



## Course Objectives

- To introduce the concept of globalization – and the global – and develop an understanding of the factors facilitating the expansion of global flows of people, ideas, and collective identities as well as those elements that resist such flows.
- To encourage a critical awareness on the most pressing global issues affecting human beings around the world and on the ways in which people cope with social change.
- To expose students to different theoretical approaches that try to understand the nature as well as the impact of globalization in our daily lives.
- To identify some of the specific forms in which people around the world resist the most damaging effects of globalization.

## Course Structure and Methods

These ambitious aims require an ongoing commitment throughout the semester from both students and instructor in the effort to make this course a stimulating academic experience.

Our class meets once a week: Wednesdays, for a three-hour. The course will offer a combination of lectures and focussed discussions. There will be many class activities related to the required readings as well as discussions from films and/or short documentaries related to the week's topic. In addition, each class will conclude with a very brief discussion on how to prepare your research essay (Turabian's book).

Please be aware that lectures do not necessarily repeat the information found in the weekly readings. On the contrary, lectures often aim at bringing to the forefront new questions and issues that relate to the weekly topics. In sum, lectures and class discussions do not replace the required readings. Likewise, required readings are not a substitute for lectures and class discussions.

*A minimum requirement is that students read the material before coming to class in order to facilitate the process of active learning through participation and engagement. Thus it is very important that students attend all lectures and critically reflect on all assigned readings for this course. Reading does not end here. At times, it will be necessary to review the readings after class to gain a better understanding of complex ideas.*

## Learning Outcomes

On completion of this course, students should be able to:

- Identify the main characteristics of globalization and some of the key changes that are taking place on a global scale.
- Outline some of the main issues related to globalization that affect societies around the world.
- Assess the impact of globalization on our daily lives.
- Demonstrate critical awareness on some of the most important debates taking place on the nature and impact of globalization in today's world.

## Course readings

There are three required books for this course:

- ❑ Ritzer, George, and Zeynep Atalay. 2010. *Readings in Globalization. Key Concepts and Major Debates*. Malden, MA: Wiley-Blackwell.
- ❑ Altman, Dennis. 2001. *Global Sex*. Chicago: The University of Chicago Press.
- ❑ Turabian, Kate L. 2010. *Student's Guide to Writing College Papers. Fourth Edition*. Chicago: The University of Chicago Press.

A link to additional readings will be posted on OWL.

Each of the above books is available for purchase at the UWO Bookstore, and copies are available on Reserve Loan (2-hour) at the Huron University College Library.

## Course calendar

Lectures and class activities will be conducted under the assumption that all students have completed the readings each week. Critical engagement with the readings is essential for reaching the learning objectives of this course.

References:     **RG**             “*Readings in Globalization*”  
                  **GX**             “*Global Sex*”  
                  **SGWCP**       “*Student’s Guide to Writing College Papers*”

Please note: The reading schedule for this text aims at helping students to prepare and think about the written assignments for this course.

Week 1 (Jan. 8)

### **Introduction to Globalization**

- RG: Chapter 1 (Introduction to Globalization Debates)
- GX: Preface; Chapter 1 (Introduction)

General overview of the course and basic housekeeping. Towards a general definition of globalization. An approximation to some of the key debates: Is globalization really happening? Does it produce homogeneity? Do governments still matter? Is it the “same old wine in a new bottle”?

Week 2 (Jan. 15)

### **The Many Faces of Globalization**

- RG (Reading 46)
- GX (Ch. 2)
- SGWCP, Chapter 1: What Researchers Do and How They Think About It*

What’s new about globalization? Recent historical changes. The relationship between globalization and culture (differentialism, convergence, or hybridity?)

Week 3 (Jan. 22)

### **The Political Economy of Globalization**

- RG (Ch. 4)
- GX (Ch. 3)
- SGWCP, Chapter 2: Finding a Research Question*

Which socio-economic factors have created the conditions for globalization? Basic principles of neoliberalism and its critics

Week 4 (Jan. 29)

### **The globalization of risk and the body**

- RG (Readings 38 and 39)
- GX: (Ch. 4)
- SGWCP, Chapter 3: Planning for an Answer*

Globalization as risk. The politics of the body (and sex) under globalization

Week 5 (Feb. 5)

**Adjusting Globalization**

- RG (Ch. 5)
- GX (Ch. 5)
- SGWCP, Chapters 4 & 5: Finding Useful Sources; Engaging Sources*

The social consequences of structural adjustment programs and the politics of austerity (effects on inequality, human rights, labour relations, AIDS)

Week 6 (Feb. 12)

**Global Identities**

- RG (Ch. 13)
- GX (Ch. 6)
- SGWCP, Chapter 6: Planning Your Argument*

Global identities: the interplay of surveillance, AIDS, death, and identity. The global and the local: creolization, hybridity, glocalization.

**\*\*\* Reading Week (Feb. 17 –21) \*\*\***

Week 7 (Feb. 26) – *Research Proposal is due*

**Global Commerce and Transnationalism**

- RG (Ch. 7)
- GX (Ch. 7)
- SGWCP, Chapter 7: Planning a First Draft*

Transnationalism and the transnational state. The sex industry and the global economy

Week 8 (Mar. 5)

**From “International” to Global Relations**

- RG (Ch. 8)
- GX (Ch. 8)
- SGWCP, Chapter 8: Drafting Your Paper*

From “International Relations” to Globalization. Globalization: that latest stage of the modern World-System?

Week 9 (Mar. 12)

**Global Anxieties, Angry Reactions**

- RG (Ch. 2)
- GX (Ch. 9)
- SGWCP, Chapter 12: Drafting Your Paper*

Reactions to rapid social and economic change. The battle for “traditional” morality. Fundamentalism(s) from whom? The Clash of Civilizations or the Clash of Ignorance?

Week 10 (Mar. 19)

**Back to Politics**

- RG (Ch. 6)
- GX (Ch. 10)
- SGWCP, Chapter 13: Writing your Final Introduction and Conclusion*

The Nation-State in the era of globalization. What state? Does it matter? What is political about sex?

Week 11 (Mar. 26) – *Final Essay is due*

**Globalization: The White Man’s Burden?**

- RG (Ch. 3)
- SGWCP, Chapters 9, 10 & (18 or 19): Quoting, Paraphrasing, and Summarizing Sources; Preventing Plagiarism; Chicago or MLA Style*
- SGWCP, Chapter 14: Revising Sentences*

The legacies of colonialism and imperialism in contemporary globalization. Orientalism and post-colonialism: relevance in a global world.

Week 12 (Apr. 2)

**Which Pill do I Take? Empire strikes back. Conclusions.**

- RG (Ch. 9)

“You take the blue pill – the story ends, you wake up in your bed and believe whatever you want to believe. You take the red pill – you stay in Wonderland and I show you how deep the rabbit-hole goes.” Morpheus (from *The Matrix*, 1999)

Empire and the Multitude. Review for exam.

## Course Evaluation

**All due dates are absolute, and late work is not be accepted.** This applies to all assignments, including exams. An assignment submitted after its due date and time will receive a grade of zero. Extensions, however, may be granted with proof of a severe medical condition or other emergency in the form of an official, signed medical note (etc.) that explains why the student is unable to complete the assignment on time. This note must be submitted to an academic counsellor.

If you feel that you have a medical or personal problem that is interfering with your work, please contact both the Academic Counselling Office and myself as soon as possible to discuss potential arrangements *before* the assignment is due.

*All work must be submitted in print, except provisions made by instructor.*

<b>Attendance</b>	<b>10%</b>	Ongoing
<b>Participation and In-class Activities</b>	<b>20%</b>	Ongoing
<b>Research Proposal</b>	<b>10%</b>	Week 7
<b>Final Essay</b>	<b>30%</b>	Week 11
<b>Final Exam</b>	<b>30%</b>	Exam Period

### Attendance

Regular attendance and a serious effort to actively and productively contribute to discussion and debate in class are highly expected.

In class, students are expected to engage with the readings and other class-related activities. This means students are expected to have studied the assigned texts and to be prepared to critically discuss the ideas and arguments the readings present.

All students begin with a mark of ten points (10/100). One point is deducted for each class missed. If the absence is justified under university regulations, please submit a note to your academic counsellor. Once I receive confirmation from the academic counselling office, I will update attendance records.

### Participation and In-class Activities

Participation is based on the instructor's perception on the level of engagement with the class. Students are expected to have completed the readings and to be prepared to critically discuss the ideas and arguments they present.

This class requires students to engage with the readings in a meaningful manner throughout the year. In order to do this, the instructor will facilitate in-class activities that may include but are not limited to: group activities and presentations; quizzes; handouts, and reports on films (or video clips) watched in class. Students are expected to complete all these assignments throughout the term. These in-class activities will be graded following a scale (A, B, C, D, or F) that will be used to calculate this grade.

## Research Proposal

In preparation for the final research essay, each student is required to submit a proposal. This is an opportunity to present your argument and provide an outline of the consulted bibliography. The main goal of the essay is to explore the ways in which Globalization has an effect on people's everyday lives. The research proposal should provide a clear idea of the following:

- A clear research question.
  - Be specific in terms of the reach of your research. See *Student's Guide to Writing College Papers (SGWCP)*, Chapters 1 & 2.
- A tentative argument.
  - See *SGWCP*, Chapter 3.
- A preliminary annotated bibliography of at least five sources on the specific research topic.
  - Each bibliographic entry should have additional paragraph explaining the argument of the author(s) and how this claim is relevant to your argument. See *SGWCP*, Chapters 4 & 5.

**Handout #1** provides more specific guidelines to prepare for this assignment. The book *Student's Guide to Writing College Papers*, required for this course, provides clear descriptions of the steps involved in preparing academic essays. The handout will be available on OWL.

## Final Essay

Your final essay is a research paper. This assignment must have a word count ranging from 2000 (min.) to 2500 (max.). The general guidelines for evaluation include:

- How well and clear you communicate your ideas and your argument. See *SGWCP*, Chapters 6 & 14.
- The overall format and organization of the essay. See *SGWCP*, Chapters 7, 8, 12 & 13.
- The use of correct citations and bibliographic sources. See *SGWCP*, Chapters 9, 10.

The essay can be prepared with any of the following two citation styles: Chicago Style (See *SGWCP*, Chapter 18) or MLA (See *SGWCP*, Chapter 19).

**Handout #2** provides more specific guidelines to prepare for this assignment. The handout will be available on OWL.

## Final Exam

You will write a two-hour exam at the end of the term. The exam is based on the required readings, lectures and class discussions. *It is your responsibility to find out when and where the exam is held.*

## Grades Description

**Exceptional** = above 86

Went beyond expectations in all categories. One could expect little more from a student at this level.

**Strong** = 80-85

Displays high level of capability in all categories, but did not exceed all conceivable expectations.

**Strong/Average** = 76-79

Displayed high level of capability in some categories but not all; did not go beyond the obvious but the work is eminently satisfactory.

**Average** = 70-75

Work displays a good level of capability overall, with some strengths and some weaknesses.

**Average/Weak** = 66-69

Displayed average capability in some categories but no particular strengths. Meets basic requirements.

**Average/Weaker** = 60-65

Displayed average capability in some categories and some under-average levels of capability.

**Weak** = below 60

Fair work. Displayed an under-average level of capability and is minimally acceptable.

**Not acceptable** = below 50

Failure. Work is unsatisfactory and does not meet basic requirements.

## Policy on Returned Assignments and Appeals

Frequently students wish to discuss the results of their assignments immediately upon receiving their grade and feedback. Every effort will be made to provide substantial feedback on assignments with the intention of making the grading clear, and also to help you improve regardless if the assignments receives an “A” or a “C.”

If you still have questions or concerns about the results of your assignment, please make an appointment to see me and discuss further. You must also wait 24 hours after receiving your assignment and grade before contacting me to discuss your results. In addition, you must set up an appointment no later than 7 days after receiving your grade if you wish to meet and discuss, or appeal.

You may appeal your overall grade, or the grade of any specific assignment. There are several steps to appeal a grade:

1. Have an informed discussion with me. **This step must be initiated (i.e. set up an appointment) within 7 days of receiving your grade.**
2. If you still find the explanation of your grade unsatisfactory, you may appeal your grade in writing. **This written submission must be submitted within 14 days of receiving your grade.** You are to write a formal letter indicating the ways in which believe your assignment met the requirements – with evidence cited – as well as the grade you believe you deserve for your work. Please keep in mind that the onus is on you to demonstrate that your work meets the requirement set out for the assignment, and not for me to defend the mark allocated.

No grade change will be considered without submitting a formal appeal in writing. Please be aware that the **formal appeal process may result in your grade going up or down.**

## **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](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](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](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](mailto: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/CounselorsCounsellingServices>