

Instructor: Dr. Madhumita Dutta
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Class: MW, 12.45-2.05pm
Classroom: 046 Hagerty Hall
Office hours: Tue 11:00am-12.00 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 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 be asked to work in groups of 2-4 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 min presentation 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 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

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

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)

Wk 1	What is Globalization?	
Mon 6Jan	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.
Wed 8Jan	Globalization: A long history	Mintz, S. 1985. Sweetness and Power: The Place of Sugar in Modern History. Chp. Introduction. Enough of aid – let's talk reparations

		https://www.theguardian.com/global-development-professionals-network/2015/nov/27/enough-of-aid-lets-talk-reparations How Europeans brought sickness to the New World https://www.sciencemag.org/news/2015/06/how-europeans-brought-sickness-new-world
Wk 2	What got globalized?	
Mon 13Jan	A powerful discourse: Colonialism, modernity and Development	Mitchell, 2002. The Object of Development (In Rule of Experts)
Wed 15Jan	The Corporation that changed the world: East India Company Watch in-class: The birth of an Empire: East India Company	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
Wk 3	Global shifts in the economy	
Mon 20Jan	MLK DAY NO CLASS	
Wed 22Jan	Changes in the Global Economy	Watch: Thomas Friedman: The world is flat https://www.youtube.com/watch?v=53vLQnuV9FY Myths of Globalization: Noam Chomsky and Ha-Joon Chang in Conversation https://truthout.org/articles/myths-of-globalization-noam-chomsky-and-ha-joon-chang-in-conversation/ Memo 1: Submit a 400-word memo reflecting on Chomsky and Chang's conversation and Friedman's viewpoints (in the video) and come prepared to discuss in the class. (In Carmen by 12pm)
Wk 4	Global shifts in the economy	
Mon 27Jan	Global institutions: Old and emerging From the World Bank to the BRICS	To Improve human welfare, poison the poor https://www.globalpolicy.org/component/content/article/211-development/45108.html China, India launch new Asia infrastructure bank http://thebricspost.com/china-india-launch-new-asia-infrastructure-bank/#.WiLX07aZP-Y
Wed 29 Jan	Globalization and the Environment Environmental Discourses In the age of Anthropocene:	Adger et al. 2001. Advancing a Political Ecology of Global Environmental Discourses. <i>Development and Change</i> 32: 681-715. Anthropocene Fever

	Politics of/for the Anthropocene	https://aeon.co/essays/should-we-be-suspicious-of-the-anthropocene-idea The African Anthropocene https://aeon.co/essays/if-we-talk-about-hurting-our-planet-who-exactly-is-the-we Memo 2: Submit a 400-word memo reflecting on Purdy's arguments about the Anthropocene and your own thoughts about it. (In Carmen by 12pm)
Wk 5	Globalization and the Environment	
Mon 3Feb	In the age of Anthropocene Watch: Anthropocene: The Human Epoch: How humans have impacted the planet	The Real cost of coal https://www.nature.com/articles/d41586-017-07510-3 Listen to Radio podcast: Nature is not natural: Discussion with Jedidiah Purdy http://citedpodcast.com/34-nature-not-natural/
Wed 5Feb	Globalization & it's (dis)content Global Inequality	The Trouble with globalization https://www.milkenreview.org/articles/the-trouble-with-globalization 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.) 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&nliid=83762506ion%3DlongRead&section=longRead&te=1
Wk 6	Globalization & it's (dis)content	
Mon 10Feb	Global Inequality	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 Global inequality may be much worse than we think

		<p>https://www.theguardian.com/global-development-professionals-network/2016/apr/08/global-inequality-may-be-much-worse-than-we-think</p> <p>What happened when Walmart left https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left</p> <p>World's 8 Richest Have as Much Wealth as Bottom Half, Oxfam Says https://www.nytimes.com/2017/01/16/world/eight-richest-wealth-oxfam.html</p> <p>Mid-term essay: In Carmen by 5 pm.</p>
Wed 12Feb	<p>Land, labor and global economy</p> <p>Global trade and Labor</p>	<p><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</p> <p>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</p> <p>Watch: On Canada's Living Care Program https://www.youtube.com/watch?v=kqQV3ZGT9A</p>
Wk 7	Land, labor and global economy	
Mon 17Feb	Land	<p>Levien, 2012. The Land question: special economic zones and the political economy of dispossession in India. <i>The Journal of Peasant Studies</i>, 39 (3-4), 933-969.</p>
Wed 19Feb	<p>Globalization and consumption</p> <p>Commodity production</p>	<p>Rothenberg-Aalami. 2004. Coming full circle? Forging missing links along Nike's integrated networks. <i>Global Networks</i> 4 (4): 335-354.</p> <p>Are your tinned tomatoes picked by slave labor? https://www.theguardian.com/world/2019/jun/20/tomatoes-italy-mafia-migrant-labour-modern-slavery</p>

		<p>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 Memo 3: Submit a 400-word memo on global consumption and inequality. (In Carmen by 1pm)</p>
Wk 8	Globalization and consumption	
Mon 24Feb	<p>Watch in class Shop 'Til You Drop https://osu.kanopystreaming.com/video/shop-til-you-drop-crisis-consumerism</p>	<p>Big cities are the future of global consumption https://www.citylab.com/life/2016/04/big-cities-are-the-future-of-global-consumption/478128/ For every person in Hong Kong, there are 48 pounds of electronic waste per year https://qz.com/895504/asia-has-a-growing-e-waste-problem-and-hong-kong-is-its-hidden-villain/</p>
Wed 26Feb	<p>Globalizing-modernizing cities Cities and citizens</p>	<p>Paletta, A. 2016. "Story of cities #32: Jane Jacobs v Robert Moses, battle of New York's urban titans". The Guardian 28 April https://www.theguardian.com/cities/2016/apr/28/story-cities-32-new-york-jane-jacobs-robert-moses The Megacity: Decoding the chaos of Lagos. https://www.newyorker.com/magazine/2006/11/13/the-megacity</p>
Wk 9	Globalizing-modernizing cities	
Mon 2Mar	<p>Neighborhoods (Columbus)</p>	<p>Officials question Columbus' No. 2 position as most economically segregated http://www.dispatch.com/content/stories/local/2015/03/09/officials-question-columbus-no--2-spot.html Neighborhood inequality particularly profound in Columbus area http://www.dispatch.com/content/stories/local/2015/07/12/neighborhood-inequality-particularly-profound-here.html</p>
Wed 4Mar	<p>Environmental Racism: Local and global What is environmental racism?</p>	<p>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 Pulido. (2017). Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-</p>

		sanctioned violence. <i>Progress in Human Geography</i> 41(4):524-533. Reading: Memo 4: Submit a 400-word memo on Environmental Racism using a case study. (In Carmen by 1pm)
Wk 10	SPRING BREAK	
9Mar	NO CLASS	
13Mar	NO CLASS	
Wk 11	Environmental Racism: Local and global	
Mon 16Mar	Exporting harm	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 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 Description of your research topic. (In Carmen by 9 am)
Wed 18Mar	Global environmental justice Is there a Global environmental justice movement? (Joan Martinez-Alier)	Environmentalism once was a social justice movement https://www.theatlantic.com/science/archive/2016/12/how-the-environmental-movement-can-recover-its-soul/509831/
Wk 12	Global environmental justice	
Mon 23Mar	Working class environmentalism Case study: KodaiKanal Mercury Contamination	Towards working class environmentalism https://newrepublic.com/article/139132/towards-working-class-environmentalism Of contamination and cover-ups http://www.thehindu.com/opinion/op-ed/nityanand-jayaraman-comment-of-contamination-and-coverups/article7579454.ece
Wed 25Mar	Global resistances Seattle to Arab Spring to Occupy Wall Street In Class Discussion: How does/should resistance look like?	How the Arab Spring and occupy Wall Street started with one Tunisian man http://www.motherjones.com/politics/2011/10/arab-spring-occupy-wall-street-protests/ The Environment as freedom: A decolonial reimagining

		http://items.ssrc.org/the-environment-as-freedom-a-decolonial-reimagining/
		Reference list with summary (In Carmen by 9am)
Wk 13		
Mon 30Mar	Watch in class: Saving Capitalism by Robert Reich	
Wed 1Apr	Work on group presentation	
Wk 14	AAG Week (Prof not in town)	
Mon 6Apr	Watch: Death by Design	
Wed 8Apr	Work on group presentation	
Wk 15		
Mon 13Apr	Group presentations	
Wed 15Apr	Group presentations	
Wk 16	Final Week	
Mon 20Apr	Last day of class	
27 Apr	Research Paper due in Carmen by 4 pm (afternoon)	