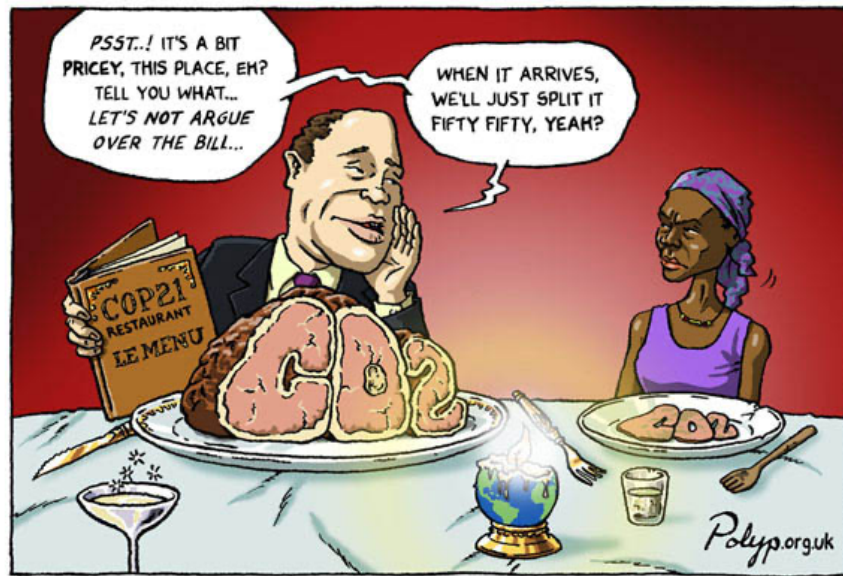


Geog 5802: Globalization and Environment

Spring 2023

Instructor: Dr. Madhumita Dutta
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Office location: 1178 Derby Hall
Class: MW, 12.45-2.05pm

Classroom: Derby 1080
Office hours: Wednesday 3-4pm or by
appointment



Course description and objectives

What is globalization? Is it 'a thing', 'an idea', 'a condition', 'a process', 'a phenomenon', 'a set of practices', 'a system', 'a force', 'an age' or just another fuzzy term? What images are conjured up in our minds when we think of globalization? An 'unstoppable juggernaut' steamrolling across local, national and regional scales? Invoking hope of better lives or of 'cruel optimism' - creating both aspirations and desparations in its wake as it continues its journey of 'flattening' and 'integrating' the globe? The term globalization has provoked passionate debates and powerful actions on the streets across the globe. What is at the core of globalization - is it economic, political, cultural, ideological or environmental processes?

This course will investigate the historic journey of globalization using a geographical lens to understand the contemporary social, cultural, political, economic, environmental processes and changes that we are part of. It will explore the links between economic growth, global inequality, uneven development, social life and ecological transformations. It will also enquire whether globalization is really a new phenomenon or something that has occurred in waves all through human history, in different forms and shapes. Looking at the global history of environmentalism, the course will interrogate the links between globalization and environment. The course aims to engage students in lively interactive discussions using case studies, films, stories and experiences to debate and dialogue about globalization and its (dis)contents. The objective of the course is for students to develop critical thinking, writing and acting on complex economic, social and ecological issues in our society.

Students taking this course are highly encouraged to participate in the discussions, ask questions and offer comments at all times. The course is organized around interactive lectures, in-class group discussions and sharing of experiences.

Reading materials

There are no textbooks for the course. There are a set of articles, internet links and video clips that are available on Carmen in the module section or embedded in the syllabus.

Course requirements

Participation and attendance	10%
Memos	20%
Take-home midterm essay	20%
In-class presentation	10%
Research paper*	
Topic	5%
Reference list with summary	10%
Final paper	25%

Participation and attendance: All students are expected to come to class daily having done the day's readings, ready to participate in discussions and related activities. You must be present, awake, and not texting or surfing the internet. Meeting with me to discuss class material also counts toward participation.

Memos: Memos (400 words) will be based on specific themes as noted in the course schedule. They will need to - synthesize the key arguments; be reflective; and note an important question(s) raised by the readings/class discussion on the key themes. We will talk more in class about how to write a successful memo. See the schedule for due dates.

Midterm essay: The take-home essay (1000 words) will be on a topic of your choosing as related to a course theme. We will discuss the take-home essay in more detail during class. See the schedule for due date.

In-class presentation: You will make a presentation of your research paper. The class will provide constructive feedback to the presenters. The aim of this activity is to encourage peer learning on a topic/concept and overall participation in the classroom.

Research Paper: You will write a research paper on a topic of your choosing as related to course themes. An assignment sheet with detailed instructions will be posted on Carmen. There are three separate graded assignments: 1. a description of your topic, 2. a reference list with a summary of what you have learned, 3. a final paper.

*Note: Research paper can be a collaborative group work (2 people in a group). This will be discussed and finalized in class.

Grading policies:

- Make-up policy: Missed in-class activities cannot be made up as they are based on in-class, group activity.
- Late policy: Late assignments will lose 5% for every day they are late. To avoid losing points, you must make arrangements AHEAD OF TIME.
- To pass the course:
 - You must receive a total grade of at least 60%.
 - You must complete all major assignments. Regardless of how well you do on other parts of the course, you will not pass the course if you miss an assignment or fail to turn in the final paper.
- PLEASE SEE ME IF YOU ARE HAVING PROBLEMS THAT PREVENT YOU FROM MEETING COURSE REQUIREMENTS; WE MAY BE ABLE TO MAKE ALTERNATIVE ARRANGEMENTS.

Grading scale (Standard OSU scale): 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 60-66 D

Schedule with topics, readings and assignments

(This schedule is subject to change; changes will be posted on Carmen. Students are encouraged to share and discuss information that they have read, watched, heard in popular media related to topics being covered in the course at all time.)

Schedule with topics, readings and assignments

Wk 1	What is Globalization?	
Mon 9 Jan	Introductions	Bring your stories/experiences, or fiction/non-fiction writings you have read recently or in the past that captures the ideas of globalization broadly and how its shaped the modern world.
Wed 11 Jan	Discussion on curriculum redesign and research papers	
Wk 2	What got globalized?	
Mon 16 Jan	MLK DAY (NO CLASS)	
Wed 18 Jan	Globalization: A long history Commodities that shaped the world: Sugar, Cotton, Tea	Readings: 1. Mintz, S. 1985. Sweetness and Power: The Place of Sugar in Modern History. Chp. Introduction. 2. Tea Tuesdays: How Tea + Sugar reshaped the British empire https://www.npr.org/sections/thesalt/2015/04/07/396664685/tea-tuesdays-how-tea-sugar-reshaped-the-british-empire 3. <i>The sugar that saturates the American diet has a barbaric history as the 'white gold' that fueled slavery</i> https://www.nytimes.com/interactive/2019/08/14/magazine/sugar-slave-trade-slavery.html 4. Empire of Cotton https://www.theatlantic.com/business/archive/2014/12/empire-of-cotton/383660/
WK 3		
Mon 23Jan	A powerful discourse: Modernity and Development	Readings: 1. Mitchell, 2002. The Object of Development (In Rule of Experts) 2. Enough of aid – let’s talk reparations https://www.theguardian.com/global-development-professionals-network/2015/nov/27/enough-of-aid-lets-talk-reparations
Wed 25 Jan	Slavery-colonization-modern economy	Readings: 1. Radio podcast: Caitlin Rosenthal https://hbr.org/podcast/2018/11/why-management-history-needs-to-reckon-with-slavery 2. Rosenthal, C. 2018. <i>Accounting for Slavery: Masters and Management</i> https://www-degruyter-com.proxy.lib.ohio-state.edu/document/doi/10.4159/9780674988590/html#contents (use your OSU id to access the book) Read two chapters: Introduction (pp. 1-8) and Conclusion-Histories of Business and Slavery (pp. 187-198)

		<p>3. Watch: Goodbye to Colonial Economics (Use your OSU id to access the film)</p> <p>https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/goodbye-to-colonial-economics?context=channel:anthropology</p>
Wk 4	Global shifts in the economy	
Mon 30 Jan	Global institutions: Old and emerging From the World Bank to the BRICS Changes in the Global Economy	<p>Readings:</p> <ol style="list-style-type: none"> To Improve human welfare, poison the poor https://www.globalpolicy.org/component/content/article/211-development/45108.html Ethiopian teff: The fight against biopiracy https://www.dw.com/en/ethiopian-teff-the-fight-against-biopiracy/a-52085081 Bond, P. 2015. BRICS Banking and the debate over sub-imperialism https://www.tandfonline.com/doi/full/10.1080/01436597.2015.1128816?scroll=top&needAccess=true&role=tab <p>Memo 1: Submit a 400-word memo (In Carmen by 5 pm)</p>
Wed 1 Feb	Corporations	<p>Reading:</p> <ol style="list-style-type: none"> When did companies become people? https://www.npr.org/2014/07/28/335288388/when-did-companies-become-people-excavating-the-legal-evolution Watch: (OSU Kanopy: Use OSU ID) The Corporations https://osu.kanopy.com/video/corporation-2
WK 5	Globalization and the Environment	
Mon 6 Feb	Environmental Discourses	<p>Readings:</p> <ol style="list-style-type: none"> Adger et al. 2001. Advancing a Political Ecology of Global Environmental Discourses. <i>Development and Change</i> 32: 681-715.
Wed 8 Feb	In the age of Anthropocene: Politics of/for the Anthropocene	<p>Readings:</p> <ol style="list-style-type: none"> Anthropocene Fever https://aeon.co/essays/should-we-be-suspicious-of-the-anthropocene-idea For Planet Earth, this might be the start of a new age. https://www.nytimes.com/2022/12/17/climate/anthropocene-age-geology.html The African Anthropocene https://aeon.co/essays/if-we-talk-about-hurting-our-planet-who-exactly-is-the-we <p><i>Optional</i> Watch: Anthropocene: The Human Epoch: How humans have impacted the planet https://osu.kanopy.com/video/anthropocene-human-epoch-0</p>
WK 6		

Mon 13 Feb	Environmentalism's racist history	Readings: 1. Environmentalism's racist history https://www.newyorker.com/news/news-desk/environmentalisms-racist-history 2. Finney (2014). Chpt. Introduction Black faces, White Spaces Memo 2: Submit a 400-word memo (In Carmen by 5pm)
Wed 15 Feb	Globalization & it's (dis)content Global Inequality	Readings: 1. Bill Gates says poverty is decreasing. He couldn't be more wrong https://www.theguardian.com/commentisfree/2019/jan/29/bill-gates-davos-global-poverty-infographic-neoliberal (Links to an external site.) 2. Watch: 'Capital' https://osu.kanopy.com/video/capital-twenty-first-century
Wk 7	Globalization & it's (dis)content	
Mon 20 Feb	Global Inequality	Readings: 1. Global inequality may be much worse than we think https://www.theguardian.com/global-development-professionals-network/2016/apr/08/global-inequality-may-be-much-worse-than-we-think 2. Could you live on \$1.90 a day? That's the international poverty line https://www.theguardian.com/global-development-professionals-network/2015/nov/01/global-poverty-is-worse-than-you-think-could-you-live-on-190-a-day
Wed 22 Feb	Workshop I: Developing a 3-weeks immersive seminar on Geographies of Resistances (Wk 12-13-14)	Submit Mid-term essay: In Carmen by 5 pm.
WK 8	Land, labor and production	
Mon 27 Feb	Labor Guest speaker? One Fair Wage (OFW) https://onefairwage.site/about	Readings: 1. <u>Sri Lankan Migration to the Gulf: Female Breadwinners - Domestic Workers</u> http://www.mei.edu/content/sri-lankan-migration-gulf-female-breadwinners-domestic-workers 2. 95% Of Domestic Workers Are Women. In California, They're Demanding Better Pay https://www.huffingtonpost.com/entry/domestic-workers-overtime-law-ca_us_56ddd53fe4b0ffe6f8ea2bce 3. Tech Is Splitting the U.S. Work Force in Two https://www.nytimes.com/2019/02/04/business/economy/productivity-inequality-wages.html?emc=edit_nn_p_20190205&nl=morning-briefing&nlid=83762506ion%3DlongRead&section=longRead&te=1
Wed 1 Mar	Land	Readings: 1. Levien, 2012. The Land question: special economic zones and the political economy of dispossession in India. The Journal of Peasant Studies, 39 (3-4), 933-969.
WK 9		
Mon 6 Mar	Commodity production	Readings:

	Guest speaker: Ted Smith? Silicon Valley Toxic Coalition/ICRT	<ol style="list-style-type: none"> 1. Are your tinned tomatoes picked by slave labor? https://www.theguardian.com/world/2019/jun/20/tomatoes-italy-mafia-migrant-labour-modern-slavery 2. Santa's real workshop https://www.theguardian.com/artanddesign/architecture-design-blog/2014/dec/19/santas-real-workshop-the-town-in-china-that-makes-the-worlds-christmas-decorations 3. U.S. Pours money into chips, but even soaring spending has limits https://www.nytimes.com/2023/01/01/technology/us-chip-making-china-invest.html?unlocked_article_code=iZ1CrevDd5p4rCEsvR1vXTs_HB_hqogf9CPv9QqX-n3_nt6btfbD3IxBasL2vSJ9cibaRDJ5lw1SdDtkr5yE-Xi2VdkDFnIqv1Qk6vIcFyeRVjwYqomPYc2aHokEUEZyM1qorRcpJ4BCRMzflN3S-6KpuBLPlpTn6eZrqVAJ9eJPxN3_nIczB0pCANmRRAJBNxr_BuSjUWUUCRomsk0FKyzD3K1qYp3Uhs0YkPQ2JXcpiUjTBkWMjPJApIairm-sjIioK7ltxuJc2NaVLnSif3Ko1ET-9il5J9oY4zt6RQ71aSdD3THrbG7ej8wkIJ3AvnsVfaM23c35CaZ2o5WEsOWdSdeqiLC&smid=em-share 4. 'Ok, Mexico, Save me': After China, this where globalization may lead. https://www.nytimes.com/2023/01/01/business/mexico-china-us-trade.html 5. Watch: Dying for gold (Use OSU ID) https://docuseek2-com.proxy.lib.ohio-state.edu/cart/product/2089 <p>Memo 3: Submit a 400-word (In Carmen by 5pm)</p>
Wed 8 Mar	Workshop II: Developing a 3-weeks immersive seminar on Geographies of Resistances	Finalize the material (reading, films, discussion format, invited speakers)
WK 10	Spring break 13-17 March	
Mon 20 Mar	Extractive Industry: Mining Guest speaker? Or Field trip?	Readings: Coal mining in Appalachia (Readings?) Podcast: The silver mine that changed the world https://www.footnotinghistory.com/home/potosi-the-silver-mine-that-changed-the-world
Wed 22 Mar	Gas and petrochemical Guest speaker? Or Field trip?	Readings: 1. As Petrochemical Industry Extends Along Ohio River, Pollution Follows Close Behind https://radio.wosu.org/post/petrochemical-industry-extends-along-ohio-river-pollution-follows-close-behind#stream/0 2. For the Ohio River Valley, an ethane storage facility in Texas is either a model or a cautionary tale https://insideclimatenews.org/news/10042020/ethane-plant-appalachia-mont-belvieu-texas/ 3. Watch: GasLand (Secured Media Library)
Wk 11	Environmental Racism	

Mon 27Mar	Environmental Racism and racial capitalism	<p>Readings:</p> <ol style="list-style-type: none"> 1. Benz, T. A. (2019). Toxic Cities: Neoliberalism and Environmental Racism in Flint and Detroit Michigan. <i>Critical Sociology</i>, 45(1), 49–62. https://doi.org/10.1177/0896920517708339 2. Pulido. (2017). Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence. <i>Progress in Human Geography</i> 41(4):524-533. 3. Watch: Here's to Flint https://www.aclumich.org/en/press-releases/aclu-michigan-releases-documentary-heres-flint-flint-water-crisis <p>Memo 4: Submit a 400-word memo (In carmen by 5 pm)</p>
Wed 29 Mar	Exporting Harm	<p>Readings:</p> <ol style="list-style-type: none"> 1. Toxic e-waste dumped in poor nations, says United Nations https://www.theguardian.com/global-development/2013/dec/14/toxic-ewaste-illegal-dumping-developing-countries 2. How Pollution can hurt the health of the economy https://www.nytimes.com/2018/11/27/upshot/how-pollution-can-hurt-the-health-of-the-economy.html 3. China Upended the Politics of Plastic and the World Is Still Reeling https://www.bloomberg.com/graphics/2020-world-plastic-waste/ <p>Description of your research topic. (In Carmen by 5pm)</p>
Wk 12	Geographies of resistances	
Mon 3 Apr	Is there a Global environmental justice movement? (Joan Martinez-Alier)	<p>Readings:</p> <p>Environmentalism once was a social justice movement https://www.theatlantic.com/science/archive/2016/12/how-the-environmental-movement-can-recover-its-soul/509831/</p> <p>Radical Ecological Democracy: Ashish Kothari https://greattransition.org/publication/radical-ecological-democracy-a-path-forward-for-india-and-beyond</p> <p>The Environment as freedom: A decolonial reimagining http://items.ssrc.org/the-environment-as-freedom-a-decolonial-reimagining/</p>
Wed 5 Apr		
Wk 13	Geographies of resistances	
Mon 10 Apr	Working class environmentalism	<p>Readings:</p> <p>Towards working class environmentalism https://newrepublic.com/article/139132/towards-working-class-environmentalism</p>
Wed 12 Apr		<p>Readings:</p> <p>How the Arab Spring and occupy Wall Street started with one Tunisian man</p>

		http://www.motherjones.com/politics/2011/10/arab-spring-occupy-wall-street-protests/
		Reference list with summary (In Carmen by 5pm)
Wk 14	Geographies of resistances	
Mon 17 Apr		
Wed 19 Apr		
Wk 15	Research presentations	
Mon 24 Apr		
Wed 26 Apr		
Wk 16	Final Week	
Wed 28 Apr	Research Paper due in Carmen by 5 pm	

DISABILITY SERVICES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

OSU COUNSELING AND CONSULTATION SERVICES

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises are encouraged to contact the OSU Counseling and Consultation Services (292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support, and advocacy. This service is free to students and is confidential.

Accessibility of course technology This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

Your mental health As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service

(CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Statement on title IX Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Student COVID-Related Accommodation Requests: The university is committed to supporting students and program participants with COVID-19 based risk factors. We at Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are most vulnerable to complications from COVID-19 to ensure that they have the necessary resources to participate in university life as safely as possible. Visit our [COVID-Related Accommodation Requests page](#) for more information.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's [Code of Student Conduct](#) (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism (see more below), collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct and academic integrity to which you can refer include:

- [The OSU Committee on Academic Misconduct](#) and its [Resources page](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Plagiarism: Plagiarism encompasses all activities in which you use another person's ideas without acknowledging that you are doing so. Plagiarism ranges from direct copying of someone else's words to using someone else's ideas without being clear the ideas are not yours. Please use citations to differentiate between your ideas and those you got from other sources (such as books, articles, and webpages).