

## **SOCIOLOGY OF GLOBALIZATION**

**Fall 2022**

**Instructor:** Dr. Geraldina Polanco

**Email:** polancoa@mcmaster.ca

**Lecture:** Wednesday, 11:30-2:20

**Room:** BSB B156

**Office:** KTH 714

**Office Hours:** Wednesday, 2:30-3:30 or  
by apt

**TA:** Alvina Hussain

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### **Course Description**

Capital, ideas, people and commodities are crossing borders at unprecedented rates in an era of increased global connections. While elements of globalization are as old as humanity itself, there are many qualities that have led scholars to consider it a new phenomena; including its scale, transformative potential, and the myriad of uneven forces promoting increased connectivity.

While most scholars would agree that globalization is profoundly altering global and local structures through a range of political, economic and social processes, there is a lack of consensus as to what globalization entails. Instead, there are competing theories of when globalization began, how it should be analyzed, and whose interests it ultimately serves. Accordingly, the study of globalization has produced a diverse and interdisciplinary body of literature that crosses academic disciplines and foci.

In this course, we will survey sociological and interdisciplinary literature on globalization with a focus on political economic dimensions, geopolitical relations, institutional dynamics, and the range of (cultural) forces leading to increased global connectivity. We will approach this course through a critical lens, focusing on how power shapes global social transformations and configures the current global order. We will rely on both theories and case studies to empirically situate the social processes we are examining, appreciating that globalization shapes our own individual, collective and daily lives. Ultimately, students should leave the course with a better understanding of what is “new” about globalization, and the challenges and potentials that a more interconnected world entails.

### **Required Materials and Texts**

- All course reading materials available on Avenue to Learn

### **Class Format**

This class is scheduled to meet every Wednesday, from 11:30-2:20 pm, over the fall semester. While traditional lecture-style course delivery is a feature of the course, it does not constitute the bulk of class format. Instead, significant emphasis is placed on collaborative and collegial learning initiatives that strive for active learning. This includes group work, class discussions, debates, and reliance on popular materials (e.g. newspaper articles, short YouTube clips, films, etc) to complement academic readings, and to link the material to our everyday world.

You are expected to attend class regularly and arrive ready to learn. This includes doing the readings, and demonstrating a willingness to share your ideas and experiences in relation to course material; moreover, being an active agent in contributing to a dynamic learning environment. When differences emerge, it is expected we will keep dialogue flowing in a respectful and collegial manner while privileging sociological approaches and interpretations to the problematic at hand. There are multiple ways to interpret and analyze social dynamics, and you are encouraged to voice your thoughts and opinions in a receptive and respectful manner.

### **Course Evaluation – Overview**

1. Participation & Quizzes - 20%
2. Critical Film Review - 20%
3. Midterm - 25%
4. Final - 35%

### **Course Evaluation – Details**

#### **Participation & Quizzes, 20%**

To succeed in this course, commitment and sustained engagement is required. This includes regular attendance and active participation in class activities. It is assumed you have done the readings prior to class, taken notes / formulated questions on the assigned readings, and arrived prepared for group discussion. Attendance is taken regularly, and constitutes a portion of your participation mark. You will also be evaluated on the basis of your participation in class (e.g. asking questions, offering comments, taking notes, participating in group discussions, etc.) and through a number of in-class assignments. In total, this will constitute 10% of your participation mark. (If you are required to be absent due to COVID-related issues, you should inform the instructor prior to your absence to avoid losing participation marks).

The second portion of your participation mark consists of your performance on quizzes. These quizzes will ask a short question(s) about the week's readings, and are designed to evaluate your engagement with the texts. If you have done the readings you will have no problem answering the question(s). There will be 7 quizzes in total, from which your lowest 2 quizzes will be dropped (to accommodate for COVID-related absences, etc). This will constitute the remaining 10% of your participation mark.

Note: Some assignments require group facilitation and public speaking. While I understand not everyone is comfortable addressing an audience, the ability to speak in public is an important and transferable skill. Accordingly, you are encouraged to challenge yourself and treat this course as an opportunity to hone this practice. If you have concerns about your ability to participate in class orally, please see the instructor.

#### **Critical Film Review, 20%**

We will be watching (portions of) three films related to the weeks' readings over the course of the semester. For ONE of these films, you will provide a review of the film and its relevance to the course. Your commentary should be 8-10 double-spaced pages (12-

point font). Your task will be to review the film employing a critical sociological lens, analyzing how the film supports or contradicts the theories / social issues covered in the course. You have one week following the viewing of the film to submit your critical film commentary (e.g. If we view a film on September 28th, you should submit your review on October 5th). You will submit a hard copy to the instructor at the beginning of class. More details are available on Avenue to Learn.

### **MIDTERM, 25%**

The midterm is scheduled for October 26. It will consist of short answer and short essay questions. The material will cover everything up to the point of the midterm, including readings, lecture material, videos, and class discussions.

### **Final, 35%**

There will be a final exam during the scheduled exam period. It will consist of short answer and short essay questions. The final is cumulative (though more weight will be given to material covered since the midterm), and will include readings, lecture material, videos, and class discussions.

### **Bonus Marks (up to 2%)**

Globalization is a prevalent force in the contemporary period, and a theme constantly addressed in the media. Over the course of the semester, students are welcome to share a newspaper article with the class relevant to the theme of globalization. In this mini-presentation you should connect the newspaper article to (a) theme(s) we have covered in the course, drawing some insightful observations and/or critiques about the article or topic at hand (5-7 minutes). Students will also submit a 250 word summary to the instructor, along with the newspaper article. For your efforts, you will earn 1% bonus credit. You may do this twice over the course of the semester: one time before the midterm (October 26) and another time before the end of the course (December 7).

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

### **Week 1 (September 7)**

#### **Introduction**

Readings:

No assigned readings.

Recommended reading:

Robinson, William (2007). "Theories of Globalization" in *The Blackwell Companion of Globalization*. Edited by George Ritzer. Blackwell Publishing, pp. 125-143.

## **Week 2 (September 14)**

### **Imperial Domination—The Making of World Systems & (Under)development**

#### Readings:

Friedman, Harriet and Jack Wayne (1977). "Dependency Theory: A Critique" in *Canadian Journal of Sociology*, 2(4): 399-416.

Kiely, Ray (2017). "Dependency and World-Systems Perspectives on Development". *Oxford Research Encyclopedias, International Studies*, pp. 1-23.

Escobar, Arturo (1997). "Encountering Development: The Making and Unmaking of the Third World Through Development." *The Post-Development Reader*. Majid Rahnema and Victoria Bawtree (editors). London: Zed Books.

## **Week 3 (September 21)**

### **From Keynesianism, to Neoliberalism & the New Global Economy**

#### Readings:

Palley, Thomas (2004). "From Keynesianism to Neoliberalism: Shifting Paradigms in Economics" in *Neoliberalism: A Critical Reader*. Pluto Press.

Babb, Sarah (2012). "The Washington Consensus as Transnational Policy Paradigm: Its Origins, Trajectory and Likely Successor" in *Review of International Political Economy*, 20(2): 268-297.

Agnew, John (2001). "The New Global Economy: Time-Space Compression, Geopolitics, and Global Uneven Development." *Journal of World Systems Research*, 2(2): 133-154.

Film (Second portion of class)

## **Week 4 (September 28)**

### **Footloose Capital and Gender in Global Production**

#### Readings:

Safa, Helen (1981). "Runaway Shops and Female Employment: the Search for Cheap Labor." *SIGNS*, 7(2), pp. 418-433.

Ngai, Pun and Jenny Chan (2012). "Global Capital, the State, and Chinese Workers: The Foxconn Experience" in *Modern China*, 38(4): 383-410.

Paton, Elizabeth (2020). "After Factory Disaster, Bangladesh Made Big Safety Strides. Are the Bad Days Coming Back?" *The New York Times*.

Film (Second portion of class)

## **Week 5 (October 5)** **Globalization and Borders**

### Readings:

Khosravi, Shahram (2007). "The 'Illegal' Traveler: An Autoethnography of Borders". *Social Anthropology*, 15(3), pp. 321-334.

Houtum, Henk Van and Ton Van Naerssen (2002). "Bordering, Ordering and Othering." *Tijdsch rif voor Economische en Sociale Geografie* 93(2), pp. 125-136.

Torpey, John (1998). "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement.'" *Sociological Theory*, 16 (3), pp. 239-259.

Salter, Mark (2004). "Passports, Mobility and Security: How Smart Can the Border Be?" *International Studies Perspective*, 5, pp. 71-91.

## **Week 6 (October 12–Reading Break)** No assigned readings or assignments

## **Week 7 (October 19)** **Theme: Globalization and Time-Space Compression**

### Readings:

Harvey, David (1999). "Time-Space Compression and the Postmodern Condition" in *Modernity: After Modernity*. Malcom Waters (editor). London and New York: Routledge. pp. 98-118.

Massey, Doreen (1994). "A Global Sense of Place" in *Space, Place and Gender*. Minneapolis: University of Minnesota Press.

Rowe, Aime, Sheena Malhotra, and Kimberlee Perez (2014). "Answering the Call: Virtual Migration in Indian Call Centres". *Comparative American Studies: An International Journal*, 12(1-2): 51-70.

## **Week 8 (October 26)** **Midterm**

No assigned readings.

## **Week 9 (November 2)** **Global Cultural Flows & the Social Imaginary**

### Readings:

Appadurai, Arjun (1996). "Disjuncture and Difference in the Global Cultural Economy" in *Modernity at large: Cultural Dimensions of Globalization*. Minneapolis: Minnesota University Press, pp. 27-47.

Conner, Neil (2014). "Global Cultural Flows and the Routes of Identity: the Imagined-Worlds of Celtic FC." *Social & Cultural Geography*, 15(5): 525-546.

Schmalzbauer, Leah (2005). "Transamerican Dreamers: The Relationship of Honduran Transmigrants to the Ideology the American Dream and Consumer Society." *Berkeley Journal of Sociology*, 49: 3-31.

Benedicto, Bobby (2008). "Desiring Sameness: Globalization, Agency and the Filipino Gay Imaginary" in *Journal of Homosexuality*, 55(2): 274-311.

## **Week 10 (November 9)** **Temporary Migrant Worker Programs**

### Readings:

Sharma, Nandita (2001). "On Being Not Canadian: The Social Organization of 'Migrant Workers' in Canada." *Canadian Review of Sociology*, 38(4), pp. 415-439.

Preibisch, Kerry (2010). "Pick-Your-Own-Labor: Migrant Workers and Flexibility in Canadian Agriculture." *International Migration Review*, 44(2), pp. 404-441.

Aneesh, Aneesh (2006). "Bodyshopping" in *Virtual Migration: the Programming of Globalization*. Duke University Press.

Film (Second portion of class)

## **Week 11 (November 16)** **Theme: Regulated Migration and the Labour Brokerage State**

### Readings:

Rodriguez, Robyn Magalit (2010). "Introduction", "A Global Enterprise of Labor: Mobilizing Migrants for Export" and "Able Minds, Able hands: Marketing Philippine Workers" in *Migrants for Export: How the Philippine State Brokers Labor to the World*. Minneapolis: University of Minnesota Press. Pp. ix-xxv, 19-74.

## **Week 12 (November 23)**

### **Theme: Globalization, Sex, and Other Intimate Encounters**

#### Readings:

Jeffreys, Sheila (2008). "Introduction: From Pimping to a Profitable Market Sector" in *The Industrial Vagina: the Political Economy of the Global Sex Trade*. London: Routledge Press, pp. 1-13.

Cabezas, Amalia (2004). "Between Love and Money: Sex, Tourism, and Citizenship in Cuba and the Dominican Republic." *SIGNS*, 29(4), pp. 987-1015.

Starr, Emily and Michele Adams (2016). "The Domestic Exotic: Mail-Order Brides and the Paradox of Globalized Intimacies" in *Signs: Journal of Women in Culture and Society* 41(4): 953-975.

## **Week 13 (November 30)**

### **Theme: Globalization & Transnational Families**

#### Readings:

Parrenas, Rhacel Salazar (2001). "Mothering from a Distance: Emotions, Gender, and Intergenerational Relations in Filipino Transnational Families." *Feminist Studies*, 27(2), pp. 361-390.

Cardoso et. al., (2016). "Deporting Fathers: Involuntary Transnational Families and Intent to Remigrate among Salvadoran Deportees." *International Migration Review*, 50(1), pp. 197-230.

Tsong, Yuying and Yuli Liu (2008). "Parachute Kids and Astronaut Families" in *Asian American Psychology*, New York: Psychology Press, pp. 365-379.

## **Week 14 (December 7 — Last day of Class)**

### **Theme: On Rights and Belonging in a Globalized World**

#### Readings:

Keung, Nicholas (2018). "Number of women coming to Canada to give birth far greater than previously estimated, study shows." *Toronto Star*.

Bloemraad, Irene, Anna Korteweg and Gokce Yurdakul (2008). "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annual Review of Sociology*, 34, pp. 153-179.

Aneesh, Anesh and D.J. Woloer (2017). "Citizenship and Inequality in a Global Age." *Sociology Compass*, vol. 11: pp. 1-9.

Anderson, Bridget, Nandita Sharma and Cynthia Wright (2011). "Editorial: Why No borders" in *Refuge*, 26(2): 5-18.

## **Course Policies**

### **Submission of Assignments**

Assignments will be printed off and submitted to the professor at the beginning of class, unless otherwise specified in the course syllabus.

### **Late Assignments**

Assignments should be submitted in person (unless otherwise specified). Please DO NOT SUBMIT ASSIGNMENTS UNDER MY DOOR / EMAIL THEM TO ME (unless granted prior written approval); I will not accept them through these methods. Extensions will be considered only under exceptional circumstances. Requests for extensions must be made prior to the due date, should be submitted in writing along with any relevant documentation (e.g. note from doctor). Otherwise, late assignments come with a 5% penalty per day, including weekends.

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

In the case of absence for an extended period of time (e.g. illness, current (mental) health issues, bereavement, etc.) please let me know as soon as possible and / or have the appropriate person contact me directly (e.g. a counsellor, doctor, disability office, etc.). I am committed to your success but need to have a general sense of current barriers. The earlier you can advise me of the need for accommodation(s) due to absence the more options we have (e.g. alternative methods of evaluation, learning support systems, rescheduling, etc.).

### **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.

## **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 conse-



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

### **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.

### **Conduct Expectations**

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

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Extreme Circumstances**

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

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-89	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

<b>MARK</b>	<b>GRADE</b>
50-52	D-
0-49	F