

GLOBAL STUDIES 710

INTRODUCTION TO GLOBALIZATION | GLOBAL HEALTH FOUNDATIONS I

FALL 2019

Instructor: Dr. Josipa G. Petrunić, Sessional Lecturer
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Course Schedule

Mondays 8:30am-11:20am (for in class sessions)
Mondays 12:30pm – 3:20pm (for in class sessions)

Room **MDCL 2232**

Semester Dates

First class: Monday, September 9th 2019
Reading week (no classes): October 14th-20th 2019
Last class: Monday, December 9th 2019

Introduction

The purpose of this course is to introduce students in the Global Health Program to the concept of “globalization” **as the movement of goods, people and services across nation-state borders and other global boundaries.**

Students will also be introduced to significant debates in globalization, including assessments of the merits and demerits of globalization from the perspective of labour rights, environmental sustainability, and economic development and growth.

In this course, students will seek to address questions such as:

- What is globalization?
- What are the drivers of globalization?
- What are the effects of globalization on the state, economics, culture and politics?

The course explores individuals’ experiences of globalization in different global locations. The course will challenge students to think critically about globalization –

contested both as a concept and as a set of processes. The course will use a variety of methods to explore these debates.

By the end of the course students should possess a working definition of “globalization”, be familiar with core views regarding globalization, including its drivers and effects, and be able to communicate these views to differing audiences using a variety of academic skills.

Required Books

Two books are required for this course. Both have been pre-ordered for this course and are available in the McMaster Book Store.

1. Jeffrey D. Sachs, *Commonwealth: economics for a crowded planet*. Penguin Press. New York, 2008.
2. Stephen Clarkson. *Does North America Exist? Governing the Continent after NAFTA and 9/11*. University of Toronto Press. Toronto, 2008.

Colour coding

Orange	Online Session (Avenue to Learn)
Red	Group work
Black	In class session

Semester Outline

Date	Description	Description
September 9th, 2019	<p>Online (all week; assignment due Sunday at 11:55 pm)</p> <p><i>** Extended to Sept. 22nd due to late A2L course launch.</i></p>	<p>Introduction to globalization</p> <ul style="list-style-type: none"> • Review the full syllabus, due dates and assignment expectations • Purchase and commence reading the required reading texts • Complete Online Discussion Assignment No. 1 (all students, individual submissions – see guidelines below) [500 words] <p>Sachs, Chapters 1-2</p> <ul style="list-style-type: none"> • What is Sachs’ view of “economics” for

		<p>the 21st century?</p> <ul style="list-style-type: none"> Why do we need a new vision of economics?
<p>September 16th, 2019</p>	<p>Group work & case planning</p> <p>Groups 1-12</p>	<p>Global sustainability</p> <p>Prepare a group-based case study presentation (7-minute presentation) that will be presented at a future in-class session, which draws from an example in contemporary news media that describe exemplifies why, according to Sachs, economic sustainability is a fundamentally economic question for humanity. Use the conclusions drawn in the following chapters in developing your presentation materials.</p> <p>Sachs, Chapters 3-6</p> <ul style="list-style-type: none"> Why (according to Sachs) should we care about “global sustainability”? Why (according to Sachs) is environmental sustainability an economic question?
<p>September 23rd, 2019</p>	<p>In Class</p>	<p>The Poverty Trap</p> <p>Part I: Sachs, Chapters 7-8</p> <ul style="list-style-type: none"> What is the “poverty trap”? <p>Global sustainability</p> <p>Part II: Group Presentations, Groups 1 – 12</p>
<p>September 30th, 2019</p>	<p>Online (all week; assignment due Sunday at 11:55 pm)</p>	<p>Poverty & Foreign Policy</p> <ul style="list-style-type: none"> Complete Online Discussion Assignment No. 2 (all students, individual submissions – see guidelines below) [500 words] Provide a thoughtful response to at least one of your peer’s original submissions offering a critical analysis of your peer’s claims [300 words] <p>Sachs, Chapters 9-14</p> <ul style="list-style-type: none"> How does globalization help alleviate or hasten poverty? How does foreign policy shape globalization?

<p>October 7th, 2019</p>	<p>Group work & case study planning</p>	<p>What is “North America”? As Market & Community Prepare a group-based case study presentation (7-minute presentation) that will be presented at a future in-class session, which draws from an example in contemporary news media that describes exemplifies why, according to Clarkson, there is no fundamental concept of “North America”?</p> <p>Use the conclusions drawn in the following chapters in developing your presentation materials.</p> <p>Clarkson, Introduction & Chapter 1 and relevant chapters below (depending on the topic assigned to your group)</p> <p>Groups 1–12, Case Studies in</p> <ul style="list-style-type: none"> • Groups 1, 2 & 3: Transborder institutional governance • Groups 4 & 5: Transborder judicial capacity • Groups 6 & 7: Transborder labour governance • Groups 8, 9 & 10: Transborder environmental governance • Groups 11 & 12: Transborder water governance
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**READING BREAK
 NO CLASSES
 OCTOBER 14TH-20TH 2019**

<p>October 21st, 2019</p>	<p>In class</p>	<p>Part I: What is “North America”? As Market & Community, Clarkson, Chapters 2-6</p> <ul style="list-style-type: none"> • Is “North American” a thing? • What are the differences between “North America” and “Europe”? <p>Part II: Group Presentations, Groups 1-12</p> <p>Groups 1–12, Case Studies in</p> <ul style="list-style-type: none"> • Groups 1, 2 & 3: Transborder institutional governance • Groups 4 & 5: Transborder judicial
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		<p>capacity</p> <ul style="list-style-type: none"> • Groups 6 & 7: Transborder labour governance • Groups 8, 9 & 10: Transborder environmental governance • Groups 11 & 12: Transborder water governance
October 28th, 2019	In class	<p>Big business, industry lobbying and free trade</p> <p>Clarkson, Chapters 7</p> <ul style="list-style-type: none"> • What is “big business”? • How does it shape “North America” and relations between Canada, the US, and Mexico?
November 4th, 2019	In class	<p>Energy, Agriculture, Steel, Textiles</p> <p>Clarkson, Chapters 8-11</p> <ul style="list-style-type: none"> • To what extent and in what ways do “interests” in industry determine how North America is governed and how North Americans live?
November 11th, 2019	Online (all week; assignment due Sunday at 11:55 pm)	<p>Capital Markets, Banking, GMOs, Big Pharma</p> <ul style="list-style-type: none"> • Complete Online Discussion Assignment No. 3 (all students, individual submissions – see guidelines below) [500 words] • Provide a thoughtful response to at least one of your peer’s original submissions offering a critical analysis of your peer’s claims [300 words] <p>Clarkson, Chapters 12-15</p> <ul style="list-style-type: none"> • Select a case study from the chapter studies offered by Clarkson • To what extent and in what way to “interests” in the industry you have selected fundamentally determine how North America is governed and how North Americans live?

<p>November 18th, 2019</p>	<p>Group work & case study planning</p>	<p>Prepare a group-based case study presentation (7-minute presentation) that will be presented at a future in-class session, which draws from an example in contemporary news media that describes exemplifies the similarities or differences between Sachs' views of globalization, as delineated by group below.</p> <ul style="list-style-type: none"> • Groups 1–6, similarities • Groups 7-12, differences
<p>November 25th, 2019</p>	<p>In class</p>	<p>Part I: Group Presentations, Groups 1-12 Groups 1–12</p> <p>Part II: Final Assignment Preparation</p> <ul style="list-style-type: none"> • Writing a strong (vs. weak) thesis statement • Structuring a final paper
<p>December 2nd, 2019</p>	<p>In class</p>	<p>Sachs versus Clarkson: similarities and divergences</p> <ul style="list-style-type: none"> • Semester summary • Global affairs assessment

Assignments & Participation

In class participation 20%

= Full Pass (20%)

= Merit (10%), 1 Missed Class

= Fail (0%), 2 Missed Classes

Online participation 10%

= Full Pass (10%)

= Fail (0%)

Group work participation 10%

= Full Pass (10%)

= Fail (0%)

Assignment No. 1: First assignment	25%
Assignment No. 2: Final assignment	35%
Total	100%

All assignments must be submitted online via Avenue to Learn.

In-class Participation

Students are expected to attend all classes prepared to debate and discuss the required readings. Students are also expected to stay aware of current events – political, economic, and social – that relate to “globalization” so that they can relate current events to the themes emanating from set readings.

Online & Group Participation

Students are expected to attend all group work and online debate classes during the weeks of those sessions.

1. Students can post original responses anytime from Monday to Thursday of the given week.
2. Students are also expected to post one critical response to peers’ original postings by Sunday 11:55 pm EST.
3. Online posts are scored in aggregate on a full pass / merit / fail basis for all online sessions throughout the semester.

Full pass:

- Posts made for all online discussions as required.
 - Original post responds to the question posed, draws from the text being read in class and incorporates at least one external example.
 - Response includes analytical thought in offering a critique and

includes an additional example to illustrate the critical point.

Fail:

- Failure to post.
 - Original post does not respond to the question posed or draw from the text being read in class or incorporate at least one external example.
 - Responder does not include analytical thought in critique.

Assignment No. 1 Book Review

Due	October 23 rd , 2019
Weighting	25%
Word length	1,500 words

Assignment overview

Prepare a book review that analyzes Jeffrey Sachs's *Commonwealth* (2008).

Guidelines for writing a non-fiction review

In preparing a book review, students are being asked to **summarize** and **analyze** particular themes that arise in the author's conceptualization of the world.

The objective is to reflect upon the concept of "globalization" – as discussed in class – by virtue of Sachs' empirical case studies.

Students are encouraged to use the following prompt as guidance in completing the book review.

Question prompt

Summarize and analyze Sachs' conceptualization of global economics, global politics, or global culture/identity.

In preparing your analysis, answer the following question:

What is Sachs' theory of globalization, and how does it explain an empirical case study (selected by the student)?

Guidance

- a) Identify Sachs' definition of globalization. This should include more than a one line definition; it should include a definition of globalization as a causal factor in some phenomena, according to Sachs, and globalization as the outcome or result of other independent factors in economics, politics or cultural phenomena.
- b) Develop a general thesis as to whether Sach's theory of globalization is accurate or to be believed.
- c) Justify your thesis by using Sachs' theory of globalization to explain or describe a case study selected from contemporary or historical events.

Assignment No. 2 Final Paper

Due	December 20 th 2019
Weighting	35%
Word length	3,500 words

Assignment Overview

In this assignment, students will describe at least one (empirical) case study that demonstrates a theoretical claim related to globalization. Students are expected to analyze the case study from the perspective of the two authors reviewed in class (Sachs and Clarkson).

In doing so, student should aim to answer the following question:

How do Sachs and Clarkson explain a given phenomenon (case study X) related to or resulting from globalization?

Good scholarly work will provide an original thesis and use convincing evidence from a variety of sources to support the thesis proposed. Students are expected to use proper bibliographic styles for referencing purposes.

Length

This paper should be approximately 3000 words in length (not including bibliography).

Submission

This paper must be submitted via Avenue to Learn

Detailed guidelines

This assignment aims to integrate an understanding of the perspectives offered by the two authors reviewed throughout the course by analyzing a case study related to globalization.

The case study can emanate from any of the readings discussed in class or from an original literature source.

The final paper for Global Studies 710 should include the following core elements:

(1) **Thesis statement**

Students should generate a concise thesis statement related to Sachs' and Clarkson's definitions and theories of globalization. The thesis statement should be based on a critical reading of theories and case studies related to global studies.

- A strong thesis statement will be specific in its target concepts, rather than being overly vague or overly general. In formulating a thesis statement, students are encouraged to think about specific aspects of globalization.

(2) Literature review

The research paper should include a short literature review that surveys and comparatively integrates varied academic viewpoints related to the stated thesis/argument.

This literature review should demonstrate the student has considered how Sachs and Clarkson are both in agreement *and/or* in disagreement with the student's stated thesis. In so doing, the student will effectively contextualize her/his thesis vis-à-vis existing scholarship.

(3) Empirical evidence

The research paper should contain at least one case study that demonstrates, empirically, the truth of the student's thesis statement.

- Sachs' and Clarkson's books are replete with case studies, some of which are better developed than others. Students are encouraged to use one or more of those case studies, wherever appropriate, or to draw from external historical or contemporary events.
- The case studies will require development and description that may go beyond that which Sachs or Clarkson offers in their respective books.

Statement on Electronic Resources

In this course we will be using Email and AvenueToLearn. 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.

Email 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

Academic Integrity

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 your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at: <http://www.mcmaster.ca/policy/Students-AcademicStudies>. The following illustrates only three forms of academic dishonesty: 1) Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

Accommodations for Students with Disabilities

Special arrangements can be made for students with disabilities. If you need assistance because of a disability please consult with the Student Accessibility Services (SAS), MUSC Room B107, ext. 29652. Information is also available online, at <http://sas.mcmaster.ca/>. Once you have consulted with a program coordinator, you need to notify me as soon as possible with respect to your accommodation needs.

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.