Course Description: This course introduces students to the phenomena of globalizations. In doing so, it begins with the study of the history of globalizations, followed by an examination of the following forms of contemporary globalizations: economic, social, cultural and political. The second part of the course turns to the study of selected themes: hegemony and militarism, new technologies and networks, neoliberalism, individual and collective identities, global health, and Indigenous peoples.

Course Objectives:
By the end of this course, students should:

1. Come to understand well discussions of the historical continuities and discontinuities in globalization, including the relationships between globalization, empires and imperialism.

2. Come to understand well a selection of theoretical writings on contemporary globalization.

3. Have Investigated in a preliminary way some particular topics in globalization studies: identity and culture, structural adjustment and world economic institutions, global health, communal violence, and resistance to globalization.

4. Improved writing skills using short essay formats; developed skills for discussing in seminar settings.
University Regulations:

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academicintegrity/

Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Texts:


Texts are available for purchase at the University of Waterloo bookstore.

Texts are on 1-hour reserve at the Dana Porter Library.
Course Requirements

Assignments:

Assignment #1: Globalization Discussion Sessions (15%)
The grade for the discussion sessions will be based on two parts:

a. Submission of a summary paper for literary texts for the given reading.
b. Participation in the discussion.

Short Story 1:

Short Story 2:

Short Story 3:
Jean Arasanayagam, "I am an innocent man", in Arasanayagam, All is Burning (New Delhi: Penguin Books India, 1995), pp. 22-42.

Discussions of literary texts

Preparation for and discussion of a literary text are different tasks than those involved in historical or social science writings. For these reasons, we will use a particular approach to discussing them and to preparing summaries for class when it comes to a literary text.

1. Questions to keep in mind when reading a literary text

As you go through a short story or a novel or an excerpt from a novel, you might ask yourself the following questions:

A. The theme of the text
   What big ideas is the text or the film playing with?
   How do plot and characters work to advance these ideas?

B. The form of the text
   How is meaning shaped and/or complicated by the way the text is written or the film is designed

C. The historical context of the text
How does the context—time and place—of writing and reading or of viewing shape the meaning of the text or the film?

D. The cultural context of the text
What kinds of social values, myths, conflicts or ambiguities does the text or film illuminate/interrogate?

2. Preparing Summary Papers for literary texts.

All students will be expected to come to a Globalization Discussion class with a one page document as a guide for the session. These papers must be submitted by email to the instructor before the discussion session takes place.

A. Select one short passage from the text (one paragraph max.) that you think is important in terms of the major themes of the text, or the theme of the given week's readings, or the issues of the course in general. Copy it into your summary statement.

B. Using specific references, explain in one paragraph why you think the passage is significant (thematically and/or formally) to the work as a whole.

C. Where possible, note any images, ideas, or questions contained or suggested by the passage that connect with the broader themes of the week's discussion or of the course.

Assignment #2: History of Globalization Joint Books Review (25%)

Due Date: February 5.
Prepare a review of two books dealing with the history of globalization chosen from the books listed in Appendix C. In this review, outline what you think the contribution of each book might be to the debates related to globalization and history. How valuable are these contributions? What are the respective strengths and weaknesses of each book? Does one of the books contribute more to our understanding of the history of globalization or not?

Normally book reviews are divided into three parts. (1) Summary of the main arguments of the books (2) Assessments of the strengths and weaknesses of the two books (3) Recommendation to readers of the review about whether they should read one or both of these books and why.

Late assignments will be subject to a penalty of 3 points out of a grade of 100 to a maximum of 15 points for every day they are late if no prior arrangements have been made.

Assignment #3: Studying Globalization through Literature (25%)

Due Date: March 18
Select two of the works of fiction listed in Appendix D to read. Prepare an essay of 2500 words comparing the two books by addressing the following questions. In what ways does each work deal with globalization? Does each one add to our understanding of globalization as presented in the lectures and the readings of the course thus far? Explain. Do they complement what we have read thus far? Do they contradict what we have read thus far? What do we learn from literary texts that we might not learn
from social science ones? Would you recommend these works of fiction to someone who is interested in globalization? Why or why not? Would you recommend one of them more strongly than the other? Explain.

_Late assignments will be subject to a penalty of 3 points out of a grade of 100 to a maximum of 15 points for every day they are late if no prior arrangements have been made._

**Take Home Final Examination (35%)**

At the last class, a take-home examination composed of 7 questions will be handed out. Students will be asked to answer three of these seven questions. Each answer will be limited to 1200 words. Students must provide a word count for each answer. Going over the word limit will be penalized. The examination will be due _April 8 at 4:00 PM_. **Electronic submission is accepted.**

_Late submission of the exam will be subject to a penalty of 3 points out of a grade of 100 for every four hours it is late (to a maximum of 15 points)._ 

_Please note: Student travel plans are not an acceptable reason for granting an alternative examination time._

**Other Course Policies: Gender Neutral Language**

I request that you use gender-neutral language except where you are referring to a specific gender. “He” and “His” and “Man” and “mankind” are no longer acceptable generic terms. Nor are countless other expressions that derive from the assumption that man=human. It is important to get into the habit of using gender-neutral language for at least two reasons:

1. **Clarity of Expression:** When you write or say ‘man’ or some other masculine/generic term, readers should be confident that you are talking about a man, and not about men in general, women, boys, girls, humanity, etc. The way to avoid misunderstandings is to use terms literally and precisely. If you mean all humans, then say ‘humans’ or ‘humanity’ or ‘humankind’ or ‘people’ and so on.

2. **Empowerment:** Each time we use a masculine word as a generic term, we perpetuate the conception that male norms, male experiences, male perceptions, and male perspectives are societal norms and experiences. We imply that female norms, experiences, perceptions and perspectives are marginal and abnormal. Such usage disempowers females and reproduces male domination/female subordination (Patriarchy). By using gender-neutral language we can challenge patriarchy, empower females, and increase our sensitivity to our own unintentional sexism. Gender-neutral expression is not just a matter of style; it is also a matter of politics and research ethics.
Schedule:

Week 1, January 7
First Meeting of the Class, January 7

Introduction of the instructor
Preliminary discussion of globalization
Review of the course requirements and structure
Readings for the course

PART 1: BUILDING UNDERSTANDING OF GLOBALIZATION

Week 2, January 14
1. What Globalization is not and Defining Globalization
Scholte, Chapter 1, 2
Steger, Chapter 3

2. History of Globalization (1)
Scholte, Chapter 3

Short Story 1, Group A

Week 3, January 21
3. History of Globalization (2)

4. History of Globalization (3)

Short Story 1, Group B

Week 4, January 28

5. Contemporary Globalization (1) economic;
Steger, Chapter 5

6. Contemporary Globalization (2) social
Steger, Chapter 8
Steger, Chapter 15
Short Story 1, Group C

Week 5, February 4

7. Contemporary Globalization (3) Culture
John Tomlinson, Globalization and Culture (Chicago: University of Chicago Press, 1999) Chapter 1
Steger chapter 2

8. Contemporary Globalization (4) Political (1)
Scholte chapter 6

Short Story 2, Group A

Week 6, February 11

9. Contemporary Globalization (4) Political (2)
Scholte chapter 12
Steger, chapter 11
Steger, Chapter 12

10. Contemporary Globalization (5) Regionalism/Global Cities
Steger Chapter 7

Short Story 2, Group B

PART 2 THEMES AND DEBATES

Week 7, February 25

11 Globalization, the USA, and Militarism

Chalmers Johnson, The Sorrows of Empire, New York: Henry Holt and Co., Prologue and Chapter 1

12 Globalization, the USA, and Militarism (2)

Short Story 2, Group C

Week 8, March 4

13 Globalization and “space”: new technologies
Manuell Castells, Rise of the Network Society (2nd edition; Oxford: Blackwell, 1999), Chapter 1
14 Globalization and “space”: the “Network Society”
Steger, Chapter 18

Short Story 3, Group A

Week 9, March 11

15 Globalization and neoliberalism (1)
David Harvey A Brief History of Neoliberalism (Oxford: Oxford University Press, 2005), Chapter 3

16 Globalization and neoliberalism (2)

Short Story 3, Group B

Week 10, March 18

17 Globalization and Identity: diasporas
Castells, Power of Identity, ch. 1

18 Globalization and Identity: non-governmental actors
Castells, Power of Identity, chapter 2, Al Qaeda
Steger chapter 12

Short Story 3, Group C

Week 11, March 25

19 Globalization and Health (1): Human Rights

20 Globalization and Health (2): Tobacco

Week 12, April 1

21 Globalization and Indigenous Peoples (1)

22 Globalization and Indigenous Peoples (2)
Appendix A: Books for Short Paper 1


Nicholas Dirks, *The Scandal of Empire: India and the Creation of Imperial Britain* (Cambridge, MA: Harvard University Press, 2006).


Benjamin Fortna, *The Imperial Classroom: Islam, the state and education in the late Ottoman Empire* (New York: Oxford University Press, 2002).


Appendix D: Books for Short Paper 2


Anita Rau Badami, *Can you hear the Nightbird Call?* Toronto: Knopf Canada, 2005.


Lydia Kwa, *This Place Called Absence* (Winnipeg: Turnstone Press, 2000)


