PSCI 387: GLOBALIZATION
SPRING, 2019
Douglas Wright Engineering Building (DWE) 3518, Tuesdays and Thursdays 10:00AM-11:20AM

Instructor: Jinelle Piereder
Email Address: jinelle.piereder@uwaterloo.ca
Office Location: Hagey Hall 340
Office Hours: Tuesdays and Thursdays 12-1pm, or by appointment

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Contents of this Syllabus:
Contact Policy
Course Description, Objectives, & Required Texts
University Regulations
Other Course Policies
Writing and Communication Centre
Mental Health Support
Course Expectations, Evaluation Breakdown, & Assignments
Class/Reading Schedule

Contact Policy:
The best way to communicate with me is by email at the address listed above. Please use your official UW email account for all communications. I do my best to answer all queries within 24-48 hours, but I don’t generally answer emails after 6:00pm on weekdays or on weekends. When you send an email please observe some common sense rules of email etiquette. Always include “PSCI 387” in the subject line; begin the message with a greeting and sign off with your name. Regarding appointments outside office hours, my full-time office is at the Balsillie School campus in Uptown Waterloo, so appointments would take place there unless otherwise arranged.

Course Description:
The aim of this course is to chart and critically evaluate the origins, conceptualizations, and the impacts of globalization, and how it transforms global politics. More particularly, the following questions will animate the discussion throughout the course: What is globalization and when did it start? Who are the actors involved in (re)producing and contesting globalization and what are their roles (e.g. states, social movements, corporations, inter-governmental organizations, non-governmental organizations, illicit networks, etc.)? What is the impact of globalization on various forms of political organization? What are the processes and practices related to globalization? Who and what is impacted by these processes and practices? Finally, how does globalization shape how we think about “world order” and global politics?
This course attempts to analyze globalization through multiple perspectives and issues. Together, these perspectives will generate a complex understanding of this phenomenon that structures our times. Concretely, this course is divided into two main parts. Part I will focus on the theoretical and historical foundations of globalization, as well as multiple dimensions of contemporary globalization (economic, political, socio-cultural, ecological, and ideological). Part II will cover a range of more specific themes and debates as they relate to globalization, including Indigenous peoples, human rights, gender, race, health, armed conflict, migration, organized crime, inequality, social movements, populism, climate change, and emerging technologies.

Course Objectives:
By the end of this course, students will be able to:

- Understand discussions of the historical continuities and discontinuities in globalization, including the relationships between globalization, empires, and imperialism;
- Analyze globalization on a macro-theoretical level and then investigate how this lens may be used to develop a substantial understanding of global politics;
- Examine globalization in terms of formal and informal institutions and mechanisms;
- Investigate the impact/relevance of globalization on a number of topical issue areas;
- Discuss and compare key thinkers on globalization, and express their own reasoned opinion about globalization and its impacts through a variety of written assignments;
- Have improved their research and writing skills through short and long essay formats;
- Have developed group discussion and presentation skills.

Required Texts:
- William Coleman and Alina Sajed's *Fifty Key Thinkers on Globalization* (2013)
- Additional individual texts will be available on LEARN

University Regulations:
*Cross-listed course*: Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

*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 her/his 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 her/his 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. See also: Student Appeals https://uwaterloo.ca/arts/current-undergraduates/student-support/arts-undergraduate-office

Turnitin.com: Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

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.

Other Course Policies:

Course Website
The course outline, details for assignments, class announcements, grades, etc. will be available on the course website on LEARN. If you have questions about when assignments are due, late policies, sickness accommodation, etc., your first source of information is the course outline.

Late Penalties
All late assignments will only be accepted up to a week after the deadline, and will be penalized 3% a day, including weekends. A waiver of this penalty will only be considered in the event of an officially documented extenuating circumstance such as a note from a doctor (see “Extension Policy” below).

Extension Policy
Extensions on any of the assignments will be granted only on compassionate grounds and in the event of an officially documented extenuating circumstance (i.e. serious personal illness, critical personal or family crisis, etc.). Please notify me of your circumstance in writing as early as possible. The UW Verification of Illness Form can be found at: Health Services https://uwaterloo.ca/health-services/student-medical-clinic.

Extensions will not be granted for computer-related issues. Please back up your files.

Writing and Communication Centre:
The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.
You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25 or 50-minute appointment and to see drop-in hours, visit Writing and Communication Centre http://www.uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

Mental Health Support:
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website
Download UW Waterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

Expectations:
(1) Come to class: A university education is a privilege and seminar discussions can be illuminating. Wise students will attend all seminars and use the discussions to develop ideas for the final term paper. I will not be taking attendance at our bi-weekly meetings, but attending class is crucial if you are hoping to do well in the course.
(2) Keep up with your work: I expect you to attend class having read the assigned material. Assignments must be submitted by the time and date indicated. As always, late penalties will apply (see Late Policy above). A list of key dates appears on the final page of this syllabus.

Course Evaluation Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Reading Reflections x 15</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Comparing Two Thinkers assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Op-ed article</td>
<td>15%</td>
</tr>
<tr>
<td>Student Self-Evaluation Report (pass/fail)</td>
<td>5%</td>
</tr>
<tr>
<td>Letter</td>
<td>% Range</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
</tbody>
</table>

Assignments:

Assignment #1: In-class Reading Reflections (worth a total of 15% of the final grade; rolling due date)

Over the course, students will write and submit fifteen (15) in-class reading reflections. These will be administered in class by the instructor and will include several questions based on or about the readings. Students will either hand-write the reflection and hand it in to me at the end of class or type it and email me the document by the end of class (1-2 double-spaced pages). They will be marked out of 1, but I will also give half-points.

The reflections will help you engage deeper with the assigned readings and track the evolution of your own thinking on the course’s subject matter. The reflections will not simply summarize the readings, but be a reaction to and engagement with them, and an opportunity to draw connections between the texts. Keeping good notes of the readings and discussions each week, as well as your reactions to them, will help facilitate these writing assignments. Some examples of questions that will be posed during the in-class reflection include:

- What are your thoughts on any new ideas/concepts have the authors put forward?
- How does one author’s argument relate to other readings?
- How does the reading change my understanding of the subject matter?
- How do the readings contribute to or shape my understanding of a current issue in global politics?

Assignment #2: Research Paper Outline (worth 10% of the final grade; due Thursday, June 13th at 11:59 on LEARN)

In preparation for the research paper, students will be asked to submit a 500-word essay outline. The topic of the paper should be agreed to by the student and the instructor no later than June 4. The topic of the paper must be directly connected to our class discussions and texts, but can go beyond the course in terms of specific cases or subtopics.

The outline should include:

- **Section 1 – Research Question(s):** a maximum of three questions or sub-questions should be posed and they should all closely relate to the central chosen topic of the essay.
• **Section 2 – Introduction:** no more than 250 words summarizing the project, including a clearly identifiable thesis statement, and your plan for substantiating the argument.

• **Section 3 – List of subsections:** a list of your planned subsections of the essay. Under each heading, include a sentence or two describing the purpose/arguments/cases that will be discussed.

• **Section 4 – Conclusion:** a brief summary of your arguments.

• **Section 5 – References:** a list of citations of your preliminary research (no specific citation style required here, but please be complete). This section does not contribute towards the overall assignment word-count.

Based on the instructor’s feedback for this assignment, you may need to slightly tweak your topic and/or the proposed structure/argument of your essay.

Please upload to the LEARN Assignment Dropbox by 11:59 pm of the due date.

**Assignment #3: Comparing Two Thinkers on Globalization (worth 20% of the final grade; due Thursday, June 27th at 11:59 on LEARN)**

For this assignment, students will select two “Thinkers on Globalization” in the course text book (or from new Thinkers that will be listed on LEARN) for detailed comparison. You may choose any two thinkers except Scholte, since we are using his textbook in the course. Students should first read the entries about their chosen thinkers in the *Fifty Key Thinkers* book, and then consult some of the listed additional writings by a given author. To get a good sense of the two author’s perspectives and arguments, you’ll likely need to read at least two more publications by each thinker.

In no more than 1500 words (approx. 6 double-spaced pages), compare the two Thinkers by engaging with the following questions:

1. What are the similarities (if any) between the thinking on globalization of the two authors?
2. What are the principal differences in points of view on the two authors’ thinking on globalization?
3. Based on your reading of the works by these two thinkers and on your assessment of their similarities and differences, which of these two authors makes the more important contribution to the study of globalization? How do you justify your choice of the more important of the two? Please be specific in making your case. If you think they have both made important and significant contributions, explain why you think that both are more or less equally valuable. Where you can, please make reference to specific, real-world examples that demonstrate the value of one, the other, or both authors’ contributions and approaches to globalization.

Please upload to the LEARN Assignment Dropbox by 11:59 pm of the due date.

**Assignment #4: Research Paper (worth 30% of the final grade; due Tuesday, July 23rd AT THE BEGINNING OF CLASS, and uploaded to LEARN)**

Students will submit a research paper/essay on a topic related to the course themes and debates. The topic should be agreed to by the student and the instructor no later than June 4. The paper should be 3500-4000 words long (approx. 14-16 double spaced pages, + title page and bibliography).
- Formatting: size 12, Times New Roman font, with 1-inch margins; Chicago, MLA, or APA style formatting of footnotes, endnotes, in-text citations, bibliography, etc.
- Students must contact the instructor about their topic (before their outline is due). If they do not, the instructor reserves the right to challenge the topic of the essay, which will have an impact on the overall course grade.

Hard copies of the papers are due **AT THE BEGINNING OF CLASS on Tuesday, July 23rd**. Please also upload to the LEARN Assignment Dropbox by **11:59 pm on the 23rd**. The assignment must be submitted both in class and online on the 23rd to be considered on time.

**Assignment #5: Op-ed Article (worth 15% of the final grade; due Tuesday, August 6th)**

After writing your research paper, you will turn it into an op-ed article or opinion piece. An op-ed, like a research paper, should be centred on an evidence-based argument; but op-eds are shorter texts written in lay language that are meant to be persuasive to a broad readership (usually in newspapers or magazines – “op-ed” gets its name from “opposite the editorial page”). Scholars, policy-makers, and civil society members often publish op-eds to try to inform public debate and even help shape policy. While academic researchers can be constrained by jargon and other academic conventions in their writing, op-ed writers often share stories and personal experiences, and write in a creative and even humorous way.

This op-ed article assignment should be 1.5-2 single-spaced pages long (600-800 words), in 12-point, Times New Roman font. The key is to be as convincing as possible in the most succinct way; every word counts, and should contribute to the message you are trying to deliver.

If you’re struggling with how to frame your research paper in a newsworthy way, ask yourself why your topic matters, or should matter to the public. Several examples of relevant op-eds will be available on LEARN.

Please upload to the LEARN Assignment Dropbox by 11:59 pm of the due date.

**Assignment #6: Final Student Reflection Report (worth 5% of the final grade; due Wednesday, August 7th)**

For this assignment, students will reflect on their own learning experience, their goals and achievements, and the evolution of their thinking during the course. The instructor will circulate a 2-3-page Report template that students will complete. This assignment is pass/fail.

Please upload to the LEARN Assignment Dropbox by 11:59 pm of the due date.

**Course Schedule:**

*Note: some readings still TBA*

**Week 1**
(Class #1) Tuesday, May 7th – Introduction to the course

- Introductions
- Organizational overview of the course
- Explanation of grading
PART I: THEORETICAL AND HISTORICAL FOUNDATIONS OF GLOBALIZATION

(2) Thursday, May 9th – Defining Globalization

- Scholte, Ch. 1, 2
- Steger, Ch. 1
- *Fifty Key Thinkers*: Introduction plus David Held, Paul Hirst et al., James Rosenau, Jan Aart Scholte, Linda Weiss

**Week 2**

(3) Tuesday, May 14th – History of Globalization I

- Steger, Ch. 2
- Nederveen Pieterse, Ch. 2
- *Fifty Key Thinkers*: Janet Abu-Lughod, Fernand Braudel, A.G. Hopkins

(4) Thursday, May 16th – History of Globalization II

- Scholte, Ch. 3
- *Fifty Key Thinkers*: Giovanni Arrighi, Anne McClintock
- Lazier, “Earthrise”

**Week 3**

(5) Tuesday, May 21st – Contemporary Globalization: Economic

- Steger, Ch. 3
- Scholte, Ch. 5
- *Fifty Key Thinkers*: Samir Amin, Robert Cox, David Harvey, Eric Helleiner, Paul Hirst et al., Naomi Klein, Joseph Stiglitz, Susan Strange

(6) Thursday, May 23rd – Contemporary Globalization: Political I

- Steger, Ch. 4
- Scholte, Ch. 6, 7
- *Fifty Key Thinkers*: Ulrich Beck, Phil Cerny, Richard Falk, Rhoda Howard-Hassmann

**Week 4**

(7) Tuesday, May 28th – Contemporary Globalization: Political II

- Scholte, Ch. 11, 12
- *Fifty Key Thinkers*: Aihwa Ong, Dani Rodrik, James Rosenau, Boaventura de Sousa Santos

(8) Thursday, May 30th – Contemporary Globalization: Socio-cultural

- Steger Ch. 5
- Nederveen Pieterse, Ch. 3
- *Fifty Key Thinkers*: Manuel Castells, Arturo Escobar, Anthony Giddens, Roland Robertson, Amartya Sen, Ulf Hannerz, Arundhati Roy, John Tomlinson, Anna Lowenhaupt Tsing
Week 5
(9) Tuesday, June 4th – Contemporary Globalization: Ecological

- Steger, Ch. 6
- *Fifty Key Thinkers*: Ulrich Beck, Vandana Shiva, Robert Cox

(10) Thursday, June 6th – Contemporary Globalization: Ideological

- Steger, Ch. 7
- TBA

Week 6
(11) Tuesday, June 11th – Contemporary Globalization: Regionalism/Global Cities

- Peter Taylor, Peter J. Taylor, *Extraordinary Cities*. Edward Elgar, 2013, Ch. 7
- *Fifty Key Thinkers*: Neil Brenner, Saskia Sassen, Peter J. Taylor

(12) Thursday, June 13th – Contemporary Globalization: Networks

- Manuel Castells, *Rise of the Network Society*, 1999, Ch. 1
- *Fifty Key Thinkers*: Manuel Castells, John Ruggie
- TBA

PART II: THEMES AND DEBATES

*Note: the order of the weeks in Part II may change slightly to accommodate potential guest lecturers and films*

Week 7
(13) Tuesday, June 18th – Globalization and Indigenous Peoples


(14) Thursday, June 20th – Globalization and Human Rights
- Fifty Key Thinkers: Richard A. Falk, Rhoda Howard-Hassmann, Boaventura de Sousa Santos

**Week 8**
(15) Tuesday, June 25th – Globalization, Gender, and Race

- TBA

(16) Thursday, June 27th – Globalization and Health

- TBA

**Week 9**
NO CLASS JULY 2ND – this session is made-up on July 30th
(17) Thursday, July 4th – Globalization, Militarism, and Conflict

- TBA

**Week 10**
(18) Tuesday, July 9th – Globalization, Migration, and Refugees

- TBA

(19) Thursday, July 11th – Globalization and Organized Crime

- TBA

**Week 11**
(20) Tuesday, July 16th – Globalization, Inequality, and Economic Crisis

- TBA
(21) Thursday, July 18\textsuperscript{th} – Globalization and Social Movements

• TBA

\textbf{Week 12}

(22) Tuesday, July 23\textsuperscript{rd} – Globalization and Populism

• TBA

(23) Thursday, July 25\textsuperscript{th} – Globalization and Climate Change

• Naomi Klein, 2011. “Capitalism vs. the Climate.” Nation, November 9.
• TBA

(24) Tuesday, July 30\textsuperscript{th} (make-up for July 2\textsuperscript{nd}) – Globalization and Emerging Technologies

• TBA