

Globalization 1A03 – Global Citizenship
Fall 2017
Mondays & Wednesdays 2:30-3:20pm
Location: ITB 137

McMaster University
Institute on Globalization
& The Human Condition

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Office Hours: By Appointment

Course Overview:

We are regularly told that we live in an era of unprecedented *globalization*, characterized by extraordinary levels of interconnection between people and institutions across the globe. We are therefore also told to think of ourselves as *global citizens*, whose awareness, concerns, and responsibilities extend beyond our own immediate surroundings to encompass the rest of the world. While these two ideas—globalization and global citizenship—have become ever-present in contemporary public discourse, both are highly contested concepts whose meaning and usefulness are widely disputed. Is the globalization of our contemporary world really that historically unique? Are the economic, cultural, and political aspects of globalization equally powerful drivers of contemporary life? What is a global citizen, and what are the implications of understanding ourselves in this way? Does this idea provide a useful framework for living and acting in the 21st century world, or is it just another Western conceit born of entrenched power and privilege? This course will help you develop your own answers to these and related questions. We will examine the various dynamics and processes that are collectively understood as globalization, while also considering how the notion of global citizenship can inform societal and individual responses to these phenomena. The course will consist of two parts: Part I, spanning weeks 1-4, will focus on providing a basic understanding of globalization and global citizenship as concepts; Part II, spanning weeks 5-13, will apply this conceptual knowledge by exploring specific themes and issues relating to contemporary globalization and considering how discourses of global citizenship have been mobilized and applied in relation to them.

Learning Outcomes:

- Demonstrate a capacity for critical engagement with the concepts of globalization and global citizenship, particularly in terms of how the latter informs individual and societal responses to the former.
- Apply knowledge of these concepts to current events in a way that fosters a nuanced and sophisticated understanding of the contemporary world.
- Communicate—both orally and in writing—original ideas and arguments about course content in a clear and self-reflexive way.

Required textbooks:

Steger, Manfred B. (2017). *Globalization: A Very Short Introduction*, 4th ed. Oxford: Oxford University Press.

Dower, Nigel (2003). *An Introduction to Global Citizenship*. Edinburgh: Edinburgh University Press.

All other required readings are accessible in the “content” area of the course Avenue to Learn (A2L) page and are organized by week.

Assignments and Evaluation:

Blog Assignment (3 posts)	15%
Midterm Test (week 6)	15%
Annotated Bibliography (due week 9)	5%
Research Paper (due week 12)	25%
Tutorial Participation (throughout term)	10%
Final Exam (during exam period)	<u>30%</u>
	100%

Blog Assignment (15%) – 3 posts due throughout the term:

Throughout the term, you will write and post **three (3)** blog entries of approximately **300 words** in which you connect a concept, idea, or issue that we have discussed in class to an ongoing event or situation in the world today. Each post can deal with any course material we've covered since the previous post (or since the beginning of term for the first post), and will address a current event or issue of your own choosing. You will be evaluated based on how well you apply what you have learned to develop a more sophisticated understanding of the event or issue in question. So, in other words, don't just summarize a news article you read and say it reminded you of something the prof said in lecture one time! Each entry will be graded out of 5 and together these will count for **15% of your final grade**. Blog entries can be posted on your Avenue to Learn blog or on an external blog you create using a tool like WordPress, Google Blogger, or Tumblr. If you choose this second option, let your TA know and be sure to post a link to your external blog as an A2L blog entry to make it easily accessible. Before you get started, check out the links in the "Assignment Details" section of the A2L page for more information, including some tips on how to write good blog posts.

Midterm Test (15%) – written in class, Wednesday October 18th:

The test will cover the material from Part I of the course ("understanding key concepts"). The structure of the test will be confirmed closer to the date, but content from lectures and readings will be included. There will be **NO MAKEUP TEST** if you miss the mid-term, so please be prepared to write it on the scheduled date.

Annotated Bibliography (5%) – due Wednesday November 8th:

As you conduct the research for your paper, you will compile a list of **five (5) scholarly sources** related to your question. If you are unsure what constitutes a scholarly source, ask the professor or your TA, or check the McMaster Library's website. Once you have found your five sources, organize them into an alphabetized reference list in which you cite each source in proper **APA format**. Then, below each citation, write a short paragraph that summarizes the main argument of the source and describes why it will be useful for your research. You need to show that you are familiar with each source's main argument(s) and have thought about how it will be helpful as you prepare your paper. This assignment will be graded based on how well you meet both of these requirements, as well as whether your citations are in correct APA format.

Research Paper (25%) – due Wednesday November 29th:

To demonstrate your knowledge and understanding of the issues raised in the course, you will prepare a **2000-2500 word** paper that addresses a topic chosen from a list to be distributed by the professor around the time of the fall reading break. The paper must be

argumentative—meaning that it contains a clear thesis that addresses the topic and is supported by credible and compelling evidence. The paper can draw upon required course readings, but it must also **reference a minimum of five (5) additional scholarly sources**. These *may* include those used in your annotated bibliography. Other sources—such as newspaper articles or popular culture artefacts—can also be used; however, these should supplement rather than substitute for academic sources. Successful papers will provide clear and compelling arguments that respond directly to the question chosen and demonstrate a strong grasp of the key concepts and issues discussed in the course.

Tutorial Participation (10%) - throughout term:

Participation and engagement is an important component of learning at university. Therefore, it is expected that all students will be active participants in their tutorial sections in this course. This means attending all tutorials and being enthusiastically involved in thoughtful discussions. Strong grades depend as much on the quality as the quantity of your participation, so make sure to come to tutorial prepared to discuss the course material in an informed and critical manner. Lack of participation, or “negative participation,” will also influence your participation grade—but in a negative way. This includes things like: missing classes, talking to classmates about things that do not contribute to the discussion, non-participation in or disruption of activities, showing up late or leaving early, distracted use of any of electronic devices like phones and iPads. Evidence of using your computer for anything other than note taking will also be considered negative class participation. Alternative participation arrangements are permissible, but they must be negotiated with your TA at the beginning of the term.

Twitter Account @Glob1A03 (optional - up to 3% bonus):

Social media is a great way to keep up to date on issues relevant to the material you encounter in a university classroom. To help you integrate the use of social media into your learning, this course has a Twitter account that you have the chance to manage for one week this term, during which you will share interesting links and commentary relevant to what we’re discussing in class. Students who do this will be eligible for up to a 3% bonus to be added to their tutorial participation grade, which will be evaluated based on the quality of their tweets. A maximum of *two students will manage the account per week*, so there are limited spots available. These will be assigned on a *first-come-first-served basis*. So if you’re interested in this option, email the professor to indicate your preferred week as soon as possible. But even if you do not run the course account, you are encouraged to follow @Glob1A03 and tweet your own comments and links to the account as a way of participating further in the conversations sparked by the course material!

Final Exam (30%) - to be scheduled during the exam period:

The final exam will be two hours in length, and will be cumulative (based on material from the whole course). Content will be taken from course readings and lectures, so it is important to read the assigned material *and* attend class in order to do well. The final structure of the exam will be determined closer to the date, but it will include both short answer/identification-type, and longer, essay-style questions. Some choice will be given.

Submission and Late Policy

All assignments must be posted (blogs) or submitted to the Avenue Assessment folder (annotated bibliography, research paper) by **11:59pm** on the day they are due. Otherwise they will be considered **late** and assessed a **penalty of 3% per day**.

Class Schedule

Part I – Understanding Key Concepts

Week 1 – September 6th

Theme: *Course Overview*

- Required readings: None

Week 2 – September 11th & 13th

Theme: *Globalization, Global Citizenship, and the World Today*

- Required readings:
 - Steger, Ch. 1.
 - Dower, Ch. 1.
 - Mackinnon, Mark (2016). “Munich, Nice, Turkey, Brexit, Trump: It’s All Connected.” *The Globe and Mail*, 25 July.

Week 3 – September 18th & 20th

Theme: *Globalization and its Discontents*

- Required readings
 - Steger, Ch. 7.
 - Naim, Moises (2009). “Think Again: Globalization.” *Foreign Policy*, 171, 28-34.
 - *The Economist* (2016). “The New Political Divide: Globalization and Politics.” 30 July.
 - Obama, B. (2016). “Remarks By President Obama in Address to the Parliament of Canada.” Washington DC: The White House.

Week 4 – September 25th & 27th

Theme: *What is “Global Citizenship,” Anyway?*

- Required readings
 - Dower, Chs. 2-3.
 - Parekh, B. (2003). “Cosmopolitanism and Global Citizenship.” *Review of International Studies*, 29, 3-17.
 - Nussbaum, Martha C. (1994). “Patriotism and Cosmopolitanism.” *Boston Review*, 1, October.

Week 5 – October 2nd & 4th

Theme: *Criticisms of Global Citizenship*

- Required readings
 - Dower, Ch. 8
 - Jeffress, D. (2008). “Global Citizenship and the Cultural Politics of Benevolence,” *Critical Literacy: Theories and Practices*, 2(1), 27-36.
 - Furia, Peter A. (2005). “Global Citizenship, Anyone? Cosmopolitanism, Privilege, and Public Opinion.” *Global Society*, 19(4), 331-359.

- Douthat, Ross (2016). “The Myth of Cosmopolitanism.” *The New York Times*, 2 July.
- ****BLOG POST 1 Due**—Wednesday October 4th**

===== **FALL READING Break** =====

Part II – Globalization and Global Citizenship in Practice

Week 6 – October 16th & 18th

Theme: *Economic Globalization I: What’s New and What’s Not?*

- Required readings
 - Steger, Ch. 2-3
 - Hessler, P. (2015). “Learning to Speak Lingerie: Chinese Merchants and the Inroads of Globalization” *The New Yorker*, 15 August.
- ****MIDTERM TEST** – In Class: Wednesday, October 18th**

Week 7 – October 23rd & 25th

Theme: *Economic Globalization II: Capitalism, Crisis, Response, and Resistance*

- Required readings
 - Huwart, J. E. and L. Verdier (2013). “The 2008 Financial Crisis – A Crisis of Globalization?” in *Economic Globalization: Origins and Consequences*. Paris: OECD Publishing, 127-143.
 - Lalinde, J. *et al.* (2012). “Revolution Number 99: An Oral History of Occupy Wall Street,” *Vanity Fair*, January 31.
 - Overbeek, A. (2014). “Examining the Efficacy of Fair Trade and Alternative Consumption on Environmental Sustainability and Human Rights in Developing Countries,” *Consilience: The Journal of Sustainable Development*, 13(1), 165-179.

Week 8 – October 30th & November 1st

Theme: *Cultural Globalization I: Globalization, Global Citizenship & Pop Culture*

- Required readings:
 - Steger, Ch. 5
 - Nash, K. (2008). “Global Citizenship as Showbusiness: Cultural Politics of Make Poverty History,” *Media, Culture & Society*, 30(2), 167-81.
 - globalcitizen.org (2017). “#Celebrities”. (browse articles)
URL: <https://www.globalcitizen.org/en/content/tags/celebrities/>
- ****BLOG POST 2 Due**—Wednesday November 1st**

Week 9 – November 6th & 8th

Theme: *Cultural Globalization II: Global Sporting Spectacles*

- Required readings:

- Roche, M. (2002). “The Olympics and Global Citizenship” *Citizenship Studies*, 6(2), 165-81.
- Geeraert, A. (2015). “Football is War: The EU’s Limits and Opportunities to Control FIFA.” *Global Affairs*, 1(2), 139-147.
- Gordon, Aaron (2016) “The Rio Games Were An Unjustifiable Human Disaster, and So Are the Olympics,” *Vice News*, 22 August.
- ****ANNOTATED BIBLIOGRAPHY Due**—Wednesday November 8th**

Week 10 – November 13th & 15th

Theme: *Performing Global Citizenship*

- **Guest Lecture:** *Dr. Ashley White* (rural family medicine resident, McMaster-Simcoe; former Health Program Coordinator for AKF-Afghanistan)
- Required readings:
 - Zakaria, R. (2014) “The White Tourist’s Burden.” *Al-Jazeera America*, 21 April.
 - Kascak, L. & Dasgupta, S. (2014) “#InstagrammingAfrica: The Narcissism of Global Voluntourism.” *Pacific Standard*, 19 June.
 - Lyons, K., Hanley, J., Wearing, S. & Neil, J. (2011) “Gap Year Volunteer Tourism: Myths of Global Citizenship?” *Annals of Tourism Research*, 39(1), 361-378.

Week 11 – November 20th & 22nd

Theme: *Globalization, Security, and Mobility in a Post-9/11 World*

- Required readings:
 - Steger, Ch. 4
 - Rasmussen, M.V. (2002). “A Parallel Globalization of Terror: 9/11, Security, and Globalization,” *Cooperation and Conflict*, 37(3), 323-349.
 - Munck, Ronaldo (2008). “Globalisation, Governance, and Migration: An Introduction,” *Third World Quarterly*, 29(7), 1227-1246.
- ****BLOG POST 3 Due**—Wednesday November 22nd**

Week 12 – November 27th & 29th

Theme: *The Global Environmental Crisis*

- Required readings:
 - Steger, Ch. 6
 - Dower, Ch. 6
 - Dauvergne, P. (2005) “Globalization and the Environment” in J. Ravenhill (ed.) *Global Political Economy*. Oxford: OUP, 370-393
- ****RESEARCH PAPER DUE**—Wednesday November 29th**

Week 13 – December 4th & 6th

Theme: *Conclusions and Exam Review – Are We All Global Citizens Now?*

- Required readings:
 - Steger, Ch. 8
 - Dower, Ch. 9

ACADEMIC DISHONESTY

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is the student’s responsibility to understand what constitutes academic dishonesty. For information on the kinds of academic dishonesty please refer to the Academic Integrity Policy at http://www.mcmaster.ca/senate/academic/ac_integrity.htm. The following illustrates three forms of academic dishonesty: a) plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained; b) improper collaboration in group work; or c) copying or using unauthorized aids in tests and examinations.

ACADEMIC SUPPORT SERVICES

The Centre for Student Development offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities; and personal counseling. If you believe these services may be helpful to you, contact ext. 28652 or sas@mcmaster.ca.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster’s [Policy for Academic Accommodation of Students with Disabilities](#).

FACULTY OF SOCIAL SCIENCES EMAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, *must originate from the student’s own McMaster University e-mail account*. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

STATEMENT ON ELECTRONIC RESOURCES

In this course we will be using Email and Avenue To Learn (A2L). Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

COURSE MODIFICATION STATEMENT

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.