

GLOBALIZATION AND RESISTANCE
FALL 2018, 130GR
T, 5:00 – 7:50, BUCHN 1920
PROFESSOR: WILLIAM I. ROBINSON
OFFICE HOURS: 3:30 – 4:30, T, W, OR BY APPOINTMENT
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Globalization, it is widely recognized, is profoundly remaking social structure and transforming the lives of people in every corner of the planet. Our personal biographies are linked to increasingly dense networks of global interrelations, as the integration of societies, economies, and cultures fundamentally transforms human life. The concept of globalization is contested, meaning that there are different and competing understandings of what the term means and how to assess the process. Here are three distinct approaches:

Globalization as a concept refers both to the compression of the world and the intensification of consciousness of the world as a whole...both concrete global interdependence and consciousness of the global whole in the twentieth century

-- Roland Robertson, *Globalization*

[Under Globalization] we participate in a more radical and profound commonality than has ever been experienced in the history of capitalism. The fact is that we participate in a productive world made up of communication and social networks, interactive services, and common languages.

-- Michael Hardt and Antonio Negri, *Empire*

In theoretical terms, globalization can essentially be seen as the near-culmination of a centuries-long process of the spread of capitalist production around the world and its displacement of all precapitalist relations, bring about a new form of connection between all human beings around the world.

-- William I. Robinson, *A Theory of Globalization Capitalism*

While the summits of power in global society applaud the process, it has generated rising opposition and often militant fight-backs around the world, in part because, as the empirical evidence demonstrates, it is resulting in a concentration of wealth among elites and high consumption sectors, escalating inequalities, new hardships, the disempowerment and even destruction of whole communities and peoples, alienation, ecological destruction, and all sorts of social conflicts, including wars. It is impossible to understand the numerous political and military conflicts and cultural

clashes around the world in the early 21st century without understanding globalization and its consequences.

With this in mind, this course has a dual focus. One is to examine the process of globalization from a social scientific point of view, with special emphasis on the rise of a global economy. The other is to explore some of the diverse forms of resistance that globalization has generated among the outcast, exploited and marginalized communities, working classes, indigenous, women, and others who suffer the effects of increasing hardships, inequalities, and insecurities. Note that globalization is also generating far-right and even fascist forms of resistance. While this latter matter is critically important, due to time constraints we will not be able to cover it in this course.

This course will require hard work and will also be an eye-opener for those willing to work hard and to **think critically**. The course is geared to help you to develop the critical thinking analytical skills, and the historical perspective necessary, to examine your own deeply held assumptions regarding the social world and your place in it.

Important note: you should hold on to this syllabus and bring it with you to class, as it is a week-by-week guide to the course, readings, assignment due dates, and so forth.

Required Readings

- 1) William I. Robinson, *Into the Tempest*
- 2) Aswin Desai, *We Are The Poor*
- 3) Dana Frank, *Bananas: Women Transforming the Banana Unions*
- 4) Immanuel Ness, *Southern Insurgency*
- 5) Makdisi, *An Everyday Occupation*
- 6) Umair Muhammadad, *Confronting Injustice*
- 7) Several articles that will be posted at the course Gauchospace site

Note: the general rule with regard to reading material is 100 pages per week for undergraduate courses and 200 for graduate courses. This course involves approximately 780 pages of total reading, or *78 pages per week*.

Structure of Class Meetings

Students are expected to arrive on time to class and to not leave early unless prior arrangements have been made with the instructor. **Please note that attendance is not voluntary; it is required.** *You will lose two points for each absence. I may take attendance at any time....first five minutes, last five minutes, etc. Even if you are present for all of the class you will be counted as absent if you are not present when I take roll. The only excused absences are medical and family emergencies, with proper documentation, including for deaths in the family.*

We will use IClickers for attendance. If you do not bring your IClicker you will be unable to receive credit for attendance.

THIS IS AN ELECTRONICS FREE CLASS. YOU MAY NOT TAKE OUT YOUR COMPUTERS AND YOU MUST TURN OFF CELL PHONES AND PUT THEM AWAY WHILE IN CLASS. ELECTRONIC EQUIPMENT IS DISRUPTIVE TO THE LEARNING ENVIRONMENT IN MY CLASS. IF YOU TAKE OUT ELECTRONIC EQUIPMENT YOU *WILL* BE ASKED TO LEAVE.

For most class meetings, the first half will involve a lecture and class discussion. Powerpoints will be posted on Gauchospace. The powerpoints are for educational purposes, not for your entertainment. The second half of the class meeting is set aside for documentaries and follow up discussion, occasional guest speakers or special activities.

A comment on your privilege and our collective time in this course: **Your education is *not* a commodity. You are *not* a “consumer” in this classroom. If you are terribly concerned about leaving at *exactly* 7:50 pm then please dis-enroll.**

On Spanish, English, and multiple languages in a globalized world.

This is a family (broadly defined) and child-friendly classroom

This classroom is a safe space. But this does not mean our discussions will be censored or that you will not be “triggered.” In addition, you should realize that the only way to create truly safe space is to radically transform society. The world is a deadly serious place. Take your education seriously.

This course is *absolutely* “one sided”. You have already been socialized into the dominant worldview and the ways of understanding the world from the summits of power. You may watch CNN or any corporate media, go to public school, or listen to what governments and ruling parties have to say, to get the “other side.”

Reading Questions/Reflections:

On seven separate occasions you will upload to the course Gauchospace your questions/reflections on the week’s readings. These reflections will include your name and a sub-heading for each reading. For each reading you will write one paragraph (you are welcome to write more if you wish), in which you will answer the following questions:

- What did you not understand or find new and challenging from the reading?
- What questions for class discussion did it raise?
- What did you find most useful in the reading?
- What new terms and concepts were contained in the reading?

Note that these reading questions/reflections should *not* be a summary of the readings. The purpose is: 1) that you demonstrate you have done the reading and given thought to it; 2) to identify what you did not understand and what you think is important to discuss in class, in relation to the course. **These reflections must be uploaded the evening before our class meeting, no later than 10:00 pm. Note that Reflection #5 is of an entire book. For that reflection you should write one page single spaced (or two double spaced). The assignment is for 5 points, but if you do an outstanding job you can earn up to 5 extra credit points built into the assignment.**

Grading and Assignments

As with all my courses, there are no formal exams, but you WILL be expected to WORK HARD and to prepare several written assignments. If you are not prepared for a lot of reading and effort this course is not for you.

It is your responsibility to follow the schedule and guidelines laid out in this syllabus for readings and assignments. I will make announcements as well but this does not obviate your responsibility.

Thirty-five points will derive from five reflections on the readings (as indicated below). Forty-five points will derive from three written “briefs” on course readings and videos (15 points for each brief), and the remaining 20 points will derive from a final report based on your exploration of websites on Global Justice Movement organizations. There will be at least one opportunity for extra credit: screening of “Sorry to Bother You”. MCC Theater, 7 November, 6 pm. More may be added later on during the course. However, you should not depend on these to improve your grade.

Three reading reflections	3 x 5:	15
Two reading reflections	2 x 10:	20
Three briefs	3 x 15:	45
Final report	1 x 20:	20
TOTAL		100

Please note: ***PLEASE NOTE: I DO NOT ACCEPT ASSIGNMENTS BY EMAIL. THE TA’S WILL DETERMINE IF ASSIGNMENTS ARE TO BE POSTED TO GAUCHOSPACE OR TURNED IN HARD COPY. ANY ASSIGNMENT SENT BY EMAIL WILL NOT BE COUNTED.*** Please take careful note: ***DO NOT SLIP ANY ASSIGNMENTS UNDERNEATH MY OR THE TA’S DOORS OR MAILBOXES, THEY WILL NOT BE ACCEPTED.***

Assignments (take home briefs) handed in one day late will be docked 5 points (of the total of 15) and two days late will be docked 10 points. After two days no late assignments will be accepted. Late reflection essays will not be accepted unless excused with documentation.

You are expected to do ALL the assigned readings and to come to class prepared to discuss these readings. Please bring each week's reading to class with you. You are encouraged to ask questions, debate, and provide critical commentary on the readings and the lectures.

In order to ensure prompt responses to your questions and to avoid answering the same questions multiple times, we have added a **Question and Answer forum** to the Gaucho Space page for the course. Please ask any questions that you may have regarding the course through that medium, (such as scheduling, content, clarification, etc.) Your TA's will regularly check the forum for new questions and will respond as promptly as possible. *Before submitting new questions however, please make sure to read through the previously submitted questions to ensure that yours hasn't already been asked and answered, and make sure to first read this syllabus to see if it answers your questions.* If you have questions that are of a more private nature, you are welcome to email your TA's and they either will help you with your issue or refer it to me. You are also always welcome to visit your TA's and myself during our office hours.

Briefs: You will have to turn in three written briefs on the assigned books, videos, class lectures and discussions. Each brief should be approximately 3-4 double-spaced typed pages (name and perm number on top). Each brief should develop an *analytical discussion* on the particular topic that the book addresses. You should start with a brief summary of the book, *no more than one page*. You should avoid writing about your personal feelings or opinions on the book. The next 2-3 pages should analyze the book in relationship to the underlying themes of the course, globalization and resistance movements. Here you want to draw on the other readings, on class lectures, on the films, and on any other sources you may have. **You should use the sociological concepts and terms we have acquired in the course.** If you turn in a mere book report you will not score much; they must be *analytical*. Please refer below to the week-by-week schedule, which will indicate the topic you are to write on and due dates. The schedule also gives you some further prompts with regard to writing the brief.

Report on Website: The final graded assignment out of class will be to explore the websites for various Global Justice Movement organizations. You should explore at least *five* global justice movement websites from the list below:

50 Years is Enough! Campaign, <http://www.50years.org/>
The Dawn, <http://www.thedawn-news.org/>
Rebelión, <https://www.rebellion.org/> (this site for Spanish readers)
Left on the Move, <https://portaldelaizquierda.com/en/>
Mintpress News, <https://www.mintpressnews.com/>
The Global Exchange, <http://www.globalexchange.org/>
Socialist Alternative, <https://www.socialistalternative.org/>

The Maquila Solidarity Network, <http://www.maquilasolidarity.org/>
 International Forum on Globalization, <http://www.ifg.org/>,
 Focus on the Global South: <http://www.focusweb.org/>
 MADRE: <http://www.madre.org/>
 Center for Research on Globalization: <http://globalresearch.ca/>
 Transnational Institute: <http://www.tni.org/>
 Institute for Policy Studies: <http://www.ips-dc.org/>
 Rainforest Action Network: <http://www.ran.org/>
 Action for Solidarity, Equality, Environment and Development (A SEED),
<http://www.aseed.net/>
 Global Research: <http://www.globalresearch.ca/about>
 Food First (Institute for Food and Development Policy), <http://www.foodfirst.org/>
 Friends of the Earth International, <http://www.foei.org/>
 World War 4 Report, <http://ww4report.com/dailyreport> or
<http://countervortex.org/about>
 Human Rights Campaign (LGBTQ rights worldwide): <http://www.hrc.org/>
 Fightback!News, <http://www.fightbacknews.org/>
 Information Clearing House, <http://www.informationclearinghouse.info/>
 Toward Freedom: <http://www.towardfreedom.com/home/>
 Global Women's Strike: <http://www.globalwomenstrike.net>
 Los Despojados (most entries are in English): <http://losdespojados.tumblr.com/>
<http://avispa.org/>
 CorpWatch, <http://www.corpwatch.org/>
 Truthout, <https://truthout.org/>
 Mintpress, <https://www.mintpressnews.com/>

For this assignment you will need to spend a number of hours on the web exploring these websites, reading some of the articles and commentaries, and gaining an understanding of some of the popular literature and features on the web that have to do with the theme of globalization and resistance. Then you will write up a report, between 5-8 pages approximately, on your experience and your analysis of the exercise. This report will be due in final exam week, date to be announced. It should be a wide-ranging analytical discussion. You should draw on course readings, lectures, and other materials to analyze the content of these web sites, relating that content to the course and what you have learned. ***Demonstrate your analytical prowess and ability to apply what you have learned in the course.***

Course Overview and Schedule of Readings

Below is a tentative schedule of themes, readings, and assignments for each week. Please note that this schedule is subject to change. Note: All articles will be posted at Gachospace.

Oct. 2: Course Overview and Introduction: What is globalization? What is Resistance?

No readings this week

Oct. 9: The Global Economy

Read: From *Into The Tempest*: “Globalization, Nine These of Our Epoch”, “Critical Globalization Studies,” “The Transnational Capitalist Class,” and “The Nation State and the Transnational State”
“Why I Asked My Students to Put Their Laptops Away”

Reading Reflection #1 (for 5 points)

Film: Global Assembly Line

Oct. 16: Globalization and Labor/The Global Workers Movement

Read: Immanuel Ness, *Southern Insurgency*

Film: Life and Debt

First brief on *Southern Insurgency* will be due next week: Discuss the “new international working class” and the “industrial proletariat of the Global South”. Here are some questions to guide you: What is new about the international working class and why is the author focusing on the Global South? What role does migration play in the global capitalist system? What can we learn about working class struggles in the Global South and the challenges they face from the case studies on India, China, and South Africa? In what way do the course lectures, other readings, and films help us further understand the struggle of the new international working class? How are these issues of the new international working class related to globalization and global capitalism? **YOU SHOULD NOT MERELY ANSWER THESE QUESTIONS, WHICH ARE MERELY TO HELP GUIDE YOU. YOU MUST WRITE AN ANALYTICAL ESSAY NOT A QUESTION-AND-ANSWER REPORT.**

Oct. 23: Global Indigenous and Anti-Racist Struggles

Case Study in Globalization and Resistance: Mexico and the Zapatistas

Read: Gauchospace: “A Glimpse of the Zapatista Movement, Two Decades Later” and “Twenty Years After the Zapatista Uprising”

Reading Reflection #2 (for 5 points)

Film: Zapatistas

First brief due today

Oct. 30: The Global Immigrant Justice Movement

Read: Miranda Alcazar, The Power of Trabajadoras and the Subversion of Capital,” and Robinson, from *Into The Tempest*, “Global Capitalism, Migrant Labor, and the Struggle for Social Justice”

Reading Reflection #3 (for 5 points)

Film: Made in L.A.

Second brief on *We are the Poors* due next week: Develop an analytical discussion of this book in relation to the larger themes of “globalization and resistance”. What does the author mean by “the poors”? How has the struggle for justice and inequality in South Africa developed since the end of apartheid? What has changed, according to the author? Why in the author’s view and in your analysis did the leadership of the anti-apartheid struggle betray the poor? How is this case study on South Africa related to globalization, global capitalism, and to the larger themes we have been covering in the course (globalization, international working-class movement, global immigrant justice movement, indigenous and anti-racist struggles, etc)? **YOU SHOULD NOT MERELY ANSWER THESE QUESTIONS, WHICH ARE MERELY TO HELP GUIDE YOU. YOU MUST WRITE AN ANALYTICAL ESSAY NOT A QUESTION-AND-ANSWER REPORT.**

Nov. 6: Case Study in Globalization and Resistance: South Africa

Read: Ashwin Desai, *We are the Poors*

Film: *Apartheid did not End*

Second brief due today

Nov. 13: The Global Women’s Movement, and Case Study in Globalization and Resistance: Women Banana Workers and their Unions

Read: Feminist Working Class Perspectives on Globalization
Dana Frank, *Bananeras*

Reading Reflection #4 (for 10 points)

Film: Resistance: The Fight for the Aguan Valley

Third brief due next week: Discuss the Makdisi book. Specifically, discuss your understanding of the Israeli occupation, how it came about in the context of the creation of the state of Israel and the Israel-Palestine conflict. What was your understand of this conflict/occupation prior to reading this book? How does the account in this book contrast with mainstream and media accounts of this topic in the United States? What are the differences and also the similarities that Palestinians living under Israeli occupation with women banana workers, transnational immigrant workers, the poor in South Africa, the Zapatistas, and so on)? How might you relate this topic more broadly to globalization and resistance? Very importantly, how is this case study of Israeli colonialism linked to the topics we have been covering in this course? Make sure that your discussion is *analytical*, rather than merely describing the reading, and that it links the reading to the topics of the course.

Nov. 20: Case Study in Globalization and Resistance: Globalization and the Palestinian Struggle against Israeli Colonialism and Apartheid

Read: Saree Makdisi, *Palestine Inside Out: An Everyday Occupation*

Film: *Occupation 101*

Third Brief Due Today

Nov. 27: The Global Environmental Justice Movement

Read: Umair Muhammadad, *Confronting Injustice*

Reading Reflection #5 (for 10 points)

Film: *This Changes Everything*

Dec. 4: Concluding Case Study in Globalization and Resistance: The Global Peasant and Farmers' Movement

Read: Global Police State (chapter 9 in *Into The Tempest*), "Reflections on a Brave New World" (chapter 10 in *Into The Tempest*), and item posted on gauchospace (TBA)

Final internet assignment due final exam week, details to be announced

Course Conclusions: Capitalist Globalization, Alternative Globalizations and Resistance: Alternative Futures: What Does the Future Hold?

APPENDIX: Here is a list of various student services available on campus. I encourage you to make use of them:

- Campus Learning Assistance Services (CLAS) <http://clas.sa.ucsb.edu>
- Campus Advocacy Resource and Education (CARE): <http://wgse.sa.ucsb.edu/care/home>
- Counseling & Psychological Services <http://caps.sa.ucsb.edu>
- Disabled Students Program <http://dsp.sa.ucsb.edu/>
- Educational Opportunity Program (EOP) <http://eop.sa.ucsb.edu>
- Health and Wellness <http://wellness.sa.ucsb.edu>
- Little Big Engineer: <https://orgsync.com/129034/chapter>
- MultiCultural Center <http://mcc.sa.ucsb.edu/>
- Non-Traditional Student Resource Center <http://wgse.sa.ucsb.edu/nontrad/>
- Office of International Students and Scholars <http://oiss.sa.ucsb.edu/>
- Office of the Ombuds <https://ombuds.ucsb.edu/>
- Office of Student Life (OSL) <http://osl.sa.ucsb.edu/>
- Opening New Doors to Accelerating Success (ONDAS) Center <http://www.ondas.ucsb.edu/home>
- Resource Center for Sexual and Gender Diversity: <http://wgse.sa.ucsb.edu/RCSGD/home>
- Transfer Student Center (TSC) <http://transfercenter.ucsb.edu>
- UCSB Alcohol and Drug Program: <https://alcohol.sa.ucsb.edu/>
- UCSB Social Work Services: <http://studenthealth.sa.ucsb.edu/behavioral-health/social-work>
- UCSB Student Health Services: <http://studenthealth.sa.ucsb.edu/>
- Undergraduate Mentorship Program <http://duels.ucsb.edu/academics/academic-success/mentor>
- Undocumented Student Services <http://www.sa.ucsb.edu/dreamscholars/home>
- Veterans' Resource Center: <http://www.sa.ucsb.edu/veterans/home>
- Women's Center <http://wgse.sa.ucsb.edu/WomensCenter/home>