

# GLOBALIZATION: AN INTRODUCTION

## FALL 2020

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**Seminar:** Fridays 11:30am-2:20pm  
**Room:** Virtual  
**Office Hours:** Online, by appointment

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## **Course Description**

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 development in 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 Craig Fortier, Matt Hern & Am Johal, and Eric Tang.

## **Course Objectives**

By the end of the course students should be able to:

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.

## **Required Materials and Texts**

Craig Fortier, *Unsettling the Commons: Social Movements Against, Within, and Beyond Settler Colonialism* (Winnipeg: ARP Books, 2017).

Paperback ISBN: 9781894037976

Ebook ISBN: 9781927886038

Matt Hern and Am Johal, with Joe Sacco, *Global Warming and the Sweetness of Life: A Tar Sands Tale* (Cambridge, MA: The MIT Press, 2018).

Paperback ISBN: 9780262037648

Eric Tang, *Unsettled: Cambodian Refugees in the NYC Hyperghetto*  
(Philadelphia: Temple University Press, 2015).

Paperback ISBN: 9781433911655

Ebook ISBN: 9781439911662

All books are available through the Campus Store, the publisher's website, and the usual online sellers. Please contact Dr. Nyers if you have difficulty in obtaining the books in a timely fashion. All other readings are available in PDF form via Avenue to Learn.

### **Class Format**

This course will be run as a weekly seminar based on regular and consistent participation by all students. In light of the ongoing COVID-19 pandemic, the seminars will be held using Zoom. All students will receive a weekly Zoom invitation via email from the instructor. Please follow the link in the weekly invitation at the start of each week's class.

### **Course Evaluation – Overview**

|                         |  |   |     |
|-------------------------|--|---|-----|
| <b>Participation</b>    | Every class<br><br>Thursday<br>12noon  | Read assigned readings. Active engagement in class discussion<br><br>Keywords, Key Passage, Questions       | 25% |
| <b>Class Leadership</b> | Once per term  | Presentation on readings; leading class discussion  | 10% |
| <b>Essay</b>            | 2 weeks after topic is covered in class  | 2,500 word essay  | 25% |
| <b>Fishbowl</b>         | Thursday<br>12noon prior to presentation<br><br>Day of fishbowl<br><br>1 week after fishbowl | 1,500 word critical statement<br><br>Class presentation and discussion<br><br>1,500 word critical statement | 40% |

## **Course Evaluation – Details**

### **Participation (25%)**

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.

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. 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.

### **Class Leadership (10%)**

Students will be arranged into groups of two (or more if necessary) at the first meeting of the class. Each group will make one presentation to the class reflecting on all the readings for that week. Students should avoid providing an author-by-author summary and concentrate instead on connections, contrasts and themes in the readings. Presentations on the readings should be no longer than 15 minutes long.

In addition to presenting on the readings, the class leaders will lead the seminar discussion. They will create two-page 'agenda' based on the key terms, passages, and questions provided by their classmates. Class leaders will post this agenda to Avenue to Learn prior to the beginning of the seminar. Class leaders are encouraged to use visual material and bring examples, illustrations and cases into your presentations.

### **Essay (25%)**

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 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 (40%)**

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 Thursday 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 one week after the fishbowl.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (September 18)**

#### **Introduction**

- No readings

### **Week 2 (September 25)**

#### **Origins and Ends of Globalization**

##### Readings:

- 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.
- Thomas L. Friedman, *The World Is Flat* (London: Penguin, 2005), pp. 5-12.
- Philip McMichael, 'The Globalization Project in Crisis' *Alternate Routes*, 30:1 (2020), pp. 28-50.

### **Week 3 (October 2)**

#### **Global Perspectives on Globalization**

##### Readings:

- 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.
- 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.
- Elisabeth Schimpfössl, 'Russian Philanthrocapitalism', *Cultural Politics* 15:1 (2019), pp. 105-120.

## **Week 4 (October 9)**

### **Borders in a Globalized World**

#### Readings:

- Thomas King, 'Borders', in King, *One Good Story, That One* (Toronto: HarperCollins, 1993), pp. 131-148.
- Stéphane Rosière and Reece Jones, 'Teichopolitics: Re-considering globalization through the role of walls and fences', *Geopolitics* 17:1 (2012), pp. 217-234.
- Charles Heller, 'De-confine Borders: Towards a Politics of Freedom of Movement in the Time of the Pandemic', Centre on Migration, Policy and Society, Working Paper No. 147, University of Oxford, 2020, pp. 1-25 .
- Juliet J. Fall, 'Fenced In', *Environment and Planning C: Politics and Space* (2020), pp. 1-24.

## **Week 5 (October 16)**

### **Reading Week**

- No class.

## **Week 6 (October 23)**

### **Global Cities**

#### Readings:

- Julie-Anne Boudreau, *Global Urban Politics* (Cambridge: Polity, 2017), pp. 23-64.
- Arjun Appadurai, 'Deep Democracy: Urban Governmentality and the Horizon of Politics', *Public Culture*, 14:1 (2002), pp. 21-47.
- Deborah Cowen, 'Logistic Cities' in *The Deadly Life of Logistics: Mapping Violence in Global Trade* (Minneapolis: University of Minnesota Press, 2014), pp. 163-195.
- Stephen Graham, 'The New Military Urbanism' in J. Tyner and J. Inwood, eds., *Nonkilling Geography* (New York: Routledge, 2011), pp. 85-100.

## **Week 7 (October 30)**

### **Climate Emergencies**

Readings:

- 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): 429-447.
- Elizabeth Mpofu, 'COVID-19 crisis: time to reflect on how we live and interact with nature', *Agriculture and Human Values* 37 (2020), pp. 541-542.

## **Week 8 (November 6)**

### **Global Violence in Empire**

Readings:

- George Orwell, *Shooting an Elephant* (1936).
- Tzvetan Todorov, *The Conquest of America* (New York: Harper Perennial, 1992), pp. 1-50.
- 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 13)**

### **'Do something': the politics of moral response**

Readings:

- Wanda Vrsti, *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.
- Miriam Ticktin, 'Thinking Beyond Humanitarian Borders', *Social Research: An International Quarterly* 83:2 (2106), pp. 255-271.
- Thomas Nail, 'Sanctuary, Solidarity, Status!' in Reece Jones, ed., *Open Borders: In Defense of Free Movement* (Athens: University of Georgia Press, 2019), pp. 23-33.



## **Week 10 (November 20)**

### **Fishbowl I: Disrupting Settler Colonialism**

Readings:

- Craig Fortier, *Unsettling the Commons: Social Movements Against, Within, and Beyond Settler Colonialism* (Winnipeg: ARP Books, 2017).

## **Week 11 (November 27)**

### **Fishbowl II: Environmental Justice**

Readings:

- Matt Hern and Am Johal, with Joe Sacco, *Global Warming and the Sweetness of Life: A Tar Sands Tale* (Cambridge, MA: The MIT Press, 2018).

## **Week 12 (December 4)**

### **Fishbowl III: Refugee Cities**

Readings:

- Eric Tang, *Unsettled: Cambodian Refugees in the NYC Hyperghetto* (Philadelphia: Temple University Press, 2015).

## **Week 13 (December 13)**

### **Course Wrap-Up**

- No Readings.

## **Course Policies**

### **Submission of Assignments**

All written assignments must be emailed to Professor Nyers at [nyersp@mcmaster.ca](mailto:nyersp@mcmaster.ca) in either Word or PDF format, no later than 11:59 pm (EST) on the date it is due.

### **Grades**

Grades will be based on the McMaster University grading scale:

| <b>MARK</b> | <b>GRADE</b> |
|-------------|--------------|
| 90-100      | A+           |
| 85-90       | A            |
| 80-84       | A-           |
| 77-79       | B+           |
| 73-76       | B            |

| <b>MARK</b> | <b>GRADE</b> |
|-------------|--------------|
| 70-72       | B-           |
| 67-69       | C+           |
| 63-66       | C            |
| 60-62       | C-           |
| 57-59       | D+           |
| 53-56       | D            |
| 50-52       | D-           |
| 0-49        | F            |

### **Late Assignments**

Assignments are to be handed in on the due date. Unless a prior arrangement has been made with Professor Nyers, late submissions will be penalized 3% per day. Students are required to keep both paper and electronic copies of all work submitted for evaluation.

### **Absences, Missed Work, Illness**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Please inform Prof. Nyers if you are ill or will otherwise be missing class.

### **Avenue to Learn**

In this course we will be using Avenue to Learn. 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.

### **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **Academic Integrity Statement**

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](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

## **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on

online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

### **Academic Accommodation of Students with Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

### **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.

### **Course Modification**

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.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.