

MCMASTER UNIVERSITY**Institute on Globalization and the Human Condition****GLOBALIZATION, SOCIAL JUSTICE AND HUMAN RIGHTS****GLOBALZN 3A03/ANTHROP 3HH3 – Fall 2022****Course Instructor: Dr. Paula Butler****Land Acknowledgement:**

McMaster University is located on the traditional territories of the Mississauga, Anishinaabe, and Haudenosaunee nations, and within the land protected by the 'Dish With One Spoon' Wampum agreement. Some of us live in other communities; we encourage all class members to know on what territory they are located. This link may help:

[Whose Land | Welcome](#)

These acknowledgements give rise to an obligation to pursue honourable treaty relations, decolonization, and education for decolonization.

For this particular course, it is important to recognize and acknowledge that contemporary social injustices and violations of human rights are historically connected with processes of imperialism, colonialism, genocide, and enslavement of racialized populations.

COURSE DESCRIPTION:

This course builds on introductory courses on globalization to examine in more detail experiences of persistent injustice in the context of a globalized world that claims to support universal human rights and standards. We draw on conceptual frameworks that have emerged from people with lived experiences of marginality and injustice to try to clarify how we think about social justice. Using several specific case studies, we delve into the complex power dynamics that generate injustice in our globalized world. We reflect on the major institutions designed to protect people from discrimination and injustice, and some of their more recent priorities and practices. We learn about the local and international activism that generates fresh visions for a more equitable life together on the planet. Throughout the course, students are encouraged to reflect on their own identities and “positionality” in relation to global systems of privilege and power.

Course location and time:

Tuesdays, 8:30-11:20 am Location: Peter George Centre for Living and Learning B131

Learning Objectives:

1. Students will acquire and demonstrate capacity for analysis of the nature and effects of globalization in different regions and sectors through the use of critical lenses such as intersectional analysis and decolonization/decoloniality
2. Students will grasp the key differences between liberal-humanist solutions to global injustices and radical/transformational responses.
3. Students will emerge from the course with a strong grasp of the key institutions and diverse actors who are shaping globalization.
4. Students will engage in self-reflection on their own identities and roles in relation to global challenges facing humanity and the planet in the coming decades.

Required Texts:

All readings are available online via the internet, hyperlinks in the syllabus or are posted by date of assignment in Avenue to Learn under Content – Readings.

Communicating with Instructor and TA:

Instructor's email: butlerp@mcmaster.ca

Dr. Butler's office hours:

- Following class, in person, on Tuesday, 11:30 - 12:30 pm (location TBD)
- OR Thursday via zoom between 4:00-5:00 pm
- In both cases, please schedule a meeting in advance by contacting me at butlerp@mcmaster.ca

Teaching Assistant: TBD

Format for this course:

This course will be in-person, and requires in-person attendance from all students. Nevertheless, we are aware that the Covid pandemic has not ended and will endeavour to accommodate students who, for example, may be required to self-isolate following a positive Covid test. Our class time will have participatory components; class time will include a variety of learning modes including lecture presentation, viewing of films or film segments, small group discussions, and student-led animation of themes.

Powerpoint lecture slides will be posted on the course site so that students have a record of lecture content and can review and revisit. There will be no zoom audio recording of class meetings. If you miss a class, the onus is on you to check with classmates to obtain any missed content. Students are prohibited from copying, forwarding, taking screen shots, or otherwise sharing/distributing course lecture slides to anyone not enrolled in the course.

We will use some online technology during class time for some activities. Details will be provided through the A2L course site or during class. For these purposes, students should have access to a laptop or smartphone.

Note: the above arrangements may be subject to change, given the ongoing uncertainty of the Covid 19 pandemic circumstances.

Learning Assessment: Summary (see additional details below)

Activity/Assignment	Weighting	Due date (all dates are 11:59 pm)
Learning reports	30%	Two by Oct. 21; remaining two by Dec. 2. Submit to dropboxes in A2L
Lead class discussion AND host/moderate online discussion forum	15%	Once during semester (as a group)
Class preparation and participation:	25%	
• Entry tickets	• 10%	Any 8 weeks
• Contributions to weekly online discussions	• 10%	Any 8 weeks
• Contributions to in-class discussions	• 5%	Any 10 weeks (attendance as proxy)
Short research essay	30%	Dec. 13

Learning Assessment – further details:

Learning reports (30%):

- Each student will submit **FOUR** learning reports, one for each section of the course, that is:
 - LR#1 will focus on content from Sept. 13-20
 - LR#2 will focus on content from Sept. 27 – Oct. 18
 - LR#3 will focus on content from Oct. 25-Nov. 8
 - LR#4 will focus on content from Nov. 15-29
- Length of each report: approximately 700-800 words
- Format: you may write up the reports in straight text; you may use “I” language. You may also choose to present your report using graphics or arts-based modes. An example will be provided in class.
- Submission deadlines: you may submit to the dropbox at any time, but the first two reports MUST be submitted by Oct. 21. If not, they will not be graded. The second two reports must be submitted by Dec. 2. (Reason: this is both to give you feedback halfway through the course, and to spread the flow of marking out over the semester, as it is not feasible for instructor or teaching assistant to complete a huge volume of marking all at the end of the term.)
- Content of reports:
 - You may synthesize key learnings and insights from the whole section, OR you may choose to discuss in depth one of the major readings or films during that section

- With either option above, you should identify and discuss at least 3 important points, insights or learnings gleaned from the course material, explaining why you found these points to be important or how they connect with your own areas of interest.
- While you may also incorporate content from lecture and class discussion, at least two of the points you identify and discuss must be directly from the readings and/or films. (Learning reports that only discuss lecture and class discussion content will not achieve a B level grade.)
- Direct quotations from the texts or films may be used to illustrate the points you are making. Use in-text (author or title, year) citations. No need to attach a bibliography.
- Identify and express at least 1 significant (genuine) question that emerged for you from the section's content (note that the final essay assignment for the course provides opportunity to search out "answers" for one of these questions).

Lead class discussion AND host/moderate online discussion forum (15%)

- The class will be divided into groups and each group will be randomly assigned a week in which you will "animate" the theme or focus on the week. This will entail choosing one of the readings or films assigned – provide a brief synthesis of key points – draw connections with contemporary events or even personal experiences ("how is this reading/film relevant today and to us?") and pose a discussion question or statement for debate to engage classmates.
- Presentation time should be about 15-25 minutes, with small group discussion time 10-20 minutes. (Total time should not exceed 45 minutes.)
- The question posed to the class must also be posted in an online discussion forum, where students can continue the discussion outside class time. This provides opportunities for both those whose strength is oral discussion and those whose strength is written reflection.
- Group members should monitor the discussion forums, comment as appropriate and wind up the discussion before the thread closes.
- Each member of the leadership team must provide a one-page statement that includes: 1) what your role in the group was; 2) what you learned from the process and/or what you might have done differently; and 3) what impact you think your presentation had on class members' learning. These statements will be submitted to dropbox within one week after your class presentation.

Class preparation and participation (25%):

Entry tickets: "power statements" or "muddy points" (10%):

To help incentivize students to complete readings or films prior to class, all students will be required to write and post in dropbox prior to class start time, an "entry ticket" that consists of either 2 "power statements", 2 "muddy points", or one of each.

- A minimum of EIGHT "entry tickets" must be submitted during any 8 weeks of the course;
- What is a "power statement"? This is a quotation from one of the readings or a quotation or scene from a film that empowered you by helping you to see or understand something you had

not known or thought about, or that challenged your thinking in some way. Provide a brief explanation.

- What is a “muddy point”? This is something in the reading or film that you genuinely did not understand or could not find any explanation via internet research – and about which you would like more explanation in class. It could be a concept or term used that you want to understand better (but not simply a word whose meaning you could learn by looking it up in a dictionary).
- One short paragraph for each is adequate. Entry tickets should NOT exceed one page, and 2/3 of a page, double-spaced, is adequate.
- During class, students will be requested to share one of their points so that we have a collective sense of what was valuable and what was confusing in the assigned material. This may be done orally or anonymously via jamboard technology. Up to 2 bonus marks (awarded on top of the final grade) can be earned by consistently sharing your points with the class – as this is an important contribution to collective learning. Most weeks, we will start the class with this activity (gathering the “entry tickets”).
- Note: unless you are excused from attending class for a bona fide reason, you must be in class for your “entry tickets” to “count” and to be graded.

Contributions to weekly online discussions (10%):

- The leadership team for each week will post a question into a discussion forum thread on the course A2L site. Even if you have participated in some discussion in class, you are encouraged to continue exploring the topic via online posts.
- At least one post should be made to at least EIGHT discussion threads during the course.
- To “count”, the comment you post should demonstrate that you have completed assigned readings or film, have followed your classmates’ thoughts and input, and offer a unique perspective or thoughtful response to what others have said. Disagreements are fine, but express a differing view in a constructive, respectful manner.
- Discussion threads will be set to open after class on Tuesdays at 12:00 noon and to close the following Monday at 5:00 pm. If you miss contributing during that period, you are out of luck and will have to wait for the next week’s discussion to open.

Students should not be using their laptops or phones to read non-course material, chat on social media, etc. during class time. In this regard, students should strive to demonstrate professional behaviour.

Contributions to in-class discussion (5%):

Valuable learning occurs when we share our ideas with others and listen to others’ thoughts. Every week, there will be at least one segment of small group discussion. There may be other moments during the class when the instructor will pause a lecture and invite response or comment, or introduce a short activity if energy seems to flag. Attendance will be taken at every class, and the attendance list will serve as a proxy for participation. However, note will be taken of any students who are showing up but not actively engaged.

Short essay/reflection paper (30%):

- A list of possible essay topics will be provided after reading week. Students should read and research their topic, and then prepare an essay that presents a clear argument supported with evidence from the research conducted.
- Alternatively, you may select one of the questions that emerged from your weekly reflections and research it/write about it in more depth
- Length: approximately 1200-1500 words
- Attach a bibliography of works consulted; a minimum of 4 peer-reviewed or other credible sources (e.g. reports by UN agencies or NGOs such as Human Rights Watch) should be used to inform your thinking; these may include course readings.
- First person may be used, but essay must be well-structured, with a clear thesis and development of ideas, and well-written (correct grammar and spelling).

Weekly Schedule of Topics and Readings

Sept. 6: Course introduction

- Introductions of members of the class and instructor
- Syllabus and assignment review
- Connecting the course with the current moment
- Developing meanings for “globalization”, “human rights” and “social justice”
- Identification of key themes and approaches in the course

PART ONE: THEORIES – HOW PEOPLE MAKE SENSE OF GLOBALIZATION

Sept. 13: Part 1: The Global Market Economy and “Globalization from Above”

- Making sense of globalization, power and injustice:
 - o Dependency/world systems theory
 - o Neoliberal capitalist globalization
 - o globalization-from-below versus globalization-from-above

Required reading:

- Cristina Flesher Fominaya, *Social Movements & Globalization: How Protests, Occupations and Uprisings are Changing the World* (Palgrave-Macmillan, 2014):
 - o “Conceptions of globalization”, pp. 16-17
 - o “Globalization and Social Movements”. pp. 27-33
- Laurence Cox and Alf Gunvald Nilsen, *We make our own history: Marxism and Social Movements in the Twilight of Neoliberalism* (Pluto Press, 2014). Read these sections:
 - o “Bourgeois revolution: the making of the early capitalist state”, pp. 105-108;
 - o “Resistance in the era of primitive accumulation and bourgeois revolution”, pp. 108-112;
 - o “The unravelling of organized capitalism”, pp. 133-136;
 - o “Neoliberalism as a social movement from above”, pp. 136-141.

Sept. 20: Part 2: Critical Scholarship and “Globalization from Below”

In this class, we focus on scholarship that highlights other systems of power that “intersect” with economic power: racism, colonialism and patriarchy. We also start into a discussion of how identities are fashioned in and by the intersecting powers of globalization.

Pre-class reading:

*Destin Jenkins and Justin Leroy, “Introduction”, pp. 1-15 in *Histories of Racial Capitalism* (Columbia University Press: New York, 2021)

*Patricia Hill Collins and Sirma Bilge, “What is Intersectionality?” pp. 1-30, *Intersectionality*. Polity Press, 2016.

Pre-class viewing:

*Kimberlé Crenshaw on intersectionality: <https://www.youtube.com/watch?v=akOe5-UsQ2o&t=842s>

*TRT World, "Orientalism Explained". <https://www.youtube.com/watch?v=7I5CXW2qEfY>

* "What is critical race theory?" <https://www.britannica.com/topic/critical-race-theory>

PART 2: DOCUMENTING INJUSTICE IN A GLOBALIZING WORLD: THREE CASE STUDIES

Sept. 27: Globalized Resource Extraction

Pre-class viewing:

*"Miners Shot Down" (the Marikana Mine Massacre, South Africa). Documentary, 1 hr. 25 min.

<https://www.youtube.com/watch?v=g2GbCoKioEs> (or:

<https://www.youtube.com/watch?v=EN199WpXBmU>

Warning: this movie contains graphic and disturbing scenes of violence including murders of Black workers. Students who may be triggered by this content are not obligated to view the film.

Required reading:

*Eliza Guyol-Meinrath Echeverry, "Violence, Development, and Canada's New Transnational Jurisprudence". *Conflict and Society: Advances in Research* (2018) 4, pp. 167-185.

During class: "Defensora" (40 min.)

[Defensora - YouTube](#)

Warning: "Defensora": contains accounts of gang rapes and homicides.

Oct. 4: Globalized Work and Migrant Labour

Required reading:

*Alan Desmond, "A new dawn for the human rights of international migrants? Protection of migrants' rights in light of the UN's SDGs and Global Compact for Migration". *International Journal of Law in Context* (2020) Vol. 16, pp. 222-236.

Pre-class viewing (please watch BOTH films as we will be discussing them in class):

* "Special Flight" by Fernand Melgar (Switzerland, 2013): [SPECIAL FLIGHT by Fernand Melgar - YouTube](#)

*CBC The Passionate Eye, "Why Slavery? Maid in Hell" (2018 documentary, 52 min.).

<https://gem.cbc.ca/media/why-slavery/season-1/episode-2/38e815a-00faf9eea11>

Warning: "Maid in Hell" has content pertaining to suicide, and to physical and psychological abuse of young women. Students who may be triggered by this content are not obligated to view the film.

Additional/Optional: you may also be interested in the following websites:

- <https://harvestingfreedom.org/>
- <http://www.migrantworkersrights.net/en/actors/migrante-ontario>
- http://justicia4migrantworkers.org/justicia_new.htm

READING WEEK (No class Oct. 11)

Oct. 18: Right to Food, Global Hunger, and the Globalized Production of Food

- In-class viewing: DW documentary, “A Game of No Rules: The Deceptive Promise of Free Trade” (2018). (Segment starting at min. 24 on global trade in agricultural produce.)
- Pre-class viewing:
- *“Globalize Hope” – 73-min. documentary about the history and goals of La Via Campesina: <https://tv.viacampesina.org/Globalize-Hope?lang=en>
- And one of:
- *WMG (2018) “Banana Land: Blood, Bullets and Poison”. [free on youtube. Caution: graphic accounts of sexual violence and murder by paramilitaries]
- *Fredrik Gertten, Dir. “Bananas!” (2011). [for rent on youtube]

Part 3: ASSESSING MAINSTREAM INSTITUTIONAL RESPONSES TO GLOBAL INEQUITY/INJUSTICE

Oct. 25: United Nations and the Human Rights System

We will specifically examine the success, or otherwise, of the UN human rights system in promoting gender equality and “women’s rights as human rights”. We will consider the tension between liberal “progress” and more radical “transformation” in the difference between rights and justice.

Required reading:

*Martha Nussbaum, “Women’s Progress and Women’s Human Rights”. *Human Rights Quarterly* (2016) 38: 589-622

*Shreya Atrey, “Women’s Human Rights: from Progress to Transformation, An Intersectional Response to Martha Nussbaum”. *Human Rights Quarterly* (2018) 40: 859-904. [read up to p. 884]

*Jodi Melamed and Chandan Reddy, “Using Liberal Rights to Enforce Racial Capitalism”, *Items: Insights from the Social Sciences*. July 30, 2019. <https://items.ssrc.org/race-capitalism/using-liberal-rights-to-enforce-racial-capitalism/>

Background Reading (recommended but not required):

*Saraswathi Menon, “Gender Equality and the United Nations”, Chapter 5, pp. 66-79 in Brown and Weiss, eds., *Routledge Handbook on the UN and Development* (Routledge: London and New York, 2021)

*Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW):
<https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

Nov. 1: The SDGs (UN Sustainable Development Goals), Green Economy, and “Inclusive Capitalism”

Required reading:

*UN General Assembly. “Transforming our world: the 2030 agenda for sustainable development”.
[United Nations Official Document](#)

*Jason Hickel, “The World’s Sustainable Development Goals Aren’t Sustainable”. Sept. 30, 2020. [The World’s Sustainable Development Goals Aren’t Sustainable at All \(foreignpolicy.com\)](#)

*N. Eisenmenger et al, “The Sustainable Development Goals prioritize economic growth over sustainable resource use: a critical reflection on the SDGs from a socio-ecological perspective”. *Sustainability Science* (2020) 15: 1101-1110.

*On inclusive capitalism: <https://wallstreetonparade.com/2014/05/try-to-contain-your-laughter-prince-charles-and-lady-de-rothschild-team-up-to-talk-about-%E2%80%99inclusive-capitalism%E2%80%99/>

Nov. 8: NGOs, Aid, and Philanthropy

Required reading:

*Feyzi Ismail and Sangeeta Kamat, “NGOs, Social Movements and the Neoliberal State: Incorporation, Reinvention, Critique”. *Critical Sociology* (2018) 44:4-5, pp. 569-577.

*Ilan Kapoor, “Billionaires and Corporate Philanthropy: ‘Decaf Capitalism’”, pp. 47-66, in *Celebrity Humanitarianism: the ideology of global charity*. Routledge: London and New York, 2013.

PART 4: ENERGIES FROM THE EDGES

Nov. 15: Decoloniality

- Decolonization of knowledge production
- Recovery and re-practicing of alternative lifeways

Readings:

*Ashish Kothari, Federico Demaria and Alberto Acosta, “Buen Vivir, Degrowth and Ecological Swaraj: Alternatives to sustainable development and the Green Economy”. *Development* (2014) 57: 362-375.

*Sabelo J. Ndlovu-Gatsheni, “Decoloniality, ecologies of knowledges, and pluriversity”, *Routledge Handbook of Transformative Global Studies* (2021), pp. 69-83.

Nov. 22: Decolonization

Eve Tuck and K. Wayne Yang, “Decolonization is Not a Metaphor”. *Decolonization: Indigeneity, Education & Society* Vol. 1, No. 1, 2012, pp. 1-40.

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

Simpson and ---, *Rehearsals for Living*, Chapter 4, pp. 151-199.

Nov. 29: Mobilizing for Reparations for Slavery and Genocide

Pre-class viewing:

Ta-Nehisi Coates presentation to House committee on reparations, June 19, 2019 (5 min.):

<https://www.youtube.com/watch?v=kcCnQ3iRkys>

Required reading:

*United Nations Convention on the Elimination of All Forms of Racial Discrimination:

<https://www.ohchr.org/en/professionalinterest/pages/cerd.aspx>

*Ta-Nehisi Coates, "The Case for Reparations":

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnx0c2x3cmVwYXJhdGlvbN8Z3g6NmVjMzIxYTFhZGVjYzU4ZA>

Recommended (optional) reading:

*Ali A. Mazrui, "Global Africa: From Abolitionists to Reparationists". *African Studies Review* Vol. 37:3 (Dec. 1994), pp. 1-18. [Note: this is considered one of the classic texts on reparations. Ali Mazrui (Kenyan) was a leading African intellectual of the 20th century.]

Dec. 6: Course highlights and conclusions

Students should be prepared to share final essay topics with classmates.

University, Departmental, and Course Policies:

Communication with course instructor: Please communicate via Macmail at butlerp@mcmaster.ca. Every effort will be made to respond to emails within 48 hours, excluding weekends. 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.

Email Communication Policy: Effective September 1, 2010, all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email 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:

www.mcmaster.ca/uts/support/email/emailforward.html

*Forwarding will take effect 24-hours after students complete the process at the above link.

Statement on Electronic Resources: In this course we will be using Email and Avenue to Learn. We may also use Zoom and other online resources. 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 email 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.

Academic Integrity: 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 does result in serious consequences. It is your responsibility to understand what constitutes academic dishonesty and its consequences. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

Academic Accessibility and Accommodation: 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 905525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

Mental health concerns in relation to course content (especially films):

The past two years have been particularly difficult in many ways for many people. In addition to the general level of stress students may be experiencing, this course addresses injustice, inequality, violence, and violations of human rights occurring globally. Rather than staying at the level of abstract analysis, we engage with the lived experiences of real people around the world that give rise to urgent movements for social justice and human rights protections. Many of the films in the course contain disturbing graphic content. We will discuss and debrief film content after viewing (whether this takes place during class or is assigned prior to class.) No student is obligated to view any film that is too difficult to watch. In most cases, a written synopsis of the film will be posted in A2L. However, for students who are visual learners, watching a film can have a more significant learning impact than reading about various situations; accommodating a range of different learning styles is one reason why films are used as course learning resources. It can also be an act of respect and solidarity to view and engage with a film that documents the lives of other people on the planet.

Students may contact the instructor to express any concerns they have pertaining to content of films listed in the syllabus, before or after viewing.

Other mental or physical health concerns: students may contact the McMaster Wellness Centre at <https://wellness.mcmaster.ca>, or contact your local medical practitioner or clinic.

Course Modification Statement: The instructor and university reserve the right to modify elements of the course during the term. The instructor may make changes with consideration to class size, student learning needs, etc. 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.

Late submission of work: Students are expected to demonstrate professionalism in meeting deadlines as set out in the syllabus, or contacting the instructor well in advance of a due date (e.g. at least one week) if there are reasonable anticipated circumstances for altering the deadline. In the case of unforeseen circumstances such as illness or bereavement, students should endeavor to provide documentation and contact the instructor as soon as possible to arrange an alternate deadline. Otherwise, ***late work without prior arrangement or legitimate circumstance will be subject to a 2%/day penalty. Work submitted more than two weeks past any due date without reasonable cause, and any work submitted after the last day of the term (i.e. last day of exams) will not be accepted for grading and will receive a grade of zero.***