

INTL 1100: Introduction to Global Issues
University of Georgia – Fall 2023
Jackson St. Building 125/MLC Amphitheater
Tuesday/Thursday 12:45-14:00

Prof. Gregory M. Thaler (he/him), Instructor
International Affairs Building (202 Herty Drive), Room 311
gthaler@uga.edu

Office Hours (in-person or Zoom): Thursday 11:00-12:00 and by appointment
Sign up for scheduled office hours at least 12hs in advance at:

<https://calendly.com/gregorythaler>

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

Meeting ID: 918 3362 6268

Gabriel Soyer (he/him), Teaching Assistant
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Office Hours (in-person or Zoom): Tuesday 11:00-12:00

Sign up for scheduled office hours at least 12hs in advance at:

<https://calendly.com/gabrielsoyer/15min>

Join Office Hours Zoom Meeting: <https://zoom.us/j/7693439501>

Meeting ID: 769 3439 501

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, 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

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

† Learn more about slavery at UGA: <https://digihum.lib.uga.edu/exhibits/show/slavery>.

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.

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 unforeseen events 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.

[‡] 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>.

“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 Public Health:

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. Public health is both a personal and collective responsibility, and we must do what we can to minimize risks for ourselves and for each other.

Respiratory infections such as COVID-19, influenza, and the common cold spread more easily indoors than outdoors, and outdoor activities are generally safer than indoor activities with respect to these diseases.[§]

In light of these considerations, we will adopt the following practices for this class:

1. I will at times wear a mask indoors to protect my health, the health of the class, and the health of my family and community. You should feel comfortable wearing a mask in class at any time, whether indoors or outdoors.
2. I will hold class outdoors when possible.
 - a. Please always prepare for class with the expectation that we may hold class outside. I will attempt to give 24 hours’ notice before an outdoor class session. Consider what you need to be comfortable outside in terms of temperature, sun protection, and so forth. If you have any concerns about accessibility in outside spaces, please let me know.
 - b. Because of technology needs or inclement weather, we will nonetheless often spend time indoors.
3. If you experience symptoms consistent with COVID-19 or any other contagious respiratory disease, **DO NOT ATTEND CLASS**. Take time to rest, care for yourself, and protect others from infection. Email your TA as soon as possible to notify them of your absence. Absences due to illness will always be excused.
 - a. UGA follows Georgia Department of Public Health guidance on COVID. If you test positive for COVID-19, you are expected to self-isolate for 5 days. If you have no symptoms or your symptoms are resolving after 5 days, you may leave

[§] 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>.

isolation, but you should continue to wear a mask around others for 5 additional days.

4. If you are ill and unable to complete your work on time, **DO NOT PANIC**. Email me and your TA as soon as possible so we can find an appropriate accommodation.
5. Office hours will be held in-person or via Zoom. Office hours sign-up details are provided in this syllabus.
6. I welcome your suggestions on how to lower public health risks for our class meetings, and I encourage you to reach out to me with any questions or concerns related to these matters. I will ask for your input before changing any of the practices that I have outlined here.
7. If as a result of illness or personal health risks 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 Prof. Andrew Owsiak (aowskiak@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 or your TA so we can make appropriate adjustments. We recognize that people contribute to discussions in different manners, and we also value as participation conversations during office hours or over email.

Your participation grade will consist equally of the instructor and TA's 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 Assessments: This course includes two major assessments.

First, there will be an in-class **midterm exam** on September 21st, preceded by a review session on September 19th. Note that you must provide your own "green books" or "blue books" for the exam. Examination booklets can be purchased at a nominal cost in the UGA Bookstore.

Second, 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. Do not include tables or figures unless they are of your own elaboration. Your final paper will be due by **14:00 on 07 December**.

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

Participation	20%
Reading group portfolio	25%
Midterm exam	25%
Final paper	30%

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.** During lectures, you may take notes using pen and paper or a flat-lying electronic tablet. If you use a tablet, you must handwrite notes with a stylus rather than typing. Laptops are permitted during discussion solely for referring to course materials. Cell phone use is always prohibited during class time. Cell phones must be silenced and out of sight during class. If I see your cell phone during class time, I will ask you to put it away.

Those of you unaccustomed to note-taking by hand or those looking to improve the effectiveness of their note-taking may wish to consult “The Cornell Note-taking System.” A handout describing this system is located in the “Syllabus and Handouts” folder 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: Your first recourse for questions about the course is this syllabus. For questions not answered in the syllabus, please first contact your TA. When emailing me or your TA, please use 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 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.

** 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>.

Artificial Intelligence (AI): Use of generative artificial intelligence-based technologies, such as ChatGPT, is prohibited for any assignments related to this course. There is substantial evidence that AI chatbots are products of widespread copyright infringement and their outputs may constitute plagiarism.^{††} Use of these technologies is considered unauthorized assistance in this course and therefore violates the University’s academic honesty policy.

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 706-542-8479 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 well-being and mental health services (<https://well-being.uga.edu/>) or crisis support (<https://healthcenter.uga.edu/emergencies/>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://healthcenter.uga.edu/bewelluga/>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

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) 24/7 Mental Health Support: 706-542-2273
- Relationship and Sexual Violence Prevention – 706-542-SAFE (advocates at RSVP can provide student confidentiality)
- Support for students experiencing financial hardships and food insecurity: <https://financialhardship.uga.edu/>

^{††} Small, Zachary. 2023. “Sarah Silverman Sues OpenAI and Meta Over Copyright Infringement.” *The New York Times*, July 10, 2023. <https://www.nytimes.com/2023/07/10/arts/sarah-silverman-lawsuit-openai-meta.html>.

SCHEDULE AND READINGS^{‡‡}**Week 1: Introduction to the Course****17 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. 2021. “In Washington, ‘Free Trade’ Is No Longer Gospel.” *The New York Times*, March 17. <https://www.nytimes.com/2021/03/17/business/economy/free-trade-biden-tai.html>.
- Goodman, Peter S. 2020. “One Vaccine Side Effect: Global Economic Inequality.” *The New York Times*, December 25. <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. 2020. “The U.S. Is Lagging Behind Many Rich Countries. These Charts Show Why.” *The New York Times*, July 2. <https://www.nytimes.com/interactive/2020/07/02/opinion/politics/us-economic-social-inequality.html>.
- Sommer, Allison Kaplan. 2018. “How Did the Term ‘Globalist’ Become an Anti-Semitic Slur? Blame Bannon.” *Haaretz*, March 13. <https://www.haaretz.com/us-news/.premium-how-did-the-term-globalist-became-an-anti-semitic-slur-blame-bannon-1.5895925>.

Week 2: Definitions**22 Aug** **Lecture:** Histories and definitions of globalization

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

24 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

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

- **Upload first reading response to eLC by 23:59 on 30 Aug**

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

Week 4: The Capitalist World System and “Development”

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

07 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. 2020. “Capitalism and ‘Culturecide.’” *The New York Times*, January 13. <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. 2021. “Foreign Aid Is Having a Reckoning.” *The New York Times*, February 13. <https://www.nytimes.com/2021/02/13/opinion/africa-foreign-aid-philanthropy.html>.

Week 5: Global Actors and Global Governance**12 Sep** **Lecture:** Non-state actors, international organizations, and global governance**14 Sep** **Discussion**

- Stiglitz, Joseph. 2018. “Meet the ‘Change Agents’ Who Are Enabling Inequality.” *The New York Times*, August 20. <https://www.nytimes.com/2018/08/20/books/review/winners-take-all-anand-giridharadas.html>.
- Sklair, Leslie. 2002. “Democracy and the Transnational Capitalist Class.” *The Annals of the American Academy of Political and Social Science* 581 (1): 144–57.
- Bakan, Joel. 2004. *The Corporation: The Pathological Pursuit of Profit and Power*. New York: Free Press. **Introduction; Chapter 1 “The Corporation’s Rise to Dominance”**
- Jacobs, Andrew, and Matt Richtel. 2017. “How Big Business Got Brazil Hooked on Junk Food.” *The New York Times*, September 16. <https://www.nytimes.com/interactive/2017/09/16/health/brazil-obesity-nestle.html>.
- Swanson, Ana. 2020. “Nike and Coca-Cola Lobby Against Xinjiang Forced Labor Bill.” *The New York Times*, November 29. <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. 2020. “The W.T.O. Is Having a Midlife Crisis.” *The New York Times*, December 17. <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. 2021. “Global Brands Find It Hard to Untangle Themselves From Xinjiang Cotton.” *The New York Times*, April 6. <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**19 Sep Review Session**

Film: *Battle in Seattle, USA, 2007*

<https://tubitv.com/movies/706380/battle-in-seattle>

Watch prior to the review session on 19 Sep

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

https://youtu.be/_LfN3V3id8

21 Sep Midterm Exam

Bring your own examination booklets for the in-class midterm

Week 7: Migration**26 Sep Lecture: Migration and displacement****28 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>.
- Jordan, Miriam. 2020. “A Town of Immigrant Farm Workers Says No to an ICE Detention Center.” *The New York Times*, February 20. <https://www.nytimes.com/2020/02/20/us/immigration-detention-bakersfield-mcfarland.html>.
- Fausset, Richard, and Miriam Jordan. 2021. “A Georgia Chicken Town Reels After a Plant Disaster.” *The New York Times*, January 29. <https://www.nytimes.com/2021/01/29/us/poultry-plant-nitrogen-gainesville-georgia.html>.
- Dreier, Hannah. 2023. “Alone and Exploited, Migrant Children Work Brutal Jobs Across the U.S.” *The New York Times*, February 25. <https://www.nytimes.com/2023/02/25/us/unaccompanied-migrant-child-workers-exploitation.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>.

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>.
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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

- 03 Oct** **Lecture:** The global food system
- 05 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.
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- Severson, Kim. 2020. “Reviving a Crop and an African-American Culture, Stalk by Stalk.” *The New York Times*, December 8. <https://www.nytimes.com/2020/12/08/dining/sapelo-island-sugar-cane-syrup.html>.

Week 9: Urbanization

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

12 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**17 Oct** **Lecture:** Health as a commodity, health as a right**19 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.
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<https://www.nytimes.com/2020/05/10/business/economy/coronavirus-tyson-plant-iowa.html>.
- Corkery, Michael, and David Yaffe-Bellany. 2020. “As Meat Plants Stayed Open to Feed Americans, Exports to China Surged.” *The New York Times*, June 16.
<https://www.nytimes.com/2020/06/16/business/meat-industry-china-pork.html>.
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- Buranyi, Stephen. 2020. “Big Pharma Is Fooling Us.” *The New York Times*, December 17. <https://www.nytimes.com/2020/12/17/opinion/covid-vaccine-big-pharma.html>.

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- 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>.
- Robbins, Rebecca. 2021. “Moderna, Racing for Profits, Keeps Covid Vaccine Out of Reach of Poor.” *The New York Times*, October 9, 2021. <https://www.nytimes.com/2021/10/09/business/moderna-covid-vaccine.html>.
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Week 11: Energy

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

26 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”**
- 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.

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- 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>.

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- Krauss, Clifford. 2018. “Oil Boom Gives the U.S. a New Edge in Energy and Diplomacy.” *The New York Times*, January 28, 2018. <https://www.nytimes.com/2018/01/28/business/energy-environment/oil-boom.html>.
- Erdrich, Louise. 2020. “Not Just Another Pipeline.” *The New York Times*, December 28. <https://www.nytimes.com/2020/12/28/opinion/minnesota-line-3-enbridge-pipeline.html>.

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- Yergin, Daniel. 2011. *The Quest: Energy, Security, and the Remaking of the Modern World*. New York: The Penguin Press. **Chapter 27 “Rebirth of Renewables”**

Week 12: Music

31 Oct **Lecture:** Cultural politics in a global age

02 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 13: Alter-Globalization

07 Nov **Lecture:** Beyond the neoliberal horizon

09 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>.

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- 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 14: The Anthropocene

14 Nov **Lecture:** Globalization: Out of Africa and Into the Anthropocene

16 Nov **Review Session**

- Malm, Andreas. 2014. “Tahrir Submerged? Five Theses on Revolution in the Era of Climate Change.” *Capitalism, Nature, Socialism* 25 (3): 28–44.
Read prior to lecture on 14 Nov

Week 15: Thanksgiving Week

21 Nov **Film:** *The Unafraid, USA, 2018*
Watch prior to 28 Nov – streaming link to be provided

23 Nov **THANKSGIVING BREAK**

Week 16: Education, Globalization, and Inequality

28 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/Dscx4h21-Pk>
- The Rhodes Must Fall Movement - Oxford. 2018. *Rhodes Must Fall: The Struggle to Decolonise the Racist Heart of Empire*. Edited by Roseanne Chantiluke, Brian Kwoba, and Athinangamso Nkopo. London: Zed Books. **Preface; Chapter 1 “Rhodes Must Fall in Oxford Founding Statement”**
- Gahman, Levi. 2016. “Dismantling Neoliberal Education: A Lesson from the Zapatistas.” *ROAR Magazine*, April 4. <https://roarmag.org/essays/neoliberal-education-zapatista-pedagogy/>.

Recommended

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

30 Nov **Closing Discussion**

Final Paper due by 14:00 on 07 December