

CGS 4016F Globalization
2013 Theme: The Body of Labour and Globalized Capitalist Agriculture
Wednesdays 2:30-5:30 HC W102
Centre for Global Studies
Huron University College
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Office Hours: Friday 2-4:00 p.m. or by appointment.

Course Description

This course considers the role of global-scale forces in shaping the context for day-to-day life. In this session of the course we will focus our investigation on the conditions for labour set by the globalization of agricultural production and consumption. We will examine how labour is defined, sourced, mobilized and restricted within global circuits of production and consumption.

Course Objectives

In this course you will practice discerning differences and similarities among analyses of the same socio-economic phenomenon. You will practice identifying those differences, projecting the consequences of different perspectives and considering alternatives to those we are examining. You will also learn to identify, focus, research and prepare an original topic for a

long essay. Your presentations and responses to readings will help you learn to identify and apply an argument, to identify and press the limits of those arguments, and to become comfortable sharing those insights with others in discussion and in writing.

Course Methods

This course operates as a seminar, meaning that each week we will have a discussion based on the readings and the questions they open for discussion. Our shared goal is to build our understanding of the focal concern of this course over the term of the seminar in an open-ended, honest, fearless and respectful way.

Required Readings Aside from these three books, we will also be reading a set of scholarly articles and selections from other works. These items will all be available on line through our Owl/WebCT page, on-line from a public data base, or through the Western library's online catalogue.

Binford, Leigh. 2013. *Tomorrow We're All Going to the Harvest: Temporary Foreign Worker Programs and Neoliberal Political Economy*. Austin: University of Texas Press.

Hardt, Michael and Antonio Negri. 2005. *Multitude: War and Democracy in the Age of Empire*. Penguin.

Mize, Ronald L. and Alicia C. S. Swords. 2011. *Consuming Mexican Labor: From the Bracero Program to NAFTA*. Toronto: University of Toronto Press.

Evaluation

Seminar Participation and Notes: 10% (weekly)

Preliminary Bibliography and Research Statement: 15% (October 9, in my office, before 4:00)

Research Statement: 20% (October 16, in class)

Seminar: 15% (TBA)

Seminar Presentation of Your Research Topic: 10% (October 30)

Final Paper: 30% (December 9, in my office, before 4:00 p.m.)

Seminar Participation and Notes

Each week you will prepare a brief set of discussion notes which reflect on the week's readings. Ideally, in each short paper (minimum one page or 250 words) you will consider how the week's readings relate to the topic for our meeting, as identified in the course outline. You may also use this paper to consider how the readings relate to your own research topic. These informal papers can also be the basis of your class participation, and so feel free to think of them as a place to identify key issues or questions that you would like to hear the seminar group address.

I will only accept these papers in person at the beginning of seminar, and for each you miss, the 10% of your grade these represent will be reduced by 2%.

Preliminary Research Statement and Bibliography

This iteration of your bibliography should be comprehensive, meaning that it needs to show you have done an exhaustive search for materials specifically related to your topic. If you find fewer than 20 items specifically focussed on your topic, you may very well need to change focus. You can include materials that are more generally related, and some that you may not use in the paper, but the best bibliography shows that you have found your focus and followed every lead to research it. The 'statement' here could be a few sentences, and really just gives me an idea of the kind of question you propose to answer in your paper. Research Statement and Final Paper

Your major project for this course is a long (20-25 pages) paper based on an original topic you devise yourself. You have a lot of freedom here to find a topic based in your own interests, as long as it relates to some aspect of the focal concern of your seminar. It is perfectly fine if your paper is closely related to some of the material we read in class, and may take one of the cases we look at as a launching point. You may also wish to pursue the ideas of one of the theorists we read in relation to some case of interest to you. But all you are required to do is pick a topic focussed on the relationship between humans, production and land. We will discuss sample ideas in seminar.

Review essays are acceptable for this assignment, though a good review paper will mean you do a lot more reading than for a regular paper. I can provide you with an exceptional example of a review paper if you choose to go this route.

Your research statement is part essay proposal, part less formal mapping out of the problem you are researching. You should have some kind of thesis or research statement, in the framing 'in this paper I show X, looking at the examples of Y and Z'. A good research statement will demonstrate that you have narrowed your topic sufficiently to write a 25 page paper about it, and that you have found sufficient research to support the case you are going to make. This assignment should refer specifically to your research materials, and include a bibliography of materials you have collected. This paper should be a minimum of 5 pages, but not too much longer either. This should be concise and show me that you have made some progress formulating your ideas, finding your argument and coming to understand your research materials.

Seminar

For the final three weeks of seminar, each of you will do a 20 minute summary of a section of each of the two case books we are reading, and then lead discussion based on questions you prepare for the seminar for another 20 minutes. For each presentation, it would be ideal if you could draw on some of the material from earlier in the course, considering whether or not the case study raises new questions, misses some questions or contrasts. These presentations will not be power pointed, but feel free to prepare handouts and question sheets for your colleagues.

Schedule

September 11- Introduction

September 18- Capitalism's Global Scale Relationships

This week we consider how land and labour are bound together, and disengaged, within globalized capitalism. The readings each in one way or another point to this dynamic triad of mode of production/labour/land, and together should provide us with some new insight about the terrain we are looking at in this course. How is 'capitalism' both ungrounded and grounded? What does primitive accumulation have to do with creating labour? How do we talk about globalization in relation to location, or do we tend to avoid making that link? How does location matter to the functioning of capitalist enterprises? How is labour impacted, created, defined by linkages to land, and whose linkages?

Readings:

Hardt and Negri, selection, pps103-129.

Tsing, Anna. n.d. "Supply Chains and the Human Condition". For *Rethinking Marxism*.

Wilson, Tamar. 2011. "Primitive Accumulation and the Labor Subsidies to Capitalism". *Review of Radical Political Economics*. 20(10): 1-12.

September 25- Property and Labour Regulation

This week we explore the notion of ownership as an instrument of governance. How is governance of bodies extended simultaneously with the notion of ownership? Why are relationships to property (both having and not having) central to the functioning of particular economic forms? Do such regimes of governance guarantee compliance? What does non-compliance 'look' like?

Hardt and Negri, selection, pps 129-157.

Engels, Frederick. 1884. "Barbarism and Civilization". *The Origins of the Family, Private Property and the State*. A good copy is here

<http://www.marxists.org/archive/marx/works/1884/origin-family/ch09.htm>

Weaver, John C., selection from *The Great Land Rush and the Making of the Modern World, 1650-1900*.

October 2- Agriculture and Globalized (Social) Orders

This week we sort out the relationships among the particular social orders that agriculture requires, introducing the role of states, economic apparatuses, socio-cultural values, international relations and property ownership. Our readings this week also trace how these orders are mobilized, taking in new 'places' and new labourers, or put this process in historical context.

What is ‘new’ in agriculture? What is not? How has the position of labour changed? How has the role of property ownership changed, or not? What is surprising in all of this?

Coclanis, Peter A. 2005. “Breaking New Ground: From the History of Agriculture to the History of Food Systems”. *Historical Methods*. 38(1): 5-13.

Diamond, Jared 1987 “The Worst Mistake in the History of the Human Race”. Excerpt, originally published in *Discover*.

Grey, Mark. A. 2000. “The Industrial Food Stream and Its Alternatives in the United States: An Introduction”. *Human Organization* 59(2): 143-150.

Mize and Swords, Introduction and Part 1

Murphy, Sophia. 2008. “Globalization and Corporate Concentration in the Food and Agriculture Sector”. *Development* 51(4): 527-533.

Scott, James C. 1999, selection from *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*.

October 9- National Economies and Labour Power/Mobility

This week we will revisit Tsing’s observation that the global reach of capitalism does not require homogeneity, and that, in fact, it depends upon it. How is ‘context’ relevant in each of the cases set out here? How do things like culture, ideology, belief, assumption, warfare, imperial ambitions operate to create pools of labour? How are labourer’s subjectivities important here? And, finally, consider the differences between the labourer in supply chain capitalism as Tsing describes it and the labourer in the chain that Soluri describes- can you identify changes in the way the labourer is linked up with other labour, with societies, with economies?

Binford, Introduction, Chapter 1

Soluri, John. 2000. “People, Plants and Pathogens: The Eco-Social Dynamics of Export Banana Production in Honduras, 1875-1950”. *Hispanic American Historical Review* 80(3): 463-501.

October 16- National Economies, Labouring Citizens and Technology Owners

This week we expand on last week’s considerations to think about some of the ways in which technology is developed, transferred and controlled, and consider the impacts on this on conditions under which labour is mobilized, sourced and let go. As with last week, we can consider the differences between the era that Loker writes about and the period Stuesse is working on. Or, are there really no differences? Is Hardt and Negri’s explanation of immaterial labour relevant here in both cases? What about Hardt and Negri’s argument about the end of peasant production? Considering Tsing’s arguments as well, what does capital control in these cases, and what don’t they control? How do these facts shape conditions for labour?

Boyd, William. 2001. "Making Meat: Science, Technology, and American Poultry Production". *Technology and Culture* 42(4): 631-664.

Stuesse, Angela C. 2010. "What's 'Justice and Dignity' Got to Do with It? Migrant Vulnerability, Corporate Complicity and the State". *Human Organization* 69(1): 19-30.

Loker, William M. 2005. "The Rise and Fall of Flue-Cured Tobacco in the Copan Valley and Its Environmental and Social Consequences". *Human Ecology* 33(3): 299-327.

October 23- Study Day

October 30- Research Topic Presentations

Each of you will do a brief presentation of your research topic, soliciting advice from others in class. The duration of each presentation will depend on the number of people enrolled in the course.

November 6- Accumulation by Dispossession: The New 'Governable by Citizenship'

Could we argue that all of the trends we have tracked up to this point in the course culminate in the process of land grabbing? Or is that jumping to conclusions? It is 'too easy' to make that claim, even though it might seem inescapable at this point to argue that this is the path global capitalist agriculture must take. Reading this article, think about the ways in which processes like this are made to seem inevitable, consider why we may fall for that logic, and what we need to consider to avoid that trap.

Peters, Pauline E. 2013. "Land Appropriation, Surplus People and a Battle over Visions of Agrarian Futures in Africa". *Journal of Peasant Studies* 40(3): 537-562.

November 13- Exploring the case studies: Binford Chapters 2, 3, 4

November 20- Binford Chapters 5, 6, 7

November 27- Mize and Swords, Part II, pps 43-62; pps 63-106; Part III pps 107-132.

December 4- Mize and Swords, Part III, pps 133-174; pps175-192; 193-234.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for

all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounselingServices>