Societies in the World
SYP 3456-U03
Prof. Richard Tardanico
TA: Ernes Sifran
Monday's, 3:30-4:45pm
CP/PC 331 Fall 2024

What it's about

SYP 3456 explores the world-historical development of capitalism and its implications for contemporary social and environmental justice. The course fulfills both the *Discipline-specific Global Learning requirement* and *a core requirement for Sociology majors within the Department of GSS's B.A. in Global Studies*.

By the end of the semester, students are expected to achieve the following *global learning* objectives:
- *Global awareness:* basic knowledge of the interrelationships between the world-historical development of capitalism and contemporary global problems.
- *Global perspective:* basic ability to analyze aspects of capitalism and social justice in comparative, transnational, and historical perspective.
- *Global engagement:* basic ability to articulate political-action proposals that address local, national, and global issues of social and environmental justice.

Students are likewise expected to achieve basic understandings of the following questions:
- How has *capitalism* fundamentally transformed societies, cultures, ways of life, identities, and nature, compared with patterns that characterized the previous near entirety of human history? To what extent do such transformations represent progress, or not? What aspects of contemporary societies, cultures, ways of life, and identities influence our answers to that question?
- What are *global commodity chains*? How do they account for the world's growing inequalities of wealth and power as well as environmental degradation, including as compared with such patterns that pre-dated the rise, consolidation, and transformations of global capitalism?
- What is *Karl Polanyi's Paradox* (as described in the textbook—not his brother Michael Polanyi's Paradox) and what are *market externalities*? What challenges do Karl Polanyi's Paradox and market externalities pose in the quest for *global social and environmental justice*?

Getting in touch

- Email: Canvas Inbox to TA Ernes Sifran or Dr. Tardanico
- Office hours: by appointment via Zoom or telephone

Required Text

Robbins, *Global Problems and the Culture of Capitalism* (Pearson, 7th edition [Dowty co-author])
- E-book available (7th edition), or purchase new or used, or rent (search the internet for options).
- Referred to as "GPCC" in the weekly schedule of assignments.

Other required assignments will comprise web-based and PDF readings, videos, and audios.

Graded Assignments

All required assignments must be completed to be eligible to earn a passing grade. **There are no extra-credit assignments.**

FIU Academic Honesty Policy
According to FIU official policy, academic misconduct is "any act or omission by a Student, which violates the concept of academic integrity and undermines the academic mission of the University in violation of the Code." Among the code violations are: academic dishonesty, bribery, cheating, commercial use, complicity, falsification, and plagiarism (https://studentaffairs.fiu.edu/get-support/studentconduct-and-academic-integrity/student-conduct-and-honor-code/index.php). Violations of the code—**including the use of verified A.I.-generated or other automatically generated content to compose assignments**—may subject a student to course failure, academic suspension, or expulsion. *NOTE:* It's permissible to use A.I. software to edit and improve your writing assignments but not to generate the argumentative, substantive, and written content.

Final grade: percentage of the total possible points earned at the end of the semester: A=90+%; B=80-89%; C=70-79%; D=60-69%; F=0-59%. Check the Canvas gradebook weekly for your current percentage of total accumulated points.

Course Contract: 200 points; signed (name & date printed) contract due (under *Assignments*) by **Sunday, September 8, 11:59pm.**

Discussion Posts: Possible 650 total points
- Weekly discussion-post assignments (pass/not pass): 50 possible points each (not pass: 0 points;-50 points for each non-submitted post without an instructor-approved reason).
- Intended to engage students in the active exploration of the course's material. There are no right/wrong answers for the discussion posts.
- Graded according to the following criteria:
  - Relevance: the ideas expressed indicate that the student has seriously engaged the assigned material.
  - Clarity, coherence: the ideas are stated clearly and coherently.
  - Critical thinking: there is evidence that the student has adequately analyzed, synthesized, and evaluated the assigned material.
  - Poses a question for discussion: the posting articulates a question for discussion that pertains to the assigned material.
  - Spelling, grammar: the posting must meet university-level standards of spelling and grammar.
  - Length: **minimum 250 words of narrative text for the entire post assignment, unless otherwise noted; there is no maximum length.** *Display the word count at the end of each post.*
    -50 points for each non-submitted post without an instructor-approved reason.
- **Students are not required to comment on other students' posts.**
- **In-text citation of sources is required.**
  - For example: Robbins (34) writes that …. Or: According to Polanyi (as cited in Robbins, 127-128) ... Or: "Blah blah (Mota, 59). Or: I disagree with Mota because …
  - If the assignment does not display page numbers, you can simply cite the author's surname, for example: According to Mota … Or: "Blah, blah" (Mota).
  - If there's no page number or author, you can cite part of the assignment's title; for example: Blah blah ("Global Hunger").Or: "Blah, blah" ("Global Hunger").

- o   Please contact the instructor for clarification as needed. **For the weekly discussion post citations, we're aiming for something reasonable, not something that gets in the way of exploratory writing.**

In-class attendance true/false quiz (10 points each)
- Submitted by each student via Canvas while present in class during the instructor-designated time-period.
- Click "true" if you are present in class during the designated time period.
- Refer to FIU's **Academic Honesty Policy** above. Contact the instructor via InBox message to request an instructor-approved reason for absence or tardiness.

In-class group posts (20 points each, pass/not pass)
- Group-based, group-submitted posts in response to homework-based questions submitted by the instructor.
- Each group will collectively discuss a given assignment and its components, and then collegially assign a component to each of its **class-present members**.
- **To earn individual credit**, each class-present group member must contribute a minimum of **four "good faith" sentences** and **one question** for a component and **be identified** as their composer.
- The instructor will call upon groups to make mini-presentations which will be the basis of class-wide discussion.
- Refer to FIU's **Academic Honesty Policy** above. Contact the instructor via InBox message to request an instructor-approved reason for absence or tardiness.
- Contact the instructor concerning DRC accommodations.

Take-home exams: 2,000 possible total points
- Two exams via Canvas (1,000 possible points each)
- 30 multiple-choice questions: *broad, conceptual* questions, based totally on the assigned textbook chapters and the **Exam Study Questions** (under **Modules).**
- **You may use your typed or written study notes during exams.**
- Make-up exams will be given only for documented, instructor-approved reasons.
- **Exam 1**: GPCC, Part One, "Introduction" and chapters 1-4 (**Friday-Sunday, October 25-27, 12am-11:59pm**)
- **Exam 2**: GPCC, Part Two, "Introduction" and chapters 5-8; and Part One, "Introduction" and chapters 1-4 (**Friday-Monday, December 6-9, 12am-11:59pm)**

Final Essay: Global commodity chain paper: 1,000 possible points
- 1,000 words or more of **narrative text** (not including references section); no maximum word count; college standards of writing.
- Double-spaced, 11 or 12-point Times New Roman font; in-text citations; references section; Chicago, MLA, or APA format.
- Grading criteria: see "Discussion posts." The essay's requirements are described at the end of the syllabus in the Canvas submission portal under **Assignments**.
- **Due Monday, December 9, 11:59pm**. Late papers will not be accepted.

Late Assignments
Students can potentially earn full credit for late assignments with an instructor-approved reason. To request instructor approval, promptly send an InBox message to the instructor.

Disability Services

FIU is committed to providing reasonable accommodations for all persons with disabilities under the Americans with Disabilities Act. Students who require course accommodations are required to register with the Disability Resource Center (DRC) by the beginning of the semester and to follow the DRC's procedures. Contact information:

- MMC, Graham Center 190, (305) 348-3532, email: drcupgl@fiu.edu
- BBC, Wolfe University Center 131, (305) 919-5345, email: drcbbc@fiu.edu

_____

Weekly Schedule

Subject to corrections and other minor revisions

1. Monday, August 26

- Course overview and "The story of stuff"
https://storyofstuff.org/movies/story-of-stuff/ (video, 22 minutes)

Discussion post #1 due next Sunday, 11:59pm
Part One
- Review: "The story of stuff"
https://storyofstuff.org/movies/story-of-stuff/ (video, 22 minutes)
Recommended: "Our story: The story of stuff" https://storyofstuff.org/about/
Part Two
- "Affluenza," PBS (video, 56 minutes)
https://www.youtube.com/watch?v=QtveS1kZqYA
Part Three
- "The litter myth" (audio, 33 minutes) https://www.npr.org/2019/09/04/757539617/the-litter-myth
- "The great recycling con"https://www.nytimes.com/2019/12/09/opinion/recycling-myths.html?action=click&module=Opinion&pgtype=Homepage
Part Four
- "Use it and lose it: The outsize effect of U.S. consumption on the environment"
https://www.scientificamerican.com/article/american-consumption-habits/
- "The world is drowning in ever growing mounds of garbage"
https://www.washingtonpost.com/world/africa/the-world-is-drowning-in-ever-growing-mounds-of-garbage/2017/11/21/cf22e4bd-17a4-473c-89f8-873d48f968cd_story.html
- "Big oil is in trouble. Its plan: Flood Africa with plastic"
https://www.nytimes.com/2020/08/30/climate/oil-kenya-africa-plastics-trade.html
Part Five
- "The causes of global climate change"
https://climate.nasa.gov/causes/
- "Stop blaming population growth for climate change. The real culprit is wealth inequality"
https://scroll.in/article/952350/stop-blaming-population-growth-for-climate-change-the-real-culprit-is-wealth-inequality?fbclid=IwAR35FRd2yg8Ta7_n9Z7dqZAIzI_JWFuUFgSY7iH8I1MsCaXL1lqqdrCycUE

- "Carbon emissions of richest 1 percent more than double the emissions of the poorest half of humanity"

https://www.oxfam.org/en/press-releases/carbon-emissions-richest-1-percent-more-double-emissions-poorest-half-humanity

Part Six

- "Climate change is the symptom. Consumer culture is the disease"

https://newrepublic.com/article/154147/climate-change-symptom-consumer-culture-disease

- "Climate change threatens the global food supply, UN warns" (video, 1:30 minutes)

https://www.youtube.com/watch?v=7rosdhW1MwU

- "Climate and nature crises: Solve both or solve neither, experts say"

https://www.theguardian.com/environment/2021/jun/10/climate-and-nature-crises-solve-both-or-solve-neither-say-experts

- "The great climate migration has begun"

https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html

- "Natural disasters worsen wealth gap and inequality, study says"

https://www.theweathernetwork.com/news/articles/natural-disasters-worsen-wealth-gap-inequality-climate-change-extreme-weather-poverty/109935

Part Seven

- "What causes a pandemic, and how can we prevent future ones?" (video, 4:30 minutes)

https://www.youtube.com/watch?v=q8PeXu3CPPs

Part Eight

- "The world's richest 1% gets 82% of the world's wealth, Oxfam says" (video, 45 seconds)

https://www.cnbc.com/2018/01/22/wef-18-oxfam-says-worlds-richest-1-percent-get-82-percent-of-the-wealth.html

- "Global wealth inequality" and "U.S. wealth concentration versus other [rich] countries" (charts)

https://inequality.org/facts/global-inequality/#global-wealth-inequality

Discussion post #1

- How is "stuff" extracted, processed, distributed, and disposed? What are its impacts—environmental, climate, and social?
- How have we been transformed into obsessive consumers? Who/what do the assignments most fundamentally blame for the creation of consumerist culture?
- What have been the causes of global climate change, and what are its weather/climate manifestations?
- What have been some social impacts of global climate change?
- What, according to "What causes …" are the principal causes of pandemics and what should be done to prevent future ones?
- What is the trend in U.S. and global wealth inequality?

Post to Canvas: 250 word minimum **for the entire assignment**; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/ grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

2. Monday, September 2. LABOR DAY: NO CLASS

- **Signed [name & date printed] course contract due next Sunday, 11:59pm**
- **Discussion post #2 due next Sunday, 11:59pm**

Part One
- "Civilized to Death—Animated book summary" (video, 11 minutes)
https://www.youtube.com/watch?v=NGV6zJoaf60
- "We and the ancient Mayans share the same environmental concerns"
https://www.theguardian.com/environment/blog/2012/dec/20/ancient-mayans-environmental-concerns-apocalypse
- "China: Its environment and history"
https://www.neh.gov/divisions/research/featured-project/china-its-environment-and-history
- "European deforestation: History and consequences"
https://climatetransform.com/european-deforestation-history-causes-countries/
- "Native Americans barely had any impact on the environment for 14,000 years, then the Europeans arrived"
https://www.newsweek.com/native-americans-impact-landscape-europeans-1483235
- "How colonialism spawned and continues to exacerbate the climate crisis"
https://news.climate.columbia.edu/2022/09/21/how-colonialism-spawned-and-continues-to-exacerbate-the-climate-crisis/
Part Two
- GPCC, Part One, "Introduction: The Consumer, the Laborer, the Capitalist, and the Nation-State in the Society of Perpetual Growth"
Part Three
- "Commodification"   https://www.dictionary.com/browse/commodification
- "The story of water" (video, 4 minutes) https://storyofstuff.org/movies/the-story-of-water/
- "How the commodification of water for profit fuels a global crisis"
https://www.theinertia.com/environment/how-the-commodification-of-water-for-profit-fuels-a-global-crisis/
- "A critique of market-based medicine"
https://www.ucpress.edu/blog/50015/a-critique-of-market-based-medicine/
- "The commodification of the wellness industry"
https://jezebel.com/the-commodification-of-the-wellness-industry-1848179889
- "Right to food" http://www.righttofood.org/work-of-jean-ziegler-at-the-un/what-is-the-right-to-food/
- "Housing is a human right, not just a commodity"
https://www.ohchr.org/en/stories/2019/03/housing-human-right-not-just-commodity
Part Four
- "GDP is the wrong tool for measuring what matters"
https://www.scientificamerican.com/article/gdp-is-the-wrong-tool-for-measuring-what-matters/
- "Genuine Progress Indicator
http://www.sustainwellbeing.net/gpi.html

Discussion post #2
Part One
- What is a "commodity" and what is "commodification"? Describe an *intangible* commodity (such as an idea, writing/literature, music, A.I.) and how it became a commodity. Describe the *tangible* commodity water as an example of commodification and its environmental and social repercussions, as conceptualized in "The story of stuff" and discussed in this week's "water" assignments.

- What are the critiques of healthcare (including "wellness"), food, and housing as commodities?
  - *NOTE:* For our course, a "commodity" is anything tangible (physical) or intangible (not physical, such as an idea) that's intended to be sold for a profit. It may be gathered or hunted or bred (past tense of breeding) or extracted or processed/manufactured or invented/created (including intellectually only, such as an idea) or performed or rendered as a service (whether tangible or intangible such as consultation, counseling, teaching, coaching).
  - "Commodification": the process of converting anything tangible or intangible that previously wasn't intended for profitable sale into something that's now intended for profitable sale; or creating something new, whether tangible or intangible, that's intended for profitable sale.
  - All that counts is the *intention* to sell something tangible or intangible for a profit.
  - For example: Should food, shelter, healthcare, and education be commodities or not (entitlements/human rights)?

Part Two
- What is the critique of GDP (or GNP)?
- How does the critique of GDP pertain to last week's "The story of stuff"; "The litter myth"; and "Affluenza"; as well as this week's assigned textbook chapter?
- What are the component indicators of the GPI? How is GPI arguably a better alternative to GDP (or GNP) as the measure of progress?

Part Three
- Why should we not overlook the environmental degradation that began much before the advent of capitalism, yet how has environmental degradation changed since the beginnings, consolidation, and transformations of global capitalism? What lessons might we learn from that comparison?
- According to GPCC, what is the "culture of capitalism"; what are its components; and how is the culture of capitalism a "society of perpetual growth"?
- How does the "society of perpetual growth" compare to the ideas expressed in "Civilized to death?" How are our answers to that question shaped by the fact that we ourselves—our lives, consciousness, identities, values, aspirations, and more—are molded by our existence within the culture of capitalism? What lessons might we learn from that comparison?

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

3. Monday, September 9

- **In-class posts & discussion (based on previous two weeks)**

Discussion post #3 due next Sunday, 11:59pm
Part One
- "The illusionists" (video, episodes 1 & 2, 97 minutes; FIU Library "Search for anything" box)
Part Two
- "The bomb under the world" (videos, 55 minutes each)
https://www.youtube.com/watch?v=dkeU4Xojc_s
https://www.youtube.com/watch?v=aQ_BB7VEDyQ
https://www.youtube.com/watch?v=L0r0Wj-ZI9k
https://www.youtube.com/watch?v=8ObVN4BASxI
Part Three
- "How Kim Kardashian killed the term 'empowerment'"
https://www.cosmopolitan.com/entertainment/a55017/kim-kardashian-naked-selfie-empowerment/
- "Feminism's greatest obstacle in the digital age is the commodification of women's bodies"
https://qz.com/658036/feminisms-greatest-obstacle-in-the-digital-age/
- "The commodification and capitalization of the anti-racism industry"
https://www.forbes.com/sites/janicegassam/2021/08/09/the-commodification-and-capitalization-of-the-anti-racism-industry/?sh=28ebdbc14b1e
- "How LGBTQ Pride Month became a national holiday"
https://www.vox.com/2018/6/25/17476850/pride-month-lgbtq-corporate-explained
Part Four
- "4 marketing tactics e-cigarette companies use to target youths"
https://truthinitiative.org/research-resources/tobacco-industry-marketing/4-marketing-tactics-e-cigarette-companies-use-target
- "Advertising targets the young in poor countries—with deadly consequences"
https://www.theguardian.com/global-development/2015/dec/01/big-tobacco-industry-targets-young-people-poor-countries-smoking
- "How big business got Brazil hooked on junk food"
https://www.nytimes.com/interactive/2017/09/16/health/brazil-obesity-nestle.html
Part Five
- GPCC, chapter 1, "Constructing the consumer"

Discussion post #3
- According to GPCC, what have been the **four components** of the creation of consumer economy and society since the mid-1800s? Give three examples of each component. According to "The Bomb under the World," how has consumerism been created in India?
- According to "The Illusionists," how have gender and beauty been commodified globally in recent decades?
- According to "How Kim Kardashian …" and "Feminism's greatest obstacle …," what is the difference between "feeling empowered," on the one hand, and having actual power in society, on the other?
- What are arguably the social repercussions of the "commodification and capitalization of the anti-racism industry"?
- What are arguably the social repercussions of the commodification of Pride Month?
- Discuss three examples of how business has marketed unhealthy commodities in poor countries.

- How have you yourself been created as a consumer in terms of your social class, sexuality/gender, race/ethnicity, age, education, national citizenship, and geographic location in the world? Discuss this process in terms of the four components of the creation of consumer economy and society.

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

4. Monday, September 16

- **In-class posts & discussion**

Discussion post #4 due next Sunday, 11:59pm
Part One
- GPCC, chapter two, "The laborer in the culture of capitalism"
Part Two
- What is precarious work?"
https://goodelectronics.org/what-is-precarious-work/
- "The new normal: Freelancing, hustling and informal labor"
https://www.kcet.org/shows/city-rising/the-new-normal-freelancing-hustling-and-informal-labor
- "The gig economy's false promise"
https://www.nytimes.com/2017/04/10/opinion/the-gig-economys-false-promise.html
Part Three
- "To understand rising inequality, consider two janitors working in top firms, then and now"
https://www.nytimes.com/2017/09/03/upshot/to-understand-rising-inequality-consider-the-janitors-at-two-top-companies-then-and-now.html
- "Engineer? Teacher? Sorry, that doesn't guarantee job security anymore"
https://globalnews.ca/news/4399615/professional-jobs-increasingly-precarious/
Part Four
- "Taylorism [Scientific Management] ABC World News" (video, 4:50 minutes)
https://www.youtube.com/watch?v=CCsOqWbK46o
- "Amazon's labor-tracking wristband has a rich history"
https://www.bloomberg.com/opinion/articles/2018-02-23/amazon-s-labor-tracking-wristband-has-a-rich-history-behind-it
- "As a call centre worker I saw how employees are stripped of their rights"
https://www.theguardian.com/careers/2017/feb/16/as-a-call-centre-worker-i-saw-how-employees-are-stripped-of-their-rights
- "Unexpected item: How self-checkouts failed to live up to their promise"
https://www.theguardian.com/business/2022/dec/16/self-checkout-us-retail-walmart
- "The moral crisis of America's doctors"
https://www.nytimes.com/2023/06/15/magazine/doctors-moral-crises.html
Part Five
- "The labor union in United States history" (video, 2:30 minutes)
https://www.youtube.com/watch?v=ewu-v36szlE

- "What caused the decline of unions in America?"
https://psmag.com/economics/what-caused-the-decline-of-unions-in-america
Part Six
- "Why Starbucks, Apple, and Google are now unionizing for the first time" (video, 13 minutes)
https://www.youtube.com/watch?v=D_-9uACGJeo
- "Waffle House workers challenge the Southern economy"
https://prospect.org/labor/2024-07-26-waffle-house-workers-challenge-southern-economy/
- "Car factories in the South are turning union in unprecedented ways"
https://www.roadandtrack.com/news/a60551262/car-factories-south-turning-union/
- "Why more physicians are unionizing"
https://www.beckershospitalreview.com/hr/why-more-physicians-are-unionizing.html
Part Seven
- "War of attrition: Why victories for US workers at Amazon have stalled"
https://www.theguardian.com/technology/2023/apr/08/long-fight-organize-us-workers-amazon
- "Starbucks union claims company closed two stores in retaliation"
https://www.reuters.com/business/retail-consumer/starbucks-workers-union-claims-retaliation-closing-two-cafes-2022-08-23/
- "As Florida's new union law goes into effect, it's 'do or die 'time for labor"
https://www.wlrn.org/government-politics/2023-06-30/floridas-new-union-law-sb-256
Part Eight
- "The big, feminist policy idea America's families have been waiting for"
https://www.nytimes.com/2019/06/23/opinion/universal-family-care-caregiving.html

Discussion post #4
- According to GPCC, what is the **construction and anatomy** (that is, what are the **four characteristics**) of the working class under the culture of capitalism? How are these **four characteristics** generally new compared to the previous times in human history?
- What is precarious labor and how does it pertain to the gig economy? What is the gig economy's false promise?
- According to the articles on janitors and on teachers, engineers, and professionals in general, how has employment become increasingly precarious—not only for less-skilled jobs but even for jobs requiring undergraduate and graduate degrees? What are the roles of "automation "and "outsourcing," in this trend?
- What is Taylorism ("scientific management")? What are its examples from the past? And what are its examples in our work lives today (such as automation, outsourcing, and more)?
- What is "the moral crisis of America's doctors" and how does it pertain to Taylorism ("scientific management")?
- What has been the historical importance of labor unions? But what has happened to labor unions since the 1980s or so, and what are the repercussions for employment conditions? What are reasons for today's upswing in unionization movements, and what continued obstacles does it face?
- What is the "big feminist policy" discussed in the article, and how does it pertain to labor segmentation?

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *In-text citation of sources is required.*
Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

5. Monday, September 23

In-class posts & discussion

Discussion post #5 due next Sunday, 11:59pm
Part One
- "The Atlantic slave trade in two minutes" (text and video, 2:00 minutes)
http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html
- "Haiti slave revolt: 3 minute history" (video, 3:00 minutes)
http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html
- "How did the Haitian Revolution change the world?" (video, 4 minutes)
https://www.choices.edu/video/haitian-revolution-change-the-world/
Part Two
- "A new book charts the complicated history of food policy in the U.S." (audio, 6 minutes)
https://www.npr.org/2024/07/21/nx-s1-4977793/a-new-book-charts-the-complicated-history-of-food-policy-in-the-u-s
- *Book blurb:* "Ruin their crops on the ground …"
https://www.amazon.com/Ruin-Their-Crops-Ground-Politics/dp/1250871042
Part Three
- "Racial violence in the United States since 1660"
https://www.blackpast.org/special-features/racial-violence-united-states-1660/
- "Jim Crow laws created 'slavery by another name'"
https://www.nationalgeographic.com/history/article/jim-crow-laws-created-slavery-another-name
Part Four
"Black women's labor in America has always been exploited"
https://www.teenvogue.com/story/black-womens-labor-in-america-has-always-been-exploited
"Why Black workers still face a promotion and wage gap that's costing the economy trillions"
https://www.cnbc.com/2021/04/16/black-workers-face-promotion-and-wage-gaps-that-cost-the-economy-trillions.html
Part Five
"Think tank calls for Florida domestic workers bill of rights"
https://www.floridapolicy.org/posts/think-tank-calls-for-florida-domestic-workers-bill-of-rights-points-to-lack-of-state-and-federal-protections
- "Domestic workers demand labor protections at rally held in downtown Miami" (text and short video)
https://wsvn.com/news/local/miami-dade/domestic-workers-demand-labor-protections-at-rally-held-in-downtown-miami/
Part Six
- "Sex tourism and exploitation around the world" (text and short videos)
https://www.sbs.com.au/news/dateline/sex-tourism-and-exploitation-around-the-world
- "Inside the Nepalese human tracking industry" (video, 25 minutes)
https://video.vice.com/en_us/video/inside-the-nepalese-human-trafficking-industry/5efa594b5d9e3f685c2f00a8
Part Seven
- "The bitter truth behind the Nutella economy"
https://thehustle.co/farming-hazelnuts-nutella-working-conditions/

- "Cocoa's child laborers"
https://www.washingtonpost.com/graphics/2019/business/hershey-nestle-mars-chocolate-child-labor-west-africa/
Part Five
- "Most of our clothes are made in places where workers' rights are non-existent"
https://www.sustainyourstyle.org/old-working-conditions
- "'Sea slaves': The misery that feeds pets and livestock"
https://www.nytimes.com/2015/07/27/world/outlaw-ocean-thailand-fishing-sea-slaves-pets.html

Discussion post #5
- According to GPCC, chapter two: Describe (1) outsourcing and the labor movement; (2) the creation of **"free"** labor (what does "**free**" mean in this context?); (3) the segmentation of the workforce; (4) control and discipline; and (5) resistance and rebellion. Give an example of each.
- Use the above concepts as relevant to describe *any three* of the following: (1) the global history of African slavery; (2) the Haitian Revolution as racialized labor resistance; (3) the legacies of U.S. slavery for Jim Crow laws and contemporary racialized labor inequality; (4) the U.S. history of racialized food policy and racial violence; (5) gender and global sex tourism; (6) global child labor; (7) domestic workers (such as house cleaners, child and elder care, home health aides); (8) janitorial staff workers; and (9) globalized labor inequality in either the apparel industry or the pet/livestock food industry.

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *In-text citation of sources is required.*
Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/ grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

6. Monday, September 30

- **In-class posts & discussion**

Discussion post #6 due next Sunday, 11:59pm
Part One
- Review: GPCC, chapter two, "The laborer in the culture of capitalism" (especially labor segmentation in global perspective)
Part Two
- "The industrial revolution: A crash course in history" (video, 17 minutes)
https://www.youtube.com/watch?v=zjK7PWmRRyg
- "The industrial revolution" (*The Western Tradition*, episode 41) (video; skip the introductory music)
https://www.youtube.com/playlist?list=PL1U_8A7q8La1VfEa-HJifnO3r1JgOdSVP
- "The industrial world" (*The Western Tradition*, episode 42) (video; skip the introductory music)
https://www.youtube.com/playlist?list=PL1U_8A7q8La1VfEa-HJifnO3r1JgOdSVP

Part Three
- "King Leopold's Ghost" (video, 148 minutes) (FIU Library "Search for anything" box)

Part Four
- "A controversial article praises colonialism. But colonialism's real legacy was ugly"
https://www.washingtonpost.com/news/monkey-cage/wp/2017/09/19/colonialism-left-behind-a-long-legacy-most-of-it-bad/
- "The case against 'the case for colonialism'"
https://www.cato.org/commentary/case-against-case-colonialism
- "Aid in reverse: How poor countries develop rich countries"
https://www.theguardian.com/global-development-professionals-network/2017/jan/14/aid-in-reverse-how-poor-countries-develop-rich-countries

Part Five
- *Review:* "A new book charts the complicated history of food policy in the U.S." (audio, 6 minutes)
https://www.npr.org/2024/07/21/nx-s1-4977793/a-new-book-charts-the-complicated-history-of-food-policy-in-the-u-s

Part Six
- "PT: Poverty in Appalachia" (video, 3:40 minutes)
https://www.youtube.com/watch?v=DbBp7JH5kJY
- "Yes, Appalachia has persistent poverty, but why?"
https://woodshed.life/blogs/art-amp-lit/yes-appalachia-has-persistent-poverty-but-why.
- "West Virginia: Coal Mining's Dark Past"
https://explorepartsunknown.com/west-virginia/coal-minings-dark-past/ Links to an external site.
- "Coal mining's environmental impact"
https://www.google.com/search?q=Coal+Mining%27s+Environmental+Impact+%7C+From+The+Ashes&rlz=1C1GCEA_enUS1019US1019&oq=Coal+Mining%27s+Environmental+Impact+%7C+From+The+Ashes&aqs=chrome..69i57.734j0j7&sourceid=chrome&ie=UTF-8

Part Seven
- "Hollowed Out, USA"
https://www.sciencedirect.com/science/article/pii/S0743016719305157
- "The 40-year robbing of rural America"
https://inthesetimes.com/article/financial-capital-sacrifice-zones-robbing-rural-america
- "As more dollar stores open, advocates warn of the harm they can do to communities"
https://www.npr.org/2023/05/02/1173477651/as-more-dollar-stores-open-advocates-warn-of-the-harm-they-can-do-to-communities

Discussion post #6
- Discuss "King Leopold's Ghost" in terms of the following: 1) the construction of the culture of capitalism/society of perpetual growth in Western Europe and the U.S. during the late 1800s and early 1900s (the "second industrial revolution"); 2) the global commodification of nature and human labor in that context; 3) the construction of the characteristics of global labor in the culture of capitalism; and 4) the contemporary repercussions for society, economy, politics, and ecology in the Congo.
- How do "A controversial article praises colonialism …" and "The case against …" pertain to "King Leopold's Ghost," including the legacies of Belgium colonialism? How likewise does "Aid in reverse" pertain to "King Leopold's Ghost"?
- What similarities are there regarding the historical causes of persistent poverty between the cases of the Congo in Africa and Appalachia in the U.S.?
- How is the historical U.S. policy of "Ruin their crops …" comparable to colonialism?
- How do colonialism/imperialism represent global labor segmentation, past and present? As discussed last week and this week, what are examples?

- According to Edelman ("The 40-year robbing") and "Hollowed out," how have rural and small-town America become impoverished in recent decades?

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

7. Monday, October 7

- **In-class posts & discussion**

Discussion post #7 due next Sunday, 11:59pm
Part One
- "Park Avenue: Money, power, and the American Dream" (video, 59 minutes)
https://www.youtube.com/watch?v=6niWzomA_So
- "How some companies avoid paying up to $100 billion in federal income taxes every year" (video, 2 minutes)
https://www.usatoday.com/videos/news/justthefaqs/2021/05/13/income-taxes-what-loopholes-corporations-use-avoid-paying-taxes/5075886001/
Part Two
- "East India Company: The original corporate raiders"
https://www.newstatesman.com/culture/books/2019/09/east-india-company-original-corporate-raiders
Recommended podcast: "Empire: The East India Company" (series: Spotify, Apple)
- "How Britain stole $45 trillion from India"
https://www.aljazeera.com/opinions/2018/12/19/how-britain-stole-45-trillion-from-india/
Part Three
- "Introducing: The price of profits" (video, 3:40 minutes)
https://www.youtube.com/watch?v=IkA6FWI--q4
- "What are junk fees and how do they affect you?"
https://money.usnews.com/money/personal-finance/spending/articles/what-are-junk-fees-and-how-do-they-affect-you
- "Financialization of housing"
https://www.ohchr.org/en/special-procedures/sr-housing/financialization-housing
- "Some hospitals rake in high profits while their patients are loaded with medical debt"
https://www.npr.org/sections/health-shots/2022/09/28/1125176699/some-hospitals-rake-in-high-profits-while-their-patients-are-loaded-with-medical
Part Four
- "Uber was designed to exploit workers"
https://www.vice.com/en/article/3k3kdn/uber-was-designed-to-exploit-drivers
- "CEO-worker pay gap widens: And employees are not happy about it"
https://www.forbes.com/sites/annefield/2022/05/23/ceo-worker-pay-gap-widens-and-employees-arent-happy-about-it/?sh=63e1e3cb142c
Part Five
- GPCC, chapter 3, "The rise and fall of the merchant, industrialist, and financier"

Discussion post #7
Part One
- Describe the "trader's world in 1400," including its geographic, political, and social barriers to trade and the extent to which trade was or was not a principal feature of the world.
- Briefly, how was the East India Company "masterful at manipulating governments for its own profit"? How did Britain steal $45 trillion from India? How did both of those impoverish India while contributing to Britain's wealth? How was this relationship similar to that described in "King Leopold's Ghost"?

Part Two
- According to "Park Avenue," "The price of profits," "… junk fees," "… housing," "Some hospitals," and "Uber …": How do major corporations and the ultra-wealthy in general operate today to amass an increasingly large share of national and global wealth?

Part Three
- What kind of institution is the corporation, and how did it come to accumulate so much wealth and power?
- What are the assumptions and principles of "corporate libertarianism"? What is questionable about its assumptions and principles from the standpoints the environment, climate and, social wellbeing?
- Given that GDP/GNP growth is the fundamental measure of "progress" from the standpoint of corporate libertarianism, what would the GPI (see the semester's earlier assigned reading) say about corporate libertarianism?

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason. *In-text citation of sources is required.***

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/ grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

8. Monday, October 14

- **In-class posts & discussion**

Discussion post #8 due next Sunday, 11:59pm
Part One
- "The age of nation-states" (*The Western Tradition*, episode 44) (video; skip the introductory music)
https://www.youtube.com/watch?v=oL_mpYNXCmI
- GPCC, chapter 4, "The nation-state in the culture of capitalism"
Part Two
- "What 100 years of history tells us about racism in policing"
https://www.aclu.org/news/criminal-law-reform/what-100-years-of-history-tells-us-about-racism-in-policing
Part Three
- "Australia to pay hundreds of millions in reparation to Indigenous 'stolen generations'"
https://www.cnn.com/2021/08/05/australia/australia-reparations-stolen-generation-intl-hnk/index.html
- "How Catholics avoided paying millions in reparations for [Canadian] residential schools"
https://www.nytimes.com/2022/04/02/world/canada/catholics-reparations-indigenous-canada-schools.html

- "Schools tried to forcibly assimilate indigenous kids. Can the US make amends?" (video, 8 minutes) https://www.pbs.org/newshour/show/schools-tried-to-forcibly-assimilate-indigenous-kids-can-the-us-make-amends

Part Four

- Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true"

https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html

- "A vast wealth gap, driven by segregation, redlining, evictions, and exclusion, separates black and white America"

https://www.nytimes.com/interactive/2019/08/14/magazine/racial-wealth-gap.html

- "Visualizing the hidden histories of race and privilege in the built environment"

https://mappingprejudice.umn.edu/

Discussion post #8

Part One

- States (governments) have existed for as much as 7,000 years. What is the broad history of states (governments)?
- What functions does the nation-state perform in the culture of capitalism? To what extent is this different from history's previous versions of states (governments)?

Part Two

- 1) How has the nation-state been constructed from the standpoint of social engineering, including as discussed in "The history of racist colonial violence …" and previous readings? 2) How does this pertain to the history of racial and ethnic relations—not only in the U.S. but also elsewhere—including slavery, genocide and oppression, immigration, and forms of racial-ethnic oppression in general.
- What is the history of segregation, redlining, racial covenants, and racialized land dispossessions/evictions in the U.S., and what have been their consequences for racial inequality?

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

9. Monday, October 21 (Exam #1: October 25-27, 12am-11:59pm)

- **In-class posts & discussion**
- Review: Exam #1 (GPCC part one, introduction, chapters 1-4; study questions posted under Modules)
- Exam #1: October 25-27, 11:59pm

Discussion post #9 due next Sunday

Part One

- Review: "The story of stuff" (video, 21 minutes) https://www.youtube.com/watch?v=9GorqroigqM
- Review: "Genuine Progress Indicator" http://www.sustainwellbeing.net/gpi.html

Part Two

- "They want to pay Mother Nature for all her hard work"

https://www.nytimes.com/2021/02/02/climate/dasgupta-report-biodiversity-climate.html?action=click&module=News&pgtype=Homepage

- "Externalities"
https://www.investopedia.com/terms/e/externality.asp#:~:text=An%20externality%20is%20a%20cost,of%20a%20good%20or%20service
- "Karl Polanyi's Paradox" (**not** Michael Polanyi's Paradox): GPCC (pages 127-132)
Recommended: "Karl Polanyi"   https://www.britannica.com/biography/Karl-Polanyi#ref38019
Part Three
- Review: "Stop blaming population growth for climate change. The real culprit is wealth inequality"
https://scroll.in/article/952350/stop-blaming-population-growth-for-climate-change-the-real-culprit-is-wealth-inequality?fbclid=IwAR35FRd2yg8Ta7_n9Z7dqZAIzI_JWFuUFgSY7iH8I1MsCaXL1lqqdrCycUE
- "'Bees, not refugees': The environmentalist roots of anti-immigrant bigotry"
https://www.theguardian.com/environment/2019/aug/15/anti
- "Paris to Amazon: No free delivery for you"
https://www.bloomberg.com/news/articles/2019-11-27/paris-wants-a-tax-to-cover-amazon-delivery-impacts
Part Four
- "The environmental costs of crypto" (text and audio, 7 minutes)
https://www.npr.org/2022/04/22/1094396544/the-environmental-cost-of-crypto?t=1659993922420
- "How your conversation with ChatGPT contributes to climate change"
https://www.newamerica.org/the-thread/artificial-intelligence-climate-impact/
- "What coltan mining in the DRC costs people and the environment"
https://theconversation.com/what-coltan-mining-in-the-drc-costs-people-and-the-environment-183159
Part Five
- "Population, sustainability, and Malthus: Crash course in world history 215" (video, 12:50 minutes)
https://www.youtube.com/watch?v=QAkW_i0bDpQ
- "The bomb that didn't explode: Why our fears about population growth didn't come true" (audio, 36 minutes)
https://www.npr.org/2020/03/09/813801640/the-bomb-that-didnt-explode-why-our-fears-about-population-growth-didn-t-come-tr
- "Too many Africans?"
https://www.counterpunch.org/2019/07/11/too-many-africans/
Part Six
- GPCC, Part two, "The global impact of the culture of capitalism: Introduction" (including "A Primer on Market Externalities: [Karl] Polanyi's Paradox"); and chapter 5, "The problem of population growth"

Discussion post #9
Part One
- What is "Karl Polanyi's Paradox" (*as defined in GPCC*, **not** his brother "Michael Polanyi's Paradox"), including its nature/environmental/climate and human/labor components?
Part Two
- What are "market externalities," including "positive externalities" and "negative externalities? Give two examples of positive externalities and two of negative externalities. How can externalities be not only economic and environmental but also social?
- Discuss negative externalities in view of "The story of stuff" and "They want to pay Mother Nature …" What are negative externalities of crypto and A.I.?
- How does "Karl Polanyi's Paradox" address "negative externalities," including their human/social components?
- What is the "Genuine Progress Indicator"? How does it address "Karl Polanyi's Paradox" and "negative externalities"?

Part Three
- What is the "Malthusian" theory of population, and what is its underlying ideology? What are the general arguments against Malthusian theory?
- What is the concept of "the carrying capacity of the Earth"? What is problematic about this concept?
- How does the article "Too many Africans?" critique mainstream ideas about overpopulation (especially Malthusian and neo-Malthusian ideas)? How does the critique also coincide with the documentary video "King Leopold's Ghost"?
- In summary, does GPCC regard overpopulation as a principal cause of global poverty, environmental degradation, and social/political conflict? Why or why not?

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *Note:* **Zero points for the entire post if you cite Michael Polanyi's Paradox instead of** *Karl Polanyi's Paradox* **(as described in GPCC).** *In-text citation of sources is required.*
Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

10. Monday, October 28

- **In-class posts & discussion**

Discussion post #10 due next Sunday, 11:59pm
Part One
- "Hunger and war"

https://education.nationalgeographic.org/resource/hunger-and-war/
- *Review:* "Ruin their crops on the ground …"

https://www.amazon.com/Ruin-Their-Crops-Ground-Politics/dp/1250871042
Part Two
- "The global food crisis is here: It's not just that climate change is ravaging the world's agriculture. Agriculture is also ravaging the climate"

https://foreignpolicy.com/2019/08/21/the-global-food-crisis-is-here/
- "Food loss and food waste" (video, 3 minutes)

http://www.fao.org/policy-support/policy-themes/food-loss-food-waste/en/
- "49 million people face famine as Ukraine war, climate disasters intensify"

https://www.washingtonpost.com/climate-environment/2022/06/13/climate-disasters-collide-with-ukraine-war-deepen-hunger-crisis/
Part Three
- "Climate change forces desperate Guatemalans to migrate"

https://www.nationalgeographic.com/environment/2018/10/drought-climate-change-force-guatemalans-migrate-to-us/
Part Four
- "What does gender inequality have to do with food insecurity?" (text and video, 2:15 minutes)

https://www.globalcitizen.org/en/content/what-does-gender-equality-have-to-do-with-food-sec/
- "The campaign to end hunger must focus on violence against women"

https://www.theguardian.com/global-development/poverty-matters/2013/jun/13/end-hunger-violence-against-women

Part Five
- "Why food should be a commons not a commodity"
https://ourworld.unu.edu/en/why-food-should-be-a-commons-not-a-commodity
- Income inequality: Hunger down the block" (video, 7 minutes)
https://www.youtube.com/watch?v=t6iVby0eOGI
- "The new face of hunger: Why are people malnourished in the richest country on earth?" (National Geographic photo essay)
 https://www.nationalgeographic.com/foodfeatures/hunger/
Part Six
- GPCC, chapter 6, "Hunger, poverty, and economic development"
- "The clean farming revolution"
   http://www.bbc.com/future/bespoke/follow-the-food/the-clean-farming-revolution/

Discussion post #10
- Why arguably should food be a "commons" and not a commodity?
- What is the relationship of gender inequality and violence to food insecurity?
- What is the impact of climate change on the world's food supply, but also how does modern industrial agriculture contribute to climate change? How does this impact reflect "negative externalities" and "Karl Polanyi's Paradox" (*as described in GPCC*, not Michael Polanyi's Paradox)?
- How are climate change and drought forcing many Guatemalans to migrate?
- GPCC
    o What is the most common form of hunger?
    o What remains the most basic cause of hunger in the world, including U.S, food insecurity? More generally, how does hunger reflect "negative externalities" of economy, environment/climate, and society, and "Karl Polanyi's Paradox" (*as described in GPCC*)?
    o What was the Green Revolution (corporate agribusiness—not the "clean farming revolution/sustainable farming/agroecology)? What have been its lasting problems, and how do they reflect "negative externalities" and "Karl Polanyi's Paradox" (*as described in GPCC*)?
    o By contrast, what is the "clean farming revolution" (sustainable farming/agroecology)?
    o What is the anatomy of famine? Specifically, what does it mean that "even historically, famines resulted from entitlement failures rather than insufficient food"? Use the example of Malawi to address that question.

Post to Canvas: Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *Note:* **Zero points for the entire post if you cite Michael Polanyi's Paradox instead of** *Karl Polanyi's Paradox* **(as described in GPCC).** *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

11. Monday, November 4

- **In-class posts & discussion**

Discussion post #11 due next Sunday
Part One
- "NASA: Global climate change"
https://climate.nasa.gov/
- "What should you say to a climate change skeptic?"
https://www.latimes.com/science/sciencenow/la-sci-sn-climate-change-arguments-20170818-htmlstory.html
- "Meet the evangelical Christian persuading believers that climate change is real"
https://www.newstatesman.com/2017/06/meet-evangelical-christian-persuading-believers-climate-change-real
Part Two
- "Rash of suicides in India—Cotton farmers without hope" (video, 6:10 minutes)
https://www.dw.com/en/rash-of-suicides-in-india-cotton-farmers-without-hope/av-17200458
- "Australia: Suicides among farmers" (video, 6:45 minutes)
https://www.dw.com/en/australia-suicide-among-farmers/av-47117757
- "Trading down: How unfair trade hurts farmers [in poor countries]"
https://fairworldproject.org/trading-down-how-unfair-trade-hurts-farmers/
- "Agribusiness is devastating to family farmers, rural communities, and the environment"
https://www.actionaidusa.org/work/agribusiness-family-farmers/
Part Three
- "How climate change inflames extremist insurgency in Africa"
https://www.washingtonpost.com/world/interactive/2023/climate-change-extremism-boko-haram/
Part Four
- "Biodiversity: Food 'key driver' of accelerating death of wildlife"
https://www.dw.com/en/farming-food-biodiversity-extinction-food-waste-health-meat-plant-based/a-56416006
Part Five
- "The sugar that permeates the American diet has a barbaric history as the 'white gold' that fueled slavery"
https://www.nytimes.com/interactive/2019/08/14/magazine/sugar-slave-trade-slavery.html
- GPCC, chapter 7, "Environment and consumption"

Discussion post #11
- What are the key indicators of global climate change, according to NASA? And what evidence should be pointed out to climate skeptics?
- How does global climate change reflect "negative externalities" and "Karl Polanyi's Paradox" (*as defined in GPCC*)?
- How do food exports from wealthy countries to poor countries hurt medium and small farmers in poor countries? What problems in general does corporate agribusiness cause? What are the present-day causes of suicide among family farmers?
- How does climate change contribute to "extremist insurgency" in Africa as well as (review) Guatemalan/Central American migration?
- What problems does "farming and biodiversity" address? What are its recommendations? How are these related to the "clean farming revolution" (sustainable farming/agroecology, as discussed last week)?
- GPCC: Describe either "the case of sugar" or "the story of beef."

Post to Canvas: Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *Note:* **Zero points for the entire post if you cite Michael Polanyi's Paradox instead of** *Karl Polanyi's Paradox* **(as described in GPCC).** *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

12. Monday, November 11: VETERANS DAY: NO CLASS, NO HOMEWORK ASSIGNMENTS

---

13. Monday, November 18

- **In-class posts & discussion**

Discussion post #12 due next Sunday
Part One
- "I believe in health care as a human right" (video, 3:30 minutes)
https://www.youtube.com/watch?v=xJpZnUjtorI
- "10 questions for Paul Farmer" https://www.youtube.com/watch?v=ZfbM8hjXwgo
Part Two
- Review: "What causes a pandemic, and how can we prevent future ones?" (video, 4:30 minutes)
https://www.youtube.com/watch?v=q8PeXu3CPPs
- "Five reasons why pandemics like Covid-19 are becoming more likely"
https://www.gavi.org/vaccineswork/5-reasons-why-pandemics-like-covid-19-are-becoming-more-likely
- "Three practical actions could help prevent the next pandemic"
https://www.hsph.harvard.edu/news/hsph-in-the-news/three-practical-actions-could-help-prevent-the-next-pandemic/#:~:text=Reduced%20deforestation%2C%20better%20management%20of,according%20to%20a%20new%20report
Part Three
- GPCC, chapter 8, "Health and disease"

Discussion post #12
- What are the basic questions to ask about patterns of disease at any point in time and space?
- Describe the relationships between (1) culture and disease; (2) cities and disease; (3) environmental change and disease; and (4) human ecology and disease. How do the relationships reflect "negative externalities" and "Karl Polanyi's Paradox" (*as described in GPCC*)?
- What is a "signature disease" of a specific historical time and pattern of geographic connections? How is HIV/AIDS an example of a signature disease?
- What are arguments for healthcare as a global public good (and as a human right), as opposed to healthcare as an individual, commodified choice?
Post to Canvas: Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason.** *Note:* **Zero points for the entire post if you cite Michael Polanyi's**

Paradox instead of *Karl Polanyi's Paradox* (as described in GPCC). *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/ grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

13. Monday, November 25

- **In-class posts & discussion**

Discussion post #13 due next Sunday
Part One
- "Who's to blame for a pandemic?"
https://www.nytimes.com/2020/09/01/video/coronavirus-pandemics-causes.html?auth=login-google1tap&login=google1tap
- "What does the science say about the origin of the SARS-CoV-2 pandemic?"
https://www.npr.org/sections/goatsandsoda/2023/02/28/1160162845/what-does-the-science-say-about-the-origin-of-the-sars-cov-2-pandemic
- "How climate change is ushering in a new pandemic era"
https://www.rollingstone.com/culture/culture-features/climate-change-risks-infectious-diseases-covid-19-ebola-dengue-1098923/
Part Two
- "Monkey meat and the Ebola outbreak in Liberia" (video, 12 minutes)
https://www.youtube.com/watch?v=XasTcDsDfMg
- "The Kenyan fishing community ravaged by AIDS" (video, 17 minutes)
https://www.youtube.com/watch?v=6LjGRzCk1dc
- "Chagas: A silent killer [Argentina]" (video, 26 minutes)
https://www.aljazeera.com/programmes/witness/2013/04/20134168253191412.html
- "River of Hope [Schistosomiasis]" (video, 48 minutes)
https://www.youtube.com/watch?v=YiJNs9vmvKQ

Discussion Post #13
- Describe any *two* of the above cases (Ebola, HIV/AIDS, Chagas, or Schistosomiasis) from the standpoint of the relationships between (1) culture/economy and disease; (2) cities/towns and disease; (3) environmental change and disease; and (4) human ecology and disease.
- Within the above framework, how do the two diseases reflect "negative externalities" and "Karl Polanyi's Paradox" (*as described in GPCC*)?

Post to Canvas: 250 word minimum for the entire assignment; no maximum word count. Display the word count at the end of your post. -**50 points for non-submitted posts without an instructor-approved reason. *Note:* Zero points for the entire post if you cite Michael Polanyi's Paradox instead of *Karl Polanyi's Paradox* (as described in GPCC). *In-text citation of sources is required.*

Required: In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/ grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

---

14. Monday, November 25 (Exam #2: November 29-December 1, 11:59pm)

- **In-class posts & discussion**

---

15. Monday, December 2

- Review: Exam #2 (GPCC part two [introduction, chapters 5-8] and part one [introduction and chapters 1-4]); study questions posted under Modules)
- Exam #2: December 6-9, 11:59pm
- Final essay: due Monday, December 9, 11:59pm

Final Essay Overview:
Global Commodity Chains, Negative Externalities, and Karl Polanyi's Paradox

- Global commodity chain: the worldwide network of social relations and labor activities involved in the creation, distribution, consumption, and disposal of a commodity (defined as anything that can be bought and sold)
    - *Social relations:* consumers, labor, capitalists, nation-states; and society/nature
    - *Commodity-chain activities:* product design and financing; capture/extraction/cultivation of raw materials; processing; transportation; distribution/sale; purchase/consumption; and disposal
    - *Negative externalities & Karl Polanyi's Paradox:* socioeconomic, political, environmental
    - What possibly to do to promote a socially just and environmentally sustainable future?
- Example: "The *coffee commodity chain* is the linked sequence of activities involved in growing coffee, processing it, shipping it, roasting it, … selling it to consumers" (John Talbot) and disposing it.

Final Essay Guidelines

- Choose either a specific commodity or some aspect of a commodity chain (such as its labor and/or ownership/control conditions; social, economic, environmental, and/or health consequences; waste disposal; consequences for political violence/wars; etc.).
- I recommend this broad approach, adapted to your essay's needs.
    - *Paragraph #1*
        - Introduce/describe your topic
        - Describe how you'll address your topic from the standpoints of: global commodity chains (brief definition); negative externalities (brief definition); and Karl Polanyi's Paradox (*as described in GPCC;* **not Michael Polanyi's Paradox**)
    - *Continued paragraphs:* discussion of your specific topic.

- o *Final/summary paragraph:* Summary of your topic in view of global commodity chains; negative externalities; Karl Polanyi's Paradox; and the challenges of mitigating or eliminating the costs and thus promoting and environmentally sustainable and socially just world.
- 1000 or more words of narrative text (no maximum word count); college standards of writing*;* In-text citations required; *enforcement of FIU penalties for plagiarism and A.I. or other automatically generated text.*
- Double-spaced 11 or 12-point Times New Roman font; in-text citations; references section; Chicago, MLA, or APA format.
- Title; your name; your Panther ID
- *Due on Canvas by the date and time listed on syllabus. Late papers will not be accepted* (**25+% Turnitin.com score suggests possible plagiarism.)**
- **If you want to focus on Covid-19 (or any other "signature" disease), scroll down for guidelines.**
- *Required:* In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/ grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**

Covid-19 or another signature disease
- *Paragraph #1:* What defines a "signature disease" of a specific historical time and pattern of geographic connections?
- How do signature diseases pertain to global commodity chains, negative externalities, and Karl Polanyi's Paradox (***as described in GPCC; not Michael Polanyi's Paradox***).
- *Continuing paragraphs:*
  - o Describe the possible cause and transmission of the specific signature disease in terms of the relationships between (1) culture and disease; (2) cities and disease; (3) environmental change and disease; and (4) human ecology and disease.
  - o *Final/summary paragraph:* How is the disease signature; how does it pertain to global commodity chains; negative externalities; and Karl Polanyi's Paradox? In that context, what are the arguments for healthcare as a global public good and human right versus healthcare as an individual, commodified choice?
- 1000 or more words of narrative text (no maximum word count); college standards of writing*;* In-text citations required; *enforcement of FIU penalties for plagiarism and A.I. or other automatically generated text.*
- Double-spaced 11 or 12-point Times New Roman font; in-text citations; references section; Chicago, MLA, or APA format.
- Title; your name; your Panther ID
- *Due via turnitin.com on Canvas by the date and time listed on syllabus. Late papers will not be accepted* (**25+% Turnitin.com score suggests possible plagiarism.)**
- *Required:* In view of FIU's policies on standards and violations of academic honesty, I attest to the following: 1) that I have not plagiarized sources or used A.I. or any form of automatically generated content to create my submitted assignment (aside from this course's permissible formatting/style/ grammar/spelling assistance); and 2) that (aside from **cited** quotations and paraphrasing) the submitted content is fundamentally my own creation. **Name & Panther ID:**