

**Globalization 1A03 – Global Citizenship**  
**Fall Term, 2022**  
**Mondays & Wednesdays, 4:30pm – 5:20pm**  
**BSB 147**

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**McMaster University**  
**Institute on Globalization**  
**& The Human Condition**

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**Office hrs: By Appointment**

**Course Overview:**

We are consistently told that we live in an era of unprecedented *globalization*, characterized by extraordinary degrees of interconnection between people, institutions, and societies across the world. We are also regularly told that we ought to think of ourselves as *global citizens*, whose awareness, concerns, and responsibilities extend beyond our own immediate surroundings to encompass the rest of humanity as a whole. While these two ideas—globalization and global citizenship—have become ever-present in contemporary public discourse, both are highly contested concepts whose meanings and usefulness are widely disputed. Is the globalization of our contemporary world really that historically unique, and if so, how? Are the economic, cultural, and political aspects of globalization equally powerful drivers of contemporary life, or do some matter more than others? What is a “global citizen,” anyway, and what are the broader implications of understanding ourselves in this way? Does this idea provide a useful framework for living and acting in the 21<sup>st</sup> century, or is it just another Western conceit born of entrenched power and privilege? What do the worldwide disruptions of the COVID-19 pandemic mean for the future of human interconnectivity? 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 individual and societal responses to these phenomena. The course will consist of two parts: Part I, spanning the first five weeks, will focus on providing a basic understanding of globalization and global citizenship as concepts and collections of ideas; Part II, spanning the remainder of the term, will apply this conceptual knowledge by exploring specific themes, issues, and cases relating to contemporary globalization, and considering how discourses of global citizenship have been mobilized and applied in relation to them.

**Learning Outcomes:**

- Engage critically with the concepts of globalization and global citizenship, particularly in terms of how the latter informs 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 original ideas and arguments about course themes and topics in a clear and self-reflexive way.

**Required Materials:**

- Steger, Manfred B. (2020). *Globalization: A Very Short Introduction*, 5<sup>th</sup> ed. Oxford: Oxford University Press (available through the Campus Store).

***All other readings will be posted to the course Avenue to Learn site.***

## How Things Will Work

This course is scheduled to be run **in person and on campus** during the Fall 2022 term. However, the evolving COVID-19 situation may require a reversion to remote learning at certain points. Your instructor will notify you as required if this is the case. Please take careful note of the following points so that you understand how the course will work week-to-week:

### Lectures

- All lectures will take place **in person and on campus** on Mondays and Wednesdays from **4:30-5:20pm** in **BSB B147**.
  - You will be notified if any lectures will be shifted to a remote learning format at any point during the term (due to COVID-19 protocols).

### Participation: Tutorials & Discussions

- Beginning in Week 3 of the course, you will also attend weekly tutorial sessions that are facilitated by your Teaching Assistant (TA).
  - Please make sure you check MOSAIC to see which tutorial section you are enrolled in so that you can attend the first session as required.
- You will also complete two online discussion exercises with your tutorial group using the Avenue to Learn discussions forum.

### Readings & Evaluations

- Along with the lectures and tutorials/discussions, make sure you complete the weekly readings as indicated in the rest of this course outline.
  - Doing the readings will be essential to participating in tutorials and discussions, and they will also be covered in all evaluations.
- The details of the evaluations/assignments are explained below and in more detail under the *Evaluation Details* area of Avenue to Learn.

Please regularly refer to the **Detailed Course Schedule** page (found in the *Course Information* area of Avenue to Learn) for everything you need to do week-to-week.

## Evaluations

### Breakdown

Participation	
▪ Live tutorials	10%
▪ Discussion posts	5%
Blog Assignment	20%
Midterm Test	20%
Research Paper	20%
Final Exam	<u>25%</u>
	100%

**Participation (15%) – throughout term**

Participation and engagement are important components of learning at university. Your participation grade will be made up of two components:

1. Contributions to live tutorials hosted by your TA (10%)
2. Posts and responses to discussion board activities (5%)

Strong grades depend as much on the quality as the quantity of your participation, so make sure to attend the live tutorials having prepared to discuss the course material in an informed and critical manner, and make sure to think carefully about (and proofread!) your discussion board posts. Please see the Online Discussion Instructions page in the *Evaluation Details* area of Avenue to Learn

**Blog Assignment (20%) – 4 posts due throughout term**

Throughout the term, you will write and post **four (4)** 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 covered since the previous 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 sophisticated, thoughtful, and original understanding of the issue in question. So, in other words, don't just summarize a news article you read! Each entry is worth 5% and together they will count for **20% 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](#), [Wix](#), or even [Instagram](#). If you choose this second option (which is recommended!) please also post a link to your external blog as an Avenue to Learn blog entry to make it easily accessible to your TA and fellow students. Before you get started, read the more detailed instructions in the *Evaluation Details* area of Avenue to Learn.

**Midterm Test (20%) – written *online* during a limited time window in Week 6**

The test will cover the material from Part I of the course (“Understanding Key Concepts”). The test will consist of multiple-choice questions covering content from recorded lectures *and* readings. You **MUST** complete the test at some point during the designated time window (see the schedule below) or you will receive a grade of 0. For more information, please see the *Evaluation Details* area of Avenue to Learn and the Detailed Course Schedule.

**Research Paper (20%) – due Thursday, December 8 (final day of classes)**

To demonstrate your knowledge and understanding of the issues raised in the course, you will prepare a **2000-word** paper that addresses a question chosen from a list to be distributed by the professor. The paper must be *argumentative*—meaning that it contains a clear thesis that addresses the chosen question 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**. If you are unsure what constitutes a scholarly source, ask the professor or your TA, or check the McMaster Library website. Other sources—such as newspaper articles or popular culture artefacts—can (and should!) 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. For more information and the list of topics please see the instructions page in the *Evaluation Details* area of Avenue to Learn, which will be posted later in the term.

### **Final Exam (25%) – to be scheduled during the December exam period**

The final exam will be two hours in length and will be *cumulative* (i.e., based on material from the whole course). It will cover content 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. A study guide will be provided by the professor near the end of the term.

- Note that if COVID-19 protocols change, the final exam may be modified to be written in an online format. You will be notified of any such change as required.

### **Submission and Late Policy**

All assignments must be posted (i.e., the blogs) or submitted to the proper Avenue to Learn Assignment folder (i.e., the research paper) by **11:59pm** on the day they are due. Otherwise they will be considered **late** and assessed a **penalty of 2% per day** (including weekends).

## **Course Schedule**

### **Part I – Understanding Key Concepts**

**Week 1** – September 7

**Topic: *Course Overview: Globalization, Global Citizenship, and the World Today***

- **Required readings:**
  - *The Economist* (2020). “How George Floyd’s Death Reverberates Around the World.” 8 June.
- **\*Introductory Discussion\* (ungraded) – post to Avenue to Learn Discussion board.**

**Week 2** – September 12 and September 14

**Topic: *What is Globalization, Anyway?***

- **Required readings:**
  - Steger, Ch. 1.
  - MacKinnon, M. (2016). “It’s All Connected.” *Globe and Mail*, 23 July.
  - Scholte, J. A. (2008). “Defining Globalization.” *The World Economy*, 31(11), 1471-1502.

**Week 3** – September 19 and September 21

**Topic: *Globalization and its Discontents***

- **Required readings:**
  - Steger, Ch. 4 and Ch. 7
  - *The Economist* (2016). “Globalization and Politics: The New Political Divide.” 30 July.
  - Obama, B. (2016). *Remarks by President Obama in Address to the Parliament of Canada*. Washington DC: The White House.
- **\*Tutorials Begin\***

**Week 4** – September 26 and September 28

**Topic: *What is Global Citizenship, Anyway?***

- **Required readings:**

- Appiah, K. A. (2007). "Global Citizenship." *Fordham Law Review*, 75(5), 2375-2391.
- Nussbaum, Martha C. (1994). "Patriotism and Cosmopolitanism." *Boston Review*, 1, October.
- **\*BLOG POST #1 Due\*—Sunday, October 2, 11:59pm**

**Week 5** – October 3 and October 5

**Topic: *Criticisms of Global Citizenship***

- **Required readings:**
  - Dower, N. (2003). "Chapter 8: Critique of the Global" in *An Introduction to Global Citizenship*. Edinburgh, UK: Edinburgh University Press, 123-139.
  - Jeffress, D. (2008). "Global Citizenship and the Cultural Politics of Benevolence." *Critical Literacy: Theories and Practices*, 2(1), 27-36.
  - Douthat, R. (2016). "The Myth of Cosmopolitanism." *The New York Times*, 2 July.
- **\*Online Discussion #1\*—post to Avenue to Learn Discussion board by Sunday, October 9, 11:59pm**

===== **READING WEEK BREAK** =====

## **Part II – Globalization and Global Citizenship in Practice**

**Week 6** – October 17 and October 19

**Topic: *Globalization: What's New and What's Not?***

- **Required readings:**
  - Steger, Ch. 2 and Ch. 3
  - Pieterse, J. N. (2012). "Periodizing Globalization: Histories of Globalization." *New Global Studies*, 6(1), Article 1.
- **\*\*MIDTERM TEST\*\* - Online - available from 5:00pm on October 21 to 11:59pm on October 23**

**Week 7** – October 24 and October 26

**Topic: *A Globalized Economy: Capitalism, Crises, and Responses***

- **Required readings:**
  - Huwart, J. E. and L. Verdier (2013). "A global or semi-global village?" in *Economic Globalization: Origins and Consequences*. Paris: OECD Publishing, 48-67.
  - *The Economist* (2019). "Globalisation Has Faltered." 23 January.
  - Faiola, A. (2020). "The Virus that Shut Down the World." *The Washington Post*, 26 June.
  - 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.

- **\*\*BLOG POST #2 Due\*\*—Sunday, October 30, 11:59pm**

**Week 8** – October 31 and November 2

**Topic: Globalization, Global Citizenship, and (Popular) Culture**

- **Required readings:**
  - Steger, Ch. 5
  - Pagel, M. (2014). “Does Globalization Mean We Will Become One Culture?”, *BBC Future*, 18 November.
  - Wang, G. and Yeh, E.Y. (2005). “Globalization and Hybridization in Cultural Products: The Cases of *Mulan* and *Crouching Tiger, Hidden Dragon*,” *International Journal of Cultural Studies*, 8(2), 175-193.
  - Watanabe, M. (2014). “What, Exactly, Is Cultural Appropriation (And How Is It Harmful?)” *Everyday Feminism*, 22 December. [video]

**Week 9** – November 7 and November 9

**Topic: Global Spectacles: The Olympic Games and the World Cup**

- **Required readings:**
  - Stockdale, L. (2012). “More Than Just Games: The Global Politics of the Olympic Movement.” *Sport in Society*, 15(6), 839-854.
  - Hirsch, A. (2021). “The IOC’s Response to Raven Saunders Exposes its Hypocrisy around ‘Political Neutrality’.” *The Guardian*, 9 August.
  - Tharoor, I. (2018). “How the World Cup Reflects the World.” *The Washington Post*, 14 June.
  - Tharoor, K. (2018). “Is the World Cup for Nationalists or Citizens of the World?” *The New York Times*, 11 June.
  - Pattison, P. *et al.* (2021). “Revealed: 6,500 Migrant Workers Have Died in Qatar Since World Cup Awarded.” *The Guardian*, 23 February.
- **\*\*BLOG POST #3 Due\*\*—Sunday, November 13, 11:59pm**

**Week 10** – November 14 and November 16

**Topic: Performing Global Citizenship: ‘Voluntourism’**

- **Required readings:**
  - Gharib, Malaka (2019). “American With No Medical Training Ran Center for Malnourished Ugandan Kids. 105 Died.” *NPR*, 9 August.
  - Lu, J. (2020). “Why There’s a Global Outcry Over Volunteering at Orphanages.” *NPR*, 13 January.
  - Rosenberg, T. (2018). “The Business of Voluntourism: Do Western Do-Gooders Actually Do Harm?” *The Guardian*, 13 September.
  - Paradkar, S. (2020). “Voluntourism by Charities like WE is Based on Faulty Ideals of Feel-Good White Saviourism.” *Toronto Star*, 30 July.
  - Blackledge, S. (2013). “In Defence of ‘Voluntourists.’” *The Guardian*. 25 February.

- **\*Online Discussion #2\***—post to A2L Discussion board by Sunday, November 20, 11:59pm

**Week 11** – November 21 and November 23

**Topic: *Globalization and Violence***

- **Required readings:**
  - Rasmussen, M.V. (2002). “A Parallel Globalization of Terror: 9/11, Security, and Globalization,” *Cooperation and Conflict*, 37(3), 323-349.
  - Weill, K. (2019). “From El Paso to Christchurch, A Racist Lie Is Fuelling Terrorist Attacks,” *The Daily Beast*, 5 August.
  - Feola, M. (2022). “How ‘Great Replacement’ Theory Led to the Buffalo Mass Shooting.” *The Washington Post*, 25 May.
  - Becket, L. (2020). “QAnon: A Timeline of Violence Linked to the Conspiracy Theory.” *The Guardian*, 16 October.

**Week 12** – November 28 and November 30

**Topic: *Globalization and Environmental Crisis***

- Required readings:
  - Steger, Ch. 6
  - McGrath, M. (2021). “Five Things We Have Learned from the IPCC Report.” *BBC News*, 9 August.
- **\*BLOG POST #4 Due\***—Sunday, December 4, 11:59pm

**Week 13** – December 5 and December 7

**Topic: *The Future of Globalization and Global Citizenship***

- **Required readings:**
  - Steger, Ch. 8
  - Appiah, K. A. (2016). “Mrs. May, We Are All Citizens of the World.” *BBC News*, 29 October.
  - *The Economist* (2020). “Will COVID Kill Globalization?” 30 September. [video]
- **\*Research Paper Due\***—Thursday, December 8, 11:59pm

## **Additional Important Information**

### **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](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](mailto: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](mailto: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.*