

**INTS 210: GLOBALIZATIONS
FALL 2019**

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Office: Charles J. McCaffrey Hall, Room 3034
Office Hours: Mondays 12:00 to 2:00 PM or by appointment
Class Location: Room 5-177
Class Times: Mondays 10:00 AM to 11:20 AM
Wednesdays 10:00 AM to 11:20 AM

COURSE DESCRIPTION & OBJECTIVES

The world is supposedly much closer and ‘knit-together’ than it was before, as evidence points to the growing interdependence of states and various economies in the post-war era. This phenomenon is what has been characterized as globalization though a concise definition is still lacking. The usage of the plural ‘globalizations’ in this course denotes that there is no singularity in terms of perspectives, issues, processes, and actors that underscore what we know as globalization. It also means that we should be critical about what we accept as ‘truth’. Thus, at the end of the course, it is expected that students will have a good grasp of the plethora of intervening approaches and issues (including social, economic, political and cultural) that explain the multi-dimensional nature of globalization. To achieve this goal, we will begin by locating globalization within its historical context as well as a broad array of case studies and examples that illuminate the ongoing compression of space and time.

The objectives of the course are as follows:

1. Defining key debates and approaches to globalization, while positioning the phenomenon within its historic context
2. Understanding and exploring the various processes (i.e. social, economic, political and cultural) that underpin globalization and their impacts
3. Applying theories and key paradigms to specific case studies and examples
4. Reading, integrating and comprehending information from different sources
5. Enhancing the interpersonal communication skills of students through group activities and general class participation
6. Familiarizing students with critical thinking, research and academic writing
7. Developing the leadership skills and confidence of students through seminar presentations
8. Establishing a solid foundation requisite for upper-level courses in global and international studies

CLASS FORMAT

To effectively engage with students, different methods of teaching will be employed. For each Monday’s class, there will be a 50-minute lecture on the listed topic followed by a 20-minute in-class discussion and Q&A. On several occasions, the discussion will be based on short video clips and/or documentaries on topical issues relevant to globalization. This will help students to reflect on the lecture and bring out key issues that need emphasis or broader

reflection. The Wednesday class will be devoted to seminar discussions to be led by students who will get the opportunity to be in the ‘driving seat’ and present their thoughts and reflections on the assigned topic for the week. Please note that every component of the class is mandatory.

REQUIRED TEXT

Lechner, Frank J., and John Boli eds. 2015. *The Globalization Reader*, 5th Edition (West Sussex: John Wiley & Sons).

Required text is reserved for this class for three-hour loans through the library. Students can also choose to buy it from the University Bookstore or online sources. Additionally, several journal articles will be used throughout the term. Overall, **students should be prepared to read about 40 pages of text per week**. Most of the journal articles are accessible from the library electronic database or via Google Scholar. Upon email request, instructor can supply those that are not readily available. In addition to these texts, students are encouraged to remain abreast of current affairs by following global news agencies that regularly publish articles relevant to the themes in this course. For other issues relating to accessing required reading, contact the INTS Librarian Kealin McCabe at Kealin.McCabe@unbc.ca

REQUIREMENT & EVALUATION

The final mark/grade that students receive in this course will be a direct reflection of their input throughout the term. Unless under special circumstances, which require written explanation, students are required to complete all components of the course in order to receive a passing grade. Assignments and tests will be assigned percentages with a corresponding letter grade. The distribution of the marks will be as follows:

Participation (lecture + seminar)	20%	
Seminar Presentation	15%	
Analytical Essay	20%	due Oct. 28 (in class)
Solutions Café	15%	due Nov. 27 (in seminar)
Final Exam	30%	due Dec. 4-14 (TBD)

GRADING SCHEME/SCALE:

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the approved scale from the UNBC Calendar: <http://www.unbc.ca/calendar/undergraduate/regulations>

Grading Scale: Undergraduate Students

Numerical Mark (%)	Grade Value	Grade Point (Definition)
90-100	A+	4.33 (Excellent standing)
85-89.9	A	4.0
80-84.9	A-	3.67
77-79.9	B+	3.33 (Good standing)
73-76.9	B	3.0
70-72.9	B-	2.67

67-69.9	C+	2.33 (Satisfactory standing)
63-66.9	C	2.00
60-62.9	C-	1.67 (Marginal standing)
57-59.9	D+	1.33
53-56.9	D	1.00
50-52.9	D-	0.67
0-49.9	F	0.00 (Failure)

NOTES:

- Late essays will be subject to a 5% penalty per day, including weekends.

STUDENT RESPONSIBILITIES & SERVICES

All students should familiarize themselves with the Academic Regulations and Policies of the UNBC: <http://www.unbc.ca/calendar/undergraduate/general/regulations.html>
 This includes an important reminder about exam policy conduct (#s 39-43) and academic offences, such as plagiarism (45).

Other important notes:

Respectful classroom

This has several aspects. One is that all opinions are welcome and recognized as valuable. Another is that texting, being on Facebook, having a cell phone on etc. is disrespectful to the rest of the class and therefore is not permitted. Leaving the room during lecture or discussion time is also disrespectful and should only occur with prior permission. Being prepared for class discussion by keeping up with the reading and doing the assignments is not only beneficial for your own learning but also respectful to your peers with whom you will be working.

Blackboard/Learn

This course has a Blackboard shell. Students should familiarize themselves with Blackboard. PowerPoint slides and other course materials will be posted to the course site. The site will also be used to provide individual feedback on students' in-class participation, seminar presentation, and other assignments.

Deferrals & Grade Appeals

Upon request of a deferral, the student and the instructor will make arrangements for the timely completion of assignments and examinations. All students have the natural and reasonable right to appeal grades given during the term, the final grade of a course, and other academic policies and decisions of the University. The Senate Committee on Academic Appeals is the final adjudicator in such matters. All formal appeals must be made through the Registrar, in writing and with necessary documentation, within 15 working days of the receipt of the decision in question. See regulations 50-54 for more details.

E-mail Protocol

Although a convenient medium of communication, E-mail should be kept to a minimum. Students are encouraged to ask questions in class or visit me in my office hours. When sending email to the instructor (nathan.andrews@unbc.ca), the student should include the

course title and the student's name in the subject line. Unidentified email will not be opened. Furthermore, it is the policy of the university to communicate only through UNBC email (i.e. students should use their university accounts to contact the instructor).

Academic Integrity & Plagiarism

Academic integrity comprises the five core fundamental values of honesty, trust, fairness, respect and responsibility (<http://www.academicintegrity.org/icai/home.php>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Students are expected to understand the rules and regulations regarding academic dishonesty and plagiarism. If you are at all unsure, consult the University Calendar. At this level, the minimum punishment for plagiarism will be an F in the assignment. For more details on these offences and potential outcomes, see <http://www.unbc.ca/calendar/undergraduate/regulations> (sections 45-47).

Extensions

Extensions on assignments are not permitted, except in case of illness or due to serious extenuating circumstance. In the event of illness or serious extenuating circumstance, the student must inform the instructor before the due date, and documentary evidence of the illness or serious extenuating circumstance must be provided to the instructor. In addition, the student must also provide the instructor with a draft of his or her assignment at the time of the illness or serious circumstance that indicates that substantial progress has already been made towards a final product.

Disability & Accommodations

The mandate of the Access Resource Centre (ARC) is to assist in reducing the physical, attitudinal and systemic barriers faced by students with disabilities. Students with disabilities who would like to receive access and academic accommodations through the ARC need to self-identify and register with the centre. For more information, visit this website: <http://www.unbc.ca/access-resource-centre> Students can also email ARC at arc@unbc.ca or visit the office located in the Teaching and Learning Building Room: 10-1048. Students who require other special accommodation due to some form of disability, illness or family emergency should come and discuss possible arrangements with me.

Academic Success Centre

The Academic Success Centre site provides you with access to:

- Free online tutoring
- Downloadable handouts for writing, study skills, math, and presentation skills
- Access to self-assessment sites for learning styles, grammar, math, etc.
- Information about face-to-face tutoring and how to book an appointment
- Special programs and workshops offered through the Centre

ASC services are provided in part by your student services fees - so take advantage of these services and programs. Annually, over one-third of the UNBC student population benefits from accessing ASC programs. Centre staff work with students who wish to improve their skill set to achieve greater success in their studies. Source: www.unbc.ca/academic-success-centre

Week 1: Introduction

Wednesday September 4

- Introduction & Welcome: Motivation for Class
- Discussion of Course Outline/Requirements

Week 2: Historical Perspective & Overview

Monday September 9 (lecture #1)

- *Questions:* Where does globalization come from and where is it going? Is globalization really a 'new' phenomenon?

Wednesday September 11 (seminar #1)

- Lechner & Boli, "Waves in the History of Globalization," pp.109-115.
- Lechner & Boli, "A Brief History of Neoliberalism," pp.71-76.
- Bentley*, Jerry H. 2004. "Globalizing History and Historicizing Globalization." *Globalizations* 1(1): 69-81.

Week 3: Conceptualizing Globalization

Monday September 16 (lecture #2)

- *Questions:* What is globalization? What are some of the theoretical perspectives that help us understand the phenomenon?

Wednesday September 18 (seminar #2)

- Lechner & Boli, "Introduction," pp.8-10.
- Lechner & Boli, "How to Judge Globalism," pp.19-24.
- Lechner & Boli, "The Elusive Concept of Globalization," pp.25-31.
- Lechner & Boli, "Globalization as a Problem," pp.86-93.

Week 4: Issues & Processes I: Empire & the Nation-State

Monday September 23 (lecture #3)

- *Questions:* Has globalization resulted in the doom of the state? Are boundaries and nations meaningful and a supposedly borderless world?

Wednesday September 25 (seminar #3)

- Lechner & Boli, "The Declining Authority of States," pp.232-238.
- Lechner & Boli, "Has Globalization Gone Too Far?," pp.245-251.
- Evans, Peter. 1997. "The Eclipse of the State? Reflections on Stateness in an era of Globalization." *World Politics* 50(1): 62-87.

Week 5: Issues & Processes II: Capitalism, Financialization & Trade

Monday September 30 (lecture #4)

- *Questions:* How did capital go global? What are the implications of international trade and finance on the world economy? What does the case of NAFTA (or USMCA), for instance, tell us about transnational trade regimes?

Wednesday October 2 (seminar #4)

- Lechner & Boli, "The Global Economy," pp.186-196.
- Lechner & Boli, "The Global Financial Crisis and its Effects," pp.208-214.

- Chan, Anita and Robert J.S. Ross. 2003. "Racing to the Bottom: International Trade without a Social Clause." *Third World Quarterly* 24(6): 1011-1028.

Week 6: Issues & Processes III: Poverty, Inequality & Development

Monday October 7 (lecture #5)

- *Questions:* What is development? How does globalization help us understand global poverty and inequality?

Wednesday October 9 (seminar #5)

- Lechner & Boli, "The Modern World System as a Capitalist World-Economy," pp.55-62.
- Lechner & Boli, "The Bottom Billion," pp.202-207.
- Lechner & Boli, "Globalism's Discontents," pp.218-225.
- Lechner & Boli, "Poverty Capital," pp.354-359.

*****October 14-23: No classes (Instructor expecting new baby ☺)**

NOTE: Seminar hour on Oct. 16 & 23 to be used to brainstorm solutions café proposals (supervised by TA)

Week 7: Issues & Processes IV: Global Security & Securitization

Monday October 28 (lecture #6)

- *Questions:* What is the impact of globalization on global (including human) security? What does securitization mean and what implication does it have on defining and understanding the 'other'?

Wednesday October 30 (seminar #6)

- Lechner & Boli, "The Clash of Civilizations?," pp.41-48.
- Lechner & Boli, "Global Organized Crime," pp.239-244.
- McDonald, Matt. 2008. "Securitization and the Construction of Security." *European Journal of International Relations* 14(4): 563-587.

Week 8: Contesting Globalization I: Environment & Sustainable Livelihoods

Monday November 4 (lecture #7)

- *Questions:* What is the impact of globalization on the natural environment and climate change? How does it influence the way people live?

Wednesday November 6 (seminar #7)

- Lechner & Boli, "Ecological Balance in an Era of Globalization," pp.566-574.
- Lechner & Boli, "Greenpeace and Political Globalism," pp.502-509.
- Falkner, Robert. 2012. "Global Environmentalism and the Greening of International Society." *International Affairs* 88 (3): 503-522.

Week 9: Contesting Globalization II: Social Movements

Monday November 11: No classes (Remembrance Day)

Wednesday November 13 (lecture #8 & seminar #8)

- Wednesday seminar will be preceded by a 30-minute lecture on the topic from instructor, followed by Solutions Café Progress Report I (brief presentation of issue and rationale).

- *Questions:* What are the kinds of movements that are contesting globalization? What is the rationale for this contestation as well as prospects and obstacles?
- *Readings:* Lechner & Boli, “The Global Justice Movement,” pp.555-560.
- Lechner & Boli, “Environmental Advocacy Networks,” pp.510-518.
- Lechner & Boli, “The Emergence and Transformation of the International Women’s Movement,” pp.314-318.
- Lechner & Boli, “A Better World is Possible,” pp.583-593.

Week 10: Globalization, Culture & Identity

Monday November 18 (lecture #9)

- *Questions:* What is cultural globalization? How does globalization shape our understanding of different people, cultures and perspectives around the world?
- *Readings:* Lechner & Boli, “Cultural Imperialism,” pp.366-375.
- Lechner & Boli, “Cosmopolitans and Locals in World Culture,” pp.486-491.
- Lechner & Boli, “Jihad vs. McWorld,” pp.32-40.
- Lechner & Boli, “Bollywood versus Hollywood,” pp.397-404.

Wednesday November 20 (seminar #9)

- Solutions Café Progress Report II:

Week 11: Globalization & Regionalism: AU & EU

Monday November 25 (lecture #10)

- *Questions:* What is the connection between globalization and regionalism? How can a diverse continent attain a common voice through the AU? What are the socio-economic and political implications of such regional unity?
- What does the EU stand for and how can it maintain its cosmopolitan vision in light of recent events such as Brexit and other nationalist sentiments across Europe?
- *Readings:* Lahiri, Sajal. 1998. “Controversy: Regionalism versus Multilateralism.” *The Economic Journal* 108(449): 1126-1127.
- Tiekou, Thomas Kwasi. 2004. “Explaining the clash and accommodation of interests of major actors in the creation of the African Union.” *African Affairs* 103(411): 249-267.
- Sweet, Alec Stone, and Wayne Sandholtz. 1997. “European Integration and Supranational Governance.” *Journal of European Public Policy* 4(3): 297-317.

Wednesday November 27 (seminar #10)

- Final Solutions Café presentations and assessment

Week 12: After Globalization? Term Review & Exam Prep

Monday December 2 (lecture #11)

- *Questions:* Is a world without globalization possible? What would it look like and what would be its consequences for the global socio-political economy?
- Schmalz, Stefan, and Matthias Ebenau. 2012. “After Neoliberalism? Brazil, India, and China in the Global Economic Crisis.” *Globalizations* 9(4): 487-501.
- Hirst, Paul, and Grahame Thompson. 2002. “The Future of Globalization.” *Cooperation and Conflict* 37(3): 247-265.

EVALUATION GUIDELINES

1. Participation (20%)

Participation constitutes a significant portion of the final grade. Students are therefore expected to be engaged in class and seminar discussions at all times. Such engagement requires students to have read required texts prior and possibly taken brief notes on pertinent issues the readings address. The final mark for this component of the course will be based on both attendance and **active participation**. Yet, mere attendance will not guarantee students any more than 40% of the mark. There will be 10 lectures and 10 seminars respectively that will count towards the final score for this component. **Students will receive 3 points for lectures and 7 points for seminars, adding up to a total of 10 points per week.** Student who miss any lecture or seminar will forfeit the marks allotted for the respective segments. Students cannot be evaluated if they do not attend lectures and seminars and, except under exceptional circumstances (e.g., family emergencies, sudden illness) often needing some written explanation, there will be no alternatives to make up for lost marks.

2. Seminar Presentation (15%)

Each week, a student or group of students (depending on class size) will lead a one-hour seminar discussion, guided by instructor and/or teaching assistant. The presentation is aimed at testing the depth of students' knowledge on the specific topic/theme for the week. It is also meant to give students mastery over at least one of the themes to be explored in this course. It is expected that classmates would have read the required readings so presenters should not spend more than **15 minutes** summarizing the key ideas in the readings and providing a **critical reflection**. The crux of the presentation is the questions that follow after this brief summary (about **8-10 set of questions to be discussed in class**). These questions should be thought-provoking and intellectually stimulating enough to engage the attention and interest of fellow students for the whole seminar period. A successful seminar presentation is one in which the presenter(s) reflects on the key ideas in a few minutes and find creative ways of getting the whole class involved in the week's exercise. If needed, presenters can use a combination of PowerPoint, audiovisuals, and other activities or methods to enhance their presentation. Although group work is highly recommended, the final grade will take into account individual presentation skills and performance during the seminar.

3. Analytical Essay (20%)

Due Monday October 28 (in class)

This assignment aims to get students to engage in critical thinking and creative writing. Students should choose one of the weekly themes covered and engage with it. The essay's theme has to be different from the one the student(s) would have been assigned for their seminar presentations. This is typically a literature review but one that requires the student to add their 'voice' in a critical and reflective manner. Thus, it should not just deal with the 'what is' but also the 'why', 'what if', 'what ought to' etc. The essay should touch on the controversies in the chosen theme and the questions that remain unanswered even in the readings covered. For instance, merely describing what 'neoliberalism', 'the state' or 'social movement' means without carefully showing the origin of the concept/phenomenon, how it has evolved, and its implication for globalization today will earn the student a lower mark.

Also, students will need a creative title for the essay, including sub-headings where appropriate. This assignment should be **five pages long** (typed and double-spaced 12pt Times New Roman font) and should use at least **six scholarly sources** (including those listed under each theme) which should be properly organized on the last page, using the Chicago Manual of Style (author-date or footnote version). For specific details on reference style, see: http://www.chicagomanualofstyle.org/tools_citationguide.html

4. Solutions Café (15%)

Due Wednesday November 27 (seminar)

For the last three seminars, students will work in groups to **identify specific issues relating to globalization and how they can be addressed** (e.g., poverty/inequality, cultural imperialism, environmental sustainability, sustainable livelihoods and food waste, etc.). The essence of this group activity is to encourage students to think outside the box and imagine actionable solutions to some of the world's pressing challenges. Thus, all sorts of innovative ideas will be welcome. The first two weeks will be used to frame the issue and identify a solution after which each group will take turns in presenting their finished project to the class on the third week. The final group output can be presented using a PowerPoint, poster, video or other art forms. This **assignment will be solely peer-evaluated** and a rubric for scoring will be discussed in weeks prior to the presentations (i.e. Oct. 16 & 23 seminars).

5. Final Exam (30%) TBD

Students will write a final exam in December, which will be a combination of short-answer and essay-type questions for a duration of two to three hours. The exam will cover all the topics covered throughout the term in lectures and seminar discussions. More details will be discussed in class in weeks preceding the exam period.

SUPPLEMENTAL TEXTS

- Fukuyama, Francis. 1992. *The End of History and the Last Man*. (New York: Free Press).
- Huntington, Samuel P. 1997. *The Clash of Civilizations and the Remaking of World Order*. (New Delhi: Penguin Books).
- Giddens, Anthony. 1999. *Runaway World: How Globalization is Reshaping our Lives* (London: Profile Books).
- Roberts, J. Timmons and Amy Hite eds. 2000. *From Modernization to Globalization: Perspectives on Development and Social Change* (Malden & Oxford: Blackwell Publishers Inc.).
- Stiglitz, Joseph. 2002. *Globalization and Its Discontents* (New York: Norton and Company Inc.).
- Osterhammel, Jurgen and Niels P. Petersson. 2003. *Globalization: A Short History* (Princeton University Press).
- Wolf, Martin. 2004. *Why Globalization Works* (Yale University Press).
- Bhagwati, Jagdish. 2004. *In Defense of Globalization* (New York: Oxford University Press).
- Appelbaum, Richard P., and William I. Robinson eds. 2005. *Critical Globalization Studies* (New York & London: Routledge).
- Friedman, Thomas L. 2006. *The World is Flat: The Globalized World in the Twenty-First Century*. (London: Penguin).

- Klein, Naomi. 2009. *No logo* (Vintage Books Canada).
- Ritzer, George. 2011. *Globalization: The Essentials* (John Wiley & Sons).

OTHER RESOURCES, WEBSITES, ETC.

- Academic Success Centre: <https://www.unbc.ca/academic-success-centre>
- Other Support Services: <https://www.unbc.ca/northern-advancement-program/services>
- Online Writing Resources: <https://www.unbc.ca/academic-success-centre/online-writing-resources>
- How to Write a Critical Review of a Journal Article, <http://library.queensu.ca/inforef/criticalreview.htm> See also, <http://www.lib.uoguelph.ca/get-assistance/writing/specific-types-papers/using-scientific-journal-article-write-critical-review>
- African Union, <http://www.au.int/en/>
- European Union, http://europa.eu/index_en.htm
- North American Free Trade Agreement: <http://www.naftanow.org>
- Association of Southeast Asian States: <http://asean.org>