

### **Course delivery with respect to the COVID-19 pandemic**

*Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.*

CGS 1022G Introduction to Globalization Section 550

Centre for Global Studies

Huron University

Course Instructor: Niloofar Golkar

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Office Hours by Appointment on Zoom

Meeting Times Mondays 12:30-2:30 and Wednesdays 1:30-2:30

### **CGS 1022G: Introduction to Globalization**

This course introduces and critically examines dominant approaches to understanding human interconnection at a global scale and provides an interdisciplinary overview of various trends attributed to globalization. The course is designed to fulfill two interrelated objectives. The first is to provide students with key readings and fundamental concepts in the field of Globalization studies, drawing upon an interdisciplinary approach. From there the course deals with themes that impart transformative and embodied learning, engaging with critical approaches, perspectives and methodologies that take on these key readings and concepts while placing them in the lived experiences of communities within Globalization studies.

### **Course Learning Objectives**

In this course students will:

- Understand the history and theories of globalization and critically evaluate what is included and excluded in mainstream theories, and why.
- Place Canada within the context of globalization.
- Analyze how shifting toward a more intensified neo-liberal regime continues to shape labour, mobility, and integration.
- Recognize and evaluate important factors in globalization, such as environmental impact, climate change, migration, automation, and new technologies.
- Evaluate the processes of globalization from equity-based perspectives and how they operate within intersectional perspectives.
- Discern different strategies that communities use as resistance to globalization.

### **Statement on Teaching and Pedagogy**

As evidenced in the assignment of critical reading reflection papers and emphasis on class participation and engagement, this course aims to build the critical reading and writing skills of students. Using a range of multimedia and dynamic engagement in the classroom, I seek to create an interactive learning environment that is open to critique and self-reflection in order to

give students opportunities for developing their independent perspectives in creative ways. My choice of assessments in this course also aims to open up the discussion in class to include critical theoretical issues around globalization as part of both the reading materials and the dynamics of exchange among students. With a critical pedagogical approach that combines both theory and embodied learning, students will be encouraged to think further about the preconceived notions that delimit and give shape to the topics addressed.

### **Assessments**

- Class attendance	10%
- Class engagement (including posting minimum of 6 posts on OWL's weekly discussion forum)	10%
- Academic Integrity Quiz	5%
- Presentation	10%
- Critical reading reflection	20%
- Mid-term essay	20%
- Final exam	25%

### **Presentation or Written summary of the readings of the chosen week 10%**

At the beginning of the Semester Students choose which week they want to present or submit 1 page summary of the readings.

Presentation: Students will make analytical presentations of approximately 10 minutes in length that raise questions about the reading. The student presentation will be followed by a discussion of the analysis and arguments presented and the questions and issues raised by the presenters.

Presenters are required to post two questions for discussion on the OWL forums before the seminar in which they are to make a presentation.

Presentations must be analytical and critical.

Summary: For those who choose to write a summary Deadline is an hour before the class that we supposed to discuss the readings. You also are required to post two questions for discussion on the Owl forum before the seminar.

**Due:** Sign-up in first class.

### **Critical reading reflection (6 pages) Due February 7th 20%**

Students are required to submit a Critical reading reflection. They should engage critically with the argumentation of the week's required readings/ movie/ podcast. For example, students may wish to focus on one or two issues or themes and evaluate how they are addressed in the different readings. But they should draw a connection to their daily life. This exercise is a reflection on the

readings but also on our day to day experiences and how the globalization processes and policies affect our lives. Detailed instruction will be posted on the OWL.

### **Midterm Essay**

**Due March 14th**

**20%**

Students are required to write an extended Research Paper on one of the topics that will be provided. In preparing for this research paper, please read about the topic in greater depth, drawing on recommended readings as well as external sources, and develop an extended analysis. If you experience problems finding the recommended readings in the library, please contact the instructor. This response is to be 2500 words (double spaced and in 12 point Times New Roman font). Detailed instruction will be posted on the OWL.

### **Final Exam**

**Due April TBA**

**25%**

A final exam will be written at home in a “take home, open book” format. Students will answer both short and long answer questions, and should include references to course materials, properly cited. Detailed instruction will be posted on the OWL.

### **Readings**

Most of the required readings and selected recommended readings for this course are available on the course website.

**Note:** Neither laptop computer nor cell phone use is permitted in the seminar room without the express permission of the instructor.

### **How to do well in the course**

- Do the assigned readings
- Think critically about the world we live in and what we’ve been taught about it
- Participate in class and ask questions whenever something is unclear and/or interests you
- Be respectful in any observations you make or disagreements you may have
- Come to office hours

### **Week 1- January 10<sup>th</sup> , 12<sup>th</sup>**

#### **Introduction: Globalization is a dynamic concept**

Syllabus (yes you should read it carefully) 😊

Steger, M. B. (2017) Globalization: A very short introduction (Vol. 86). Oxford University Press. Ch 1.

## **Week 2- January 17<sup>th</sup> , 19<sup>th</sup>**

### **Early stages of Globalization: Colonialism and Capitalism;**

Steger, M. B. (2017) *Globalization: A very short introduction* (Vol. 86). Oxford University Press. Ch 2 (from The modern period p 63 to 68).

James, C. L. R. (2001). *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. Penguin UK. Pp 3-26 Prologue and ch 1

Film: We were children [https://www.youtube.com/watch?v=9daBqAddI\\_s](https://www.youtube.com/watch?v=9daBqAddI_s)

### **Submit your Academic Integrity Quiz grade.**

## **Week 3- January 24<sup>th</sup> , 26<sup>th</sup>**

### **Primitive accumulation, Productive vs. reproductive work**

Michael Perelman, *The Invention of Capitalism*. Durham & London, Duke University Press, 2000, ch1-2 Pp 13- 38. (pdf is online just google it)

Housework. Sedef Arat-Koc. <http://i-peel.org/homepage/housework/>

Film: Life and Debt

Class activity: how to do proper research?

## **Week 4- January January 31<sup>st</sup> , February 2<sup>nd</sup>**

### **Global institutions**

Humanitarianism by Lisa Ann Richey. <http://i-peel.org/homepage/humanitarianism/>

Steger, M. B. (2017) *Globalization: A very short introduction* (Vol. 86). Oxford University Press. Ch 3.

Baylis, J. (2020). *The globalization of world politics: An introduction to international relations*. Oxford university press, USA. Ch 20.

Class activity: Annotated Bibliography

## **Week 5- February 7<sup>th</sup> , 9<sup>th</sup>**

### **Neo-liberalization**

McBride, S. (forthcoming). "From Keynesianism to Neoliberalism: The State in a Global Context." In M. Thomas, L. F. Vosko, C. Fanelli (Eds.), *Change and Continuity: Canadian Political Economy in the New Millennium*. Montreal: McGill-Queen's University Press.

Griffin-Cohen, M. (2013). "Neo-liberal Crisis/Social Reproduction/Gender Implications." *University of New Brunswick Law Journal* 64, 234-252.

Film: The shock Doctrine

Class activity: Essay structure

### **Critical Reflection Due**

#### **Week 6- February 14<sup>th</sup>, 16<sup>th</sup> Outsourcing and offshoring**

Friedman "The World is Flat" (Watch from 8:00 to 47:00)  
<https://www.youtube.com/watch?v=53vLQnuV9FY>

Film: Made in Bangladesh [https://www.youtube.com/watch?v=onD5UOP5z\\_c](https://www.youtube.com/watch?v=onD5UOP5z_c)

Clothing by Samanthi J. Gunawardana <http://i-peel.org/homepage/clothing/>

Container by Charmaine Chua <http://i-peel.org/homepage/container/>

Listen to the Odd Lots podcast: Ryan Petersen on How Global Supply Chains Have Gotten Even Worse. Oct 14.

#### **Week 7- February 21<sup>st</sup>, 23<sup>rd</sup> Spring Reading Week!**

#### **Week 8- February 28<sup>th</sup>, March 2<sup>nd</sup> Globalization and Race: politics of boarders and Migrant workers**

Harsha, Walia. Why everyone should care about the Temporary Foreign Worker Program. The Mainlander, June 23, 2014. <http://themainlander.com/2014/06/23/why-everyone-should-care-about-the-temporary-foreign-worker-program/>

Yates, M. (2003). *Naming the System: Inequality and Work in the Global Economy*. New York: Monthly Review Press. (read "Bad Jobs, Low Pay and Overwork" pp.91-117)

Film: In the Shadow of Gold Mountain

Film: El Contrato [https://www.nfb.ca/film/el\\_contrato](https://www.nfb.ca/film/el_contrato)

#### **Week 9- March 7<sup>th</sup>, 9<sup>th</sup> Globalization and Gender**

Sisterhood by Sara Salem <http://i-peel.org/homepage/sisterhood/>

Mies, M. (2014). *Patriarchy and accumulation on a world scale: Women in the international division of labour*. Bloomsbury Publishing. Ch 2.

Movie: The Prison in 12 landscapes. By Brett Story

### **Week 10- March 14<sup>th</sup> and 16<sup>th</sup>**

#### **AI and Globalization: On-demand platforms and Local/global precarious labour**

Rosenblat, Alex and Luke Stark. 2016. "Algorithmic Labor and Information Asymmetries: A Case Study of Uber's Drivers." *International Journal of Communication* 10:3758–84.

Fuller, J., Raman, M., Bailey, A., & vaduganathan, N. (2020, November 10). *Rethinking the on-demand workforce*. Harvard Business Review. Retrieved November 2, 2021, from <https://hbr.org/2020/11/rethinking-the-on-demand-workforce>.

### **Midterm Essay Due**

#### **Suggested Readings:**

ILO Report. (2021, February 23). *The role of Digital Labour platforms in transforming the world of work [full report]*. World Employment and Social Outlook 2021: The role of digital labour platforms in transforming the world of work [Full report]. Retrieved November 2, 2021, from [https://www.ilo.org/global/research/global-reports/weso/2021/WCMS\\_771749/lang--en/index.htm](https://www.ilo.org/global/research/global-reports/weso/2021/WCMS_771749/lang--en/index.htm).

### **Week 11- March 21<sup>st</sup>, 23<sup>rd</sup>**

#### **Political Economy and Climate Change**

Steger, M. B. (2017) *Globalization: A very short introduction* (Vol. 86). Oxford University Press. Ch 6.

Read Leap Manifesto <https://leapmanifesto.org/en/the-leap-manifesto/#manifesto-content>

I believe that we will win; Imagining a world without extractivism.  
<https://mininginjustice.org/imaginings/>

Film: Germany The Coal War <https://www.youtube.com/watch?v=PAUBPtQo4tg>

#### **Recommended Reading:**

Baylis, J. (2020). *The globalization of world politics: An introduction to international relations*. Oxford university press, USA. Ch 16.

Goldsmith, E. (1997). Development as colonialism. *The Ecologist*, 27(2), 69-77.

### **Week 12- March 28<sup>th</sup>, 30<sup>th</sup>**

#### **Anti Globalization movements**

Resistance by James Brassett. <http://i-peel.org/homepage/resistance/>

Milstein,C, Aaron Lakoff, and Sharmeen Khan. (2019). “Reflections of Organizing from Anti Globalization to the Climate Crisis”. Upping the Anti, Issue 21.  
<https://uppingtheanti.org/journal/article/21-the-long-memory-is-the-most-radical-idea>

Film: No Logo

**Week 13- April 4<sup>th</sup>, 6<sup>th</sup>**

**Just future? Radical Indigenous resurgence.**

Simpson, L. B. (2017). *As we have always done: Indigenous freedom through radical resistance*. U of Minnesota Press. Selected sections.

Review of final exam



## **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

### **Mandatory Use of Masks in Classrooms**

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

### **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.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **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 website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

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 (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

### **Statement on Use of Personal Response Systems (“Clickers”)**

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.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has

already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

#### **(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

#### **(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:  
<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:  
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>  
Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>  
Academic Support & Engagement: <http://academicssupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.