

Introduction to Globalization (CGS 1022G)

** Please check for revised syllabus in the first week of January*

Instructor: Dr. Katherine Pendakis

Lectures: Tuesday (2:30-3:20); Thursday (3:30-5:20); W 12

Office visits: Thursday (5:30-6:30)

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[Please note: Email is checked 9-5, Monday to Friday]

Course Description

The purpose of this course is to give students a broad, interdisciplinary introduction to key debates about globalization as they have emerged since 1989. We will analyze the complex ensemble of political, economic and cultural processes and discourses that operate under the term “globalization.” In the post-cold war years, globalization was heralded optimistically by both market liberals and political liberals. This liberal alliance has since broken down and globalization has come to be challenged explicitly by Marxists, Social Democrats, Post-Colonial critics and Right-Wing populists (among others). Thus, central to our analyses will be a concern for the political projects that underpin academic debates on globalization.

Course Objectives

By the end of this class, students should be able to provide thoughtful and carefully substantiated responses to the following questions:

1. How has globalization been defined and what’s at stake in these definitions?
2. What are the central debates on globalization and what political and ethical assumptions underline positions in this debate?
3. Is there something novel about the kind of globalization(s) we experience today?
4. How does globalization (re)produce specific forms of inequality?
5. How is globalization a gendered process?
6. Are we facing ever more risky global threats? What does the discourse of risk do to us affectively and politically?
7. How do we approach images of global suffering and what are the limitations of our current approaches?
8. What is cosmopolitanism? What are its political possibilities and limitations?
9. What does it mean to be “anti-globalization?” What are the political possibilities and limitations of this position?
10. What does it mean to be “populist”? What are the political possibilities and limitations of this position?

Evaluation

	Worth	Deadline
Case Study Analysis	5%	January 23
Commentary 1	10%	February 6
In-class test	15%	February 15
Commentary 2	10%	March 1
Essay Proposal	Research Proposal 5%	March 15
Essay	25%	April 10
Final Exam	30%	TBA
In-Class Discussion & Participation	10% <i>*Extra 2% for perfect attendance!</i>	Assessed Weekly

NOTE REGARDING FORMAT

- Every assignment in this course should:
 - be uploaded on OWL by the deadline; no hard-copy necessary
 - be carefully edited
 - use Times New Roman font;
 - use font size 12;
 - be double-spaced;
 - use Chicago Style formatting

Case Study Analysis:

- This is a two-page, introductory overview of the case study that you will focus on for your research this term
- We will discuss methods for choosing a case study on January 11th and 16th and we will share our case studies in class on January the 23rd.
- Your analysis will be formulated around the basics:
 - Who/What is the object of research?
 - Where is this object of research “located” (in terms of: global/local sites, networks, institutions, discourses and social-structured relations of inequality)?
 - When: Does your case relate to specific temporal period(s) and events?
 - How is this case relevant to the general theme of globalization?
 - Why is this particular case significant and worth researching?
- See instructions on OWL (Assignments/ Object Analysis)

Reflection:

- You will be asked to write two reflection pieces over the course of the semester.
- Each reflection will be 3 pages in length
- For each reflection, I will provide you with two “prompts” (via OWL) to guide your writing.
 - the first prompt will relate to the content of the readings;
 - the second will ask you to apply the readings to your chosen case.
- Prompts will be posted two weeks in advance of the deadline.
- See instructions on OWL (Assignments/Reflection 1/ Reflection 2)

In-Class Writing Session

- On Thursday, February 15th, we will have an in-class writing session that will involve a reflection on course material up to this point.
- A key question will be given to you one week in advance.
- You may bring one sheet of notes to class to assist you.
- See instructions on OWL (Assignments/In-Class Writing Assignment)

Research Proposal

- Your research proposal will:
 - offer a tentative argument
 - offer tentative “proof”
 - list 6-8 academic journals, chapters or books that you will use
 - provide short summaries (each of abstract size) of how you will use each resource in your essay
- See instructions on OWL (Assignments/Research Proposal)

Final Essay

- The final essay will critically analyze your case study using course material and additional academic resources
- See instructions on OWL (Assignments/Final Essay).
- Your essay will be 2,000 -2,500 words in length

Final Exam

- A final exam will be held in the April exam period.
- It will be cumulative

Participation:

- I will assess your participation weekly under the assumption that you have read the assigned readings.
- Participation is graded on the extent to which you:
 - engage with assigned readings
 - democratically and respectfully communicate with your peers and prof
 - actively listen to your peers and prof

Course Reading Schedule

January 9: Introducing the Course

January 11/16: Historicizing Globalization

- Steger, Manfred (2017) “Globalization: A Contested Concept” in *Globalization: A Very Short Introduction*. Oxford: Oxford University Press.
- Kalb, Don (2005) “From Flows to Violence: Politics and Knowledge in the Debates on Globalization & Empire.” *Anthropological Theory* 5(2): 176-204.
- Familiar yourself with:
 - The Washington Consensus:
 - The Universal Declaration of Human Rights:
 - International Criminal Court

January 18/22: Post 1989 Optimism & The Liberal Alliance

- Bhagwati, Jagdish (2004) “Globalization is Good but not Good Enough,” In *Defense of Globalization*. Oxford: Oxford University Press (pgs. 28-38; 221-227)
- Wolf, Martin (2004) *Why Globalization Works* (pgs. 1-15)
- Giddens, Anthony (1995) *Beyond Left and Right: The Future of Radical Politics*. Cambridge: Polity Press. (pgs. 1-20)
- Held, David (1995) *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*. Cambridge: Polity Press (pgs. 1-25)

January 25/29: Enduring Global Inequality and the Weakening of the State

- Sassen, Saskia (1996) *Losing Control: The End of Sovereignty*. New York: Columbia Press. (pgs. 1-18)
- Sassen, Saskia (2014) *Expulsions: Brutality & Complexity in the Global Economy*. Cambridge: Harvard University Press.
 - Introduction
 - Chapter 1 (pgs. 15-30)
- Wade, Robert (2002) *Globalization, Poverty and Income Distribution: Does the Liberal Argument Hold?* (LSE-Working Paper Series, 2–33). London: London School of Economics.
- Castells, Manuel (1999). *Information Technology, Globalization and Social Development*. UN Research Institute for Social Development.

February 1/6: Marxist Critiques of Globalization as Imperialism

- Harvey, David (2003) *The New Imperialism*. Oxford: Oxford University Press. (excerpts)
- Panitch, Leo (2000) “The New Imperial State,” *New Left Review* 2: 5–20.
- Petras, James and Henry Veltmeyer (2001) *Globalization Unmasked: Imperialism in the 21st Century*. London: Zed Books. (excerpts)

February 8/13: Anti-globalization in Practice I:

- Klein, Naomi (2000) *Fences and Windows: Dispatches from the Front Lines of the Globalization Debate*. New York: Picador Press. (excerpts)
- Gill, Stephen (2000) Toward Postmodern Prince? The Battle in Seattle as a Moment in the New Politics of Globalization, *Millennium* 29(1): 131-141

February 15/27: Actor-Oriented Analyses of Globalization & Culture

- Arjun Appadurai (1990) “Disjuncture and Difference in the Global Cultural Economy.” *Theory, Culture & Society* 7: 295-310
- Gupta & Ferguson (1997) “*Culture, Power, Place: Explorations in Critical Anthropology*.” Durham, NC: Duke University Press. (excerpts)
- Comaroff, Jean and John Comaroff, eds (2001) *Millennial Capitalism and the Culture of Neoliberalism*. Durham, NC: Duke University Press. (excerpts)

March 1/6: Globalization and Gender?

- Navaro Yuval-Davis (2009) Women, Globalization and Contemporary Politics of Belonging. *Gender, Technology & Development* 13(1): 1-19
- Saskia Sassen (2000) Women’s Burden: Counter-geographies of globalization and the feminization of survival. *Journal of International Affairs* 53(2): 503-524.
- Additional TBA

March 8/13: Globalization, Racism & Neocolonialism

- Rao, Nagesh (2000) “Neocolonialism or Globalization: Postcolonial Theory and the Demands of Political Economy,” *Interdisciplinary Literary Studies* 1(2):165-184
- Krishna, Sankaran (2008) *Globalization and Postcolonialism: Hegemony and Resistance*. London: Rowman & Littlefield. (Chapter 1)
- Additional TBA

March 15/20: Global (In)securities, Risk & War

- Beck, Urry (1992) *Risk Society: Towards a New Modernity*. London: Sage. (excerpts)
- Kaldor, Mary (1999) *New and Old Wars: Organized Violence in a Global Era*
 - Introduction
 - Chapter 1 (pgs. 13-21)
 - Chapter 2 (32-67)

March 22/March 27: Distant Suffering: Affective Temporalities of Globalization

- Fuyuki Kurasawa (2014) “In Praise of Ambiguity: On the Visual Economy of Suffering.” In *Suffering, Art & Aesthetics*, edited by Ratiba Hadj-Moussa and Michael Nijhawan, 23-50. London: Palgrave Macmillan.
- Fridell, Gavin & Martijn Konings (2013) “Introduction.” In *Age of Icons: Philanthrocapitalism in the Contemporary World*, edited by Gavin Fridell and Martijn Konings, 3-26. Toronto University of Toronto Press.

March 20/April 3: “Cosmopolitanism”: A Return to Optimism?

- Gerard Delanty (2014) “Not all is lost in translation: world varieties of cosmopolitanism.” *Cultural Sociology*, 8 (4). pp. 374-391.
- Greg Noble (2009) “Everyday Cosmopolitanism and the Labour of Intercultural Community.” In *Everyday Multiculturalism*, edited by Amanda Wise and Selvaraj Velayutham, 46-65. London: Palgrave Macmillan.
- Fuyuki Kurasawa (2004) A Cosmopolitanism from below: Alternative Globalization and the Creation of Solidarity without Bounds. In *European Journal of Sociology*
- Nash, Kate (2009) “Global Solidarity: Justice Not Charity.” In *The Cultural Politics of Human Rights*, edited by Kate Nash, 137-165. Cambridge: Cambridge University Press.

April 5/10: Anti-Globalization in Practice II: Right-wing Populism

- Stolcke, Verena (1995) ‘Talking Culture: New Boundaries, New Rhetorics of Exclusion in Europe,’ *Current Anthropology* 36(1): 1–24.
- Soborski, Rafal (2013) “National Populism and Fascism: Blood and Soil Against Globalization.” In *Ideology in a Global Age*, edited by Rafal Soborski, 107-139. London: Palgrave Macmillan.
- Zaslove, Andrej (2008) “Exclusion, Community, and a Populist Political Economy: The Radical Right as an Anti-Globalization Movement.” *Comparative European Politics* 6 (2): 169-189.
- Inglehart, Ronald and Norris, Pippa. (2016) *Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash*. Harvard Kennedy School of Government Series.



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 Provost and 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, 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

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

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the

instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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/pdf/academic_policies/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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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”).

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.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>