

CGS 1022F Introduction to Globalization section 550
Centre for Global Studies
Huron University
Tuesday 1:30-2:30 p.m. and Thursday 12:30-2:30 p.m.
HC-V208
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Fall 2019

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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 Shared Library system. In addition, we are reading each of these books, three of which are available at the Western bookstore or on 2 Hour reserve at the Huron Library:

Bauman, Zygmunt and Carlo Bordoni. 2014. *State of Crisis*. Boston, Massachusetts: Polity. (This title will cost around \$25.00).

Fridell, Gavin and Martijn Koonigs, eds. 2013. *Age of Icons: Exploring Philanthrocapitalism in the Contemporary World*. Toronto: University of Toronto Press. (This book, an edited collection, is not in the Bookstore, it is on 2 Hour reserve at Huron Library).

Hardt, Michael and Antonio Negri. 2012. *Declaration*. Allen, Texas: Argo Navis Publishing. (This book, a monograph, is not in the Bookstore, but available in full at this link: <https://antonionegriinenglish.files.wordpress.com/2012/05/93152857-hardt-negri-declaration-2012.pdf>)

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. (The edition of this monograph is not that urgently important here. It should cost around \$30.00, but look for a second hand copy at the Bookstore for less).

Wise, Timothy A. 2019. *Eating Tomorrow: Agribusiness, Family Farmers, and the Battle for the Future of Food*. New York, New York: The New Press. (This is the most expensive title we're reading, at around \$40.00. Because this monograph has been published very recently, you are not likely to find a second hand copy. Since it will be important to your papers in this course, it may serve you well to purchase it).

Evaluation in CGS 1022

Directed Response Essay and Bibliography: Global Mobility, Community and Labour 35%
Due: October 24 in class.

Directed Response Essay and Bibliography: Globalization and Altermodernity 35%
Due: December 5 in class.

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.

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 that will be available on our OWL page.

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 displaying only 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 1022 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, so please check the bulletin board across from the Information Desk in mid to late November.***

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

Your instructor will bar you from writing the final exam if you have more than five unexcused absences from class meetings.

Tips for Getting the Most of Your Readings

Centre for Global Studies courses characteristically require you to read and compare a wide variety of types of scholarly work. This means you need to learn to identify the key arguments and assumptions in each work you read. This, further, means that you need to keep track of these key points from each work. The easiest way to do this is to create a page of notes for each work you read, perhaps using a kind of template in which you record the main thesis of the journal article or book chapter (in your own words), list each argument (or assumption the author makes) in sequence (with corresponding page numbers), record your own responses.

When you pick up a work to read, one of the most important steps is to develop an initial impression of the work: what is this article or book chapter about, and how does the author organize the overall presentation? The easiest way to do this is to perform the following steps:

- Read the title
- Read the abstract
- Scan the conclusion
- Read the headings or subtitles

Taking these steps before you read the item will help to keep you on track as you read.

One final tip. The readings in this course are challenging, and probably not everything you read in each will make perfect sense right away. And that's the point: challenge yourself to keep reading even when you are not sure you 'get it'. Just keep reading, through and beyond those points you are not quite sure you understand.

Schedule of Topics and Assigned Readings

September 5 Introduction

September 10 What is Globalization?

readings: Fridell and Konings, Introduction.

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. *See our Resources section on OWL.

September 12 What is Globalization?

readings: Fridell and Konings, Chapter 6. *You can find this on OWL

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

Wise, Introduction, Chapters 1 and 2. *This is the book by Timothy A. Wise identified above in the Required Readings section above.

September 17-19 Globalization and Modernization

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

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.

Wise, Chapter 5.

September 24-26 Globalization and Modernization

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

Wise, Chapters 6 and 7.

October 1-3 Globalization as a World System: Structural Violence

readings:

Fridell and Konings, Introduction pages 3-11.

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

Wise, Chapters 6, 8 and 9

October 15-17 Labour in a Neoliberal World System

Reading : 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.

October 22-24 Labour in a New World Order

readings: Preibisch, Kerry. 2010. "Pick-Your-Own Labor: Migrant Workers and Flexibility in Canadian Agriculture." *International Migration Review* 44, 2: 404-441.

Rivoli, part IV.

October 29-31 Labour and Consumption in a Neoliberal World System

reading:

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

November 12-14 From World System to Neo-colonization: Globalization as Empire

readings:

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.

Wise, Chapters 3 and 10.

November 19-21 Globalization as Ungovernability

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 26-28 Globalization and Movements for Change

readings: Hardt and Negri, Chapters 2 and 3, Next (the conclusion)

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.

December 3-5 Globalization and Change

readings: Bauman and Bordini, Part 3

Fridell and Konings, Chapter 3.



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

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 enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

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. 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 Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

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.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

Academic Student 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. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

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: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/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.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to:

huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

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.

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, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

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 a 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 Western University and Turnitin.com.

Computer-Marked Tests/exams

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.

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.

Policy on “Special” Accommodation

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/index.html> .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

Students who require academic 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/index.html> .

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at, https://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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Dean. The instructor's decision is appealable to the 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 Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your 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 Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf .

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a.** students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b.** any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.

- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>