

**Globalization 1A03 – Global Citizenship**  
**Fall Term, 2020**  
**ONLINE/REMOTE**

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

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**Office hrs: Online, TBA**

**Course Overview:**

We are consistently told that we live in an era of unprecedented *globalization*, characterized by extraordinary degrees of interconnection between people and institutions across the world. We are also regularly that we should think of ourselves as *global citizens*, whose awareness, concerns, and responsibilities extend beyond our own immediate surroundings to encompass the rest of humanity as well. 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, 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 ongoing 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 (and does) inform societal and individual 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 This Course Will Work

This course will be delivered as a hybrid remote-learning course, which will be quite different from what you (and I!) are used to. *Please take careful note of the following points so that you understand how the course will work day-to-day and week-to-week:*

### Lectures

- The first lecture of the term will be conducted *live* via Zoom during the *Wednesday 4:30-5:20 timeslot*—the professor will share the link in the Avenue to Learn “Announcements” area. **Please make sure you log in and attend!**
- All “lectures” for the remaining weeks will be pre-recorded by the professor and uploaded to Avenue to Learn on the *Tuesday* of that week.
  - The number of lecture videos posted will vary each week – but please make sure you watch (and take notes on) all of them, as the material covered will be included in the midterm and final exam.
- Every other week, the professor will also host a live Zoom session during the *Wednesday 4:30-5:20 timeslot*.
  - These sessions will not be “lectures” – they will instead offer a chance for “face time” with the prof to discuss things like course concepts/ideas, current events related to the course, questions about assignments, etc.

### Tutorials & Discussions

- Each week, you will participate in *either* a live online tutorial *or* a discussion with your tutorial group using the Avenue to Learn discussion forums.
  - These will alternate weeks – please see the Detailed Course Schedule to make sure you participate in all of these activities.

### 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 the midterm and final exam.
- There are also evaluations and assignments you will complete, details of which are explained below and in the *Evaluation Details* area Avenue to Learn.

Please regularly refer to the **Detailed Course Schedule** page on Avenue to Learn for everything you need to do week-to-week.

## Evaluations

### Breakdown

Participation (15%)	
▪ Online tutorials	7.5%
▪ Discussion posts	7.5%
Blog Assignment	20%
Midterm Test	20%
Group Wiki Project	15%
Final Exam	<u>30%</u>
	100%

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

Participation and engagement are important components of learning at university—even with the limitations and challenges of remote learning. Your participation grade will be made up of two components:

1. Contributions to bi-weekly live tutorials hosted by your TA via webconference (7.5%)
2. Posts and responses to bi-weekly discussion board activities (7.5%)

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. For more information, please see 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 (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 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 will be graded out of 5, and together these 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, or Tumblr. If you choose this second option (which is recommended!) please let your TA know and be sure to 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, check out the links in the *Evaluation Details* area of Avenue to Learn for more information.

**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 question and content from recorded lectures *and* readings will be covered. You **MUST** complete the test at some point during the designated time window (see the Course 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.

**Group Wiki Project (15%)**

Some of the most effective learning at university takes place collaboratively, even if we aren't able to meet in person. In that spirit, you will be assigned to groups within your tutorial section, with whom you will complete this project. Each group will be given a list of key terms from the course that are part of the final exam study guide. As a group, you will use the McMaster wiki platform create short Wikipedia-style entries for each of the terms. All of these entries will be viewable to the rest of the tutorial group, creating a crowd-sourced study site for everyone to use when preparing for the exam. For more information, please see the *Evaluation Details* area of Avenue to Learn.

### **Final Exam (30%) – take-home exam during the exam period**

The final exam for this course will be a take-home exam, which you will be required to complete within a designated time window during the December exam period. The exam will be *cumulative* (i.e. based on material from the whole course), and will cover course readings and recorded lectures. The exam will consist of two short essays (max. 1000 words each). You will **choose 2 of a possible 5 questions** to answer. For more information, please see the *Evaluation Details* area of Avenue to Learn and the Detailed Course Schedule.

### **Submission and Late Policy**

All assignments must be posted (i.e. blogs) or submitted to the proper Avenue to Learn Assignment folder (i.e. 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**.

## **Course Schedule**

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

**Week 1** – September 8 – 13

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

- Required readings:
  - MacKinnon, M. (2016). “It’s All Connected.” *The Globe and Mail*, 23 July.
  - *The Economist* (2020). “How George Floyd’s Death Reverberates Around the World.” 8 June.
- **\*\*Introductory Discussion\*\* - post to A2L Discussion board.**

**Week 2** – September 14 - 20

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

- Required readings:
  - Steger, Ch. 1.
  - Scholte, J. A. (2008). “Defining Globalization.” *The World Economy*, 31(11), 1471-1502.
- **\*\*Live online tutorial\*\* - TA will share web-conference link**

**Week 3** – September 21 - 27

**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.
- **\*\*Group Discussion #1\*\* - post to A2L Discussion board.**

**Week 4** – September 28 – October 4

**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.
- **\*\*Live online tutorial\*\* - TA will share web-conference link**
- **\*\*BLOG POST #1 Due\*\*—Sunday, October 4<sup>th</sup>, 11:59pm**

**Week 5** – October 5 - 11

**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.
- **\*\*Group Discussion #2\*\* - post to A2L Discussion board.**

===== **FALL READING BREAK** =====

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

**Week 6** – October 19 - 25

**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.
  - Recommended “listening”
    - BBC World Service (2020) “Worlds Apart,” *The Documentary Podcast*. London: British Broadcasting Corporation.
  - **\*\*Live online tutorial\*\* - TA will share web-conference link**
- \*\*MIDTERM TEST\*\* - Online - available from 7:00am on October 23 to 11:59pm on October 25.**

**Week 7** – October 26 – November 1

**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.

- Rubin, J. (2020). “Will COVID-19 Kill Globalization?” *The Globe and Mail*, 25 April.
- 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.
- **\*\*Live online tutorial\*\* - TA will share web-conference link**
- **\*\*BLOG POST #2 Due\*\*—Sunday, November 1, 11:59pm**

### **Week 8 – November 2 – 8**

#### **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]
- **\*\*Group Discussion #3\*\* - post to A2L Discussion board**

### **Week 9 – November 9 – 15**

#### **Topic: Global Sporting Spectacles**

- Required readings:
  - Stockdale, L. (2012). “More Than Just Games: The Global Politics of the Olympic Movement.” *Sport in Society*, 15(6), 839-854.
  - Gordon, Aaron (2016) “The Rio Games Were an Unjustifiable Human Disaster, and So Are the Olympics,” *Vice News*, 22 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.
  - Liew, J. (2017). “World Cup 2022: Qatar’s Workers Are Not Workers, They Are Slaves, and They Are Building Mausoleums, Not Stadiums.” *The Independent*, 3 October.
- **\*\*Live online tutorial\*\* - TA will share web-conference link**
- **\*\*BLOG POST 3 Due\*\*—Sunday, November 15, 11:59pm**

### **Week 10 – November 16 – 22**

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

- Required readings:
  - Kascak, L. & Dasgupta, S. (2017) “#InstagrammingAfrica: The Narcissism of Global Voluntourism.” *Pacific Standard*, 14 June.

- Gharib, Malaka (2019). “American With No Medical Training Ran Center For Malnourished Ugandan Kids. 105 Died.” *NPR*, 9 August.
- Paradkar, S. (2020). “Voluntourism by Charities like WE is Based on Faulty Ideals of Feel-Good White Saviourism.” *The Toronto Star*, 30 July.
- Blackledge, S. (2013). “In Defence of ‘Voluntourists.’” *The Guardian*. 25 February.
- **\*\*Group Discussion #4\*\* - post to A2L Discussion board**

**Week 11** – November 23 – 29

**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.
  - Ling, J. (2020). “QAnon’s Madness is Turning Canadians Into Potential Assassins.” *Foreign Policy*, 13 July.
- **\*\*Live online tutorial\*\* - TA will share web-conference link**
- **\*\*BLOG POST 4 Due\*\*—Sunday, November 29, 11:59pm**

**Week 12** – November 30 – December 6

**Topic: *Globalization, Environmental Crises, and Public Health Challenges***

- Required readings:
  - Steger, Ch. 6
  - Zimmermann, K. *et al.* (2020). “Inter-Country Distancing, Globalisation, and the Coronavirus Pandemic.” *The World Economy*, 43(6), 1484-1498.
- **\*\*Group Discussion #5\*\* - post to A2L Discussion board**

**Week 13** – December 7 - 9

**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.
  - Ghez, J. (2020). “Can Globalization Survive the Current Health Pandemic?” *Forbes*, 17 April.
- **\*\*Group Wiki Project Due\*\*—Wednesday, December 9<sup>th</sup>, 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.*