

CGS 1022F Introduction to Globalization
Centre for Global Studies
Huron University College
Wednesday 11:30-12:30 and Friday 11:30-1:30
HC W12
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CGS 1022: 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.

Learning Objectives

This course asks students to think critically about how global-scale dynamics shape the context in which humans live their lives, solve problems and seek change. To this end, we will study varied and contrasting approaches to understanding globalization, paying particular attention to the assumptions each makes about social, economic, political and cultural life. Students will learn to distinguish among these different approaches to understanding globalization, different definitions of globalization, and to identify the strengths and weaknesses of each.

Class discussions sparked by our course readings, lecture materials, films and your independent research projects give students a chance to practice how to engage ideas, arguments and case studies analytically. The written assignment provides experience with text-based research at the university level, and written feedback will assist you in refining and developing your skills as an analyst.

Class Methods

This course is taught through a combination of lectures and focussed discussions. Dr. Russell will provide discussion questions for specific readings and films as the course moves along. These themes and discussions, along with the course readings, will serve as the basis for the final examination.

Required Readings: Journal Articles and Books

Required readings for this course are listed in the weekly schedule given below. They include journal articles noted for each class meeting which are available electronically through the Western library system. In addition, we are reading these five books available at the Western bookstore:

Bauman, Zygmunt and Carlo Bordoni. 2014. *State of Crisis*. Boston, Massachusetts: Polity.

Fridell, Gavin. 2013. *Alternative Trade: Legacies for the Future*. Halifax and Winnipeg: Fernwood Publishing.

Fridell, Gavin and Martijn Koonigs, eds. 2013. *Age of Icons: Exploring Philanthrocapitalism in the Contemporary World*. Toronto: University of Toronto Press.

Hardt, Michael and Antonio Negri. 2012. *Declaration*. Allen, Texas: Argo Navis Publishing.

Rivoli, Pietra. 2009. *The Travels of a T-shirt in the Global Economy: An Economist Examines the Markets, Power and Politics of World Trade*. Second Edition. Hoboken, N.J.: Wiley.

Evaluation in CGS 1022

Directed Response Essay and Bibliography 1 (Topic A or B) 35%

Due: *October 3* **OR** *October 17*

Directed Response Essay and Bibliography 2 (Topic A or B) 35%

Due: *November 21* **OR** *December 3*

Final Exam 30% *scheduled by the Registrar during the December exam period*

Your Assignments in CGS 1022: Directed Response Essay and Bibliography

You will prepare two research papers, each one based on course readings. Each paper will be 6-8 pages in length. You must complete **one** from Essay 1 Topics and **one** from Essay 2 Topics. You will be asked to select which of each section you want to complete early in the course. It is important to note that there are only 40 spaces available for each topic.

What is a 'Directed Response Essay and Bibliography'?

These are discussion papers intended to help you develop research and analytical skills, to learn to engage useful ideas from scholarly sources, and to encourage your comfort with writing about your insights. You begin each paper with the assigned course readings, which you use to launch your own research into a topic, case or issue raised by the original reading. You then take this research and prepare a brief case study or discussion based on what you have learned in your research. Each paper is directed by the thematic description given on the assignment sheet handed out in class, or available on WEB-CT.

The bibliography is a 10 item (or more) bibliography presented in Chicago style, using the citations specified for in-text citations. For the final presentation of your work, five (5) of the items must have brief annotations which summarize the work.

Presentation of Each of Your Assignments

All assignments must be typed (printed), double spaced, in a font no smaller than 12 point, the pages must be numbered (exclusive of the title page which has no number) and you must include a cover page with your name, student number, course number and section, instructor's name and date. All bibliographic references must use Author/Date Chicago style using in text citations (no footnotes), and references in your paper must use in text Author/Date citations.

CGS 1022F Final Exam

You will write a two hour exam at the end of the term based on that term's readings, lectures, films and discussions. The exam format includes short answers and short essays. *It is your responsibility to find out when and where the exam is held.*

Class attendance is required to pass the exam, as films, lecture material and discussions will figure prominently in the exam.

Tentative Schedule of Topics and Assigned Readings

September 5 Introduction

September 10 What is Globalization?

readings: Njehu, Njoki Njoroge. 2005. "Globalization: A Path to Global Understanding or Global Plunder?" In *Critical Globalization Studies*, edited by Richard P. Appelbaum and William I. Robinson, 397-402. New York: Routledge.

September 12 What is Globalization?

readings: Fridell and Konings, Introduction and Chapter 6.

Poff, Deborah C. 2010. "Ethical Leadership and Global Citizenship: Considerations for a Just and Sustainable Future." *Journal of Business Ethics* 93: 9-14.

September 17 and 19 Globalization and Modernization

readings: Bauman and Bordoni, Chapter 1 Crisis of the State, parts 1, 2 and 3.

Perlman, Janice E. 2007. "Globalization and the Urban Poor". Research Paper No. 2007/76. United Nations University, UNU-WIDER.

Weisbrot, Mark, Dean Baker, Egor Kraev and Judy Chen. 2003. "The Scorecard on Globalization 1980-2000: Twenty Years of Diminished Progress. *Social Policy* 33, 3: 42.

September 24 and 26 Globalization and Modernization

readings: Rivoli Preface, Prologue, Part 1 and Part 2.

October 1 and 3 Globalization as a World System: Structural Violence
readings and video: Fridell, Introduction, Chapter 1 and Chapter 2
watch the film via Western library link 'Black Gold'

October 8 and 10 Globalization and Structural Violence: Neoliberalism and Making a Living
Fridell, Chapter 4.
Fridell and Konings, Introduction pages 3-11.

Niva, Steve. 1999. "Alternatives to Neoliberalism". *Middle East Report* 210 (Spring): 16.

October 15 and 17 Labour in a Neoliberal World System

Appelbaum, Richard and Nelson Lichtenstein. 2006. "A New World of Retail Supremacy: Supply Chains and Workers' Chains in the Age of Wal-Mart". *International Labor and Working Class History* 70 (Fall): 106-125.

Hansen, Karen Tranberg. 2010. "Changing Youth Dynamics in Lusaka's Informal Economy in the Context of Economic Liberalization". *African Studies Quarterly* 11, 2&3: 13-27.

October 22 and 24 Labour and Consumption in a Neoliberal World System

Fridell and Konings, Chapter 5.

Rivoli, part IV.

Rohatynskyj, Marta. 2011. "Development Discourse and Selling Soap in Madhya Pradesh, India." *Human Organization* 70, 1: 63-73.

October 29 Study Day

November 5 and 7 From World System to Neo-colonization: Globalization as Empire

readings:

Borras, Saturnino M. Jr., David Fig and Sofia Monsalve Suarez. 2011. "The Politics of Agrofuels and Mega-Land and Water Deals: Insights from the ProCana Case, Mozambique." *Review of African Political Economy* 38, 128: 215-234.

Borras, Saturnino M. Jr., Ruth Hall, Ian Scoones, Ben White and Wendy Woolford. 2011. "Towards a Better Understanding of Global Land Grabbing: An Editorial Introduction." *The Journal of Peasant Studies* 38, 2: 209-216.

Soltani, Atossa and Kevin Koenig. 2004. "Uwa Overcome Oxy: How a Small Ecuadorian Indigenous Group and Global Solidarity Movement Defeated an Oil Giant and the Struggles Ahead". *Multinational Monitor* 25 1&2: 9-13.

November 12 and 14

readings:

Hardt and Negri, Opening and Chapter 1.

St John, Graham. 2008. "Protestival: Global Days of Action and Carnivalized Politics in the Present." *Social Movement Studies* 7, 2: 167-190.

November 19 and 21 Globalization and Movements for Change

readings:

Hardt and Negri, Chapters 2 and 3, Next

Walsh, Susan. 2010. "A Trojan Horse of a Word? "Development" in Bolivia's Southern Highlands: Monocropping People, Plants and Knowledge." *Anthropologica* 52, 2: 241-257.

November 26 and 28 Globalization and Change

readings:

Bauman and Bordini, Part 3

Fridell and Konings, Chapter 3.

December 3 Exam Prep and Review



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/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca/secure/index.cfm> 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/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 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>