

GLOBALIZATION AND RESISTANCE
SOC. 130GR, FALL 2004, BUCHANAN 1920, T. 4 – 6:50 PM
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Globalization, it is widely recognized, is fundamentally 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 definitions:

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. It is impossible to understand the numerous political and military conflicts 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, women, and others who suffer the effects of increasing hardships, inequalities, and insecurities.

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 attempts to help students develop the critical thinking analytical skills, and the historical perspective necessary, to examine your own deeply held assumptions regarding the social world and to apply sociological inquiry in an attempt to provide explanations for these phenomena.

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

REQUIRED READINGS

- 1) Kim Moody, *Workers in a Lean World: Unions in the International Economy*
- 2) George Collier and Elizabeth Lowery, *Basta! Land and the Zapatista Rebellion in Chiapas*
- 3) Naomi Klein, *No Logo*
- 4) Ashwin Desai, *We are the Poor*
- 5) Susan George, *The Lugano Report*
- 6) Reading packet, available from Grafikart, 6550 Pardall Road, Isla Vista, ph: 968-1485

GRADING, ASSIGNMENTS, AND RELATED ISSUES

There are no exams for this course, but you **WILL** be expected to **WORK HARD** and to prepare a number of written assignments. If you are not prepared for a lot of reading and effort this course is not for you.

Twenty points will derive from five in-class “pop quizzes” on the readings (five points per quiz). Another 15 points will derive from three in-class exercises. Forty points will derive from four written “briefs” on course readings and videos, and the remaining 20 percent will derive from a final report based on your exploration of websites on the World Social Forum and other websites from Global Justice Movement organizations. There will be opportunities for extra

credit (TBA). Please note: *A hard copy of all assignments must be turned in; we do not accept any assignments by e-mail.*

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.

Students are expected to arrive on time to class and to not leave early unless prior arrangements have been made with the instructor. I also ask that you turn off cell phones and beepers while in class.

Please note that attendance is not voluntary; it is required. I may take spot attendance checks at any time. You will lose two points for each absence. The only excused absences are medical and family emergencies, with proper documentation.

Pop Quizzes: There will be five pop quizzes, administered in the first few minutes of class. Each of these five quizzes will be on the readings due on the day the quiz is given. If you have done the readings you will have no problem answering the question and receiving five points. You will receive a zero if you arrive late to class and miss a quiz.

In-Class Exercises: On three separate occasions I will have the class break up into small groups to collectively discuss course readings and topics. You will receive five points for each exercise in which you participate.

Briefs: You will have to turn in four written briefs on the assigned readings, videos, class lectures and discussions. Each brief should be approximately four double-spaced typed pages (name and perm number on top). Each brief should develop an analytical discussion on the particular topic assigned, mentioning the readings for that topic, lectures, videos and discussions. Please refer below to the week-by-week schedule, which will indicate the topic you are to write on and due dates.

Report on Website: The final graded assignment out of class will be to explore the websites for various Global Justice Movement organizations, starting with the website for the World Social Forum, which you will find at www.forumsocialmundial.org.br/home.asp. Once you are at this site you can enter the English language section if that is the only language you speak. The website has links that discuss the history and objectives of the World Social Forum, others than provide a wide array of articles and commentaries on globalization and resistance in different parts of the world. There are as well links that take you to other web sites dealing with similar topics. You should explore at least five global justice movement websites and at least one pro-globalization

website (indicated below as “pro”). Here are some suggestions (NOTE: A MORE COMPLETE LIST OF WEBSITES IS PROVIDED IN THE READING PACKET):

“50 Years is Enough! Campaign, <http://www.50years.org/>
The Global Exchange, <http://www.globalexchange.org/>
ATTAC: <http://www.attac.org/indexfla.htm>
The Maquila Solidarity Network, <http://www.maquilasolidarity.org/>
Zianet, <http://www.zmag.org/ZNETTOPnoanimation.html>
International Forum on Globalization, <http://www.ifg.org/>,
Focus on the Global South: <http://www.focusweb.org/>
Third World Network: <http://www.twinside.org.sg/>
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/>
<http://www1.chapman.edu/~starr/474links.html>
World Trade Organization: <http://www.wto.org/> (PRO)
Open Society Institute (George Soro’s website)
http://www.soros.org/about/bios/a_soros (PRO)
Globalization Research Center: <http://www.cio.com/research/global/> (PRO)
World Bank homepage: <http://www.worldbank.org/> (PRO)
The Globalist: <http://www.theglobalist.com/> (PRO)
World Economic Forum: <http://www.weforum.org/> (PRO)

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 6-10 pages approximately, on your experience and your analysis of the exercise. This report will be due the last day of class. Please be prepared as well to discuss in class your experience.

COURS 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.

Sept. 28: Course Overview and Introduction: What is globalization? What is Resistance?

No readings this week

Oct. 5: The Global Economy

Read: Ellwood, *The No-Nonsense Guide to Globalization* (you can skip chapter 7)
Moody, *Workers in a Mean World*, pp. 1-38, 117-140

In Class Exercise 1: Discussion of reading and week's topic.

**Oct. 12: Globalization and Labor/The Global Workers Movement
Film: The Global Assembly Line**

Read: Moody, *Workers in a Mean World*, pp. 143-310

First Brief Due: Discuss your impressions of this week's reading. What challenges does the global economy present for the global workers' movement. What, in a nutshell, is Moody's central argument? How do you think workers should respond to capitalist globalization? What did you learn from this book? What critical observations could you make on the book and on this week's topic?

**Oct. 19: Global Indigenous and Anti-Racist Struggles
Case Study in Globalization and Resistance: Mexico and the Zapatistas
Film: Zapatistas**

Read: George Collier and Elizabeth Lowery, *Basta! Land and the Zapatista Rebellion in Chiapas*

Second Brief Due: What are your impressions of the Collier and Lowery study? How has Chiapas been affected by integration into global capitalism? What is the relationship between race, class, and capitalist development, as discussed by the authors? What questions did the study raise for you? What did you not understand or would wish to discuss further? What critical observations may you have?

Oct. 26: Feminism and the Women's Movement

The Global Environmental Movement

Film: Sisters and Daughters Betrayed

Read: Moghadam, “Globalization and Transnational Feminist Networks” (in reading packet);
Tabb, “Protecting the Planet” (in reading packet)

Nov. 2: Case Study in Globalization and Resistance: South Africa

Read: Ashwin Desai, *We are the Poor*

Film: Life and Debt

Nov. 9: Guest lecture on Palestine and/or catch-up and open discussion

Video: Robinson lecture, “Global Capitalism, Global Crisis.”

Read: Naomi Klein, *No Logo*, 1st part of book.

Nov. 16: The Global Justice Movement, I

Read: Naomi Klein, *No Logo*, 2nd part of book.

In Class Exercise 2: Discussion of *No Logo*.

Third Brief Due: What does Klein mean by “no logo?” What did you learn from this reading? How is the content of this book related to your own life and experiences? How do you think the concept of “branding” (and the book more generally) is related to the other topics we have covered in the course? What are some aspects of the book with which you agree? Disagree? Requires further exploration? What further questions does this book raise for you?

Nov. 23: The Global Justice Movement, II, Open discussion on global justice movement and World Social Forum

Film: This is What Democracy Looks Like

Read: World Social Forum print-outs (in reading packet)
Bello, “Towards a Deglobalized World” (in reading packet)
Get jump-start on reading George, *The Lugano Report*

Nov. 30: Course Conclusions: Capitalist Globalization, Alternative Globalizations, and Resistance: What does the Future Hold?

**Read: George, *The Lugano Report*.
Start research into global justice websites**

In Class Exercise 3: Conclusions and Assessment of Course.

Fourth brief due: Discuss George's book, *The Lugano Report*. What kind of a 21st century world does George postulate in this fictional report? What do you think is her objective in writing this report? What is taking place in the world today to suggest that such a scenario could well become reality? What alternatives to this future may there be? How may we avoid a future so as this one?

NOTE: *Report on Website is due no later than Tuesday, December 7.*