

**Globalization 1A03 – Global Citizenship**  
**Fall 2019**  
**Tuesdays 10:30-11:20am & Thursdays 9:30-10:20am**  
**Location: BSB 147**

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

**Instructor: Dr. Liam Stockdale**  
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**Office hrs: Thurs 10:30-11:30am**  
**Office: LRW-2023**

**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? 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—both orally and in writing—original ideas and arguments about course content in a clear and self-reflexive way.

**Required Materials:**

- **Textbook:** Steger, Manfred B. (2017). *Globalization: A Very Short Introduction*, 4<sup>th</sup> ed. Oxford: Oxford University Press (available at the McMaster Campus Store).

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

**Evaluations:**

Blog Assignment (4 posts)	20%
Midterm Test (week 6)	15%
Research Paper (due in final week)	25%
Tutorial Participation (throughout term)	10%
Final Exam (during exam period)	<u>30%</u>
	100%

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

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 and thoughtful understanding of the 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! 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 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 "Assignment Details" section of the course Avenue page for more information, including some tips on how to write good blog posts.

**Midterm Test (15%) – written in class, Thursday October 10<sup>th</sup>**

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 covered. There will be **NO MAKEUP TEST** if you miss the midterm, so please be prepared to write it on the scheduled date.

**Research Paper (25%) – due Thursday December 5<sup>th</sup>**

To demonstrate your knowledge and understanding of the issues raised in the course, you will prepare a **2500-3000-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**. These may include those used in your annotated bibliography. 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.

**Tutorial Participation (10%) – throughout term**

Participation and engagement is an important component of learning at university. It is therefore expected that all students will be active participants in their tutorial sections during this course. This means attending all tutorials and being enthusiastically involved in

thoughtful discussions with your peers. 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: skipping classes, talking to classmates about things that do not contribute to the discussion, non-participation in (or disruption of) class activities, showing up late or leaving early, distracted use of electronic devices like phones and tablets. Using your laptop 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.

### **Final Exam (30%) – to be scheduled during the exam period**

The final exam will be two hours in length, and will be *cumulative* (i.e. 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 (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 3<sup>rd</sup> & 5<sup>th</sup>

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

- Required readings:
  - Glavin, T. (2017). “After the World Lost Interest in Alan Kurdi, the Carnage Continued.” *Maclean’s*, 2 September.
  - Orsi, P. and Guthrie, A. (2019). “Drowning of Father and Daughter Border Highlights Migrants’ Perils.” *PBS News Hour*, 25 June.
  - MacKinnon, M. (2016). “It’s All Connected.” *The Globe and Mail*, 23 July.

**Week 2** – September 10<sup>th</sup> & 12<sup>th</sup>

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

- Required readings:
  - Steger, Ch. 1.
  - Scholte, J. A. (2008). “Defining Globalization.” *The World Economy*, 31(11), 1471-1502.

**Week 3** – September 17<sup>th</sup> & 19<sup>th</sup>

**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.

**Week 4** – September 24<sup>th</sup> & 26<sup>th</sup>

**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\*\*—Thursday, September 26<sup>th</sup>**

**Week 5** – October 1<sup>st</sup> & 3<sup>rd</sup>

**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.

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

**Week 6** – October 8<sup>th</sup> & 10<sup>th</sup>

**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\*\* – In Class: Thursday, October 10<sup>th</sup>**

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

**Week 7** – October 22<sup>nd</sup> & 24<sup>th</sup>

**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.
- Lalinde, J. et al. (2012). “Revolution Number 99: An Oral History of Occupy Wall Street, *Vanity Fair*, 10 January.
- 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 29<sup>th</sup> & 31<sup>st</sup>

**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]
- **\*\*BLOG POST 2 Due\*\*—Thursday, October 31<sup>st</sup>**

**Week 9** – November 5<sup>th</sup> & 7<sup>th</sup>

**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.

**Week 10** – November 12<sup>th</sup> & 14<sup>th</sup>

**Topic: Performing Global Citizenship**

- Required readings:
  - Zakaria, R. (2014) “The White Tourist’s Burden.” *Al-Jazeera America*, 21 April.

- 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.
- **\*\*BLOG POST 3 Due\*\*—Thursday, November 14<sup>th</sup>**

**Week 11** – November 19<sup>th</sup> & 21<sup>st</sup>

**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.
  - Greenfield, J. (2017). “The Ugly History of Stephen Miller’s ‘Cosmopolitan’ Epithet,” *Politico Magazine*, 3 August.
  - Weill, K. (2019). “From El Paso to Christchurch, A Racist Lie Is Fuelling Terrorist Attacks,” *The Daily Beast*, 5 August.
  - Noack, R. (2019). “Christchurch Endures as Extremist Touchstone, As Investigators Probe Suspected El Paso Manifesto,” *The Washington Post*, 6 August.

**Week 12** – November 26<sup>th</sup> & 28<sup>th</sup>

**Topic: Globalization and Environmental Crisis**

- Required readings:
  - Steger, Ch. 6
  - McCormick, J. (2018). “Environment” in *Introduction to Global Studies*. London: Red Globe Press, 233-253.
- **\*\*BLOG POST 4 Due\*\*—Thursday, November 28<sup>th</sup>**

**Week 13** – December 3<sup>rd</sup>

**Topic: Conclusions and Review: Are We All Global Citizens Now?**

- Required readings:
  - Steger, Ch. 8
  - Appiah, K. A. (2016). “Mrs. May, We Are All Citizens of the World.” *BBC News*, 29 October.
  - Evans, Hugh (2016). “We’re All Global Citizens, Not Just the Elite,” *The Daily Beast*, 14 July.
- **\*\*RESEARCH PAPER DUE\*\*—Thursday, December 5<sup>th</sup>**

### **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.*