

**UC Berkeley, Geography - Summer 2017**  
**Globalization: Re-learning Ways to Live In-Sync**

Tu-Wed-Thu 9:00-11:30, 3106 Etcheverry Hall  
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How can we understand contemporary globalization? How have the tensions and contradictions of the contemporary world come about, how do its complex interconnections work, and what are their politics and problems? According to the Oxford Dictionary of English, globalization is defined as ‘the process by which businesses or other organizations develop international influence or start operating on an international scale’. Yet today we talk about ‘the globalization of migration, the globalization of innovation, the globalization of local cultures, the globalization of... And if we search ‘the globalization of...’ on Google today, the search engine offers the following suggestions: ‘the globalization of war’, ‘...of food disorders’, ‘...of addiction’, ‘...of world politics’, ‘...of commerce’, ‘...of liberation’ in feminist movements. Far from simply referring to international economics, ‘globalization’ has thus become a keyword for us to describe, understand and communicate the ways in which a given phenomenon has been ‘globalizing’ or becoming ‘global’, while at the same time indeed never stopping to be ‘local’, or involving multiple different ‘local’ places, in different ways, at the same time. What we set to do in this summer course is to explore key questions about different contemporary globalizing processes, yet without trying to find definite answers about globalization that may be ‘universally true’, but getting further in our endeavors to understand it and, as a result, learning to ask better questions instead.

**Course Objectives**

By the end of the course, a student will be supposed to be able to:

- Master the usage of terms and concepts that are key to our discussion of globalization today, and understand how they relate to each other both theoretically and empirically;
- Understand and describe the ways in which contemporary globalization has come about historically;
- Understand and describe the ways in which contemporary globalization works today on an economic, social, political, cultural and environmental level;
- Understand and describe the different politics and problems with contemporary globalization for people, other animals and things in different places worldwide;
- Appreciate the complexity of global politics and the ways in which they work out at a local level, and vice versa;
- Appreciate the complexity of global politics and the ways in which they work out in the unfolding of contemporary events.

**Coursework**

Bearing in mind these objectives and appreciating our different starting points in terms of language, education and personal backgrounds, in order to get there we will read together key texts written by leading thinkers on contemporary globalization (listed below and all found in the **class reader**, available for purchase at Copy Central, 2576 Bancroft Way, on the South side of campus – which is going to be the only material you will need to buy), and at the same time discuss together contemporary events (reading the **news** every evening or morning before class on the website of *the Guardian* – international version – the newspaper most widely read online worldwide, which offers free access to its articles).

We will meet for **class** three times a week from July 5 until August 11, from 9am to 11:30am on Tuesdays, Wednesdays and Thursdays always in room 3106 of Etcheverry Hall, where class will be a *mix of my own lecturing and our collective discussion*. I will also be available for **office hours** every Thursday afternoon from 2 to 3:30pm at Cafe Strada (2300 College Avenue, at the intersection of College Avenue and Bancroft Way, on the South Side of campus. If possible, please come see me any day at the end of class to reserve a spot). I'm available over email too at [a.tiberio@berkeley.edu](mailto:a.tiberio@berkeley.edu) for *short questions*, but for longer ones please come see me after class or at office hours. Please keep up with the readings and the study day after day. We will have a final in-class exam, but what matters the most is the progress you make every single day at home and when we meet in class, the ways in which you read and discuss the class material and the ways in which you navigate your own learning process, remembering that learning should *feed your own curiosity*, and you should not do it under pressure from me or others.

### Assignments and Progress Assessment

As your instructor, I will help you along this path and will assess your progress in the course by keeping track of the ways in which you will:

- 1) Read the material and discuss your questions, doubts and ideas.
- 2) Learn from both the readings and in-class discussions ways to use key concepts in theory and in practice.
- 3) Understand the intersection of global, regional and local politics theoretically but also empirically, both in world news and in your daily lived reality.
- 4) Learn to explain to others what you have learnt and put it in practice in everyday life.

For each of these skills, I will thus assess your progress by keeping track of:

- **1) Your in-class attendance and participation** (worth 30% of your final grade)
  - 1a) Please provide a *medical justification* if you need to miss class. *One unjustified absence* is ok, but after that you will lose 10 points off the attendance and participation grade each time. Please don't be late. Out of respect for others who showed up on time, if you are more than 15 minutes late that day will have to count as an absence.
  - 1b) Cover the readings for every day we meet, and prepare (for your own benefit, and also for final review) a short paragraph with a summary of readings, any questions/doubts you may have about them, and personal ideas about them. You will be asked to share them on a *specific day* when you'll be on call during weeks 2, 3, 4 and 5 (we'll select these days together at the beginning of the course) and also on *other random days*.
  - 1c) Oral participation is *highly encouraged* every day, as for many students it helps the ways in which you think and learn more than anything else.
- **2) The ways in which you learn key concepts and their meanings in three key-concepts tests** (details later) that are going to take place in class on the Tuesday of week 3, 4 and 5 (30% of your final grade, so 10% each).
- **3) How you manage to develop a short personal project** by writing a short essay on a 'global sense of place' (details later) due on the Tuesday of week 6, August 8 (20% of your final grade)
- **4) Your general understanding of contemporary globalization** in your answers to a final test on Thursday week 6 (August 10, our last day – details later), with a few short and more specific questions and a longer essay question on globalization in general (20% of your final grade).

It is important that you stay focused on your personal learning process without being obsessed with grades, although I understand they can be important too. As long as you do everything well

and the best you can there is no reason why you would be penalized. Nonetheless, what matters the most to me is not the ‘successful’ performance in a single test or task (we should forget that word) but the *satisfactory (that gives satisfaction to me but also to you, on a personal level) overall attainment of the course objectives*. For full disclosure, the final grade is computed as a weighted average of the four components shown above (1-4), and each grade is calculated as a percentage point according to the following *grading scale*:

93-100 A	83-87 B	73-77 C
90-92 A-	80-82 B-	70-72 C-
88-89 B+	78-79 C+	68-69 D+

### Technology

*Laptops* are *not* permitted during lecture, with the exception of a *documented need* to type rather than take handwritten notes. Your performance in the class will benefit, according to recent research: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> Cell phones will be placed on vibrate and stowed in your bag. If you need to take an emergency call, please leave the classroom quietly. *Texting or other non-emergency use of phones is not permitted*. If you think it’s possible to hide cell phone use, you are mistaken. Try to stay focused in class, listening not only to me but also to each other, and you will need to do less work at home too.

### Academic Integrity

Cite any idea that you are borrowing from somebody or somewhere else. Any test, paper, report or homework submitted under your name is presumed to be your own original work that has not been submitted for credit in another course. All words and ideas written by other people must be properly attributed: fully identified as to source and the extent of your use of their work.

Cheating, plagiarism, and other academic misconduct will result in a failing grade on the assignment, paper, quiz, or exam in question and will be reported to Student Judicial Affairs.

*Citation format:*

All written work will use the Chicago Manual of Style author-date format with a complete bibliography at the end. Example for in-text citation: (Sparke 2013, p. 19). 5 points will be deducted from any submission that lacks proper citation and a bibliography. A complete guide to the Chicago style is available here [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### Student Resources

*Berkeley Student Learning Center:* <http://slc.berkeley.edu>

Offers peer tutoring, writing support, and other academic resources.

*Disabled Students' Program:* <http://www.dsp.berkeley.edu>

Provides a wide range of resources to ensure equal access to educational opportunities, including advising, diagnostics, note-taking services, and academic accommodations.

*Tang Center Services:* <http://uhs.berkeley.edu/students/counseling/cps.shtml>

Offers short and long-term counseling services to assist students with a variety of concerns including academic performance, life management, career and life planning, and personal development.

**\*\*\*Stay focused, but also stay healthy\*\*\***

**\*\*\*Give it the best you can but always follow your own learning path\*\*\***

## **Course Reading Plan**

**Wise words about reading strategically:** “Social science should be read differently than other kinds of material... Don’t start with the first word and continue to the last word. Try to figure out the overall argument before you begin reading, by looking for summaries at the beginning or end of each section or chapter. This isn’t a detective novel, so it’s better to know the conclusion before you set out... Don’t get bogged down. Once you know what you’re looking for, it’ll be easier to choose which paragraphs and sections to read carefully and which you can skim. Yes, skim. And if there’s material you can’t apprehend after a serious try, jot down your question to ask in class and then move on” (quoted from Marc Blecher, Oberlin College).

*There is too much material to try to do the readings—even skimming!—at the last minute, so please keep up!*

## **Week 1 – Introduction**

**1A Tuesday, July 4 – No class (national holiday)**

**1B Wednesday, July 5 – Introductions**

**1C Thursday, July 6 – Worldings:** Read Sparke, Matthew (2013) “Chapter 1: Globalization” and first half of chapter 2 (2.1) in “Discourse” in *Globalization: Ties, Tensions, and Uneven Integration*, Wiley-Blackwell, pp. 1-23 and 27-41.

## **Week 2 – Globalization Today**

**2A Tuesday, July 11 – What we See and what we Don’t**

Sparke, Matthew (2013) Second half of Chapter 2 (2.2) “Discourse” and “Chapter 3: Commodities” in *Globalization: Ties, Tensions, and Uneven Integration*, Wiley-Blackwell pp. 28-55 and 57-95.

**2B Wednesday, July 12 – Liberty and/or Freedom**

Friedman, Thomas (2007) “While I was Sleeping” in “How the World Became Flat”, *The World is Flat*, Picador, pp. 1-50 (read pp. 3-16 and 40-50, skim the rest)

Stieglitz, Joseph (2002) Chapter 3 “Freedom to Choose?” in *Globalization and Its Discontents*, Penguin, pp. 53-88 (also, if you have time skim Chapter 2, “Broken Promises” pp. 21-52).

**2C Thursday, July 13 – Local Space and Global Place**

Harvey, David (1990) “The Time and Space of the Enlightenment Project”, “Time-Space Compression and the Postmodern Condition” and “Responses to Time-Space Compression” in *The Condition of Postmodernity*, Blackwell, pp. 240-41, 284-285, 302-307 and 350-52.

Massey, Doreen (1994) “Localities, Reactions and Progressiveness” and “A Global Sense of Place” in *Space, Place and Gender*, University of Minnesota Press, pp. 135-143 and 146-156.

**Week 3 – The Makings of Contemporary Globalization****3A Tuesday, July 18 – (\*key concepts test I\*)****A Great Divergence: Early Capitalism and Empire**

Arrighi, Giovanni (2007) “Marx in Detroit, Smith in Beijing” in *Adam Smith in Beijing*, Verso, pp. 13-39.

Marx, Karl ([1858]1939) “Notebook V: Chapter on Capital” in *Grundrisse*, Penguin, selections.

Arendt, Hannah ([1958]1998) “World Alienation”, in “Vita Activa and the Modern Age”, *The Human Condition*, pp. 248-256.

**3B Wednesday, July 19 – Colonialism and Eurocentrism**

Hegel, Georg ([1830]1975) “Appendix: The Natural Context of the Geographical Basis of World History”, and “The Phases of World History” in *Lectures on the Philosophy of World History*, pp. 152-209 (skim pp. 152-196, read pp. 196-209).

Buck-Morss, Susan (2009) “Universal History”, in *Hegel, Haiti and Universal History*, University of Pittsburgh Press, pp. 114-119 and 148-151.

Turner, Frederick Jackson ([1921]2009) “The Significance of the Frontier in American History”, in *The Frontier in American History*, Penguin, pp. 7-27;

**3C Thursday, July 20 – Provincializing Europe**

Hall, Stuart (1992) “The West and the Rest: Discourse and Power” *Formations of Modernity*, Polity Press, pp. 276-331.

Chakrabarty, Dipesh (2000) “Provincializing Europe?” in *Provincializing Europe: Postcolonial Thought and Historical Difference*, Princeton University Press, pp. 42-46.

**Week 4 – The Workings of Contemporary Globalization****4A Tuesday, July 25 – (\*key concepts test II\*)****Liberalism and Crisis: Fascism, Socialism and New Deals**

Polanyi, Karl ([1944]2001) “Conservative Twenties, Revolutionary Thirties”, “Birth of the Liberal Creed”, “History in the Gear of Social Change” and “Freedom in a Complex Society” in *The Great Transformation: The Political and Economic Origins of Our Time*, pp. 21-32, 141-157, 245-268.

**4B Wednesday, July 26 – Neoliberalism, Free Trade and Competitive Individualism:**

Peck, Jamie (2010) “Preface” in *Constructions of Neoliberal Reason*, Oxford University Press, pp. xi-xxi.

Foucault, Michel ([1978]2008) “Lecture 11: The Model of Homo Oeconomicus...” in *The Birth of Biopolitics: Lectures at College de France 1978-79*, pp. 267-286.

Adams, Vincanne (2013) “It’s Not About Katrina” in *Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Katrina*, Duke University Press, pp. 1-21.

**4C Thursday, July 27 – Neoliberalism, Imperial Frontiers and Nature:**

Harvey, David (2003) “Accumulation by Dispossession”, in *The New Imperialism*, Oxford University Press, pp. 137-182;

Tsing, Anna (2007) “Introduction” and “Frontiers of Capitalism”, in *Friction: An Ethnography of Global Connection*, Princeton University Press, pp. 1-50 (read Introduction, skim Chapter 1).

## **Week 5 – The Problems with Contemporary Globalization**

### **5A Tuesday, August 1 – (\*key concepts test III\*)**

#### **The Colonial Present**

Huntington, Samuel (1993) “The Clash of Civilizations?”, in *Foreign Affairs*, No. 72 Vol. 3, pp. 22-49;

Gregory, Derek (2005) “The Colonial Present”, in *The Colonial Present*, Blackwell, pp. 1-16.

### **5B Wednesday, August 2 – Mobility, Migration and Borders**

Balibar, Etienne (2002) “What is a Border?”, in *Politics and the Other Scene*, Verso, pp. 75-86.

Brown, Wendy (2010) “Walled States, Waning Sovereignty”, in *Walled States, Waning Sovereignty*, Zone Books, pp. 7-8 and 19-42.

Gilroy, Paul (1987) “ ‘Race’, Class and Agency” in *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation*, Routledge, pp. 1-40 (selections).

### **5C Thursday, August 3 – Reactionary Localism, Belonging and Resistance**

Geschiere, Peter and Francis Nyamnjoh (2000) “Capitalism and Autochthony: The Seesaw of Mobility and Belonging” (in *Public Culture* Vol. 12 No. 2, pp. 423-452)

Anzaldúa, Gloria ([1987]2007) *Borderlands/La Frontera: The New Mestiza*, pp. 23-35.

Haraway, Donna (2008) “Introductions” in “We Have Never Been Human”, *When Species Meet*, University of Minnesota Press, pp. 3-42.

### **Extra Final Reading (to cover as you write your project):**

Massey, Doreen (1994) “A Place Called Home?” in *Space, Place and Gender*, University of Minnesota Press, pp. 157-173.

## **Week 6 – Globalization, or the Failure Thereof:**

### **Deadlock or Opportunity for Change in The Contemporary Moment**

### **6A Tuesday, August 8 – (\*Hand in project\*)**

#### **Neoliberal Globalization in Crisis (and Review I)**

From Grexit to Brexit and the Refugee Crisis in the Global South: articles.

### **6B Wednesday, August 9 – Post-neoliberalism (and Review II)**

Orban, Trump, Modi and the New Social Movements: articles.

### **6C Thursday, August 10 – (\*In-class exam essay\*)**

\*\*\**Stay focused, but also stay healthy*\*\*\*

\*\*\**Give it the best you can but always follow your own learning path*\*\*\*