



The University of Texas at El Paso
College of Liberal Arts
Department of Sociology and Anthropology

ANTH 4370-004/SOCI 3341-007
CRN 19012 & 19013

“DARK SIDE OF GLOBALIZATION”
FALL 2018 SYLLABUS

Meeting Times and Location: TR 10:30-11:50am; Psychology Bld. 308

Instructor: Professor Bilge O’Hearn (bohearn@utep.edu)

Office: Old Main, R#312

Office hours: W 10-11:45am

COURSE DESCRIPTION

Globalization is commonly used to characterize processes in which the lives of people, states and systems around the world are increasingly interconnected in economic, political, social, cultural and environmental terms. While much literature and many courses on globalization focus on these processes and how they affect class structures, states, and financial institutions at the macro-level, this course examines how globalization affects communities and people at the micro-level, and how they respond to its threats and opportunities. Globalization postulates the dismantling of international borders and trade barriers. By definition, this dismantling of borders for the free flow of money, goods, capital, service (and to a lesser extent, flow of people) incorporates multiple regions of the world, with preference given to rich core countries from North America, Europe and East Asia, while economically-poor countries in both these regions and from Latin America, the rest of Asia and Africa are constantly disenfranchised from world economy and politics. In the absence of economic relevance, peoples and states from Latin America, the rest of Asia and Africa develop new cultural competencies to survive.

The course is structured into several sections in which we examine the worldwide circulations of money, goods, services, people and technology. Such global circulations connect and interlock diverse populations all over the world. We will look at the flow of money from North America, Europe, and East Asia into Latin America, the rest of Asia and Africa as economic aid, industrial capital, off-shore wealth and other forms, at goods and services that flow in the reverse order, and at flows of people from all these region who are differentially affected by globalization and who develop different cultural strategies to survive under globalization. We will discuss peasant farmers; investment bankers and other financial experts; fair-traders; people who are victims of forced human trafficking; scientists who work at multinational pharmaceutical companies or DNA firms; communities under environmental threat; and anti-globalization activists, whose lives intersect in unprecedented ways due to sweeping effects of global capitalism and technological advancement. Central questions concern those of power, identity, inequality, ethics and accountability.

LEARNING OUTCOMES

On the successful completion of the course you, the student will be able to:



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- Articulate the history, culture, politics, and political economy of globalization as it relates to global socio-economic inequality;
- Describe the interplay of power and inequality in different regions/parts of the world
- Employ a variety of theoretical approaches in the social scientific study of globalization and social change
- Read contemporary texts critically, write critical essays, participate in teamwork and public speaking, and provide peer-review.

REQUIRED COURSE MATERIALS

Course materials are presented through readings, lecture, class discussion and visuals. We will read sections from the following books according to the reading schedule:

- Steger, Manfred. 2017. *Globalization: a very short introduction*. Oxford: Oxford University Press. 4th Edition.
- Rivoli, Pietra. 2014. *The Travels of a t-shirt in the global economy: an economist examines the markets, power, and politics of world trade*. Hoboken, NJ: John Wiley & Sons. 2nd Kindle Edition.

[If you choose to acquire these books, make sure to read the latest edition of Steger's *Globalization*. Any other edition of Rivoli's *Travels...* would work.]

Other required readings will include articles and book chapters that are NOT found in any of the required texts; instead, these readings will be made available electronically in the Library Reserves. These electronic reserves are available to all students registered for this course as full text PDF files that may be downloaded and printed from our course library reserve.

In addition to readings, students are required to watch the following **documentary films** throughout the semester according to the assignment schedule:

- Ferguson, Charles. 2011. *Inside job*. Sony Pictures Classics. [Available through YouTube: <https://www.youtube.com/watch?v=-h4V3kVh0do>]
- Black, Stephanie. 2001. *Life and debt*. [Available through YouTube: <https://www.youtube.com/watch?v=gGBOjIhYCIY>]
- Sauper, Hubert. 2004. *Darwin's nightmare*. Westdeutscher Rundfunk. [Available through YouTube: https://www.youtube.com/watch?v=e_wYcxlXjOQ&list=PLdieHxV0aTRBS5Gmx0z-GujpQrWiMZ8fi]
- Peled, Micha. 2005. *China blue*. Teddy Bear Films. [Available through UTEP Library: <http://0-docuseek2.com.lib.utep.edu/bf-china>]
- Azem, Imre. 2011. *Ecumenopolis: city without limits*. Kibrit Films. [Available through YouTube: <https://www.youtube.com/watch?v=maEcPKBXV0M> ; make sure to turn on CC!!]
- Bozzo, Sam. 2008. *Blue gold: world water wars*. Purple Turtle Films. [Available through UTEP Library: <https://utep.kanopy.com/video/blue-gold-world-water-wars-0>]



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- Hanes, JT et al. 2013. Gold Fever. [Available through UTEP Library: https://0-search-alexanderstreet-com.lib.utep.edu/view/work/bibliographic_entity%7Cvideo_work%7C2403351]
- The years project. 2014. Years of living dangerously. Episode 1. Showtime. [Available through YouTube; <https://www.youtube.com/watch?v=brvhCnYvxQQ>]
- Aljazeera English. People and Power: The Nigerian Connection I & II. [Available through YouTube: <https://www.youtube.com/watch?v=tMef3Xt0IHk> & <https://www.youtube.com/watch?v=xw-aaFPL0dw>]
- Robin, Marie-Monique. 2008. The world according to Monsanto. [Available through YouTube: <https://www.youtube.com/watch?v=6nNFmzAOtJI>]
- Sekula, Allan and Noel Burch. 2012. Forgotten space. Doc.Eye Film. [Available through UTEP Library: <http://0-docuseek2.com.lib.utep.edu/view/check/14703496281000000245100000277/1/0/0>]
- Eichert, Benjamin. 1999. Zapatista. [Available through UTEP Library: <https://utep.kanopy.com/video/zapatista>]

COURSE REQUIREMENTS AND ASSESSMENT OF UNDERGRADUATE/ GRADUATE STUDENT PERFORMANCE

You will be assessed based on the following four (4) forms of assessment, which are weighted differently:

Discussion facilitation: Each of you will be assigned one (1) class meeting, during which you are expected to lead class discussion as a team. The scheduling requires your volunteering for a weekly topic to facilitate class discussion during the 30min allotted time for discussion. You will do a brief introduction to the assigned reading(s) and the audiovisual material, update your peers on new information pertaining to the topic, if necessary, and foster and lead the class discussion on that date. For this assignment, you need to coordinate with other team member(s). [7,5 points]

Critical reflection paper (CFP): Building on your discussion leadership, you are to submit one (1) critical reflection paper of 1000 words that discusses all readings and the documentary you are assigned to facilitate in class. Even if you and other people assigned to present on a given week make a division of labor amongst yourselves regarding the presentation load, your CFP needs to cover all readings and the visual material assigned for that week. All written work must be handed in as **HARDCOPY ON THE DAY** you are scheduled to facilitate class discussion. Please ensure timely submissions of your critical reflection papers. Late submissions will result in point penalty and will not be accepted after the following Monday papers are due! [7,5 points]

In-class mid-term exams: We will hold two in-class mid-term exams during the semester. These exams will assess your performance in understanding course topics and terminology, as well as your progress in analytical thinking. Exams will cover course materials (readings and



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documentaries), lectures and class discussions. Exams will consist of multiple choice and one or two short essay questions. [30 points each]

Take-home exam: You will write one (1) take-home exam paper in this class in response to a question I will communicate to you in advance. Your take-home exam is due by December 6, 2018. [25 points]

GRADING SCALE

The following grading scale will be used for all graded work in this course:

A = 100-95% B = 94-85% C = 84-75% D = 74-65% F = 64% and below

POLICIES, INTEGRITY AND EXPECTATIONS

This course involves participation in discussions and activities. We each have different experiences that influence our perspectives of the world. The classroom should be a lively, interactive and comfortable place where information is shared ideas tested and issues debated. You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). Unprofessional or disrespectful conduct will result in a lower grade on an assignment since part of the learning process in this course is respectful engagement of ideas with others.

You should expect the professor of the course to be prepared for each class, to treat each student with respect and compassion. Students will in turn come to each class prepared, complete assignments on time and will adhere to the university's academic standards including those governing academic dishonesty including cheating, plagiarism, or fraud. The following link will provide further guidance on the University's student rules and policies:

Americans with Disabilities Act (ADA) The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services.

Academic integrity Misconduct in research or scholarship includes cheating, fabrication, falsification, multiple submission, or plagiarism in proposing, performing, reviewing, or reporting research, as well as complicity in any or all of the above. Most serious breach of the said code is *plagiarism* [*pley-juh-riz-uhm, -jee-uh-riz-*], which is defined as "the appropriation of another



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Person's ideas, processes, results, or words without giving appropriate credit." Plagiarism includes:

- Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator).
- Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless the instructor explicitly prohibits such assistance. If the student uses such services, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business are strictly prohibited. Sale of such materials is a violation of both these rules and State law.
- Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.
- Other similar acts.

Plagiarism and other acts of academic dishonesty are subject to punitive action. For more information please consult the handbook of Operating Procedures at <https://www.utep.edu/vpba/hoop/section-2/student-conduct-and-discipline.html> . IF YOU ARE UNSURE ABOUT ANY PART OF THE HANDBOOK, PLEASE COME SEE ME.

Professionalism, attendance and make up Attendance; timely completion of reading and written assignments; thoughtful contribution to class discussions, including participation in several in-class exercises are required.

The University views class attendance as the responsibility of the student; attendance is essential to complete the course successfully. Attendance in this class is generally mandatory, unless your absence is excused. University rules related to excused and unexcused absences can be found at <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>. You are responsible for providing prior notification and accurate documentation for excused absences. If you feel not coming to class for any other reason not defined by the university as an excused absence, you may do so up to two class meetings. After your second unexcused absence, however, I will begin deducting three (3) points from your final grade for each extra-unexcused absence.

Use of Technology Technology is part of our lives and learning experience. You are thus permitted to use your laptop, phone, tablet etc. in class. However, please pay utmost attention in order not to distract and disrupt our collective learning environment, which would surely affect your learning experience, as well as that of others. If there is any complaint from your classmates or from myself regarding your abuse of technology, you will be asked to stop this behavior immediately.



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READING SCHEDULE

Unless otherwise noted, you are required to come to class having done the assigned reading(s) on the day they are scheduled.

WEEK 1 – Globalization: a peculiar way of “connecting the world”?

Aug 28 Introduction to *Dark Side of Globalization*

Aug 30 Definitional matters: what’s in the name? → Steger, Manfred B. 2017. *Globalization: a very short introduction*. Oxford: Oxford University Press, **Chs 1 & 2**

WEEK 2 – Theoretical perspectives on globalization Money: Globalization, Financial Capitalism and Crises From Within

Sept 4 Economic Globalization → Steger, Manfred B. 2017. *Globalization: a very short introduction*. Oxford: Oxford University Press, **Ch 3**

Recommended: Harvey, David. Freedom is just another word.... In *A short history of neoliberalism*, 5-38. Oxford: Oxford University Press.

[**Required Viewing:** Ferguson, Charles. 2011. *Inside Job*. Sony Pictures Classics.]

Sept 6 Ho, Karen. 2009. Disciplining investment bankers, disciplining the economy: Wall Street’s institutional culture of crisis and the downsizing of “Corporate America”. *American Anthropologist* 111(2): 177-189.

WEEK 3 – Money: The Debt/Aid Economy

Sept 11 Political Globalization → Steger, Manfred B. 2017. *Globalization: a very short introduction*. Oxford: Oxford University Press, **Ch 4**

The haves and have-nots → Moyo, Dambisa. 2009. The myth of aid & The brief history of aid. In *Dead aid*, 3-28. New York: Farrar, Strauss, Giroux.

[**Required Viewing:** Black, Stephanie. 2001. *Life and Debt*.]

Sept 13 Where did all the money go? → Urry, John. 2014. Taxing offshored. In *Offshoring*, 44-73. Malden, MA: Polity Press.



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WEEK 4 – Goods/"Food": Transnational Trade & Circular Inequality
Between the Global North and the Global South - I

Sept 18 Food (In)Security → Bello, Walden. 2009. Creating a rice crisis in the Philippines. In *The food wars?*, 54-68. London and New York: Verso.

[*Required Viewing*: Sauper, Hubert. 2004. *Darwin's Nightmare*. Westdeutscher Rundfunk.]

Sept 20 Green power? → Benson, Peter and E. F. Fischer. 2007. Broccoli and desire. *Antipode* 39(5): 800-820.

WEEK 5 – Goods/"Clothing": Transnational Trade & Circular Inequality
Between the Global North and the Global South - II

Sept 25 & 27 From Seed to Cotton, From Texan cotton fields to Chinese Hands → Rivoli, Pietra. 2009. *Travels of a t-shirt in the global economy: an economist examines the markets, power, and politics of world trade*, 3-73. Hoboken, NJ: John Wiley and Sons.

[*Required Viewing*: Peled, Micha. 2005. **China Blue**. Teddy Bear Films.]

WEEK 6 – Goods – "Clothing": Transnational Trade & Circular Inequality
Between The Global North And The Global South II (*cont.*)

Oct 2 MID-TERM I

Oct 4 The new slavery → Bales, Kevin. 2012. The new slavery. In *Disposable people: new slavery in the global economy*. Berkeley, CA: University of California Press

WEEK 7 – Goods – "Land"/Shelter: Transnational Trade & Circular Inequality
Between the Global North and the Global South - III

Oct 9 Global land grabs → Sassen, Saskia. 2014. The new global market for land. In *Expulsions*, 80-116. Cambridge, MA: Belknap Press.

[*Required Viewing*: Azem, Imre. 2011. *Ecumenopolis: city without limits*. Kibrit Films.]

Oct 11 Surplus populations → Li, Tania. 2009. To make live or let die? Rural dispossession and the protection of surplus populations. *Antipode* 14(6): 1208-1235.



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WEEK 8 – Nature: “Water” – Transnational Trade & Circular Inequality Between the Global North and the Global South - IV

Oct 16 Scarce resources? → Mehta, Lyla. 2003. Contexts and constructions of water scarcity. *Economic and Political Weekly* 38(48): **5066-5072**.

Shiva, Vandana. 2002. *Water wars: privatization, pollution, and profit*. Berkeley: North Atlantic Books. **Chs 1& 4**

[*Required viewing*: Bozzo, Sam. 2008. *Blue Gold: World Water Wars*. Purple Turtle Films.]

Oct 18 Global water grab? → Hands off the land alliance. 2014. The global water grab: a primer (http://www.tni.org/sites/www.tni.org/files/download/the_global_water_grab.pdf).

WEEK 9 – (UN)NATURE: Climate Change

Oct 23 Hot, hot, hot! → Klinenberg, Eric. 1999. Denaturalizing disaster: a social autopsy of the 1995 Chicago heat wave. *Theory and Society* 28: **239-295**.

[*Required Viewing*: *Years of living dangerously*. Episode 1. Showtime.]

Oct 25 We are all environmental refugees → Oliver-Smith, Anthony. 2009. Climate change and population displacement: disasters and diasporas in the twenty-first century. In *Anthropology and climate change: from encounters to actions*, **116-136**. Edited by Susan A. Crate and Mark Nuttall. Walnut Creek: Left Coast Press.

WEEK 10 – Extractive Industries/Waste

Oct 30 Garbage Dreams → Kirby, Peter Wynn and Anna Lora-Wainwright. 2015. Exporting harm, scavenging value: transnational circuits of e-waste between Japan, China and beyond. *Area* 47(1): **40-47**.

Waste Crime - Waste Risks: Gaps in Meeting the Global Waste Challenge (available at <http://www.grida.no/publications/default/6336.aspx>)

Industrial waste // Airplanes: <http://www.vanityfair.com/news/2015/11/airplane-maintenance-disturbing-truth>, or <http://www.npr.org/templates/story/story.php?storyId=113945453>

Ships: <http://www.theatlantic.com/photo/2014/11/the-ship-breakers/100859/>

<https://news.vice.com/article/visiting-the-deadly-ship-breaking-yards-of-bangladesh>



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[Required Viewing: *Gold Fever*]

Nov 1 MID_TERM II

WEEK 11 – Global Logistics

Nov 6 Levinson, Marc. 2006. *The box: how the shipping container made the world smaller and the world economy bigger*. Princeton: Princeton University Press. Chs 1 & 2 (pp. 1-53).

Piracy → Dua, Jatin and Ken Menkhaus. 2012. The context of contemporary piracy: the case of Somalia. *Journal of International Criminal Justice* 10(4): 749-766.

Recommended: <http://warontherocks.com/2014/09/maritime-mercenaries-or-innovative-defense-private-security-the-evolving-piracy-threat/>

[Required viewing: *The forgotten space*]

Nov 8 Reorganizing People's Flow → Ali, S. Harris and Roger Keil. 2010. Securitizing networked flows: infectious diseases and airports. In *Disrupted cities: when infrastructure fails*. Edited by Stephen Graham, pp. 97-110. London and New York: Routledge.

WEEK 12 – People: Science And The New Human Ethics I

Nov 13 People Moving in Parts → Scheper-Hughes, Nancy. 2008. The last commodity: post-human ethics and the global traffic in "fresh" organs. In *Global assemblages: technology, politics, and ethics as anthropological problems*. Edited by Aihwa Ong and Stephen J. Collier, 145-167. New York: Blackwell.

Nov 15 No Class

WEEK 13 – People: Science And The New Human Ethics II

Nov 20 Generic Drugs → Hayden, Cori. 2010. The proper copy. *Journal of Cultural Economy* 3(1):85-102.

[Required viewing: Robin, Marie-Monique. 2008. *The world according to Monsanto*]

Nov 22 No Class



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WEEK 14 – People On The Move

Nov 27 New Refugees → Peteet, Julie. n.d. Spaces of containment and displacement in the Middle East. In *Anywhere but now: landscapes of belonging in the East Mediterranean*, pp. 140-158. Edited by Samar Kanafani Munira Khayyat, Rasha Salti and Layla Al-Zubaidi. Heinrich Boell Foundation.

[*Required Viewing*: Aljazeera English. People and power: the Nigerian connection I & II.]

Nov 29 TBD

WEEK 15 – People: Moving Against Globalization

Dec 4 & 6 Another world possible? → Desmarais, Annette Aurelie. 2007. Peasants and farmers going global & The WTO... Will met somewhere, sometime. And we will be there. In *Via campesina: globalization and the power of peasants*, Chs 3 & 4, pp. 74-135. Ann Arbor: Pluto.

[*Required Viewing*: Zapatista]

TAKE-HOME PAPER DUE DEC 6!!