

Instructor: Dr. Madhumita Dutta  
Email: [dutta.71@osu.edu](mailto:dutta.71@osu.edu)  
Phone: 614-292-0584  
Office location: 1178 Derby Hall

Class: Tue Thurs, 2.20-3.40pm  
Classroom: 195 Knowlton Hall  
Office hours: Thurs 4:00-5.00 pm



### 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 desperations 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 and economic 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 is no text book for the course. There are a set of articles, internet links and video clips that are available on Carmen in the module section.

## 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 be asked to work in groups of 3-4 students on a topic chosen by you based on the lectures/discussions in the class/your observations and towards the end of the semester each group will make a 7-10 mins presentations to the entire class. The class will provide constructive feedback to the presenters. The aim of this activity is to encourage group work, 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.

## 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 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

### **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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://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.

### **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).

### 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)*

<b>Wk 1</b>	<b>What is Globalization?</b>	
Tue 8Jan	Introducing the syllabus	Please come ready to share your thoughts about the syllabus, your expectations from the course, goals and what you would like to see added/changed and how you can contribute in developing the course material and readings.
Thurs 10Jan	Globalization: A long history	Enough of aid – let’s talk reparations <a href="https://www.theguardian.com/global-development-professionals-network/2015/nov/27/enough-of-aid-lets-talk-reparations">https://www.theguardian.com/global-development-professionals-network/2015/nov/27/enough-of-aid-lets-talk-reparations</a>
<b>Wk 2</b>	<b>What got globalized?</b>	
Tue 15Jan	A powerful discourse: Colonialism, modernity and Development	How Sugar Changed the world <a href="https://www.livescience.com/4949-sugar-changed-world.html">https://www.livescience.com/4949-sugar-changed-world.html</a>
Thurs 17Jan	The Corporation that changed the world: East India Company  Watch in-class:	Tea Tuesdays: How Tea + Sugar reshaped the British empire

	The birth of an Empire: East India Company	<a href="https://www.npr.org/sections/thesalt/2015/04/07/396664685/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</a>
<b>Wk 3</b>	<b>Global shifts in the economy</b>	
Tues 22Jan	Changes in Global Economy	<p>Watch: Noam Chomsky: Neoliberalism Is Destroying Our Democracy <a href="https://www.youtube.com/watch?v=tBzSLu3MZ6I">https://www.youtube.com/watch?v=tBzSLu3MZ6I</a></p> <p>Watch: Thomas Friedman: The world is flat <a href="https://www.youtube.com/watch?v=53vLQnuV9FY">https://www.youtube.com/watch?v=53vLQnuV9FY</a></p> <p><b>Memo 1: Submit a 400-word memo reflecting on Chomsky's and Friedman's viewpoints and come prepared to discuss in the class. (In Carmen by 1pm)</b></p>
Thurs 24Jan	Global institutions: Old and emerging From the World Bank to the BRICS	<p>To Improve human welfare, poison the poor <a href="https://www.globalpolicy.org/component/content/article/211-development/45108.html">https://www.globalpolicy.org/component/content/article/211-development/45108.html</a></p> <p>China, India launch new Asia infrastructure bank <a href="http://thebricspost.com/china-india-launch-new-asia-infrastructure-bank/#.WiLX07aZP-Y">http://thebricspost.com/china-india-launch-new-asia-infrastructure-bank/#.WiLX07aZP-Y</a></p>
<b>Wk 4</b>	<b>Globalization and Environment</b>	
Tues 29Jan	In the age of Anthropocene	<p>Anthropocene Fever <a href="https://aeon.co/essays/should-we-be-suspicious-of-the-anthropocene-idea">https://aeon.co/essays/should-we-be-suspicious-of-the-anthropocene-idea</a></p> <p>The Real cost of coal <a href="https://www.nature.com/articles/d41586-017-07510-3">https://www.nature.com/articles/d41586-017-07510-3</a></p> <p>Listen to Radio podcast: Nature is not natural: Discussion with Jedidiah Purdy <a href="http://citedpodcast.com/34-nature-not-natural/">http://citedpodcast.com/34-nature-not-natural/</a></p>
Thurs 31Jan	Politics of/for the Anthropocene	<p>Why climate change is creating a new generation of child brides <a href="https://www.theguardian.com/society/2017/nov/26/climate-change-creating-generation-of-child-brides-in-africa?CMP=Share_iOSApp_Other">https://www.theguardian.com/society/2017/nov/26/climate-change-creating-generation-of-child-brides-in-africa?CMP=Share_iOSApp_Other</a></p> <p>The African Anthropocene <a href="https://aeon.co/essays/if-we-talk-about-hurting-our-planet-who-exactly-is-the-we">https://aeon.co/essays/if-we-talk-about-hurting-our-planet-who-exactly-is-the-we</a></p>

		<b>Memo 2: Submit a 400-word memo reflecting on Purdy's arguments about the Anthropocene and your own thoughts about it. (In Carmen by 1pm)</b>
<b>Wk 5</b>	<b>Globalization &amp; it's (dis)content</b>	
Tues 5Feb	Global Inequality	<p>Globalization: time to look at historic mistakes to plot the future  <a href="https://www.theguardian.com/business/2017/dec/05/globalisation-time-look-at-past-plot-the-future-joseph-stiglitz">https://www.theguardian.com/business/2017/dec/05/globalisation-time-look-at-past-plot-the-future-joseph-stiglitz</a></p> <p>Could you live on \$1.90 a day? That's the international poverty line  <a href="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">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</a></p>
Thurs 7Feb	Watch in class: <i>Saving Capitalism</i> by Robert Reich	<p>Global inequality may be much worse than we think  <a href="https://www.theguardian.com/global-development-professionals-network/2016/apr/08/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</a></p> <p>What happened when Walmart left  <a href="https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left">https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left</a></p> <p>World's 8 Richest Have as Much Wealth as Bottom Half, Oxfam Says  <a href="https://www.nytimes.com/2017/01/16/world/eight-richest-wealth-oxfam.html">https://www.nytimes.com/2017/01/16/world/eight-richest-wealth-oxfam.html</a></p> <p><b>Mid-term essay: In Carmen by 5 pm.</b></p>
<b>Wk 6</b>	<b>Land, labor and global economy</b>	
Tues 12Feb	Global trade and Labor	<p><u><a href="http://www.mei.edu/content/sri-lankan-migration-gulf-female-breadwinners-domestic-workers">Sri Lankan Migration to the Gulf: Female Breadwinners - Domestic Workers</a></u>  <a href="http://www.mei.edu/content/sri-lankan-migration-gulf-female-breadwinners-domestic-workers">http://www.mei.edu/content/sri-lankan-migration-gulf-female-breadwinners-domestic-workers</a></p> <p>95% Of Domestic Workers Are Women. In California, They're Demanding Better Pay  <a href="https://www.huffingtonpost.com/entry/domestic-workers-overtime-law-ca_us_56ddd53fe4b0ffe6f8ea2bce">https://www.huffingtonpost.com/entry/domestic-workers-overtime-law-ca_us_56ddd53fe4b0ffe6f8ea2bce</a></p> <p>Watch:  On Canada's Living Care Program  <a href="https://www.youtube.com/watch?v=kqqV3ZGT9A">https://www.youtube.com/watch?v=kqqV3ZGT9A</a></p>

Thurs 14Feb	Land	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.
<b>Wk 7</b>	<b>Globalization and consumption</b>	
Tues 19Feb	Watch in class Shop 'Til You Drop <a href="https://osu.kanopystreaming.com/video/shop-til-you-drop-crisis-consumerism">https://osu.kanopystreaming.com/video/shop-til-you-drop-crisis-consumerism</a>	Big cities are the future of global consumption <a href="https://www.citylab.com/life/2016/04/big-cities-are-the-future-of-global-consumption/478128/">https://www.citylab.com/life/2016/04/big-cities-are-the-future-of-global-consumption/478128/</a>  For every person in Hong Kong, there are 48 pounds of electronic waste per year <a href="https://qz.com/895504/asia-has-a-growing-e-waste-problem-and-hong-kong-is-its-hidden-villain/">https://qz.com/895504/asia-has-a-growing-e-waste-problem-and-hong-kong-is-its-hidden-villain/</a>
Thurs 21Feb	Commodity production	Inside the Southern California factory that makes the Donald Trump hats <a href="http://www.latimes.com/politics/la-pol-ca-trump-hats-cali-fame-carson-20151124-story.html">http://www.latimes.com/politics/la-pol-ca-trump-hats-cali-fame-carson-20151124-story.html</a>  Santa's real workshop <a href="https://www.theguardian.com/artanddesign/architecture-design-blog/2014/dec/19/santas-real-workshop-the-town-in-china-that-makes-the-worlds-christmas-decorations">https://www.theguardian.com/artanddesign/architecture-design-blog/2014/dec/19/santas-real-workshop-the-town-in-china-that-makes-the-worlds-christmas-decorations</a>  <b>Memo 3: Submit a 400-word memo on global consumption and inequality. (In Carmen by 1pm)</b>
<b>Wk 8</b>	<b>Globalizing-modernizing cities</b>	
Tues 26Feb	Cities and citizens	Paletta, A. 2016. "Story of cities #32: Jane Jacobs v Robert Moses, battle of New York's urban titans". The Guardian 28 April <a href="https://www.theguardian.com/cities/2016/apr/28/story-cities-32-new-york-jane-jacobs-robert-moses">https://www.theguardian.com/cities/2016/apr/28/story-cities-32-new-york-jane-jacobs-robert-moses</a>  The Megacity: Decoding the chaos of Lagos. <a href="https://www.newyorker.com/magazine/2006/11/13/the-megacity">https://www.newyorker.com/magazine/2006/11/13/the-megacity</a>
Thurs 28Feb	Neighborhoods (Columbus)	Officials question Columbus' No. 2 position as most economically segregated <a href="http://www.dispatch.com/content/stories/local/2015/03/09/officials-question-columbus-no--2-spot.html">http://www.dispatch.com/content/stories/local/2015/03/09/officials-question-columbus-no--2-spot.html</a>  Neighborhood inequality particularly profound in Columbus area

		<a href="http://www.dispatch.com/content/stories/local/2015/07/12/neighborhood-inequality-particularly-profound-here.html">http://www.dispatch.com/content/stories/local/2015/07/12/neighborhood-inequality-particularly-profound-here.html</a>
<b>Wk 9</b>	<b>Environmental Racism: Local and global</b>	
Tues 5Mar	What is environmental racism?	<p>Reading: Environmental Racism in America: <a href="http://www.goldmanprize.org/blog/environmental-racism-in-america-an-overview-of-the-environmental-justice-movement-and-the-role-of-race-in-environmental-policies/">http://www.goldmanprize.org/blog/environmental-racism-in-america-an-overview-of-the-environmental-justice-movement-and-the-role-of-race-in-environmental-policies/</a></p> <p>Environmentalisms racist history <a href="https://www.newyorker.com/news/news-desk/environmentalisms-racist-history">https://www.newyorker.com/news/news-desk/environmentalisms-racist-history</a></p> <p>Standing Rock, Flint and the color of water <a href="http://www.aaihs.org/standing-rock-flint-and-the-color-of-water/">http://www.aaihs.org/standing-rock-flint-and-the-color-of-water/</a></p>
Thurs 7Mar	Exporting harm	<p>Reading: Toxic e-waste dumped in poor nations, says United Nations <a href="https://www.theguardian.com/global-development/2013/dec/14/toxic-ewaste-illegal-dumping-developing-countries">https://www.theguardian.com/global-development/2013/dec/14/toxic-ewaste-illegal-dumping-developing-countries</a></p> <p>How Pollution can hurt the health of the economy <a href="https://www.nytimes.com/2018/11/27/upshot/how-pollution-can-hurt-the-health-of-the-economy.html">https://www.nytimes.com/2018/11/27/upshot/how-pollution-can-hurt-the-health-of-the-economy.html</a></p> <p><b>Memo 4: Submit a 400-word memo on Environmental Racism using a case study. (In Carmen by 1pm)</b></p>
<b>Wk 10</b>	<b>SPRING BREAK</b>	
12Mar	NO CLASS	
14Mar	NO CLASS	
<b>Wk 11</b>	<b>Global environmental justice</b>	
Tues 19Mar	Is there a Global environmental justice movement? (Joan Martinez-Alier)	<p>Environmentalism once was a social justice movement <a href="https://www.theatlantic.com/science/archive/2016/12/how-the-environmental-movement-can-recover-its-soul/509831/">https://www.theatlantic.com/science/archive/2016/12/how-the-environmental-movement-can-recover-its-soul/509831/</a></p> <p><b>Description of your research topic. (In Carmen by 9 am)</b></p>
Thurs 21Mar	Working class environmentalism	<p>Towards working class environmentalism <a href="https://newrepublic.com/article/139132/towards-working-class-environmentalism">https://newrepublic.com/article/139132/towards-working-class-environmentalism</a></p>



	Case study: KodaiKanal Mercury Contamination	Of contamination and cover-ups <a href="http://www.thehindu.com/opinion/op-ed/nityanand-jayaraman-comment-of-contamination-and-coverups/article7579454.ece">http://www.thehindu.com/opinion/op-ed/nityanand-jayaraman-comment-of-contamination-and-coverups/article7579454.ece</a>
<b>Wk 12</b>	<b>Global resistances</b>	
Tues 26Mar	Seattle to Arab Spring to Occupy Wall Street	How the Arab Spring and occupy Wall Street started with one Tunisian man <a href="http://www.motherjones.com/politics/2011/10/ab-spring-occupy-wall-street-protests/">http://www.motherjones.com/politics/2011/10/ab-spring-occupy-wall-street-protests/</a>
Thurs 28Mar	In Class Discussion: How does/should resistance look like?	The Environment as freedom: A decolonial reimagining <a href="http://items.ssrc.org/the-environment-as-freedom-a-decolonial-reimagining/">http://items.ssrc.org/the-environment-as-freedom-a-decolonial-reimagining/</a>  <b>Reference list with summary (In Carmen by 9am)</b>
<b>Wk 13</b>	<b>AAG Week (Professor not in town)</b>	
Tues 2Apr	Watch: Death by Design	
Thurs 4Apr	Work on group presentation	
<b>Wk 14</b>	<b>Class presentations</b>	
Tues 9Apr	Group presentations	
Thurs 11Apr	Group presentations	
<b>Wk 15</b>		
Tues 16Apr	Group presentations	
Thurs 18Apr	Summing & Synthesizing	
<b>Wk 16</b>	<b>Final Week</b>	
Wed 24Apr	<b>Research Paper due in Carmen by 4 pm (afternoon)</b>	