Politics of Globalization- POLI 369

Course Description
How do we create sustainable futures without destroying local food cultures and local food economies? How do we make markets perform efficiently without, simultaneously, annihilating the human and natural substance of society? How might we internalize market externalities produced by the culture of capitalism in its drive for perpetual growth? To do this, we will take an approach that can best be summarized by the phrase: Thinking backwards and thinking outwards. This means that issues are looked at historically, and are also situated in a global context. The aim of this is three-fold: To encourage us to develop critical questions about aspects of our daily consumerist realities that we take for granted; to enable us to make connections between and think about differences across the experiences of communities in diverse countries and locations; and to allow us to explore how language and institutions work to stabilize the dominant ideology of economic growth and development, in order to think about and evaluate strategies for making social change. We will specifically explore the intersections between economic growth and problems produced such as: population growth, migration, poverty, urbanization, global hunger-food production; food security/insecurity, diseases, global environment and consumption, ethnic conflict, natural disasters, and constructing the citizen-activist.

Learning outcomes

1. Demonstrate a generalized understanding of the capitalist ideas, values, norms and practices governing and guiding the process of globalization
2. Recognize and explain how and why the successes and problems accompanying globalization affect them directly and indirectly in their daily lives.

Sustainability Literacy Learning Outcomes
Increasingly global integration of economic, political and social life, the process known as globalization, shapes, influences and transforms social relations. Throughout the course, we will be highlighting the intersection between economic growth and externalities produced. Students will explore through their Blog Post Research Project the sustainable impact of the current economic growth paradigm on South Carolina/United States. 

Student Learning Objective 1: Identify various elements of sustainability and the relationship between them (assessed in Blog Post Research Project)

All additional information, in the form of readings and assignment handouts, are available on OAKS

Accompanying Robbins’ book is an On-Line Reader. The web site address is [https://courses.lumenlearning.com/suny-plattsburgh-anthro/](https://courses.lumenlearning.com/suny-plattsburgh-anthro/) At this web-site you can find additional readings and tools for research.

**Course Requirements**

I. **Class Participation counts for 20% of your final grade.**

The course will employ both lecture and discussion. However, for the most part it will be conducted like a seminar. Each student is required to turn in Responses to the thesis/question posted on OAKS for each class session, based on your readings, to me at the end of class. Failure to turn in and show up to class will significantly lower your participation grade (which is 20% of your final grade). Active student participation in class discussion is imperative. Students, therefore, are required to come to class having read the assigned readings critically. (Note that you cannot participate if you are not present!) The readings require careful attention as they raise many complex questions for us to consider. Mutual respect and open-ness are minimum guarantees for any discussion. See Handout #.1 (*Thesis/Discussion Questions*)

II. **Individual Concept Media and presentations** – To connect course material with the world beyond the classroom, another component of the course is finding and discussing real-world items that illustrate concepts, ideas, or issues from the assigned readings. After each class unit, on the day indicated **Individual Presentations**, all students are required:

1. To define a concept/idea from the readings in the unit just covered (*no more than one paragraph*);
2. Find a video/song/picture/cartoon/painting that illustrates that concept/idea;
3. Explain (not just describe) how the concept and the media piece are connected (*no more than one paragraph*);
4. You are required to submit these two paragraphs along with your media source to the OAKS dropbox tagged *thesis/discussion questions*
5. During that day of the individual presentations 3-4 students will present their concept media.
6. You will find the questions that will help to guide how you select both your concept and media piece in the Concept Media Handout on OAKS.

The individual concept / media presentations count towards 15% of your grade. See Handout “Evaluating Concept and Media Presentations” for the specific guidelines that I will use to evaluate your work on OAKS (note: each student will do individual presentations approximately 3-4 times during the semester (everyone will make at least 2 presentations before the mid-term exam).

SPECIAL NOTE: Failure to conduct your presentation on the date scheduled will result in a zero for that presentation. **No make-ups will be issued.**
III. Mid-Term Exam counts for 20% of your final grade.  
The mid-term will consist of 5 T/F questions that you will be responsible for answering T/F and then defending why your answer is T/F. The entire exam will draw on all class discussions, presentations, and readings done prior to October 7th. **The scheduled date for the mid-term is October 7th.**

IV. Blog Post Research Project counts for 25% of your final grade (Draft (10%) and Post (15%)).  
Perhaps the greatest change of the last 30 years has been the global integration of economic, political, and cultural life, a process known as “globalization.” The goal of this project is to gain a better understanding of how these new global relations have impacted our sense of local identity, of what it means to be South Carolinian and/or an American. You will do this by identifying and studying one tangible way in which the processes of globalization, specifically economic globalization, touch our lives in South Carolina/United States. You will produce a Blog post that addresses this global connection and its impact on local social relations. Specifically, your Blog post will explain the nature of the global connection and then consider how it requires South Carolinians and/or Americans to reconceptualize their sense of themselves as a people (i.e. their identity). YOU MUST INCORPORATE REFERENCES TO AT LEAST FIVE SECONDARY SOURCES DEALING WITH YOUR TOPIC IN THE TEXT THAT COMPRISSES THE BODY OF THE BLOG PAGE. That is, you must quote, summarize, or paraphrase these sources to lend authority to your claims about the impact of globalization on South Carolina/United States. Additionally, you are required to provide a draft to me of your research plan (including your topic) and an annotated bibliography. *(I will provide a more detailed handout on the expectations and guidelines for this project)* Blog post Research project Draft Due October 18th

V. Blog Post Project Oral Presentation counts for 20% of your final grade.  
You will present a synopsis of your blog post final project theme—What is the overarching story you have come away with about global processes and the impact on local communities? What evidence (based on readings and class discussions) help to support your overarching story? What evidence (based on readings and discussions) presents a challenge to your overarching story? Provide a conclusion, based on all the evidence, what future steps need to be taken? Presenters are encouraged to incorporate as many visual mediums as possible to convey your ideas. *Presentations will begin November 18th* (Guidelines posted on OAKS)

Summary of Final Grade Calculation of Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Thesis/question responses</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Concept Media Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
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<tr>
<td>Blog Post Project (draft and post)</td>
<td>25% (10% &amp; 15%)</td>
</tr>
<tr>
<td>Blog Post Project Oral Presentation</td>
<td>20%</td>
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Class Policies

**Note: I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.**

**Note: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students office for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.**
** Note: If you have a disability of any kind- learning, physical, psychological- which requires accommodation, please let me know early so that your learning needs can be appropriately met.

**Note: Please ensure that all Laptops, Cell phones and other electronic devices are turned off before entering the class room. Failure to adhere to this rule will result in you being reported to the Honor Board and the possibility of suspension from the College.

** Note: I will take role each class period. Three unexcused absences will result in you being dropped one letter grade for each absence thereafter. If you also develop a pattern of showing up to class late (5 mins after class has started) you will also be dropped one letter grade for each late attendance thereafter.

**Note: Failure to show up to class on the assigned day for your mid-term exam, without a valid excuse (which is entirely at the discretion of the instructor), will automatically result in an F. Also failure to notify the instructor within 24 hours of your absence from the exam will also result in an F.

**Note: Academic Integrity: As is true with all College of Charleston classes, you are obligated to do your own work and abide by the Student Honor Code. Don’t cheat, don’t plagiarize and you will be fine.

**Note: There will be a series of extra-credit opportunities on campus this semester. You are allowed to attend 2 of them for extra credit. Should you be inclined to attend I will grade you based on the following criteria (1) summarize briefly what happened or what you did, what you heard or saw or experienced; (2) relate the ideas discussed or portrayed at the event to a class discussion (s), concepts and or articles read in class; (3) finally you are expected to react to the event by relating what your overall impressions, position, and or strengths and weaknesses of the ideas presented/ how they challenged and or reinforced the ideas/concepts learnt in class. No less than 2 pages no more than 3 pages typed double spaced (with 1 inch margins) will be accepted. For each extra credit assignment you can receive a maximum of 3 points (providing of course you meet all of the requirements). Hence you stand the chance of receiving 6 extra points which will be added on to your final grade at the end of the semester. You may submit extra credit assignment through out the semester at anytime. However, all extra credit submissions must be made by the last day of class. (Events, times and locations will be announced later) If there are events that you think fit this requirement please feel free to pass them by me for my approval.)

Course Outline: (the instructor reserves the right to make changes to the syllabus)

August 21st
Introduction (Nuts and Bolts of the Course)

August 23rd
Explaining Globalization: What is Globalization?

Have Read:
1. Mark Kesselman: Globalization as Contested Terrain (OAKS)
2. David Harvey: A brief history of Neoliberalism (OAKS)
3. George Monboit: Neoliberalism the ideology at the root of all our problems [https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot]

Have Done:
DQ1: Check for Thesis/Questions on OAKS respond
August 26th
Explaining Globalization: What is Globalization? Cont/d

Have Read:
1. Amartya Sen: How to Judge Globalism (OAKS)
2. Arjun Appadurai: Disjuncture and Difference in the global Cultural Economy (OAKS)

Have Done:
DQ2: Check for Thesis/Questions on OAKS respond

August 28th
Explaining Globalization: What is Globalization? Cont/d
1. Individual presentations

Have Done:
DQ3: submitted two paragraphs on concept media to OAKS dropbox

August 30th
Debating Globalization!

Have Read:
1. Thomas Friedman: The lexus and the olive tree (OAKS)
2. Thomas Friedman: It’s a flat world after all (OAKS)

Have Done:
DQ4: Check for Thesis/Questions on OAKS respond

September 2nd
Labor Day- no formal class. In lieu of class you are requested to attend CofC’s Annual Labor Day Celebration- Theme: Farmworkers and Food Security (Alumni Center 86 Wentworth St: 3.00-4.30 pm. (this may be used as an extra credit opportunity)

September 4th
Debating Globalization! Cont/d
1. Joseph E. Stiglitz: Globalism’s Discontents
3. Vandana Shiva: The Hijacking of the global Food Supply

Have Done:
DQ5: Check for Thesis/Questions on OAKS respond
September 6th
Debating Globalization! Cont/d
1. Individual Presentations
DQ6 : submitted two paragraphs on concept media to OAKS dropbox

September 9th
What Drives Globalization : The Culture of Capitalism
Constructing the Global Consumer and its Consequences
Have Read:
1. Robbins: Introduction and Chapter 1 (pg. 1-23)
2. Eric J. Arnould
   http://www.uwyo.edu/sustainable/recent-research/docs/global%20consumer%20culture%20arnould.pdf
Have Done:
DQ7 : Check for Thesis/Questions on OAKS respond

September 11th
What Drives Globalization : The Culture of Capitalism
Constructing the Global Consumer and its Consequences cont/d
1. Robbins Chapter 1 : pg. 24-35 (Kinderculture in America).
2. Emulation and Global Consumerism
   http://www.worldwatch.org/node/810
3. Have Done:
DQ8 : Check for Thesis/Questions on OAKS respond

September 13th
What Drives Globalization : The Culture of Capitalism
Constructing the Global Consumer and its Consequences cont/d
1. Individual Presentations
DQ9 : submitted two paragraphs on concept media to OAKS dropbox

September 16th
Role of Labor and Construction of the Working Class in the Global Economy
Have Read:
1. Robbins Chapter 2 – pg. 36-47
2. The Communist Manifesto

**Have Done:**
DQ10 : Check for Thesis/Questions on OAKS respond

**September 18th**

**Role of Labor and Women in the Global Economy cont/d**

**Have Read:**
1. Robbins Chapter 2 – pg. 47-(outsourcing and labor movement) 58.
2. Global Sweatshop Wage Slavery
   [http://www.reimaginerpe.org/node/5247](http://www.reimaginerpe.org/node/5247)

**Have Done:**
DQ11 : Check for Thesis/Questions on OAKS respond

**September 20th**

**Role of Labor and Women in the Global Economy cont/d**

1. Individual Presentations

**Have Done:**
DQ12 : submitted two paragraphs on concept media to OAKS dropbox
   *(1st and 2nd Choice for Blog Post Due today)*

**September 23rd**

**Role of the Capitalist – Growth of Corporations and the implications for Globalization.**

**Have Read:**
1. Robbins Chapter 3: pg. 59-86.
2. *Adam Smith: Wealth of Nations*
   [https://www.adamsmith.org/the-wealth-of-nations/](https://www.adamsmith.org/the-wealth-of-nations/)

**Have Done:**
DQ13 : Check for Thesis/Questions on OAKS respond

**September 25th**

**Role of the Capitalist – Growth of Corporations and the implications for Globalization cont/d**

1. Robbins Chapter 3 : pg. 86- (the era of the corporation...) 98.
2. Global Debt and Third World Development:
   [https://www.mtholyoke.edu/acad/intrel/globdebt.htm](https://www.mtholyoke.edu/acad/intrel/globdebt.htm)
Have Done:
DQ14 : Check for Thesis/Questions on OAKS respond

September 27th
Role of the Capitalist – Growth of Corporations and the implications for Globalization cont/d
  1. Individual Presentations

Have Done:
DQ15 : submitted two paragraphs on concept media to OAKS dropbox

September 30th
Role and Future of the Nation State in the era of Globalization

Have Read:
  2. Susan Strange: The Declining Authority of States (OAKS)
  3. Parker and LeTendre: World Culture and the future of schooling (OAKS)
  4. Billie Holiday: Strange Fruit

Have Done:
DQ16 : Check for Thesis/Questions on OAKS respond

October 2nd
Role and Future of the Nation State in the era of Globalization cont/d

Have Read:
  1. Robbins Chapter 4 : pg. 113 (Spin, Free Trade...)- 125
  2. Dani Rodrik: Has Globalization Gone Too Far? (OAKS)

Have Done:
DQ17 : Check for Thesis/Questions on OAKS respond

October 4th
Role and Future of the Nation State in the era of Globalization cont/d
1. Individual Presentations
DQ18: submitted two paragraphs on concept media to OAKS dropbox

October 7th
Mid Term In Class Exam

October 9th
The Global Impact of the Culture of Capitalism (Population Growth, Migration and Urbanization)
Have Read:
1. Robbins Part 2 Introduction and Chapter 5: pg 127 - 155
Have Done:
DQ19: Check for Thesis/Questions on OAKS respond

October 11th
The Global Impact of the Culture of Capitalism (Population Growth, Migration and Urbanization) Cont/d
Have Read:
1. Robbins Chapter 5: pg. 155-(Issues of Immigration) 167
Have Done:
DQ20: Check for Thesis/Questions on OAKS respond

October 14th – Fall Break - Indigenous Peoples Day!

October 16th
The Global Impact of the Culture of Capitalism (Population Growth, Migration and Urbanization) Cont/d
1. Individual Presentations
Have Done:
DQ21: submitted two paragraphs on concept media to OAKS dropbox

October 18th
Have Done: Blog Post Project Plans submitted Via OAKS
October 21st
Global Hunger, Poverty and Economic Development

Have Read:
1. Robbins Chapter 6: *pg. 168-185*
2. The Politics of Hunger:
3. The global hunger quiz (take as many of the quizzes. For each quiz you take the organization donates) http://www.worldhunger.org/hunger-quiz/

Have Done:
DQ22: Check for Thesis/Questions on OAKS respond

October 23rd
Global Hunger, Poverty and Economic Development Cont/d

Have Read:
1. Robbins Chapter 6: *pg. 185- (Solutions and Adaptions..) 198*
2. Poverty and Globalization:
   http://news.bbc.co.uk/hi/english/static/events/reith_2000/lecture5.stm

Have Done:
DQ23: Check for Thesis/Questions on OAKS respond

October 25th
Global Hunger, Poverty and Economic Development Cont/d

1. Individual Presentations

Have Done:
DQ24: submitted two paragraphs on concept media to OAKS dropbox

October 28th
Global Environment and Consumption

Have Read:
1. Robbins Chapter 7: *pg. 199-214*

Have Done:
DQ25: Check for Thesis/Questions on OAKS respond and submit

October 30th
Global Environment and Consumption Cont/d

Have Read:
1. Robbins Chapter 7: *pg. 214- (the impact of production) 219*
2. Speech of the IPCC Chairman, Rajendra K. Pachauri (OAKS)

**Have Done:**
DQ26 : Check for Thesis/Questions on OAKS respond

**November 1st**

**Global Environment and Consumption Cont/d**

1. Individual Presentations

**Have Done:**
DQ27 : submitted two paragraphs on concept media to OAKS dropbox

**November 4th**

**Antisystemic Protest : Resisting Globalization from Below**

**Have Read:**
1. Robbins Chapter 11: pg. 301-312
2. Peter Evans: Counterhegemonic Globalization (OAKS)

**Have Done:**
DQ28 : Check for Thesis/Questions on OAKS respond and submit

**November 6th**

**Antisystemic Protest : Resisting Globalization from Below: Nix it or Fix it? Cont/d**

**Have Read:**
1. Robbins Chapter 11: *Global Feminist Resistance* pg. 312-324
2. Subcomandante Marco: Tomorrow begin Today (OAKS)
3. International Forum on Globalization: A Better World is Possible (OAKS)
4. Public Protest Around the World

**Have Done:**
DQ29 : Check for Thesis/Questions on OAKS respond

**November 8th**

**Antisystemic Protest : Resisting Globalization from Below: Nix it or Fix it? Cont/d**

1. Individual Presentations

**Have Done:**
DQ30 : submitted two paragraphs on concept media to OAKS dropbox

**November 11th**

**Constructing the Citizen Activist – Possible Futures and Courses of Action**
**Have Read:**
1. Robbins Chapter 13: pg. 351-367

**Have Done:**
DQ31: Check for Thesis/Questions on OAKS respond

**November 13th**
**Constructing the Citizen Activist – Possible Futures and Courses of Action**

**Cont'd**

**Have Read:**
1. Robbins Chapter 13: pg. 368-376

**Have Done:**
DQ32: Check for Thesis/Questions on OAKS respond

**November 15th**
**Constructing the Citizen Activist – Possible Futures and Courses of Action**

**Cont'd**
1. Individual Presentations

**Have Done:**
DQ33: submitted two paragraphs on concept media to OAKS dropbox

**November 18th**
Blog Post Research Presentations + (*Class Evaluations*)

**November 20th**
Blog Post Research Presentations

**November 22nd**
Blog Post Research Presentations

**November 25th**
Blog Post Research Presentations

**December 3rd**
Blog Post Research Presentations (*last day of class*)