

GLOBALIZATION AND THE WORLD ORDER (Fall Term)

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Course Description

Taking an historical approach, this course will introduce students to some of the dynamics of globalization. Students will learn how global systems have evolved into their current forms. The course begins by offering insights into the history of globalization, the meanings of world order, and a cursory view of the main competing views on globalization. Our discussions will then focus on some of the most pertinent processes associated with globalization and world order, such as colonialism, modernization, and neoliberalism. Some of the substantive issues studied in the course will include the structure of global economy, global governance, political processes related to the fate of the nation-state and citizenship in an age of globalization. Through an examination of various perspectives and historical traditions, students should be able to make judgment calls about both the direction that global affairs is taking and the direction that global affairs ought to take.

Course Objectives

The purpose of this course is to introduce students to the main debates and to some of the basic concepts and skills used in the analysis of globalization.

Learning Objectives

Students will investigate some of the key theories used in the study of globalization, and will learn to apply them to concrete issues.

Students will be able to make sense of the world around them, and pay more attention to transnational and global connections.

Required Materials and Texts

ALL READINGS WILL BE AVAILABLE VIA A2L.

E-Resource/E-book – journal articles or e-books are to be accessed electronically via McMaster's Library website

Class Format

Two lectures/weekly

Course Evaluation – Overview

1. Participation on A2L – 20%
2. Review essay – 30%, due November 18, 2019
3. Final Exam – 50%, December 2019

Course Evaluation – Details

Participation (20%), 10 Postings on A2L

Students are expected to post regularly on A2L. Starting from Week 3 (September 16-17), students are expected to post 10 times (once a week) to receive the full 20 points for this assignment. The posting should consist of a summary of the weekly readings (one summary per reading). Each summary should not be longer than a short paragraph, and should contain the following:

1. List of the most relevant key concepts and terms of the reading (between 3 and 5 terms)
2. Summary statement (four sentences) of the author's main argument. This statement should be written in your own words as far as possible. It should not be borrowed directly from the text of the reading.

Postings deal with the readings that have already been covered in lecture during that respective week. The deadline for posting summaries each week is Friday at midnight of that week. No retroactive postings are allowed in the spirit of fairness to all students.

Review essay (30%), due November 18, 2019

Students will prepare a review essay of one (1) of the books listed below. All books are available at McMaster's Mills library. The review paper will be no longer than **2000 words** (Times New Roman, 12, double-spaced). **Please include your final word count in your paper! Exceeding the required word count by more than 200 words will attract penalty.**

List of books

- Timothy Brook, *Vermeer's Hat. The Seventeenth Century and the Dawn of the Global World*, Bloomsbury Press, 2008.
- David Harvey, *A Brief History of Neoliberalism*, Oxford University Press, **2007 (e-book and hard copy)**.
- Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism*, Metropolitan Books/Henry Holt, 2007.
- Andre Gunder Frank, *ReOrient: Global Economy in the Asian Age*, University of California Press, 1998. **(e-book and hard copy)**
- Mike Davis, *Planet of Slums*, Verso, 2006.
- Deborah Brautigam, *The Dragon's Gift: The Real Story of China in Africa*", Oxford University Press, 2009. **(e-book)**
- Adam Hanieh, *Lineages of Revolt: Issues of Contemporary Capitalism in the Middle East*, Haymarket Books, 2013. **(e-book)**
- Timothy Mitchell, *Carbon Democracy: Political Power in the Age of Oil*, Verso Books, 2013.

- Gerald Horne, *The Apocalypse of Settler Colonialism: The Roots of Slavery, White Supremacy, and Capitalism in 17th Century North America and the Caribbean*, Monthly Review Press, 2018.

Recommendations

The purpose of this review essay is to evaluate the strengths and weaknesses of the author's argument, comment on the effectiveness of the method she/he employs, and on the political ramifications of her/his analysis. Some of the questions students should bear in mind while writing their review are the following: Why did the author choose this topic? Who is her audience? What sources does she use? What arguments does she make? Is the book more analytical or narrative? Is it just words, or pictures too? In short, what was the author trying to do?

The first section of the essay (which can be no more than one third of the total length of the essay) must describe the central argument of the book. The rest of the essay must evaluate the book's arguments in the context of the readings and discussions in the first eight weeks of the course. Essays must refer to as many of the course readings as possible that are relevant. Essays must include at least 8 bibliographical references. **See appendix 1 for guidelines on written assignments.**

Final Exam (50%), December 2019

Students will be required to write a final exam (date to be arranged), which will consist in answering three (3) questions out of six (6). The duration of the exam is two hours, which means students will have 40 minutes per question. Therefore, the answers should be written in an essay format, and should focus on addressing the topic at hand in a direct and straightforward manner.

A final exam study guide will be released to students in advance of the exam to assist with the preparation of the final exam.

Outline of the Course

PART I: GLOBALIZATION AND WORLD ORDER: INTRODUCTION AND HISTORY

- Week 1 (September 3): Introduction to the course
- Week 2 (September 9 and 10): The history of globalization: some snapshots.

PART II: GLOBALIZATION AND WORLD ORDER: RELATED PROCESSES

- Week 3 (September 16 and 17): Colonialism, modernization, and world order
- Week 4 (September 23 and 24): Neoliberalism and world order.

PART III: GLOBAL GOVERNANCE ISSUES

- Week 5 (September 30 and October 1): Structuring the Global Economy
- Week 6 (October 7 and 8): Global governance and shifting scales

- **MID-TERM RECESS: OCTOBER 14-20**
- Week 7 (October 21 and 22): Climate Change and Global Politics
- Week 8 (October 28 and 29): The rise of BRICS: a new colonialism in the making or a challenge to Western hegemony?
- Week 9 (November 4 and 5): Global political processes: the fate of the nation-state and citizenship
- Week 10 (November 11 and 12): Global flows of people: migration, borders, security
- Week 11 (November 18 and 19): The changing nature of war? Conflict in a global age
- Week 12 (November 25 and 26): Towards a global civil society?
- Week 13 (December 2): Course wrap-up. Exam overview.

Weekly themes and Assigned Readings

PART I: GLOBALIZATION AND WORLD ORDER: INTRODUCTION AND HISTORY

Week 1 (September 3)

Introduction to the course

No readings assigned

Week 2 (September 9 and 10)

The history of globalization: some snapshots

Readings:

- Timothy Brook, "The View from Delft" (ch. 1) in *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*. Bloomsbury Press, 2008, pp. 1-25.
- Janet Abu-Lughod, "Studying a System in Formation" (ch.1) in *Before European Hegemony: The World System A.D. 1250 -1350*, Oxford University Press, 1989, pp. 3-38.

Recommended:

- J. Galtung, Erik Rudeng & Tore Heiestad, "On the Last 2,500 Years in Western History and Some Remarks on the Coming 500," pp. 318-361 in Peter Burke, ed., *New Cambridge Modern History, Companion Volume, Vol. XIII*, Cambridge University Press, Cambridge, 1979.
- Paul Hirst and Grahame Thompson, *Globalization in Question*. 2nd edition. Oxford: Polity Press, 1999.

- Barry Buzan and Richard Little, *International Systems in World History: Remaking the Study of International Relations* (Oxford: Oxford University Press, 2000).
- J.R. McNeill, *Something new under the sun: an environmental history of the twentieth century world*. New York: WW Norton, 2000.
- A.G. Hopkins, ed. *Globalization in World History*. New York: WW Norton, 2002.
- J.R. McNeill and W.H. McNeill. *The Human Web: a bird's eye view of world history*. New York: WW Norton, 2003.
- John F. Richards, *The Unending Frontier: Environmental History of the Early Modern World*. University of California, Berkeley and Los Angeles, 2003.
- John Darwin, *After Tamerlane: The Global History of Empire*. Penguin Books, 2008.
- Arif Dirlik, *Global Modernity: Modernity in the Age of Global Capitalism* (Boulder, CO:Paradigm Publishers, 2007).
- Ronald Findlay and Kevin H. Rourke, *Power and Plenty: Trade, War, and the World Economy in the Second Millennium*. Princeton: Princeton UP, 2007.
- Amira K. Bennison, 'Muslim Universalism and Western Globalization' in A.G. Hopkins, ed. *Globalization in World History*. New York: WW Norton, 2002.
- Samir Saul, " The Internationalization of Capital Then and Now: Comparing the Late Nineteenth and Twentieth Centuries," in Stephen Streeeter, John Weaver and William Coleman, eds, *Empires and Autonomy: Moments in the History of Globalization*, University of British Columbia Press, 2009.

PART II: GLOBALIZATION AND WORLD ORDER: RELATED PROCESSES

Week 3 (September 16 and 17)

Colonialism, modernization, and world order

Notes: summary statements submission on A2L begins

Readings:

- Louis Proyect, "[Slavery and the Origins of Capitalism](#)," *Counterpunch*, August 24, 2018 (**e-resource**)
- Ta-Nehisi Coates, "[The Case for Reparations](#)", *The Atlantic*, May 21, 2014 (**e-resource**)

Recommended:

- Edward Said, *Orientalism*, Penguin Books, 1978.
- Johannes Fabian, *Time and the Other: How Anthropology Makes Its Object*, Columbia University Press, 1983.
- Arturo Escobar, *Encountering Development: The Making and the Unmaking of the Third World*, Harvard University Press, 1993.
- Anne McClintock, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Conquest*, Routledge, 1995.

- Walter D. Mignolo, *Local Histories/Global Designs*, Princeton University Press, 2000.
- Walter D. Mignolo, *The Darker Side of the Renaissance: Literacy, Territoriality, and Colonization*, University of Michigan Press, 1995.
- Naeem Inayatullah and David Blaney, *International Relations and the Problem of Difference*, Routledge, 2004.
- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso, 1991.
- Olivier Roy, *Globalized Islam: The Search for a New Ummah*, Columbia University Press, 2006.
- Anna Tsing, "The Global Situation" in Jonathan Xavier Inda and Renato Rosaldo (eds), *The Anthropology of Globalization: A Reader*, Wiley-Blackwell, 2008, 66-98.

Week 4 (September 23 and 24)

Neoliberalism and world order

Readings:

- David Harvey, "Freedom's Just Another Word" and "The Neoliberal State" in *A Brief History of Neoliberalism*, Oxford University Press, 2007, 5-38 and 64-86. (**e-book**)
- Aihwa Ong, "Zoning Technologies in East Asia" in *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*, Duke University Press, 2006, pp. 97-118.

Recommended:

- Stephen Gill, 'Globalization, Market Civilization and Disciplinary Neoliberalism,' *Millennium* Vol. 24, No. 3 (1995), 399-423.
- James Mittelman, "The New Regionalism" in *The Globalization Syndrome: Transformation and Resistance*, Princeton University Press, 2000, 111-130.
- Michael Hardt and Antonio Negri, *Empire*, Harvard University Press, 2000.
- Stephen Gill, *Power and Resistance in the New World Order* (Basingstoke: Palgrave), 2003.
- Charles Gore, "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries," in C. Roe Goddard, Patrick Cronin and Kishore C. Dash, eds, *International Political Economy: State-Market Relations in a Changing Global Order*, 2nd edition, Boulder: Lynne Rienner, 2003, pp. 317-40.
- Larner, Wendy. "Neoliberalism: Policy, Ideology, Governmentality," in Marieke de Goede, ed. *International Political Economy and Poststructural Politics*, Basingstoke: Palgrave, 2006, pp. 199-218.
- Reich, Robert. *Supercapitalism: The Transformation of Business, Democracy, and Everyday Life*, New York: Knopf, 2007.
- Anna Agathangelou and L.H.M. Ling, *Transforming World Politics: From Empire to Multiple Worlds*, Routledge, 2009.

- Eric Sheppard and Helga Leitner, “*Quo Vadis Neoliberalism? The Remaking of Global Capitalist Governance after the Washington Consensus*” *Geoforum* 41 (2), 2010, pp. 185-94.

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PART III: GLOBAL GOVERNANCE ISSUES

Week 5 (September 30 and October 1)

Structuring the Global Economy

Readings:

- Dani Rodrik, “The Political Trilemma of the World Economy” in *The Globalization Paradox: Democracy and the Future of the World Economy*, W.W. Norton, 2011, pp. 184-206.
- Sarah Lyon, ‘Managing the Maya: Power in the Fair-Trade Market’ (ch. 6) in *Coffee and Community: Maya Farmers and Fair-Trade Markets*, University of Colorado Press, 2010, pp.

Recommended:

- John Maynard Keynes, *The End of Laissez-Faire: The Economic Consequences of the Peace*, Prometheus Books, 2004 [1919].
- Karl Polanyi, *The Great Transformation*, Beacon Press, 1957.
- Pamela Sparr (ed.), *Mortgaging Women’s Lives: Feminist Critiques of Structural Adjustment*, London: Zed Books, 1994.
- Robert W. Cox, “Global Restructuring: Making Sense of the Changing International Political Economy” in Richard Stubbs and Geoffrey Underhill (eds), *Political Economy and the Changing Global Order*, Oxford University Press, 1994.
- William Greider, *One World, ready or not? The Manic logic of global capitalism*. New York: Simon and Schuster, 1997.
- Dani Rodrik, *Has Globalization Gone Too Far?* Washington: Institute for International Economics, 1997.
- James Mittelman, “Rethinking the International Division of Labor” in *The Globalization Syndrome*, Princeton University Press, 2000.
- Robert Gilpin, *Global Political Economy: Understanding the International Political Economic Order*, Princeton University Press, 2001.
- Joseph E. Stiglitz, *Globalization and Its Discontents*, WW Norton, 2003.
- Rorden Wilkinson, “The World Trade Organization and the Regulation of International Trade,” in Dominic Kelly and Wyn Grant, eds., *The Politics of International Trade in the Twenty-First Century*, Basingstoke: Palgrave, 2005, pp. 13-29.
- Amrita Narlikar, “New Powers in the Club: The Challenges of New Trade Governance” *International Affairs* 86: 3 (2010), 717-28.

Week 6 (October 7 and 8)

Global governance and shifting scales

Readings:

- Jan Scholte, "Globalization and Governance: From Statism to Polycentrism" (ch. 6) in *Globalization: A Critical Introduction*, Palgrave Macmillan, 2005, pp. 185-223.
- Saskia Sassen, *Cities in a World Economy*, Sage, 4th ed., 2012, ch. 8 ("The Urbanizing of Global Governance Challenges").

Recommended:

- Bjorn Hettne, "Beyond the New Regionalism" *New Political Economy* 10(4) (2005): 543-71.
- Peter Katzenstein, "American Power in World Politics" in *A World of Regions: Asia and Europe in the American Imperium*, Cornell University Press, 2005, pp. 1-42.
- Brendan Donegan. "Governmental Regionalism: Power/ Knowledge and Neoliberal Regional Integration in Asia and Latin America", *Millennium* 35:1 (2006), pp. 23-51.
- Antony Anghie, "Decolonizing the concept of good governance" in Branwen Gruffydd Jones (ed.), *Decolonizing International Relations*, Rowman and Littlefield, 2006, pp.109-130.
- Ramesh Thakur and Luk Van Langehove, "Enhancing Global Governance Through Regional Integration" *Global Governance: A Review of Multilateralism and International Organizations* 12: 3 (2006): 233-40.
- Kanishka Jayasuriya, "Regulatory Regionalism in the Asia-Pacific" *Australian Journal of International Affairs* 63(3) (2009): 335-47.
- Vijaya Ramachandran, Enrique J. Rueda-Sabater, and Robin Kraft, "Rethinking Fundamental Principles of Global Governance: How to Represent States and Populations in Multilateral Institutions" *Governance: An International Journal of Policy, Administration, and Institutions*, Vol. 22, No. 3, July 2009 (pp. 341–351).

October 14-20: Reading Week

No Classes

Week 7 (October 21 and 22)

Climate Change and Global Politics

Readings:

- **DOCUMENTARY VIEWING: *Refugees of the Blue Planet***
- John Bellamy Foster, "[Capitalism, Exterminism, and the Long Ecological Revolution](#)," *Monthly Review*, Dec. 24, 2017 (**e-source**)

- Eleanor Goldfield, "[There is no such thing as a green war](#)," *Roar Magazine*, July 5, 2019 (**e-source**)

Recommended:

- "[Environment and Ecology](#)", *Roar Magazine*:
- Alyssa Battistoni, "[States of Emergency: Imagining a politics for an age of accelerated climate change](#)." *The Nation*, June 21, 2018
- Minerwa Tahir, "[Why it's important to connect anti-imperialism to climate action](#)," *Monthly Review*, May 27, 2019
- Andreas Malm, *Fossil Capital: The Rise of Steam Power and the Roots of Global Warming*, Verso Books, 2016.
- George Monbiot, *How Did We Get Into this Mess? Politics, Equality, Nature*, Verso Books, 2017.
- Timothy Mitchell, *Carbon Democracy: Political Power in the Age of Oil*, Verso Books, 2013.
- Naomi Klein, *This Changes Everything*, Simon & Schuster, 2014.
- Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*, Verso Books, 2000.

Week 8 (October 28 and 29)

The rise of the BRICS: a new colonialism in the making or a challenge to Western hegemony?

Readings:

- Deborah Brautigam, "Rogue Donor? Myths and Realities" in *The Dragon's Gift: The Real Story of China in Africa*, Oxford University Press, 2009, pp. 273-305. (**e-book**)
- David Shambaugh, "Understanding China's Global Impact" in *China Goes Global: The Partial Power*, Oxford University Press, 2013, pp. 1-44.

Recommended:

- Timothy Shaw, Andrew F. Cooper, and Agata Antkiewicz, "Global and/or Regional Development at the Start of the 21st Century? China, India, and (South) Africa", *Third World Quarterly* 28: 7 (2007), 1255-1270.
- Horace Campbell, "China in Africa: Challenging US Global Hegemony", *Third World Quarterly* 29: 1 (2008), 89-105. (e-journal)
- Amrita Narlikar, "All That Glitters is Not Gold: India's Rise to Power" *Third World Quarterly* 28: 5 (2007), 983-996.
- Richard Peet, "Sub-Hegemony: South Africa" (ch.5) in *Geography of Power: Making Global Economic Policy*, Zed Books, 2007, pp. 129-150.
- Giovanni Arrighi, *Adam Smith in Beijing. Lineages of the Twenty-First Century*, Verso, 2009.

- Peter Kingstone, *The Political Economy of Latin America: Reflections on Neoliberalism and Development*, Routledge, 2010.
- Latha Varadarajan, *The Domestic Abroad: Diasporas in International Relations*, Oxford University Press, 2012.
- “Dreaming with the BRICs? The Washington Consensus and the New Political Economy of Development.” Special Issue of *Review International Political Economy* 20: 2(2013).
- “Rising States, Donors, Brics and Beyond”, section in *Cambridge Review of International Affairs* 25: 4(2012).
- Alfredo Saad-Filho, “Neoliberalism, Democracy and Development Policy in Brazil”, in Chang Kyung-Sup, Ben Fine and Linda Weiss (eds), *Developmental Politics in Transition: The Neoliberal Era and Beyond*, Palgrave Macmillan, 2012, pp. 117-139.
- C.P. Chandrasekhar, “From Dirigisme to Neoliberalism: Aspects of the Political Economy of the Transition in India”, in Chang Kyung-Sup, Ben Fine and Linda Weiss (eds), *Developmental Politics in Transition: The Neoliberal Era and Beyond*, Palgrave Macmillan, 2012, pp. 140-165.

Week 9 (November 4 and 5)

Global political processes: the fate of the nation-state and citizenship

Readings:

- Michelle Alexander, “[None Of Us Deserve Citizenship](#),” *The New York Times*, published on Dec. 21, 2018 (**e-source**)
- Joseph Carens, “Beyond Legal Citizenship to Inclusion” (ch. 4), in *The Ethics of Immigration*, Oxford University Press, 2013, pp. 62-87.

Recommended:

- John Ruggie, “Territoriality and Beyond: Problematizing Modernity in International Relations” *International Organization* 47(1)(1993): 139-74.
- Saskia Sassen, *Losing Control? Sovereignty in Age of Globalization*, Columbia University Press, 1996.
- Arjun Appadurai, *Modernity At Large: Cultural Dimensions of Globalization*, University of Minnesota Press, 1996.
- Linda Weiss, *The Myth of the Powerless State*, Cornell University Press, 1998.
- Aihwa Ong, *Flexible Citizenship: The Cultural Logics of Transnationality*, Duke University Press, 1999.
- Saskia Sassen, ‘Spatialities and Temporalities of the Global: Elements for a Theorization,’ *Public Culture*, Vol. 12, No. 1 (2000), pp. 215-232
- Ulf Hedetoft, *The Global Turn: National Encounters with the World* (Aalborg, Denmark: Aalborg University Press, 2003).
- Saskia Sassen, “Foundational Subjects for Political Membership: Today’s Changed Relation to the Nation-State” in *Territory, Authority, Rights: From Medieval to Global Assemblages*, Princeton University Press, 2006, pp. 277-321.

- Manuel Castells, *The Power of Identity*, Wiley-Blackwell, 2004.
- Melissa Williams. "Citizenship as Agency within Communities of Shared Fate", in *Unsettled Legitimacy: Political Community, Power and Authority in a Global Era*, Steven Bernstein and William Coleman, eds, Vancouver: University of British Columbia Press, 2009, pp. 33-52.

Week 10 (November 11 and 12)

Global flows of people: migration, borders, security

Readings:

- Nick Buxton and Mark Akkerman, "[The Rise of Border Imperialism](#)," *Roar Magazine*, Issue 8: Beyond the Border (**e-source**)
- Catherine Besteman, "[Border Regimes and the New Global Apartheid](#)," *MERIP* 290 (Spring 2019) (**e-source**)

Recommended:

- Hannah Arendt, "The Decline of the Nation-State and the End of the Rights of Man" in *The Origins of Totalitarianism* (Schocken Books, 2004).
- Gil Loescher, *Beyond Charity: International Cooperation and the Global Refugee Crisis*, Oxford University Press, 1993.
- William Walters, "Deportation, Expulsion, and the International Police of Aliens", *Citizenship Studies* 6:3, 2002.
- Ayse Ceyhan and Anastassia Tsoukala, "The Securitization of Migration in Western Societies: Ambivalent Discourses and Policies", *Alternatives* 27 (2002), pp. 21-39.
- Mark B. Salter, "Passports, Mobility, and Security: How smart can the border be?" *International Studies Perspectives* 5:1 (2004), 71-91.
- David Lyon, 'Globalizing Surveillance', *International Sociology*, 19:2 (2004): 135-149.
- Mark Duffield, "Racism, migration and development: the foundations of planetary order" *Progress in Development Studies* 6:1 (2006), 68-79.
- Jef Huysmans, *The Politics of Insecurity: Fear, Migration, and Asylum in the EU*, Routledge, 2006.
- Peter Nyers, *Rethinking Refugees: Beyond States of Emergency*, Routledge, 2006.
- Nick Vaughan-Williams, *Border Politics: The Limits of Sovereign Power* (Edinburgh: Edinburgh University Press, 2009), 1-64.
- UNHCR, [The State of the World's Refugees. In Search of Solidarity](#), 2012.
- Prithvi Hirani, "With the Rise of Borders at Home and Abroad, the Writing Is on the Wall", *The Wire*, June 13, 2018 (to be retrieved from:)
- Belén Fernández, "[Fortress Europe is Sociopathic](#)," *Jacobin Magazine*, June 20, 2019

Week 11 (November 18 and 19)

The changing nature of war? Conflict in a global age

Notes: Review Essay Due

Readings:

- Thomas G. Weiss, "New Wars and New Humanitarianisms" (ch.3) in *Humanitarian Intervention: Ideas in Action*, Polity Press, 2007, 59-87.
- Sarah Kreps and John Kaag, "The Use of Unmanned Aerial Vehicles in Contemporary Conflict: A Legal and Ethical Analysis", *Polity* 44(2): 260-85. (**e-journal**)

Recommended:

- Shashi Tharoor and Sam Daws, "Humanitarian Intervention: Getting Past the Reefs," *World Policy Journal*, Summer 2001.
- Mark Duffield, *Global Governance and the New Wars: The Merging of Development and Security*, Zed Books, 2001.
- ICISS, *The Responsibility to Protect: The Report of the International Commission on Intervention and State Sovereignty*, IDRC Books, 2001.
- Nicholas Wheeler, *Saving Strangers: Humanitarian Intervention in International Society*, Oxford University Press, 2003.
- Tarak Barkawi, "On the Pedagogy of 'Small Wars'," *International Affairs* 80: 1 (2004), 19-38.
- Tarak Barkawi, *Globalization and War*, Rowman & Littlefield, 2005.
- Mary Kaldor, *New and Old Wars: Organized Violence in a Global Era*, Stanford University Press, 2007.
- Tarak Barkawi, "Orientalism, 'Small Wars', and Big Consequences in Korea and Iraq" *Arena*, No. 29/30 (2008), pp. 59-80.
- Jamal R. Nassar, *Globalization and Terrorism: the Globalization of Dreams and Nightmares*, Rowman & Littlefield, 2009.
- James Mittelman, *Hyperconflict: Globalization and Insecurity*, Stanford University Press, 2010.

Week 12 (November 25 and 26)

Towards a global civil society?

Readings:

- Manuel Castells, "'No Globalization Without Representation!': The Anti-Globalization Movement" in *The Power of Identity*, Blackwell, 2009, pp. 145-167. (**e-book**)
- Internationalist Commune of Rojava, "[Internationalists in the Revolution](#)," *Roar Magazine* (**e-source**)

Recommended:

- Stephanie Chan, "Cross-Cultural Civility in Global Civil Society: Transnational Cooperation In Chinese NGOs" *Global Networks: A Journal of Transnational Affairs* 8(2) (2008): 232-52.
- Alejandro Colas, "The Promises of International Civil Society: Global Governance, Cosmopolitanism, and the End of Sovereignty?" in *International Civil Society: Social Movements in World Politics*, Blackwell, 2002, 137-169.
- Robert Cox, "Civil Society at the Turn of the Millennium: Prospects for an Alternative World Order" *Review of International Studies* 25:1 (1999): 3-28.
- Arjun Appadurai, "Deep Democracy: Urban Governmentality and the Horizon of Politics" *Public Culture* 14:10(2002): 21-47.
- Paul Nelson and Ellen Dorsey, "New Rights Advocacy in a Global Public Domain" *European Journal of International Relations* 13:2 (2007): 187-216.
- Richard Price, "Transnational Civil Society and Advocacy in World Politics" *World Politics* 55:4 (2003): 579-606.
- Hakan Seckinelgin, "Global Activism and Sexualities in the time of HIV/AIDS" *Contemporary Politics* 15:1 (2009): 103-118.
- Boaventura de Sousa Santos, "The World Social Forum and the Global Left" *Politics and Society* 36:2 (2008): 247-70.
- Andrew Yeo, "Not in Anyone's Backyard: The Emergence and Identity of a Transnational, Anti-Base Network," *International Studies Quarterly*, Vol. 53: 3 (2009), 571-594.
- (highly recommended) Issue 8 of *Roar Magazine*: "[Beyond the Border](#)" (e-source)
- Michael Knapp, Anja Flach, and Erçan Ayboga, *Revolution in Rojava: Democratic Autonomy and Women's Liberation in the Syrian Kurdistan*, Pluto Press, 2016.

Week 13 (December 2)

Course wrap-up. Exam Overview.

No Class December 3.

APPENDIX 1: Written Assignments Guidelines

When marking your written work throughout the year, I will consider the following criteria. Please be sure to read them carefully:

Analytical Content:

Higher grades will be given to work that demonstrates comprehension of the reading and lecture materials, and that presents an interpretation and critical analysis of that material. Lower grades will be given to work that simply summarizes or describes the reading and lecture materials. To determine whether you are on the right track, ask yourself, "Am I telling the reader what I think about the concepts and ideas in my paper and why they are important to my argument, or am I

simply telling the reader what those concepts are?” The key here is engagement with the literature, as opposed to repetition of the literature.

Development of an Argument:

Higher grades will be given to work that has a clearly stated thesis and a set of logically developed and reasonably comprehensive arguments in support of that thesis. Lower grades will be given to work that has no thesis or has a thesis that is not logically developed or supported in the body of the paper. Ask yourself, “Does my paper seek to prove a point?” The key here is to attempt to convince your reader of the soundness of your argument (i.e. that you are ‘right’). Imagine that you are telling someone about your brilliant idea for world peace – have you anticipated and accounted for their questions and counter-arguments in your paper? NOTE: a paper that has a clear thesis is almost unavoidably analytical, while the failure to pay attention to your thesis and arguments will make the ‘analytical content’ requirement difficult to meet.

Grammar, Spelling, and Style:

Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors. Different approaches work for different people, but I would recommend that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud...when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word. Mistakes in grammar may not always look wrong, but they usually sound wrong.

Meeting the Requirements of the Assignment:

All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Mechanics and Aesthetics:

Higher grades will be given to written work that includes all of the basic requirements of any written assignment. This includes a title page, complete and proper referencing in a major recognized format, and numbered pages. Further, all of the conventions of essay writing should be observed (i.e. double-spacing, use of a standard sized font, uniform one inch margins, single spacing and indenting of quotes longer than four lines, etc.). Lower grades will be assigned to work that does not include all of these elements, and to work that is sloppy in general. Again, a careful proof-reading will be helpful.

Appendix 2: Course Grading Rubric

Grade/ Competency	A+, A, A-	B+, B, B-	C+, C, C-	D+, D, D-	F/Incomplete
Use of vocabulary and concepts	Student accurately and creatively uses concepts and key course vocabulary throughout the assignment, demonstrating a sophisticated understanding of each.	Student accurately uses concepts and key course vocabulary throughout the assignment, but does not demonstrate creativity in use or fluency	Student uses concepts and key vocabulary from the course, but in a manner that does not demonstrate understanding or proficiency; use of concepts and vocabulary is perfunctory.	Student rehearses concepts or key course vocabulary but not in a way suggesting understanding at a university level.	Student fails to use concepts or key vocabulary correctly or at all.
Deployment of theories and argumentation	Student deploys theoretical arguments well using their own voice and substantive arguments in a sophisticated way.	Student deploys theoretical arguments well although voice, style and substantive critiques are similar to the source.	Student deploys theoretical vocabulary in a way commensurate with rules for argumentation, but does not show creativity or sophistication in substance or style.	Student rehearses theories and bits of argumentation from others and not in a way suggesting understanding at a university level.	Student fails to attempt argumentation or use of theoretical tools from the course.
Creativity	Student's choice of topic, sources, assignment completion modality, arguments, and solutions show sophistication and critical thinking at a high level.	Student's choice of topic, sources, assignment completion modality, arguments, and solutions show critical thinking skills.	Student's choice of topic, sources, assignment completion modality, arguments, and solutions are average and "modal".	Student shows no more creativity than what is required to complete the task.	Student misunderstands creativity or fails to complete the assigned task.

Persuasiveness	Student makes an argument using appropriate language and rhetorical style necessary to persuade the reader to accept or accommodate their viewpoint.	Student makes an argument using appropriate language and rhetorical style necessary to complete the assignment.	Student makes an argument using either inappropriate language and/or rhetorical style. Ranting or editorializing.	Student rants or editorializes considerably, but stays largely on message.	Student rants incoherently.
Use of fact and empirical evidence	Student brings factual evidence to bear upon the arguments and supports factual claims with adequate support from reputable sources.	Student brings factual evidence to bear upon some arguments and supports factual claims with support from limited or questionable sources.	Student brings some facts into their arguments but fails to provide support consistently for factual claims and uses trite or prohibited sources as support (e.g., Wikipedia).	Student's factual claims are questionable or unsupported. Student rehearses facts from unacceptable sources (e.g., Yahoo answers).	Factual claims, if any are incorrect, ill supported, or incoherent within the argument.
Grammar and spelling	Student's writing is grammatically correct and there are no spelling errors.	Student's writing is grammatically correct in most instances and there are few spelling errors.	Students writing is grammatically correct in many instances but spelling errors are found throughout the document.	Grammatical infelicities and spelling errors appear frequently in the document.	Grammar and spelling are unacceptable for university level writing for any student.
Mechanics and style	Students writing is fluid, fluent, and in an appropriate style for the task.	Student's writing is fluent but stilted and/ or is an odd style for the task.	Student's writing is halting and imbalanced and may be inappropriate for the task.	Student's writing is only marginally acceptable for university level courses.	Student's writing needs significant remediation by outside sources.

Citations	Student accurately and completely cites all sources, whether factual, argumentative , or theoretical claims	Student accurately cites all sources, whether factual, argumentative , or theoretical claims, but does not	Student cites most expected sources, but does not provide accurate or complete citations.	Student's citations are incomplete and inconsistent throughout the paper.	Student fails to cite at all.
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Course Policies

Submission of Assignments

Please note that essay papers must be submitted electronically to turnitin.com and in hard copy to the Department of Political Science on the day of November 18, 2019! Please place your paper in the Drop Box located just outside of the Political Science Main Office (KTH-527). Papers must be received by 4pm in order to be stamped with that day's date. Any papers submitted after 4pm will be stamped with the next working day's date.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	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

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this except for medical reasons (“a medical certificate is required to be presented to your

Faculty Office”). Papers submitted after deadlines (including excused late papers) will be marked, but comments will NOT be provided.

Absences, Missed Work, Illness

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”.

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.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](#).

If you choose to opt out of turnitin, you will have to inform me of it at least one month in advance of the deadline. I may require you to submit any draft work you have prepared in addition to the final copy of the paper.

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 requiring a RISO accommodation 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

University Policies

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.

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.

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.