

# GLOBAL STUDIES 710

## INTRODUCTION TO GLOBALIZATION | GLOBAL HEALTH FOUNDATIONS I FALL 2020

**Instructor:** Dr. Josipa G. Petrunic, Sessional Lecturer  
**Email:** petrunj@mcmaster.ca

*Students are encouraged to email the Instructor via Avenue to Learn, as MacMail is only checked once per week.*

### Course Schedule

Fridays	8:30am – 11:20am (online)*
Fridays	12:30pm – 3:20pm (online)*

- *To support student accessibility, lectures this semester will be pre-recorded and posted online in the week of the pre-scheduled class session.*
- Students are able to watch lectures at their leisure on Friday during the pre-determined course session timeslot, or at a later date.
- Weekly activities posted in the subsequent week, do require knowledge of material shared in the lecture portion of the session.
- Discussion sessions will be set up with the Instructor every third week to enable students to engage in question and answer periods with the Instructor through live Zoom calls. Information pertaining to tri-weekly virtual discussion sessions with the Instructor will be posted on Avenue 2 Learn at least one week in advance.

### Semester Dates

First class:	Friday, September 11 <sup>th</sup> 2020 (pre-recorded lecture)
Online activities:	Commence, Week of Monday September 14 <sup>th</sup> 2020
Reading week (no classes):	Monday, October 12 <sup>th</sup> to Sunday, October 18 <sup>th</sup> 2020
Last class:	Friday, December 4 <sup>th</sup> 2020

### Online Platform

#### **Recorded lectures**

*This course will use pre-recorded lectures (via the Zoom online platform) to deliver lectures on a weekly basis to students. Lectures will be posted in advanced on Avenue*

*2 Learn. Because lectures are pre-recorded, students will have the opportunity to listen to lectures at their leisure and repeat content.*

### **Online activities**

*Each lecture will be followed by a weekly online activity which requires students to post commentary on Avenue 2 Learn based on a weekly news article.*

*All students are required to make one original online posting each week starting in Week 2 of the course (September 14<sup>th</sup> onwards) of between 250 and 350 words. Proper citation style must be used in these posts when making references. Posts can be made in a first-person voice, but professional writing requirements hold and students should aim for graduate-level writing and prose in their postings.*

*Students are also required to post commentary or follow up questions to at least one of their peers throughout the same week.*

*Teaching Assistants will be reviewing weekly postings and weekly commentary to assess student participation on a weekly basis.*

*Weekly posts are scored on a five-point scale as follows:*

#### **Weekly posting rubric**

- Responds directly to the question posed (1 point)
- Provides a response of between 250-350 words (1 point)
- Composition is at a graduate level of writing (1 point)
- Draws on insights from the course readings or lecture materials (1 point)
- Responds to a peer by providing valuable commentary (1 point)
- Total: 5 points (per week)

## 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 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.
- *Both books are available for purchase online including as Kindle editions.*

## Semester Outline: Online Participation, Lectures & Weekly Activities

Date	Description of Readings & Questions
<b>September 11<sup>th</sup> 2020</b>	<p><b>Introduction to globalization</b></p> <ul style="list-style-type: none"> <li>• Review the full syllabus, due dates and assignment expectations</li> <li>• Purchase and commence reading the required reading texts</li> <li>• Review of the structure of the course and expectations of students</li> </ul> <p>Sachs, Chapters 1-2</p> <ul style="list-style-type: none"> <li>• What is Sachs' view of "economics" for the 21<sup>st</sup> century?</li> <li>• Why do we need a new vision of economics?</li> </ul>
<b>ONLINE ACTIVITY</b>	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>
<b>October 2<sup>nd</sup> 2020</b>	<p><b>Global sustainability</b></p> <p>According to Sachs, economic sustainability is a fundamentally economic question for humanity.</p> <p>Sachs, Chapters 3-6</p> <ul style="list-style-type: none"> <li>• Why (according to Sachs) should we care about "global sustainability"?</li> <li>• Why (according to Sachs) is environmental sustainability an economic question?</li> </ul>
<b>ONLINE ACTIVITY</b>	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned</i></li> </ul>

	<p><i>about?</i></p> <p><i>Why should Canadians be concerned about this issue?</i></p>
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<p>September 25<sup>th</sup> 2020</p>	<p><b>The Poverty Trap</b></p> <p>According to Sachs, the “poverty trap” ensnares developing nations and prevents their fuller economic development, relegating citizens to impoverished lives that are exacerbated by the processes of globalization.</p> <p>Part I: Sachs, Chapters 7-8</p> <ul style="list-style-type: none"> <li>• What is the “poverty trap”?</li> <li>• How does reproduction relate to the “poverty trap”?</li> </ul>
<p>ONLINE ACTIVITY</p>	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>
<p>October 2<sup>nd</sup> 2020</p>	<p><b>Poverty &amp; Foreign Policy</b></p> <p>According to Sachs, the “poverty trap” drives foreign policy with corporate interests driving a global marketplace that enables them to benefit from access to low-cost labour jurisdictions. This furthers the consumption of energy and creates environmental challenges globally, but also hastens the further impoverishment of developing nations.</p> <p>Sachs, Chapters 9-14</p> <ul style="list-style-type: none"> <li>• How does globalization help alleviate or hasten poverty?</li> <li>• How does foreign policy shape globalization?</li> </ul>

ONLINE ACTIVITY	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>
October 9 <sup>th</sup> 2020	<p><b>What is “North America”? As Market &amp; Community</b></p> <p>According to Clarkson, there is no fundamental concept of “North America”. It is a concept created by a loose set of institutions not deeply institutionalized. This differentiates the NAFTA region from the deeply integrated “globalized” zone of the European Union.</p> <p>Clarkson, Chapters 1-3</p> <ul style="list-style-type: none"> <li>• Transborder institutional governance</li> <li>• Transborder judicial capacity</li> </ul>
ONLINE ACTIVITY	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>

**READING BREAK, OCTOBER 12-16<sup>TH</sup> 2020**

October 23 <sup>rd</sup> 2020	<p><b>What is “North America”? As Market &amp; Community</b></p> <p>According to Clarkson, there is no fundamental concept of “North America”. It is a concept created by a loose set of institutions not deeply institutionalized or culturally influential. This differentiates the NAFTA region from the deeply integrated “globalized” zone of the European Union.</p> <p>Clarkson, Chapters 4-6</p>
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	<ul style="list-style-type: none"> <li>• Transborder labour governance</li> <li>• Transborder environmental governance</li> <li>• Transborder water governance</li> </ul>
ONLINE ACTIVITY	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>
October 30 <sup>th</sup> 2020	<p><b>Big business, industry lobbying and free trade</b></p> <p>According to Clarkson, “North America” is a financial marketplace designed to serve the interests of a business elite and big corporations.</p> <p>Clarkson, Chapters 7</p> <ul style="list-style-type: none"> <li>• What is “big business”?</li> <li>• How does it shape “North America” and relations between Canada, the US, and Mexico?</li> </ul>
ONLINE ACTIVITY	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>
November 6 <sup>th</sup> 2020	<p><b>Energy, Agriculture, Steel, Textiles</b></p> <p>According to Clarkson, several case studies demonstrate how “North America” is fundamentally a matter of business interests in action for profit motives.</p> <p>Clarkson, Chapters 8-11</p> <ul style="list-style-type: none"> <li>• To what extent and in what ways do “interests” in industry determine how North America is governed and how North Americans live?</li> </ul>
ONLINE ACTIVITY	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p>

	<ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>
November 13 <sup>th</sup> 2020	<p><b>Capital Markets, Banking, GMOs, Big Pharma</b></p> <p>According to Clarkson, several case studies demonstrate how “North America” is fundamentally a matter of business interests in action for profit motives.</p> <p>Clarkson, Chapters 12-15</p> <ul style="list-style-type: none"> <li>• To what extent and in what ways do “interests” in industry determine how North America is governed and how North Americans live?</li> </ul>
ONLINE ACTIVITY	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>
November 20 <sup>th</sup> 2020	<p><b>Final Assignment Preparation Week</b></p> <ul style="list-style-type: none"> <li>• review of assignment requirements</li> <li>• review of best practices in writing</li> <li>• writing a strong (vs. weak) thesis statement</li> </ul>
ONLINE ACTIVITY	<p><b><i>Read the article posted online for this activity. Respond to the following questions.</i></b></p> <ul style="list-style-type: none"> <li>• <i>What aspect of globalization is the author most concerned about?</i></li> <li>• <i>Why should Canadians be concerned about this issue?</i></li> </ul>
November 27 <sup>th</sup> 2020	<p><b>Sachs versus Clarkson: similarities and divergences</b></p> <ul style="list-style-type: none"> <li>• Semester summary</li> <li>• Global affairs assessment</li> </ul>
December 4 <sup>th</sup> 2020	<p><b>Final assignment submission week</b></p> <ul style="list-style-type: none"> <li>• Digital TA office hours, essay preparation and guidance</li> </ul>



# Assignments & Participation

**(Online) Class Participation** 30%

- Scored weekly

**Assignment No. 1: First assignment** 30%

**Assignment No. 2: Final assignment** 40%

**Total** 100%

*All weekly online assignments are to be submitted on Avenue 2 Learn. All major assignments must be submitted online via Avenue to Learn.*

## **Participation**

Students are expected to attend all digital discussion groups and review all pre-recorded lecture materials.

Students should attend discussion sessions 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.

# Assignment No. 1 Book Review

<b>Due</b>	11:55 PM EST, October 25 <sup>th</sup> 2020 (Sunday night)
<b>Weighting</b>	30%
<b>Word length</b>	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 questions:

- *What is Sachs' theory of globalization?*
- *How does it help to 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 describe and explain a case study selected from contemporary or historical events.

# Assignment No. 2 Final Paper

<b>Due</b>	11:55 PM EST, December 13 <sup>th</sup> 2020 (Sunday night)
<b>Weighting</b>	40%
<b>Word length</b>	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.