

## **History and Globalization (BISGST 303B)**

**Professor Julie Shayne**

**UW Bothell ~ Winter 2014**

**Meeting time: Mon & Wed 11:00-1:00**

**Room: UW1-051**

**Contact info:**

**Office: UW1-142**

**Office hours: Mon & Wed 9:45-10:45**

**and by appointment**

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### **Course description:**

This core global studies course looks at globalization as a set of historical, political, economic, and gendered relationships. We will investigate some of the debates about globalization to understand the origins of the global political economy, the processes, institutions, and ideological prisms through which it works, and how these forces intersect with existing geographic differences and inequalities. This course explores the connections that bind political economic processes and cultural forces. Additionally, it considers how identities and inequalities have been forged together through ongoing struggles over economic production, gender justice, trade, and development. Throughout the course we will question our assumptions about history and globalization, and in the process challenge many of the mainstream characterizations of politics and development in the world today.

### **Learning goals ~ By the end of the course you should be able to:**

- 1) Articulate a working definition of globalization which reflects historical, cultural, political, economic, and gendered processes.
- 2) Understand the historical, economic, political, and gendered forces that cause, perpetuate, and sustain global inequalities.
- 3) Develop a concrete understanding of globalization which is attentive to the material and symbolic relationships that shape the uneven distribution of the costs and benefits of global capitalism.
- 4) Articulate how different understandings and representations of globalization lead to different analyses of the creation of poverty and wealth.
- 5) Understand some of the ways grassroots social movements have organized to register their opposition to globalization.
- 6) Learn and apply a variety of methods to ask and answer critical questions related to global studies issues and problems.

### **Interdisciplinary Arts and Sciences learning objectives:**

- 1) Critical and Creative Thinking
- 2) Interdisciplinary Research and Inquiry
- 3) Writing and Communication
- 4) Collaboration and Shared Leadership

### **Portfolios:**

IAS is a portfolio based program. You should maintain an archive, preferably through your UWGoogle site, of all of the educational work you have done and will do, including for this class.

*See our Canvas page for details re the IAS specific learning objectives and senior portfolio*

**Required texts:**

Seuss, Dr. 1971. *The Lorax*. NY: Random House Books.

Williams, Glyn, Paula Meth, and Katie Willis. 2009. *Geographies of Developing Areas: The Global South in a Changing World*. NY: Routledge.

Course reader available on-line at:

<https://eres.bothell.washington.edu/eres/coursepage.aspx?cid=2228> – and – through Canvas in the “readings” module.

**Please note:** You must print out all online readings and bring them to class.

**Recommended texts:**

Collins, Jane. 2003. *Threads: Gender, Labor, and Power in the Global Apparel Industry*. Chicago: University of Chicago Press.

Ehrenreich, Barbara and Arlie Russel Hochschild, eds. 2002. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. NY: Owl Books.

Jaffe, Daniel. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability and Survival*. Berkeley: University of California Press.

Naples, Nancy and Manisha Desai, eds. 2002. *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*. NY: Routledge.

Tobar, Héctor. 2011. *The Barbarian Nurseries: A Novel*. NY: Farrar, Straus and Giroux.

**All required and recommended texts and films are on reserve in the library**

**Additional resources:**

**Canvas:** You already have a Canvas account. If you are unfamiliar with Canvas please visit the tutorial which will walk you through the process of locating our course's page, etc.

<http://uwb.edu/learningtech/elearning/canvas>

**Course Research Guide:** <http://libguides.uwb.edu/bisgst303>

**Salem Lévesque:** Digital Media Coordinator, for Google Maps tech support: [SLevesque@uwb.edu](mailto:SLevesque@uwb.edu)

**Digital Media Services:** For help with your Google Maps. [uwb.edu/learningtech/digital-media-services](http://uwb.edu/learningtech/digital-media-services)

**Writing and Communication Center:** <https://www.uwb.edu/wacc>

**Student Support Services:**

Student Success and Career Services: <http://www.uwb.edu/studentservices/success-services>

Student Counseling Services: <http://www.uwb.edu/studentservices/counseling> (425.352.3183)

**Class schedule:**

Please read this carefully, and consult it regularly. Assignments may change throughout the quarter so please check your UW email/Canvas daily and listen for such announcements in class. You are expected to complete the readings by the date they immediately follow.

**Section one ~ History, Context, and Representation****Mon Jan 6 Introductions and overview of the class**

Read the syllabus and handouts in their entirety, including those not circulated in class

Browse our class's Canvas page and post your introduction to the discussion board

**Wed Jan 8 What is globalization?**

Williams, Glyn, Paula Meth, and Katie Willis. 2009. *Geographies of Developing Areas: The Global South in a Changing World*. NY: Routledge.

Ch 1: “Introduction” (pp. 1-21)

Sassen, Saskia. 2002. "Global Cities and Survival Circuits." Pp. 254-274; 310-316 in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Eds., Ehrenreich & Hochschild. NY: Owl Books. (E-reserve)

**Mon Jan 13 Representing inequality**

*Geographies of Developing Areas*

Ch 2: "Representing the South" (pp. 25-65)

**In class exercise:** If you have one, please bring a laptop to analyze webpages

~ **Commodity chain choices due** ~

**Wed Jan 15 Women and representation in the Third World**

Mohanty, Chandra Talpade. 1991. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." Pp. 51-80 in *Third World Women and the Politics of Feminism*. Eds. Mohanty, Russo, & Torres. Bloomington: Indiana University Press. (E-reserve)

Please browse the Looking Your Best webpage (Canvas/Course related webpages)

**Commodity chain session:** Brainstorm and form groups

**Mon Jan 20 Martin Luther King Day - No School**

**Wed Jan 22 The history and geography of uneven development**

*Geographies of Developing Areas*

Ch 4: "The South in a globalizing economy" (pp. 103-142)

Davis, Mike. 2006. "SAPing the Third World." Pp. 151-173 in *Planet of Slums*. NY: Verso Books. (Canvas/Readings)

**Film, in class:** Selections from *Commanding Heights: The battle for the world economy* (2002)

~ **Section one write-up due** ~

**Mon Jan 27 Researching globalization**

Jaffee, Daniel. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability and Survival*. Berkeley: University of CA Press. (E-reserve)

Appendix: "Research Methods" (pp. 271-287; 306)

*Recommended:* Bibliography (pp.307-318)

McMichael, Philip. 2000. "Commodity Chains and Development." Pp. xxxii-xxxv in *Development and Social Change: A Global Perspective*. Thousand Oaks, CA: Pine Forge Press. (E-reserve)

**Library workshop #1:** Alyssa Deutschler, Policy and Global Studies librarian: Locating sources, 11:00am – 1:00pm: meet in LB1-222

**Section two ~ Free, Fair, and Direct Trade**

**Wed Jan 29 Markets, de-regulation, and free trade**

*Geographies of Developing Areas*

Ch 10: "Market led Development" (pp. 305-333)

Gonzalez, Juan. 2011. "Free Trade: The Final Conquest of Latin America." Pp. 249-277; 344-348 in *Harvest of Empire: A History of Latinos in America*. NY: Penguin. (E-reserve)

**Recommended films:** *Life and Debt* (2003) and/or *Maquilapolis* (2006)

**Mon Feb 3 Economic justice and fair trade coffee**

*Brewing Justice: Fair Trade Coffee, Sustainability and Survival.* (E-reserve)

“Introduction” (pp. 1-10; 289-290)

Ch 1: “A Movement or A Market?” (pp. 11-35; 290-292)

**Review:** Appendix: “Research Methods” (pp. 271-287; 306) [originally 4-17]

**Film, in class:** *Black Gold* (2006) [78 min]

~ **Midterm will be handed out** ~

~ **Commodity chain proposal due** ~

**Wed Feb 5 Fair trade coffee, contd.**

*Brewing Justice: Fair Trade Coffee, Sustainability and Survival.* (E-reserve)

Ch 5: “A Sustainable Cup? Fair Trade, Shade-Grown Coffee, and Organic Production” (pp. 133-164; 298-300)

**Recommended film:** *Buyer Be Fair: The Promise of Product Certification* (2006)

**Mon Feb 10 Direct trade chocolate**

Leissle, Kristy. 2013. “What’s Fairer than Fair Trade? Try Direct Trade With Cocoa Farmers.” In *Yes!* Oct 4, 2013. (Canvas/Readings)

**Commodity chain session:** Feedback on your proposals and brainstorm primary sources

~ **Midterm due** ~

**Section three ~ The Gender of Globalization****Wed Feb 12 Women and globalization: An overview**

Ward, Kathryn B., and Jean Larson Pyle. 2003. “Recasting Our Understanding of Gender and Work During Global Restructuring,” in *International Sociology*. 18(3):461-489. (Canvas/Readings)

Desai, Manisha. 2002. “Transnational Solidarity: Women’s Agency, Structural Adjustment, and Globalization.” Pp. 15-33 in *Women’s Activism and Globalization: Linking Local Struggles and Transnational Politics*. Eds., Naples & Desai. NY: Routledge. (E-reserve)

**Mon Feb 17 Presidents’ Day– No school****Wed Feb 19 Domestic work**

Hondagneu-Sotelo, Pierrete. 2002. “Blowups and Other Unhappy Endings.” Pp. 55-69 in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. (E-reserve)

Karides, Marina. 2002. “Linking Local Efforts with Global Struggle: Trinidad’s National Union of Domestic Employees.” Pp. 156-171 in *Women’s Activism and Globalization: Linking Local Struggles and Transnational Politics*. (E-reserve)

**Recommended reading:** Tobar, Héctor. 2011. *The Barbarian Nurseries: A Novel*. NY: Farrar, Straus and Giroux.

**Library workshop #2:** Alyssa Deutschler, Policy and Global Studies librarian: Finding Primary Sources, 11:00am-12:00 pm: Meet in LB1-222

**Mon Feb 24 Factories, garments, and accessories**

Collins, Jane. 2003. *Threads: Gender, Labor, and Power in the Global Apparel Industry*. Chicago: University of Chicago Press. (E-reserve)

Ch 1: "Tracing the Threads of a Global Industry" (pp. 1-26)

Ch 3: "Tultex: Mass-Producing Knitwear in Southern Virginia" (pp. 62-103)

Ch 5: "On the Shop Floor in Aguascalientes" (pp. 126-149)

*Recommended:* References (pp.191-202)

**Film, in class:** *Mardi Gras: Made in China* (2006) [73 min]

**Recommended film:** *The Global Assembly Line* (1986) [58 min]

**In class workshop:** Pre Google Maps workshop

~ **Section three write-up due** ~

**Section four ~ Visualizing Globalization****Wed Feb 26 Mapping globalization**

"How to make a Google Map" (Canvas/Readings)

**Review** McMichael, Philip. 2000. "Commodity Chains and Development." (E-reserve)  
[Originally assigned 1/27]

**Review** pages 273-277 in: Gonzalez, Juan. 2011. "Free Trade: The Final Conquest of Latin America." (E-reserve) [Originally assigned 1/29]

**Google Maps workshop:** Meet in UW1-121. (If possible, please bring a laptop.)

**Mon Mar 3 Protesting privatization**

N/A. 2000. "The Fight for Water and Democracy: An Interview with Oscar Olivera." Pp. 15-19 in "Multinational Monitor." (Canvas/Readings)

Mclane, Brenden. 2012. "Fighting Privatization in Bolivia: Cultures of Resistance." In *University of Washington Bothell Policy Journal*. (16): 29-41. (Canvas/Readings)

**Film, in class:** *También la lluvia/Even the Rain* (2010) [99 min]

~ **Section four write-up due** ~

**Wed Mar 5 Commodity chain presentations****Mon Mar 10 Commodity chain presentations**

**Find a popular** article, media clip, or webpage about a recent (within the last year) social movement or protest somewhere outside of the US. The protest must be related to globalization or global justice. Please post your finding to our Canvas discussion titled "global justice protests" by **tonight at midnight**. (**Note:** You cannot duplicate another student's post so post early!)

**Wed Mar 12 Reflections and conclusions**

*The Lorax* by Dr. Seuss

*Geographies of Developing Areas*

Ch 12: "Conclusion" (pp. 361-366)

Read/browse at least five other students' Canvas posts about global justice protests.

**Film, in class:** *Another World is Possible: Impressions of the World Social Forum* (2002) [25 min]

**Recommended You Tube clip:** *The Crisis of Capitalism RSA Animate* (2010) [11 min] (Canvas/Readings)

**Recommended film:** *The Lorax* (2012) [1 hr, 26 min]

~ **Commodity chain map, paper, and peer evaluations due** ~



“Now that you’re here,  
the word of the Lorax seems perfectly clear.  
UNLESS someone like you  
Cares a whole awful lot,  
nothing is going to get better.  
It’s not.”

The Once-ler  
In *The Lorax* by Dr. Seuss(1971)

### **Evaluation and grading:**

Reading and active contribution: **10%**

Section write-ups: **25%**

Take home midterm: **25%**

Commodity chain assignment: **40%**

**Total: 100%**

**Reading and active contribution (10%):** Careful reading of the assigned materials and active contribution are fundamental to the success of this class. You will be expected to come to class, on time, with reading done, prepared to thoughtfully and respectfully discuss the material. Contribution grade will be based on: 1) thoughtful discussion of the readings, 2) completion of in-class exercises and pop-quizzes, 3) peer feedback on group project, 4) your self-assessment, and 5) my observation. Suffice it to say, regular attendance is necessary to contribute in a meaningful manner.

**Section write-ups (25%):** At the end of each section (excluding section two) you will be expected to turn in a two page paper addressing a specific question handed out at the beginning of each section. Papers should: **1)** Answer the question clearly and directly, **2)** demonstrate you did and understood the readings, and **3)** be well written: this means grammatically correct and clearly organized. I am **NOT** looking for opinions about the readings but a clear, concisely written demonstration that you understood the major themes of the section. (See Canvas “course handouts” for detailed guidelines.) Papers are due at the beginning of class on: **Wed Jan 22, Mon Feb 24, and Mon Mar 3.**

**Take home midterm (25% of your grade):** The midterm exam will consist of two, 2-3 page essays. Questions will come directly from the assigned course materials. You will be expected to write clear, analytical, well-organized essays, which rely on the course content. Midterm exams are due at the beginning of class on **Mon Feb 10.**

**Collaborative commodity chain research assignments (40% of your grade):**  
**[Proposal 5%, Google Map 10%, Presentation 10%, Final paper 15%]**

For this assignment we will divide into groups of approximately 5 students each. Each group will research a commodity chain of interest to its’ members. The group will develop: 1) a proposal; 2) a graphic representation of the chain using Google Maps; 3) a brief history of the chain, and 4) a

description of key actors and any social movements involved. The group will present its' map and findings to the class and **each member** of the group will turn in a 4-5 page paper analyzing what you learned. The final grade for this assignment will consider the proposal, map, presentation, written work, and your contribution to the group. (See handout for detailed guidelines.) **Proposal due: Mon Feb 3; Presentations: Wed Mar 5 & Mon Mar 10; Map/Paper due: Wed Mar 12.**

### **Grade scale:**

A+	100-98 (4.0)	C	79-75 (2.6-2.2)
A	97-94 (3.9-3.8)	C-	74-72 (2.1-1.9)
A-	93-91 (3.7-3.6)	D+	71-68 (1.8-1.5)
B+	90-87 (3.5-3.4)	D	67-65 (1.4-1.2)
B	86-83 (3.3-3.0)	D-	64-60 (1.1-0.7)
B-	82-81 (2.9-2.8)	E	59 and below (0.0)
C+	80 (2.7)		

### **Policies:**

- **Classroom conduct and respect for diversity:** Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to: 1) Respect individual differences which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. 2) Engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.
  - Students seeking support around these issues can find more information and resources at <http://www.uwb.edu/diversity>.
  - See the UW conduct code at: <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>.
- **Americans with Disabilities Act:** Access and Accommodations: your experience in this class is important to me, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Contact info: Disability Resources for Students Office (DRS) at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at [drs@uwb.edu](mailto:drs@uwb.edu).
- **Professional email exchange:** There is a growing problem on college campuses of students sending professors disrespectful emails. You should never send professors emails which contain wording you would not say in person. Nasty, disrespectful emails are considered a violation of student conduct. Additionally, by law, professors cannot discuss grades via email so you must visit me in my office hours to discuss grade related concerns.
- **Classroom distractions:** Laptops and all other electronic devices must be **turned off and put away** during class except on research circle or library workshop days. Exceptions will be made for people with disabilities or family responsibilities.
- **Attendance policy:** Since participation is vital for a successful experience, please arrive on time for class. Late arrivals and early departures interrupt our in-progress discussions and indicate a lack of seriousness with regards to the class. If you must miss a class session, it is

your responsibility to get the notes from someone and check Canvas for relevant handouts and announcements. In class exercises, pop-quizzes, and workshops cannot be made up.

- **Check your email and Canvas announcement page daily:** If your UW email address is not your main one please go into MyUW and set your account to forward your UW email to your primary email account.
- **Assignment format:** All assignments must be double-spaced, 1-inch margins, pages numbered, **stapled**, and 11 or 12-point font size.
- **Late assignments:** Unless otherwise noted, all assignments are due at the BEGINNING of class. Section write-ups, map sub-assignments, and midterm exam will be graded down by ONE-HALF of a letter grade for every day they are late. "Late" begins at 11:01 am on the due date. I will waive the penalty in the case of legitimate, documented emergency. I will not accept your assignment more than one class past its' due date. Final maps and papers will not be accepted late.
- **Absence the day an assignment is due:** If you are not in class the day an assignment is due it is your responsibility to submit it to the Canvas discussion forum called "missing class assignments" by 11:00 am the day it is due so I can see you did it on time. Do **NOT email** it to me! You must also bring me a hard copy when you return to class. If I do not receive the hard copy by **one class after the due date** it will become an automatic zero. Please write "check canvas" on your hard copy.
- **Grade discrepancies:** Except in cases of miscalculation or other error, your course grade is final and non-negotiable. You **MUST** keep all graded material until you have received your final grades. If there are any grade discrepancies at the end of the quarter, and you are missing any of your graded originals I will not recalculate your grade. You should feel free to come discuss your grades with me throughout the quarter to gather feedback for future assignments.
- **Incompletes:** University rules state that "an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control."
- **Academic integrity:** Please be aware that any act of plagiarism or academic dishonesty will result in a grade of ZERO for the assignment in question, and may result in a FAILING GRADE FOR THE ENTIRE COURSE. Per University policy, all allegations of plagiarism and academic dishonesty are subject to formal investigation and possible sanction by the Vice Chancellor for Academic Affairs.

For additional information: <http://library.uwb.edu/guides/research/plagiarism.html>

- **Inclement weather:** Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline at 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see <http://www.uwb.edu/alert>. Class activities will be rescheduled as needed.