

**MCMASTER UNIVERSITY****Institute on Globalization and the Human Condition****GLOBALIZATION, SOCIAL JUSTICE AND HUMAN RIGHTS****GLOBALZN 3A03 – Fall 2017****Course Instructor: Dr. Paula Butler****Land Acknowledgement:**

***While meeting for this course, we acknowledge our presence on the traditional territories of the Mississauga, Wendat, Anishnaabe and Haudenosaunee peoples. This acknowledgement gives rise to a commitment to honour treaties and work toward decolonization and restoration of just relationships.***

Course Time: Wednesday, 11:30 am – 2:20 pm

Course Location: MDCL 1010

Contact Information - Instructor: butlerp@mcmaster.ca

Contact Information – Teaching Assistant: saylesm@mcmaster.ca

Office Hours (Instructor): Wednesday. Time TBD Office: LRW 2023

**COURSE DESCRIPTION:**

To better understand human experience and the challenges that humanity faces in our contemporary world, we need to recognize the global dimensions of economic, political and cultural processes. Thinking globally requires an ability to grasp the ways transnational forces interact with specific localities – including structures, processes, culture and social actors – as they are sustained or contested by the latter. This course explores the theories, issues, and debates associated with social justice, human rights and globalization. The course rests upon the foundation that human development and human rights are integral elements of social justice and explores the economic, political, legal and cultural dimensions of globalization that inhibit or facilitate their realization. Versions of this course are being taught around the world including the United States, Italy, Portugal, and Russia, and we will be learning from and working with students at a variety of partner institutions.

All the students from the partner institutions will discuss and share their ideas on the internet site:

<http://globalizationandhumanrights.ning.com/?xgi=5M2mD8UWS8Ub7P>

**Course format, organization and philosophy:** The organization of the course is based on a philosophy that learning is a collective process and therefore the classroom is a community of learners. During the first six weeks of the course, the seminar will consist of an interactive presentation by the instructor, often accompanied by a video documentary for the first half of each class. The second half of each seminar will consist of group discussions on the material presented. During the latter part of the course, the seminar will be led by several students, each of whom will present a discussion question to be

answered in groups as well as discussed as a class. Students are expected to engage seriously with the assigned readings before attending class. Active and regular participation in class discussions is an essential component of the course. Feel free to ask questions. Most questions posed by students contribute to the collective learning process, thus you are highly encouraged to do so.

**Learning Objectives:** This course's learning objectives are in accordance with the Undergraduate Degree Level Expectations. Each objective below is linked to one of the degree expectations.

1. This course provides an opportunity for students to apply their knowledge of some social theories on globalization, human rights and development to analyze contemporary global processes as well as case-studies of social problems across the Global South. By expanding their understanding of major issues in the area of development, human rights, and social justice, students will further develop breadth and depth of knowledge in the field of globalization.
2. The international collaborative project on a human rights issue will enable students to practice their research methods skills by gathering, interpreting and evaluating information, as well as formulating arguments. The above project will give students an opportunity to improve their communication skills as well as develop autonomy and professional capacity by working effectively with team members towards a common goal.
3. The essay, weekly critical commentaries and blogs will create among students an awareness of the limits of knowledge by encouraging them to critically analyze the explanatory potential and limitations of a body of literature in answering some contemporary relevant and highly significant questions.
4. Develop and exercise the ability to communicate and act respectfully and professionally across linguistic and cultural differences. The ability to discuss course topics via technology on a global scale will inevitably influence the direction and results of the discussion and learning. This course recognizes the importance of not only communicating but also acting respectfully across both linguistic and cultural differences.

For a complete list of McMaster's Undergraduate Level Degree Expectations please see:  
<http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>

**Required Texts:** All readings are available online via hyperlinks in the syllabus or are posted on the course site in Avenue to Learn.

**Evaluation Summary:**

Assignment	Weighting	Due date
Blogs	20%	Sept. 20, Oct. 18, Nov. 1, 8, 29
Critical commentaries	20%	Sept. 13, 27, Oct. 4, 25, Nov. 15, 22, Dec. 6
Analytical paper	20%	Nov. 1
Discussion question & reflection	20%	Randomly assigned
International collaborative project	10%	To be determined/announced
Participation in class	10%	Throughout

### **Additional information pertaining to assignments and evaluation:**

#### **1. Blogs (FIVE commenting and FIVE responding) – worth 20% of final grade**

##### (a) Commenting blogs:

During the weeks of **Sept. 20, Oct. 18, Nov. 1, Nov. 8 and Nov. 20**, students will be required to post a blog on one of the highlighted (in green or bold type) readings assigned for the week. [Note that the highlighted reading for Sept. 6 may be included as one of the options for Sept. 20.] The blog will be due on the Sunday prior to the class by midnight. It must be posted on the course site in Avenue to Learn under the Blogs tab for that week. Length: 400-600 words. You are required to critically reflect upon the readings by choosing one or more themes that you find important and interesting and explaining your understanding and reaction to it, in light of what you have learned in the course so far. Each week, two outstanding blogs will be selected as the “featured blog” and will be re-posted to <http://globalizationandhumanrights.ning.com/>. Students whose blogs are selected as the featured blog will receive one bonus mark added to their final grade.

##### (b) Responding blogs:

During the same weeks mentioned above, students will be required to also comment on one blog from a university other than your own (choosing among the published ‘featured blog’ from other universities on the Internet course site NING; note that these other featured blogs do not have to be on the same readings you have just completed). These posts should be 250-400 words in length. Your comments should demonstrate that you are applying knowledge you’ve learned in the course so far. Responding blogs should be posted by midnight on the Sunday following the class.

Note: You will be posting 5 commenting blogs and 5 responding blogs. Each post will earn 1 percent (for a total of 10%). The content quality of the blog comments and responses will be evaluated cumulatively and is worth 10% of your final grade. The grading criteria for the blogs includes clarity, analytical depth (as opposed to mere commenting) and application of course material.

#### **2. FIVE Critical Commentaries – worth 20% of final grade**

During any five of the following weeks (**Sept. 13 and 27, Oct. 4 and 25, Nov. 15 and 22, and Dec. 6**) students are required to submit at the beginning of lecture a critical commentary (length 600-800 words) on at least two of the assigned readings for the day. The commentary should provide: i) an overview of the key issues raised in the readings; ii) a personal argument / opinion / reaction on any one or more of these issues that interests you. The latter part of the commentary may focus on a single issue or reading.

Each commentary will serve as a record of the student’s presence and participation in class and will receive 2%. Commentaries must be typed and can only be submitted in person in class. The submission of commentaries is worth in total 10%. The content and quality of these will be evaluated cumulatively at the end of the course and is worth an additional 10% (for a total of 20% of the course grade). Each

student must keep an electronic file of all critical commentaries submitted as back-up in the rare case that any hard copies go missing.

\*Note that you may (subject to further consultation with international members) be requested to post your critical commentaries prior to class on: <http://globalizationandhumanrights.ning.com/>

Policy on Missed Commentary: Not submitting a commentary will lead to losing one point. However, students have the right to miss up to one class (sick day) without a medical note and not be penalized, provided that they e-mail their commentary on or before the day of class. If you must miss more than one class (or are unable to submit commentary on time) you may use MSAF once.

### **3. Analytical Paper – worth 20% of final grade**

Students will be required to use relevant material from the readings, lectures, and documentaries, to answer a question that will be assigned by the professor. The paper should be 3000-4000 words in length. Students are not required to use any material outside the course (i.e. no research is required), although the paper must be properly referenced (Chicago or other style). Essay questions and further details re assignment will be provided in class by Oct. 4.

### **4. Discussion Question Presentation and Subsequent Reflection – worth 20% of final grade**

Each student will be randomly assigned a date on which she/he/they will be responsible for presenting a discussion question based on the readings assigned for the day on which the student is presenting. Depending on class enrolment, this will start Oct. 18 and continue to the end of the course. Several students will be presenting a question and leading discussion each week. Students must send their question to the instructor by midnight before their presentation date, and must also bring 8-10 hard copies of the question to class. Decisions re amount of discussion time/question will be made once we see the final class enrolment.

The question should be preceded by a brief (approximately two sentences) background that situates us in terms of the topic on which it is based. It should not have a right or wrong answer, not ask for clarification or factual information, but instead should invite us to think critically and creatively.

The class will be divided into groups and each presenter will sit with the group that will be answering their question. Each group will then present their discussion to the class. Presenters will have to respond as well as moderate the discussion.

Presenters are required to submit one week after the presentation date a short reflection (600-900 words) on the discussion that took place including: a) the reason why the presenter thought this was an important question; b) the ideas that were debated in class and the answers that were offered; c) the presenter's own answer and how it was similar / different from the answers offered by classmates; d) points that could have been discussed but were not; e) new questions or directions of thought that the class discussion led to.

Policy on Missed DQ: Students who miss their DQ presentation will receive a grade of zero. No email MSAF will be accepted for missing this assignment. If you have a valid reason, you must contact the Faculty Office (see procedure below). MSAF may be used for the reflection component of the assignment.

### 5. International Collaborative Assignment – worth 10% of final grade

You will be assigned to work with an international team exploring a specific issue/problem with global, social justice and human rights implications. The project will explain the problem (historically, across various national/cultural and disciplinary boundaries) and propose sustainable solutions which critically reflect on and make use of course content. Further detailed instructions will be provided in class well in advance of deadlines.

### 6. Participation – worth 10% of final grade

The participation grade is based on the student's attendance, active listening, notetaking, complete focus and attention on course material (i.e. no distractions with mobile devices, no off-topic conversations, etc.), and weekly involvement in group and class discussions.

#### Course Policies:

**Course norms:** these will be developed collectively in the first class; all course participants will then be expected to respect and comply with these norms. We may occasionally check to ensure the norms are working well.

**Meeting assignment/task deadlines:** To simulate a professional collaborative work/action space, all course members are expected and encouraged to act with professional responsibility and courtesy by completing tasks and assignments according to agreed time frames. As this course involves considerable coordination with other students and students in other countries, it is particularly important to meet assignment deadlines. Penalties for late submission of course work is 2%/day unless otherwise indicated in the details under Evaluation.

**Communication with course instructor:** Please communicate via Macmail (do not use Avenue to Learn email). Every effort will be made to respond to emails within 24 hours, excluding weekends. Course members are encouraged to meet with the instructor during the available office time to discuss their interests and questions. Making an appointment is recommended to avoid bunch-ups. Any course member experiencing challenges that may threaten their ability to do well in the course should signal this early to the instructor so that solutions can be found.

#### University Policies:

**PROCEDURES FOR MISSED ACADEMIC WORK:** The MSAF (McMaster Student Absence Form) is a self-reporting tool for students to report absences due to minor medical situations that last up to 3 days and provides the ability to request accommodation for any missed academic work. The MSAF cannot be used during any final examination period. You may submit a maximum of ONE (MSAF) request per term. It is YOUR responsibility to follow up with your instructor immediately (normally within 2 working days) to discuss possible consideration. "When Can I Use The Online MSAF?" – MSAF Checklist: If you can answer YES to ALL of the following criteria, you CAN use the MSAF online:

✓ You have been absent for 3 days or less ✓ Your absence was due to minor illness or injury only ✓ The course work you have missed is worth 24% or less of your grade ✓ You have not previously submitted an MSAF during the current term You can access the McMaster Student Absence Form (MSAF) located

in the MOSAIC Student Center or at this site: <https://www.mcmaster.ca/msaf/> It is every student's responsibility to:

- Follow the MSAF instructions carefully and completely.
- Ensure that their McMaster email account is set up to send and receive messages.
- Ensure that the correct email address is used to notify instructors.
- Refer to the course outline to confirm the value of missed work.
- Contact their instructor immediately (within 2 working days) to discuss possible consideration.

\*Any consideration that may be provided for missed work is the decision of the instructor. Failure to follow these instructions may result in no consideration given for missed work. When you cannot use MSAF If you can answer YES to ANY of the following criteria, you CANNOT use the MSAF online and must visit the Faculty office with appropriate documentation: ✓ You have been absent longer than 3 days ✓ You missed course work valued at 25% or more of your grade ✓ You have already submitted one MSAF during this term ✓ Your absence was not due to minor illness or injury

You must then do the following: A Notification of Absence Form (available in the Faculty office, KTH 129) must be completed and submitted to the Office of the Associate Dean within 2 business days of the end of your illness. Supporting documentation. If the absence was for medical reasons, the documentation should be a McMaster Student Health Certificate form completed by an appropriate physician. This form is available in the Faculty office or on the website. The physician must indicate on this form specific start and end dates of the illness for it to be deemed complete. For non-medical absences, please submit supporting documentation as appropriate. You may be required to meet with an academic adviser to discuss your circumstances surrounding your missed work. PLEASE NOTE: Documentation for travel arrangements will no longer be accepted by the Faculty. Following verification of the documentation and approval by an academic adviser (if appropriate), the Faculty office will email the instructor and 'cc' the student. YOU must follow up directly (within 2 working days) with your instructor to discuss possible consideration for missed work. It is every student's responsibility to:

- Follow all instructions carefully and completely.
- Ensure that their McMaster email account is set up to send and receive messages.
- Ensure that the correct email address is used to notify instructors.
- Refer to the course outline to confirm the value of missed work.
- Contact their instructor promptly (within 2 working days) to discuss consideration.

**POLICY ON DISPUTING ASSIGNMENT GRADE:** If you disagree with the grade you were given on the assignment, you must contact your professor within one week after the assignment was returned, to schedule a meeting. At the meeting you must present your argument in writing (i.e. letter). Your letter must take into consideration the comments made by the professor in class as well as the written

comments you received on the essay, and must explain why despite these, you are still convinced that your grade should have been higher.

**ACCESSIBILITY AND ACCOMMODATIONS** McMaster University is committed to respecting, supporting, and celebrating the diversity of the broad range of people within the university community. For more information visit the Student Accessibility Services office at: <http://sas.mcmaster.ca/> or contact 1-905-525-9140 x 28652.

**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 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/AcademicIntegrity.pdf> 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.

**MAKING CHANGES TO THE COURSE:** 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 Avenue-to-Learn at least weekly during the term and to note any changes.

#### **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.

## Weekly Schedule of Topics and Readings

**Note: readings/films highlighted in green are being used in at least one other course in the partnership.**

### Sept. 6: Course introduction

Introduction of students and instructor; review of syllabus, assignments, and teaching/learning philosophy; explanation of globalized delivery of the course

Reading:

\*Manfred B. Steger, *Globalization: A Very Short Introduction*. Oxford University Press: Oxford, 2003. Chapter One, "Globalization: a contested concept", pp. 1-16.  
<http://www.caledonianblogs.net/mls406/files/2009/09/Steger-Ch1-2.pdf>

## PART ONE: EVOLUTION OF GLOBAL STRUCTURES OF INEQUALITY

### Sept. 13: The Birth of Capitalism and Capitalist Society

Focus: (1) How have scholars explained the emergence of capitalism in Western Europe? (2) We will define and discuss several key political-economy concepts to use during the course.

Readings:

\*Eric Williams, *Capitalism and Slavery*. University of North Carolina Press: Chapel Hill and London, 1944, 1994. Ch. 2, "The Development of the Negro Slave Trade", pp. 39-50.

\*Ellen Meiksins Wood, *The Origins of Capitalism*. Monthly Review Press: New York, 1999. Chapter 4 "The Agrarian Origin of Capitalism", ("The Rise of Capitalist Property and the Ethic of 'Improvement'"; "Enclosure"; and "Locke's Theory of Property"), pp. 80-89. [for key excerpts from Wood, see also <http://www2.fiu.edu/~ereserve/010029198-1.pdf>]

\*Henry Heller, *The Birth of Capitalism: a Twenty-First Century Perspective*. Fernwood Publishing: Winnipeg, 2011. "Introduction: Problems and Methods", pp. 1-7; "The Argument", pp. 9-11; "Capitalism and World History", pp.20-22; "The Causes of Underdevelopment" and "Primitive Accumulation in the Periphery", pp. 91-94.

### Sept. 20: Imperialism, Inequality, and the Global Exploits of Capital

Focus: How do we now theorize and understand the historical global dynamic of capitalism? What is the history of global/globalizing economic inequality?

Readings:

\*OXFAM 2016 "An Economy for the 1%: How privilege and power in the economy drive extreme inequality and how this can be stopped". Access at:



[https://www.oxfam.org/sites/www.oxfam.org/files/file\\_attachments/bp210-economy-one-percent-tax-havens-180116-summ-en\\_0.pdf](https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bp210-economy-one-percent-tax-havens-180116-summ-en_0.pdf)

\*Walter Rodney, *How Europe Underdeveloped Africa*. Read Ch. 3: section 3.2 “Africa’s contribution to the economy and beliefs of early capitalist Europe” (pp. 92-101), and Ch. 4: sections 4.1 and 4.2 (pp. 103-123).

\*David McNally, *Another World is Possible*. Winnipeg: Arbeiter Ring Publishing, 2002. Ch. 4, “The Colour of Money: Race, Gender, and the Many Oppressions of Global Capital”, pp. 96-109.

\*Colin Mooers, *Imperial Subjects: Citizenship in an Age of Crisis and Empire*. Bloomsbury: New York, 2014. Chapter 1, “The Birth of the Liberal Subject: Commodities, Money, and Citizenship”, pp. 17-22.

### **Sept. 27: Colonialism, Racism, and the Legitimization of Inequality**

Focus: in what ways is racism central to capitalist globalization both in the past and present?

#### Readings:

\*David McNally, *Another World is Possible*. Winnipeg: Arbeiter Ring Publishing, 2002. Ch. 4, “The Colour of Money: Race, Gender, and the Many Oppressions of Global Capital”, pp. 109-129.

\*Dean Neu and Richard Therrien, *Accounting for Genocide: Canada’s Bureaucratic Assault on Aboriginal People*. Fernwood Publishing: Black Point, N.S., 2003. Ch. 2, “Unspoken Terror”, pp. 18-31.

\*Aimé Césaire, *Discourse on Colonialism*. Trans. Joan Pinkham. Monthly Review Press: New York and London, 1955, 1972. pp. 13-25.

\*Gargi Bhattacharyya, John Gabriel and Stephen Small, *Race and Power: Global racism in the twenty-first century*. Routledge: London and New York, 2002. Ch. 2 “New forms of racialisation in the global economy”, pp. 34-48 and 57-59.

## **PART TWO: MENDING THE SYSTEM: LIBERAL-HUMANIST ATTEMPTS**

### **Oct. 4: Neoliberalism and the International Development Industry**

Focus: (1) analyze the rise of neoliberalism in the context of the history of capitalism; (2) investigate analytically the concept and institutional embodiments of “international development” and how it aims to address poverty and “underdevelopment”

#### Readings:

\*David Harvey, *A Brief History of Neoliberalism*. Oxford University Press: Oxford and New York, 2005. Ch. 3 “The Neoliberal State”, pp.64-86.

\*Jane Parpart and Henry Veltmeyer, “The development project in theory and practice: A review of its shifting dynamics”, *Canadian Journal of Development Studies / Revue canadienne d’études du développement* 25:1 (2004), 39–54. [ONLINE]

\*Nikolas Barry-Shaw and Dru Oja Jay, *Paved With Good Intentions: Canada's development NGOs from idealism to imperialism*. Fernwood Publishing: Halifax and Winnipeg, 2012. Ch 1, "Introduction", pp. 1-14.

Viewing:

\*CBC Doczone, "Volunteers Unleashed": <http://www.cbc.ca/doczone/episodes/volunteers-unleashed>

### **Oct. 18: The International Human Rights System**

Focus: what are the key premises and technologies of the international human rights system as it developed since 1945? What constrains this system from delivering more robust international social justice results?

Readings:

\*Amartya Sen, "Elements of a Theory of Human Rights", *Philosophy and Public Affairs* 32:4 (2004), pp. 315-356.

\*Tony Evans, "Castles in the Air: 'Universal' Human Rights in the Global Political Economy", pp. 152-167 in Gary Teeple and Stephen McBride, eds., *Relations of Global Power: Neoliberal Order and Disorder*. University of Toronto Press: Toronto, 2011.

\*Emma Larking, "Human Rights Rituals: Masking Neoliberalism and Inequality, and Marginalizing Alternative Worldviews", *Canadian Journal of Law and Society* 32:1 (April 2017), pp. 1-18.

\*Maran, R. (2011). Human Rights of Women: A Reference Guide to Official United Nations Documents. Available at: <http://hrlibrary.umn.edu/instreet/women/engl-wmn.htm>

Additional reading (recommended but not required):

\*Corinne L. Mason, *Manufacturing Urgency: the Development Industry and Violence Against Women*. University of Regina Press: Regina, 2017. Ch. 3 "The United Nations Wants You to Care about Violence against Women", pp. 131-181.

Viewing:

\*"The story of human rights" – <https://www.youtube.com/watch?v=zCCHC7mnOnk>

### **Oct. 25: Philanthropy and Entrepreneurship: Business for Social Good?**

Focus: we critically interrogate the discourses and institutionalization of "corporate philanthropy" and "social entrepreneurship" in relation to their potential and limitations in addressing global social inequalities

Readings:

\*David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press: New York, 2007. "Preface", pp. ix-xvii.

\*Ilan Kapoor. *Celebrity Humanitarianism: the ideology of global charity*. Routledge: London and New York, 2013. Ch. 2, "Billionaires and Corporate Philanthropy: 'Decaf Capitalism'", pp. 47-66.

\*Tom Slee, *What's Yours is Mine: Against the Sharing Economy*. Between the Lines: Toronto, 2016. Ch. 4, "On the Move with Uber", pp. 51-75, and Ch. 8, "Open Wide", pp. 139-162.

### **Nov. 1: Mobility, Migration and Multiculturalism**

Focus: How do mobility rights and immigration policies apply differently to different groups of people (on the grounds of nationality, ethnicity, class, profession, and sex/gender identity) in the context of contemporary globalization? What does social justice require in the area of mobility, migration and multiculturalism?

#### Viewing:

\*Moxnews.com, "Asylum Seekers Flooding into Canada from the United States Overwhelming Immigration System". Aug. 3, 2017. Access at: <https://www.youtube.com/watch?v=w7Avcfq2gpo>

\*Human Rights Watch, *The Mediterranean Migration Crisis*. 2015. Access at: <http://www.hrw.org/report/2015/06/13/mediterranean-migration-crisis/why-people-flee-what-eu-should-do>

\*Seyla Benhabib, "Migrations and Human Rights". Access at: <https://www.youtube.com/watch?v=MNu8t1wSgc>

#### Reading:

\*Saskia Sassen, "Regulating Immigration in a Global Age: A New Policy Landscape", *parallax* 11:1 (2005), pp. 35-45. Access at: <http://www.saskiasassen.com/pdfs/publications/regulating-immigration-in-a-global-age.pdf>

\*Sarah Marsden, "The New Precariousness: Temporary Migrants and the Law in Canada", *Canadian Journal of Law and Society* 27:2 (August 2012), pp. 209-229. Access at: <https://doi.org/10.3138/cjls.27.2.209>

### **PART THREE: POPULAR STRUGGLES AGAINST INJUSTICE IN A GLOBALIZED WORLD:**

Note: in exploring each of the following topics, we will pay attention to gender, race and class aspects.

### **Nov. 8: The Extractive (Mining) Sector: Profit and Plunder, Violence and Violations**

Focus: (1) How are the retirement benefits of affluent Western peoples linked to global mining projects? (2) Is contemporary global mining a continuation of historical colonial resource plunder? (3) How are local communities impacted by mining, and how do they exercise rights and agency? (4) How does international law undergird this system?

Readings:

\*International Women and Mining Network, *Defending Land, Life and Dignity: Women from Mining-Affected Communities Speak Out*. March 2010. Available at:

[https://www.academia.edu/4195877/Women\\_from\\_Mining\\_Affected\\_Communities\\_Speak\\_Out\\_Defending\\_Land\\_Life\\_and\\_Dignity?auto=download](https://www.academia.edu/4195877/Women_from_Mining_Affected_Communities_Speak_Out_Defending_Land_Life_and_Dignity?auto=download)

\*Columbia Law School, International Human Rights Clinic, "Righting Wrongs? Barrick Gold's Remedy Mechanism for Sexual Violence in Papua New Guinea: Key Concerns and Lessons Learned", pp. 1-17.

Online at: <http://hrp.law.harvard.edu/wp-content/uploads/2015/11/FINALBARRICK.pdf>

\*Paula Butler, *Colonial Extractions: Race and Canadian Mining in Contemporary Africa*. University of Toronto Press: Toronto, 2015. Ch. 7, "I Wouldn't Glorify Them as Prospectors': Colonial Contact Zones and the Eradication of African 'Artisanal' Miners", pp. 211-249.

\*T. M. Devinney, 2004. "Is Socially Responsible Corporation a Myth: The Good, the Bad and the Ugly of Corporate Social Responsibility?" *Academy of Management Perspectives* (2009), pp. 44-56. Accessed at: <http://journals.aomonline.org/amp/samplearticles/May%2009%20Corp%20Social%20Resp%20by%20Devinney.pdf>

Documentary Excerpt:

"Under Rich Earth" (2008), dir. Malcolm Rogge <https://www.youtube.com/watch?v=QRinnhejBlw>

AND/OR:

"Miners Shot Down" (2014): <https://www.youtube.com/watch?v=EN199WpXBmU>

### **Nov. 15: Ethical Food, Food Sovereignty, Land, and Land-grabbing**

Focus: (1) How can our food production and consumption be more ethical and sustainable? (2) What is driving land-grabs, where are they occurring, and what are their impacts? (3) How are peasant farmers and activist networks contesting corporate agribusiness trends?

Readings:

\*La Via Campesina, *Peasants Fighting for Justice: Cases of Violations of Peasants' Human Rights*. 2017. Available at: <https://viacampesina.org/en/wp-content/uploads/sites/2/2017/08/Peasants-Fighting-for-Justice-EN-Low-Res.pdf> [note: we will divide up the sections of this document among class members]

\*A. Haroon Akram-Lodhi, "Contextualizing Land-Grabbing: contemporary land deals, the global subsistence crisis and the world food system", *Canadian Journal of Development Studies* 33:2 (June 2012), pp. 119-142.

\*Maria Angelina M. Uson, "Natural Disasters and Land Grabs: the politics of their intersection in the Philippines following super typhoon Haiyan", *Canadian Journal of Development Studies* 38:3 (2017), pp. 414-430.

\*GRAIN, *Hungry for Land: Small Farmers Feed the World with Less than a Quarter of All Farmland*. Available at: <file:///C:/Users/Owner/Downloads/grain-4929-hungry-for-land-small-farmers-feed-the-world-with-less-than-a-quarter-of-all-farmland.pdf>

Viewing (excerpts of some of the following):

\*Paraguayan Indigenous Community Reoccupies Territory After Two Decades of Forced Expulsion

\*Resistencia: the Fight for the Aguan Valley

\*Bananas!

### **Nov. 22: Democratic Erosion: Militarism, Paramilitarism and Private Security**

Focus: we examine the rise of private security and militias, and paramilitarism in relation to erosion of democratic control over common/public life. How are increasingly privatized systems of governance, surveillance and force shaping life in the globalized world?

Readings:

\*Nobel Women's Initiative. *From Survivors to Defenders: Women Confronting Violence in Mexico, Honduras and Guatemala*. 2013. Available at: [https://nobelwomensinitiative.org/wp-content/uploads/2012/06/Report\\_AmericasDelegation-2012.pdf](https://nobelwomensinitiative.org/wp-content/uploads/2012/06/Report_AmericasDelegation-2012.pdf)

\*Jasmin Hristov, *Paramilitarism & Neoliberalism: Violent Systems of Capital Accumulation in Columbia and Beyond*. Pluto Press: London, 2014. Ch. 1 "Introduction: The Spectre of Paramilitarism", pp. 1-18.

\*Stephen Zunes, "The US Invasion of Iraq: the Military Side of Globalization", *Globalizations* 6:1 (2009), 99-105.

## **PART FOUR: ENERGIES FROM THE EDGES: ADVANCING THE DREAM OF A JUST SUSTAINABLE DECOLONIZED GLOBAL ORDER**

### **Nov. 29: Globalization and Social Movement Activism**

Focus: (1) to identify and critically assess different modes of operation and orientation among NGOs and activist networks; (2) to assess the social change agency and power of social movements and civil society

Readings:

\*Aziz Choudry, "Transnational Activist Coalition Politics and the De/Colonization of Pedagogies of Mobilization: Learning from Anti-Neoliberal Indigenous Movement Articulations", *International Education* 37:1 (2007), pp. 97-112. Accessed at: <http://trace.tennessee.edu/cgi/viewcontent.cgi?article=1034&context=internationaleducation>

\*Ruth Milkman, "A New Political Generation: Millennials and the Post-2008 Wave of Protest", *American Sociological Review* 82:1 (2017), pp. 1-31.

\*August H. Nimtz, "Violence and/or Non-Violence in the Success of the Civil Rights Movement: the Malcolm X – Martin Luther King Jr. Nexus". *New Political Science* 38:1 (2016), 1-22.

## **Dec. 6: Indigenous Peoples' Cultural and Political Resistance and Renewal**

Focus: (1) to draw attention to the leadership of Indigenous peoples globally to address pressing contemporary social justice issues; (2) to examine, think about and learn from Indigenous values, strategies, and modes of agency and action for self-determination

### Readings:

\*skim websites of <http://www.defendersoftheland.org/> and <http://www.idlenomore.ca/>

\*Jeff Corntassel, "Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination", *Decolonization: Indigeneity Education & Society* 1:1 (2012), pp. 86-101.

\*Dayna Nadine Scott, "Commentary: the Forces that Conspire to Keep Us Idle", *Canadian Journal of Law and Society* 28:3 (2013), pp. 425-428.

\*Alvaro Reyes, "The Zapatista challenge: Politics after Catastrophe". *Cultural Dynamics* 28:2 (2016) 143-168.