

McMaster University
Globalization 710 (C01)

Globalization: An Introduction

Fall 2017
Wednesdays, 8:30am – 11:20am
Room: LWR 3001

Instructor: Dr. Peter Nyers
Office: LRW 2020
Office Hours: Wednesday 12-1pm, or by appointment
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AIMS & OBJECTIVES

This seminar introduces graduate students in the MA program in Globalization to a range of theories, concepts, and debates in contemporary globalization studies.

Students will be introduced to some of the main ideas and key concepts in globalization studies, including changing understandings of space, place, temporality, and social and economic forms. We will investigate emerging forms of control and resistance associated with the phenomenon of globalization, including new forms of border control, sovereign violence, cosmopolitan citizenship, undocumented migration, environmental struggles, colonial encounters, and global travel. An important part of the seminar will be to critically examine these ideas through in-depth readings of exemplary scholars in globalization studies. This year we will read books by Naomi Klein, Natasha King, and Audra Simpson.

The specific aims of the course are:

1. To read and come to understand a variety of scholarly writings on globalization and to learn about the advantages and disadvantages of interdisciplinarity in research.
2. To develop a critical appreciation of the historical continuities and discontinuities in globalization.
3. To introduce students to a range of concepts from social theory and their applicability to understanding contemporary issues in globalization.
4. To improve and refine writing and research skills through short essay format.
5. To develop group leadership and discussion skills through seminar presentations and participation.

EVALUATION

Participation	Every class	Read assigned readings Active engagement is class discussion	30%
	Tues. 12noon	Keywords, Key Passage, Questions	
	Once per term	Class leadership	
Essay	2 weeks after topic is covered in class	2,500 word essay	30%
Fishbowl	Tues. 12noon prior to presentation	1,500 word critical statement	40%
	Day of fishbowl	Class presentation and discussion	
	1 week after fishbowl	1,500 word critical statement	

Participation: This is an advanced seminar and so students are expected to attend all class sessions and participate in the discussions. All students are expected to complete the required readings, think carefully about them before coming to class, and take an active part in the seminar. The quality of questions and comments will be valued more than the quantity. Active listening will also be valued.

In addition, for Weeks 2-9 students will be responsible for completing: 1) a list of key concepts and terms arising from the readings; 2) a key line or passage from one of the readings; 3) three or four discussion questions based on the readings. The assignment will be completed and uploaded to the Avenue to Learn website by Tuesday at 12noon at the latest. Each week one (or more) student(s) will take the responsibility to choose a sample of key terms and questions, provide hard copies to the class, and lead the class discussion.

To upload your keywords, passage, and discussion questions, click on the "Communication" link at the top of the Avenue to Learn page and choose "Discussions." Then select the relevant week and click on "Start a new thread." You will then be able to enter your questions/passage/keywords, either directly or as an attachment.

Essay: Students will prepare a paper of 2,500 words in length that discusses and evaluates a topic or issue raised in the readings from Weeks 2 to 9. The theme of the paper will be developed individually by students in consultation with Professor Nyers. The paper should engage with the assigned course readings; no outside research is necessary. Essays are due two weeks after the topic is covered in class.

Fishbowl: Seminars during Weeks 10-12 will be run in a 'fishbowl' format. Students will be either 'inside' or 'outside' the fishbowl, and each role has separate expectations and requirements.

Students 'inside' the fishbowl will write a short (1,500 words) critical statement about the book. The aim will be less to summarize the book as to respond to its key ideas, concepts, and arguments. How does the book enhance your knowledge about globalization and enable you to think critically in global terms? This assignment is to be posted to Avenue to Learn by 12noon on the Tuesday prior to the fishbowl. On the day of the class, fishbowl participants will each make a five-minute statement that is based on their written paper. This will be followed by a 20-30 minute discussion between the fishbowl members, with no outside questions or interventions, other than from the Chair.

Students who are 'outside' the fishbowl will have also read the assigned book. In addition, they will read the posted papers by fishbowl in advance of the class. They are expected to listen attentively and critically to the presentations and pose questions or make their own interventions about the topic.

After the fishbowl, participants will write a second short (1,500 words) critical statement about the book that takes into account the class discussion. How did the fishbowl dialogue and class discussion enhance or change your understanding of the book? Feel free to respond to, and quote, the interventions made by other class members. This assignment is due, in class, one week after the fishbowl.

LATE POLICY:

- Assignments are to be handed in on the due date unless prior arrangements have been made with Professor Nyers.
- Students are required to keep a hard copy of all work submitted for evaluation.

REQUIRED TEXTS

Natasha King, *No Borders: The Politics of Immigration Control and Resistance* (London: Zed Books, 2016).

Naomi Klein, *No Is Not Enough: Resisting the New Shock Politics and Winning the World We Need* (Toronto: Knopf, 2017).

Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Durham: Duke University Press, 2014).

All books are available through the McMaster Campus Store. All other readings are available in PDF form via Avenue to Learn.

CLASS SCHEDULE & READINGS

Week 1: September 13 - Introduction

No readings.

Week 2: September 20 – Early Ideas and Ideologies of Globalization

Jan Aart Scholte, *Globalization: A Critical Introduction* (2nd edition; London: Palgrave, 2005), pp. 13-48.

Naomi Klein, *Fences and Windows: Dispatches from the Front Lines of the Anti-Globalization Debate* (2002), pp. 3-40.

Jagdish Bhagwati, *In Defense of Globalization*, Second Edition (New York: Oxford University Press, 2007), pp. 3-48, 267-286.

Paul James and Manfred B. Steger, 'A Genealogy of "Globalization": The Career of a Concept', *Globalizations* 11:4 (2014), pp. 417-434.

Week 3: September 27 – Global Perspectives on Globalization

William D. Coleman and Josephine Dionisio, 'Globalization, Collaborative Research, and Cognitive Justice', *Globalizations* 6:3 (2009), pp. 389-403.

James Ferguson, *Global Shadows: Africa in the Neoliberal World Order* (Durham: Duke University Press, 2006), pp. 25-49.

Andrei P. Tsygankov, 'Globalization: a Russian perspective', in Arlene B. Tickner and David L. Blaney, eds., *Thinking International Relations Differently* (New York: Routledge, 2012), pp. 205-227.

Waffa Hasan and Bessma Momani, 'Arab scholars' take on globalization', in Arlene B. Tickner and David L. Blaney, eds., *Thinking International Relations Differently* (New York: Routledge, 2012), pp. 228-250.

Week 4: October 4 – Global Space-Time

Thomas King, 'Borders', in King, *One Good Story, That One* (Toronto: HarperCollins, 1993), pp. 131-148.

Tzvetan Todorov, *The Conquest of America* (New York: Harper Perennial, 1992), pp. 1-50.

Warren Magnusson, 'Introduction: The Puzzle of the Political and Mapping Clayoquot Sound', in Warren Magnusson and Karena Shaw, eds., *A Political Space: Reading the global through Clayoquot Sound* (University of Minnesota Press, 2003), pp. 1-24

Timothy Brook, 'Time and Global History', *Globalizations* 6:3 (2005), pp. 379-387.

Week 5: October 11 – Reading Week

No class.

Week 6: October 18 – Global Cities

Julie-Anne Boudreau, *Global Urban Politics* (Cambridge: Polity, 2017), pp. 23-101.

Mike Davis, 'Planet of Slums: Urban Involution and the Informal Proletariat', *New Left Review* 26 (2004), pp. 5-34.

Deborah Cowen, 'Logistic Cities' in *The Deadly Life of Logistics: Mapping Violence in Global Trade* (Minneapolis: University of Minnesota Press, 2014), pp. 163-195.

Week 7: October 25 – The Anthropocene

Anthony Burke et al, 'Planet Politics: A Manifesto from the End of IR', *Millennium: Journal of International Studies* (June 2016): 499-523.

Reece Jones, 'Borders, Climate Change, and the Environment', in *Violent Borders* (London: Verso, 2016): 140-161.

Annelies Zoomers, 'Globalisation and the foreignisation of space: seven processes driving the current global land grab', *The Journal of Peasant Studies* 37:2 (2010), pp. 429-447.

Raj Patel, 'Food sovereignty', *The Journal of Peasant Studies* 36:3 (2009), pp. 663-706

Week 8: November 1 – Global Violence in Empire

Michael Hardt and Antonio Negri, *Multitude: War and Democracy in the Age of Empire* (New York: Penguin Press, 2004), pp. 1-62.

Arjun Appadurai, *Fear of Small Numbers: An essay in the geography of anger*, (Durham, NC: Duke University Press, 2006), pp. 35-65.

Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Harvard University Press, 2011), pp. 1-44.

Week 9: November 8 – 'Do something': the politics of moral response

Jacques Derrida, *On Cosmopolitanism and Forgiveness* (New York: Routledge, 2001), pp. 3-24.

Costas Douzinas, 'The many faces of humanitarianism', in *Human Rights and Empire* (New York: Routledge, 2007), pp. 51-89.

Wanda Vradi, *Volunteer Tourism in the Global South: Giving Back in Neoliberal Times* (New York: Routledge, 2013), Introduction.

Ilan Kapoor, 'Humanitarian Heroes?' in Gavin Fridell and Martijn Konings, eds., *Age of Icons: Exploring Philanthrocapitalism in the Contemporary World* (Toronto: University of Toronto Press, 2013), pp. 26-49.

Week 10: November 15 – Fishbowl I: Globalization After Trump

Naomi Klein, *No Is Not Enough: Resisting the New Shock Politics and Winning the World We Need* (Toronto: Knopf, 2017).

Week 11: November 22 – Fishbowl II: Indigeneity and Borders

Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Durham: Duke University Press, 2014).

Week 12: November 29 – Fishbowl III: No Borders

Natasha King, *No Borders: The Politics of Immigration Control and Resistance* (London: Zed Books, 2016).

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Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour 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 types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity

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.

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. For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-Mail 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. Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link (Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

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.

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.