonetheless often spend time indoors. Physical distancing capacity in the classroom will be constrained.

Everyone is strongly encouraged to wear a mask when indoors.

4. If you are not fully vaccinated, you are strongly encouraged to mask and maintain physical distance for all class meetings.

5. If you experience symptoms consistent with COVID-19, **DO NOT ATTEND CLASS**. Report your symptoms immediately through UGA's contact tracing app (DawgCheck) and seek a test as soon as possible.

6. If you test positive for COVID-19, you are required to report your test and follow guidance provided through DawgCheck: <https://dawgcheck.uga.edu/>

7. Per UGA guidelines, if you are not fully vaccinated and you have been in close contact with an individual infected with COVID-19, you must quarantine.

a. I will also make accommodations for vaccinated individuals who have been exposed and wish to take quarantine precautions.

8. 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.

9. Office hours will only be held outdoors or via Zoom. Office hours sign-up details are provided in this syllabus.

10. At the beginning of the semester, we will discuss as a group ways to ensure that everyone feels as safe as possible while participating fully in the course. I will also ask for your input before changing any of the practices that I have outlined here.

11. I welcome your suggestions on how to lower the risk of COVID-19 for our class meetings, and I encourage you to reach out to me with any questions or concerns related to these matters.

12. If as a result of the pandemic you experience any hardships or welfare concerns related to your responsibilities with this class or with other programs or facilities affiliated with the Department of International Affairs, please do not hesitate to reach out to me, to the Department's Undergraduate Coordinator Leah Carmichael (leahlang@uga.edu), or to another member of the International Affairs faculty.

Reading Groups: You will participate in reading groups consisting of approximately five students. In Week 2, you will be assigned to your groups, and you will sign up to fulfill different group roles over the subsequent weeks of the semester. There are five group roles: discussion leader, passage master, devil's advocate, creative connector, and reporter. A handout detailing the responsibilities of the different roles is located in the "Syllabus and Handouts" folder of the Content section of our eLC course page. Each of you will fulfill each role approximately twice. By 11:59 pm of the night before each discussion day, you will submit a reading response corresponding to your role. Generally, reading group discussions will occupy roughly 35 minutes of our class discussion time, and will be followed by full class discussions. 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. Reading groups are not expected to meet outside of class time and your grade 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.

Participation, Civil Discourse, and Respect for Diverse Viewpoints: 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. In matters of politics, everyone speaks from a unique standpoint and there is no single ‘correct’ or ‘neutral’ position. We should all feel comfortable questioning, disagreeing, or challenging ideas in a sensitive manner, using well-reasoned arguments backed by evidence. As a community, we can support each other to grow, learn, and change our understandings through discussions that respect diverse perspectives. 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 a short pass/fail **oral midterm exam** administered individually on **23-24 September**, preceded by a review session on September 21st. 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 write a **news analysis** discussing a current article from a major US newspaper: the *Los Angeles Times*, *The New York Times*, *The Wall Street Journal*, or *The Washington Post*. You will analyze this news item in relation to the theories and materials discussed in the course. The article you choose must be a news story (not an editorial or opinion piece) published sometime during the semester (after August 18th). You should check with me during office hours or via email if you have any doubts about the suitability of a particular article for this assignment. Topics you may wish to engage include but are not limited to: globalization, global political economy, development, transnational actors, migration, food and agriculture, urbanization, health, and energy.

Your analysis must include references to syllabus materials. References to quality sources from beyond the syllabus are permitted but not expected. Your analysis must be roughly 4 pages in length, double-spaced, formatted in 12-point Times New Roman font and justified with 1-inch margins. The analysis 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. You will submit a copy of your chosen news story as an appendix to your analysis.

Our class on November 2nd will be a workshop discussing how to use theory to analyze current events. Your news analysis will be due by **11:59pm on 03 November**. Class on November 4th will be devoted to discussion of your analyses.

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, 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 09 December**.

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

Participation	15%
Reading group portfolio	20%
Oral midterm exam	20%
News analysis	20%
Final paper	25%

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

^{**} 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>.

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 on eLC.

Eating: Please refrain from eating during class. Exceptions to this policy require my approval.

Recording and Course Materials Policy: All course handouts and assignments are for educational use by students in this class only and may not be otherwise copied, shared, or distributed. Video and audio recording by students of class interactions is not permitted, except with the express consent of the instructor as an accommodation for students with disabilities. Such recordings may not be reproduced or shared.

Email: I will only respond to emails that are sent from your UGA account and include the course name (INTL 1100) 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 news analysis and final paper and 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****19 Aug** **Lecture:** What is the global?

- Burke, Timothy. 2017. “Staying Afloat: Some Scattered Suggestions on Reading in College.” <http://www.swarthmore.edu/SocSci/tburke1/reading.html>.
- 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.
- Swanson, Ana. “In Washington, ‘Free Trade’ Is No Longer Gospel.” *The New York Times*, March 17, 2021. <https://www.nytimes.com/2021/03/17/business/economy/free-trade-biden-tai.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>.

Week 2: Definitions**24 Aug** **Lecture:** Histories and definitions of globalization

- Upload short bio with photo to eLC by 23:59 on 25 Aug

26 Aug **Discussion**

Assignment of reading groups and sign-up for reading group roles

^{††} 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.

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

31 Aug **Lecture:** Liberalism, capitalism, and critical perspectives

- Upload first reading response to eLC by 23:59 on 01 Sep

02 Sep **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”

07 Sep **Lecture:** World systems and the ideology of “development”

09 Sep **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” pp. 21-24; 39-44; 52-54.**
- 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.
- The Editorial Board. “Foreign Aid Is Having a Reckoning.” *The New York Times*, February 13, 2021. <https://www.nytimes.com/2021/02/13/opinion/africa-foreign-aid-philanthropy.html>.

Week 5: Global Actors and Global Governance

14 Sep **Lecture:** Non-state actors, international organizations, and global governance

16 Sep **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>.
- Goodman, Peter, Vivian Wang, and Elizabeth Paton. “Global Brands Find It Hard to Untangle Themselves From Xinjiang Cotton.” *The New York Times*, April 6, 2021.
<https://www.nytimes.com/2021/04/06/business/xinjiang-china-cotton-brands.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**21 Sep** **Review Session****23-24 Sep** **Oral Midterm Exams****Film: *Battle in Seattle, USA, 2007***<https://tubitv.com/movies/488079/battle-in-seattle>

Watch prior to the review session on 21 Sep

Recommended Film: *This Is What Democracy Looks Like, USA, 2000*https://youtu.be/_LfN3V3id8**Week 7: Migration****28 Sep** **Lecture: Migration and displacement****30 Sep** **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>.
- Fausset, Richard, and Miriam Jordan. “A Georgia Chicken Town Reels After a Plant Disaster.” *The New York Times*, January 29, 2021. <https://www.nytimes.com/2021/01/29/us/poultry-plant-nitrogen-gainesville-georgia.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.

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Recommended

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

05 Oct **Lecture:** The global food system

07 Oct **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/yFKOUfEFQpE>.

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: Urbanization

12 Oct **Lecture:** The rural-urban dialectic

14 Oct **Discussion**

- Davis, Mike. 2006. *Planet of Slums*. New York: Verso. **Chapter 1 “The Urban Climacteric”; Chapter 8 “A Surplus Humanity?”**
- Brenner, Neil, and Christian Schmid. 2014. “The ‘Urban Age’ in Question.” *International Journal of Urban and Regional Research* 38 (3): 731–55. **[skim]**
- 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.
- Sassen, Saskia. 2005. “The Global City: Introducing a Concept.” *The Brown Journal of World Affairs* 11 (2): 27–43.
- Watch Parag Khanna’s TED Talk “How megacities are changing the map of the world” (20 minutes): <https://youtu.be/U7y4GlmwPLQ>

Week 10: Health

19 Oct **Lecture:** Health as a commodity, health as a right

21 Oct 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. Minter, 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>.
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<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>.
- Gebrekidan, Selam, and Matt Apuzzo. “Rich Countries Signed Away a Chance to Vaccinate the World.” *The New York Times*, March 21, 2021.
<https://www.nytimes.com/2021/03/21/world/vaccine-patents-us-eu.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 11: Energy

26 Oct **Lecture:** The end of the Holocene

28 Oct **Discussion**

- Malm, Andreas. 2016. *Fossil Capital: The Rise of Steam Power and the Roots of Global Warming*. New York: Verso. **Chapter 1 “In the Heat of the Past: Towards a History of the Fossil Economy”**; **Chapter 14 “China as Chimney of the World: Fossil Capital Today”**
- Yergin, Daniel. 2011. *The Quest: Energy, Security, and the Remaking of the Modern World*. New York: The Penguin Press. **Chapter 27 “Rebirth of Renewables”**
- Simon, Mollie. 2016. “Power Play: University’s Cheap Energy Comes at Cost for Sustainability Efforts.” *The Red & Black*, February 11. http://www.redandblack.com/uganews/power-play-university-s-cheap-energy-comes-at-cost-for/article_afbdc634-d05d-11e5-bb03-27f5346e9254.html.

North Dakota Boom and Bust

- Sulzberger, A. G. 2011. “A Great Divide Over Oil Riches.” *The New York Times*, December 27. <http://www.nytimes.com/2011/12/28/us/in-north-dakota-a-great-divide-over-oil-riches.html>.
- Sontag, Deborah, and Robert Gebeloff. 2014. “The Downside of the Boom.” *The New York Times*, November 23. <https://www.nytimes.com/interactive/2014/11/23/us/north-dakota-oil-boom-downside.html>.
- Scheyder, Ernest. 2016. “In North Dakota’s Oil Patch, a Humbling Comedown.” *Reuters*, May 18. <https://www.reuters.com/investigates/special-report/usa-northdakota-bust/>.
- Sundeen, Mark. 2016. “The Last Days at Standing Rock.” *Outside*, December 10. <https://www.outsideonline.com/2142031/last-days-standing-rock>.
- Hughlett, Mike. 2017. “North Dakota Oil Industry Shows Signs of a Rebound.” *Star Tribune*, June 3. <http://www.startribune.com/north-dakota-oil-industry-shows-signs-of-a-rebound/426170091/>.
- Erdrich, Louise. “Not Just Another Pipeline.” *The New York Times*, December 28, 2020. <https://www.nytimes.com/2020/12/28/opinion/minnesota-line-3-enbridge-pipeline.html>.

Week 12: News Analysis**02 Nov Workshop:** What use is theory?

- News analysis due by 23:59 on 03 Nov

04 Nov News Analysis Discussion**Week 13: Music****09 Nov Lecture:** Cultural politics in a global age**11 Nov 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**16 Nov** **Lecture:** Beyond the neoliberal horizon**18 Nov** **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.
- 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.
- Hunt, Edward. “The US Is Trying to Undermine the Kurds’ Revolutionary Ambitions.” *Jacobin*, January 2021. <https://www.jacobinmag.com/2021/01/kurds-revolution-syria-turkey-rojava-us-trump>.
- 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: Thanksgiving Week**23 Nov** **Film: *The Unafraid, USA, 2018***
Watch prior to 30 Nov – streaming link to be provided**25 Nov** **THANKSGIVING BREAK**

Week 16: Education, Globalization, and Inequality**30 Nov 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>.

02 Dec Closing Discussion

Final Paper due by 12:00 noon on 09 December