

Instructor: Dr. Madhumita Dutta
Email: dutta.71@osu.edu
Phone: 614-292-0584
Office location: 1049 A Derby Hall

Class: MW, 11.10am-12.30pm
Classroom: 1080 Derby Hall
Office hours: 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 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 (500 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 (1200 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.

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 distributed in the class. There are three separate 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; 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.

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?	
M 8Jan	Introducing the syllabus In-class course assessment	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.
W 10Jan	Globalization: A long history	Reading: Enough of aid – let's talk reparations https://www.theguardian.com/global-development-professionals-network/2015/nov/27/enough-of-aid-lets-talk-reparations
Wk 2	What got globalized?	
M 15Jan	<i>No Class</i> Martin Luther King Day	
W 17Jan	A powerful discourse: Colonialism, modernity and Development The Corporation that changed the world: East India Company	Reading: 1. How Sugar Changed the world https://www.livescience.com/4949-sugar-changed-world.html 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
Wk 3	Global shifts	

M 22Jan	Changes in Global Economy	<p>Watch: Noam Chomsky: Neoliberalism Is Destroying Our Democracy https://www.youtube.com/watch?v=tBzSLu3MZ6I</p> <p>Watch: Thomas Friedman: The world is flat https://www.youtube.com/watch?v=53vLQnuV9FY</p> <p>Memo 1: Submit a 500-word memo reflecting on Chomsky's and Friedman's viewpoints and come prepared to discuss in the class. (In Carmen by 9am)</p>
W 24Jan	Global institutions: Old and emerging From the World Bank to BRICS	<p>Reading: To Improve human welfare, poison the poor https://www.globalpolicy.org/component/content/article/211-development/45108.html</p> <p>China, India launch new Asia infrastructure bank http://thebricspost.com/china-india-launch-new-asia-infrastructure-bank/#.WiLX07aZP-Y</p>
Wk 4	Globalization and Environment	
M 29Jan	In the age of Anthropocene	<p>Reading: Anthropocene Fever https://aeon.co/essays/should-we-be-suspicious-of-the-anthropocene-idea</p> <p>Listen to Radio podcast: Nature is not natural: Discussion with Jedidiah Purdy http://citedpodcast.com/34-nature-not-natural/</p>
W 31Jan	Politics of/for the Anthropocene	<p>Reading: Why climate change is creating a new generation of child brides https://www.theguardian.com/society/2017/nov/26/climate-change-creating-generation-of-child-brides-in-africa?CMP=Share_iOSApp_Other</p> <p>Memo 2: Submit a 500-word memo reflecting on Purdy's arguments about the Anthropocene and your own thoughts about it. (In Carmen by 9 am)</p>
Wk 5	Globalization & it's (dis)content	
M 5Feb	Global Inequality	<p>Reading: Globalisation: time to look at historic mistakes to plot the future https://www.theguardian.com/business/2017/dec/05/globalisation-time-to-look-at-past-plot-the-future-joseph-stiglitz</p>

		<p>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</p>
W 7Feb	<i>Saving Capitalism</i> by Robert Reich	<p>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</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>
Wk 6	Land, labor and global economy	
M 12Feb	Land grab	<p>Reading: 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>
W 14Feb	Labor	<p>What happened when Walmart left https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left</p>
Wk 7	Globalization and consumption	
M 19Feb	Global consumptions and consumerism	<p>Reading: Big cities are the future of global consumption https://www.citylab.com/life/2016/04/big-cities-are-the-future-of-global-consumption/478128/</p> <p>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>
W 21Feb	Commodity production	<p>Reading: Inside the Southern California factory that makes the Donald Trump hats http://www.latimes.com/politics/la-pol-ca-trump-hats-cali-fame-carson-20151124-story.html</p> <p>Santa's real workshop</p>

		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 500-word memo on global consumption and inequality. (In Carmen by 9 am)
Wk 8	Globalizing-modernizing cities	
M 26Feb	Cities and citizens	Reading: David Harvey, 2008. The Right to the City, New Left Review. https://newleftreview.org/II/53/david-harvey-the-right-to-the-city The Megacity: Decoding the chaos of Lagos. https://www.newyorker.com/magazine/2006/11/13/the-megacity
W 28Feb	Columbus neighborhoods Guest Speaker	Reading: 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
Wk 9	Environmental Racism: Local and global	
M 5Mar	What is environmental racism?	Reading: Environmental Racism in America: http://www.goldmanprize.org/blog/environmental-racism-in-america-an-overview-of-the-environmental-justice-movement-and-the-role-of-race-in-environmental-policies/ Environmentalisms racist history https://www.newyorker.com/news/news-desk/environmentalisms-racist-history Standing Rock, Flint and the color of water http://www.aaihs.org/standing-rock-flint-and-the-color-of-water/
W 7Mar	Exporting harm	Reading:

		<p>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</p> <p>Memo 4: Submit a 500-word memo on Environmental Racism using a case study. (In Carmen by 9 am)</p>
Wk 10	SPRING BREAK	
M 12Mar	NO CLASS	
W 14Mar	NO CLASS	
Wk 11	Class presentations	
M 19Mar	Group presentations	Description of your research topic. (In Carmen by 9 am)
W 21Mar	Group presentations	
Wk 12	Global environmental justice movement	
M 26Mar	Is there a Global environmental justice movement? (Joan Martinez-Alier)	<p>Reading: 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>
W 28Mar	<p>Working class environmentalism</p> <p>Case study: KodaiKanal Mercury Contamination</p>	<p>Reading: Towards working class environmentalism https://newrepublic.com/article/139132/towards-working-class-environmentalism</p> <p>Of contamination and cover-ups http://www.thehindu.com/opinion/op-ed/nityanand-jayaraman-comment-of-contamination-and-coverups/article7579454.ece</p>
Wk 13	Global resistances	
M 2Apr	Seattle to Arab Spring to Occupy Wall Street	<p>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/</p>
W 4Apr	<p>In Class Discussion: How does/should resistance look like?</p> <p>Guest speaker(s)</p>	<p>The Environment as freedom: A decolonial reimagining http://items.ssrc.org/the-environment-as-freedom-a-decolonial-reimagining/</p> <p>Reference list with summary (In Carmen by 9am)</p>

Wk 14	AAG Week (Professor not in town)	
M 9Apr	Film Screening: Complicit/Death by Design	
W 11Apr	In-Class activity	
Wk 15	Summing & Synthesizing	
M 16Apr	Going over main concepts/ideas	
W 18Apr	Discussing research papers	
Wk 16	Final Week	
M 23Apr	Final assessment of course/feedback/discussion	
W 25Apr	No Class: Work on your Research paper	You can come and see me regarding your research papers if you wish to.
M 27Apr	Research Paper due to Carmen by 1.45 pm (afternoon)	