

Summer semester 2014.

Globalization and Inequality

Prof. Hermann Schwengel and Faisal Garba: faisalgarba@gmail.com

Seminars: Thursdays 14-16pm

Office: room 4513 Global Studies office.

Course overview:

Globalization is a ubiquitous phenomena and a contemporary buzzword. Beginning in the late 1970's, the technological advancements in fibre optics is said to have compressed space and time; and facilitated social mobility for hitherto disadvantaged peoples and portions of the world, effectively making the world a global village. Consequently, the triumph of capitalism which is allegedly signalled by neoliberal globalization has ensured prosperity across board, so it is claimed by its proponents. Opportunities are so abundant for anyone enterprising enough to take advantage of them such that whoever is unable to latch on is at best suffering from a set of socio-psychological-cultural lack, à la modernization theory. Some however disagree: The reality of abject poverty; preventable deaths; sweat shops; increasing disparity between the rich and the poor; environmental crisis; farmer suicides owing to consistently decreasing returns; life-threatening migrations; marginalization of indigenous people; and the constant mobilizations by social movements against the greed and class arrogance of the rich challenges the dominant glossy narrative.

Given the foregoing, this course is constituted as invitation to you to exchange, develop and deepen your knowledge and your understanding of the processes of contemporary globalization, viz a viz its social, economic, political and cultural manifestations. And the ways in which ordinary people survive, resist, challenge and attempt to change the lived experience of capitalism in the context of globalisation. Our focus will be on the forms and dimensions of globalization on different parts of the world and on different social classes, with a particular focus on the working class and the poor. We will pay attention to the gulf between the rich and the poor in order to understand how poverty and wealth are co-produced and not diametrical opposed in origin. For wealth on one spectrum means squalor at another. The world's resources are finite, thus disproportionate allocation to any social group means a significant lack for considerable numbers of others.

In pursuing the above we will engage in a process of:

- Historicising the broad process and emergence of globalization
- Contextualising the broad patterns of globalization at international, national and local scales, while problematizing its presumed newness.
- Contextualising historic and contemporary relations between different parts of the world and the different social classes that they animate.
- Assessing the challenges and possibilities of challenging inequalities in relation to selected social movement/s, groupings and ideas

- Identifying and analysing changing and continuing patterns of resistance to globalization linked inequalities
- Recognizing the agency of ordinary people faced with the seeming totalizing spectre of globalization

Objectives

If you participate actively and fully, you should be in a position to:

- Understand the processes that led to the emergence of the unit - global economy and society
- Historicize the world connections between different parts of the world
- Comprehend the differential meanings of globalization on the poor and the wealthy.
- Understand the self-organization and the hindrances faced by workers' poor and other popular formations in combating the adverse effect of globalization.

Seminar organization

Session I - 29. 05: General introduction: course content and overview.

Session II - 08. 05: What exactly is globalization?

Frank, Andrew Gunder (1998): *Re-Orient: Global economy in the Asian age*. Berkeley: University of California press. pp. 1-27.

Wallerstein, Immanuel (2000): *Globalization or the age of transition?*

www.wallerstein.com

Harvey, David (2000): *Spaces of hope*. Edinburgh: Edinburgh University Press. pp. 53-72

Session III - 15. 05: The making of the modern economy and neoliberalism

Hopkins, Terrence and Wallerstein, Immanuel (1982): 'Patterns of development of the modern world systems'. In *World Systems analysis: theory and Methodology*. Beverly Hill. pp. 41-57.

Harvey, David (2005): *A brief history of neoliberalism*. Oxford: Oxford University Press. pp 5-38.

Klein, Naomi (2007): *The shock doctrine: the rise of disaster capitalism* (2008) Penguin. pp. 3-24.

Whitehead, Judith (2013): 'Accumulation through dispossession and accumulation through growth: intimations of massacres foretold?' In Ekers, Micheal, Hart Gillian and Loftus Alex (eds.), *Gramsci, space, nature, politics*. Oxford: Wiley-Blackwell. Pp: 279-300.

Session IV- 22. 05: The moment of prosperity or the creation of poverty?

Jeromi, PD. (2007): 'Farmer's indebtedness and suicides: impacts of agricultural trade liberalization in Kerala'. *Economic and Political Weekly* 42 (31): pp. 3241-3247.

Ayelazuno, Jasper (2011): 'Continuous primitive accumulation in Ghana: the real life stories of disposed peasants in three mining communities'. *Review of African Political Economy* 38 (130): pp. 537-550

Shiva, Vandana and Lucas Caroline (2005): 'G8's free trade project is here to stay – along with poverty'. *Guardian* July 4.

Harvey, David (2005): *A brief history of neoliberalism*. Oxford: Oxford University Press. 64-86

Session V - 05. 06: Migration, precariousness, insecurity and proletarian victimization

Standing, Guy. (2011): *The precariat: the new dangerous class*. Bloomsbury. pp. 90-114.

Waquant, Loic (2009): *Punishing the poor: the neoliberal government of social insecurity*. Durham and London: Duke University Press. pp.41-75

Session VI 19. 06 (to be re-scheduled due to holidays) – Working life: a race to bare survival

Webster, Edward, Lambert, Rob and Bezudenhout Andries (2008): *Grounding globalization: labour in age of insecurity*. Oxford: Blackwell Publishing. pp. 105-156

Standing G. (2011): *The precariat: the new dangerous class*. Bloomsbury. pp.1-25

Bourdieu Pierre (2000): *The weight of the world: social suffering in contemporary society*. Stanford university press. pp.370-380.

Ngai, Pun (2005): *made in China*. Durham: Duke University Press. pp. 77–108.

Session VII – 26.06. Counter currents: movements, unions, solidarity.

Chomsky, Noam: (1999): *The Zapatistas uprising: excerpts from profit over people*. Seven Stories Press. 1-6.

Harvey, David (2000): *Spaces of hope*. Edinburgh: Edinburgh University Press. pp. 233-256. 186-228

Webster, Edward, Lambert, Rob. And Bezudenhout Andries (2008): *Grounding globalization: labour in the age of insecurity*. Oxford: Blackwell Publishing. 186-227.

Session VI 26. 06:

Discussion of group work and essay.

Session VII 3. 07 - group presentations:

Session VIII 10. 07 - group presentation:

Session IX 24. 07 - group presentation:

Session X 24. 07 - synthesis and feed back:

Reading

Readings will be provided as hard copy and/or online. You are invited to recommend readings that contribute to the themes of the course.

Assessment, participation and requirements:

- You are expected to participate in determining and then to respect an agreed set of ground rules.
- You are expected, either individually or in a group, to take responsibility for setting the framework for at least one seminar (where possible, choosing specific topics, setting readings, and determining mode preparation for participants), and leading the seminar. Written seminar reports, summarizing the core tenets of the presentation and the trend of class discussions have to be submitted a day after the presentation.
- You are required to work in groups and make a presentation at the end of the semester. A group report demonstrating individual contributions are to be submitted at the end of the semester.
- We would like to see you setting up writing and discussion circles to provide each other with critical feedback and support. All work can be done collectively or individually. Use your imagination in considering and proposing products for assessment.

Plagiarism

Sources must be properly acknowledged in all written works. The university takes a serious view of academic dishonesty.