

02-45-465 (01): Seminar in Globalization

Dr. Jamey Essex / Fall 2016 / Wed 6:00 - 8:50 pm / Dillon Hall 355

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Course description

This course provides a critical overview of major theories, debates, and case studies related to the politics of globalization. Topics addressed may include changes in the nature of state sovereignty, the creation and regulation of a global economy, cultural change and resistance, and the politics of global climate change. The course concentrates on *critical* approaches to understanding the politics of globalization and production of scale, questioning the basic objects and assumptions that underlie mainstream understandings of globalization, the state, and social and political responsibility.

Course learning outcomes

At the conclusion of this course, successful students will be able to:

- Describe, explain, and critically analyze major issues and phenomena of political science as they relate to the processes and politics of globalization.
- Develop and demonstrate critical understanding of the study of international politics in relation to processes and politics associated with globalization.
- Research and investigate political issues related to globalization, synthesize data and information from varying sources and present descriptive and empirical evidence to support a central thesis.
- Demonstrate competence in research design, including formulating a clear question, selecting appropriate methods, collecting evidence and presenting findings.
- Engage in self-guided research while demonstrating skills in research methods appropriate to the study of politics, international relations, and geography.
- Confidently assert political and geographic ideas and arguments, and defend them with sound reason and logic.
- Critically analyze political and geographic ideas and arguments espoused by politicians, promoted by interest groups and reported by the media.
- Effectively and confidently communicate ideas, arguments and evidence through clear, concise and coherent written work.
- Explain the rights and responsibilities associated with Canadian citizenship in a global context and, through geographical and comparative analysis, demonstrate understanding of political traditions and practices in other states and societies.
- Recognize and assess the value of social, political, economic, and environmental connections within and between places.

- Engage in focused dialogue and debate concerning complex and controversial political and geographical issues, presenting well-reasoned arguments while being respectful of alternative opinions.
- Lead and participate in focused group discussion on salient political issues.

Required readings

The required readings for this course consist of **one book**, *Introducing Globalization: Ties, Tensions, and Uneven Integration*, by Matthew Sparke (2013, Wiley-Blackwell), available at the university bookstore and through online retailers, **and a set of articles, chapters, and other readings** available electronically through Leddy Library and on the course Blackboard site. The readings are difficult, but it is **essential** that you read them for a full understanding of concepts, cases, and themes covered in the course, and to provide you with the ability and material to participate in class discussion and complete papers and other assignments for the course.

Assignments and grades

Your grade in this course will be based on five components:

- **In-class participation (10%) - throughout the semester**
- **In-class presentation (15%) - once during the semester**
- **Midterm paper (30%) - due in class October 19**
- **In-class peer-review exercise (5%) - in class on November 16**
- **Final paper (40%) - due by December 14**

Participation

As this is a fourth year seminar course, your active engagement and participation are crucial to the success of the class – no one (especially me) wants to sit in our classroom and listen to me lecture for three hours a week while you stare at me and at each other. So I expect that you will attend class **every week**, and that you will arrive **prepared** and ready to discuss the materials, and that you will **actively engage** with the reading and each other in class and, if you want, through the course Blackboard site.

Course expectations

Below I outline very clearly what I expect of you as a student in this course, and what you should expect of me as the instructor. For more information on the rules and regulations that govern student rights and responsibilities, please consult the University Senate Bylaws (31, 32, 33, and 51 in particular) and the Academic Integrity Office online at <http://web4.uwindsor.ca/senate> and www.uwindsor.ca/aio.

In this course and in this classroom, I expect that you will:

- Attend class regularly (i.e., every day), arrive on time, and do all required reading;
- Pay attention, turn off your phone, refrain from distracting yourself and your classmates, and use your laptop only for class-related activities;
- Approach the course materials with an open mind and a serious attitude;
- Strictly adhere to the student code of conduct and observe the University's policies regarding academic honesty;
- Respect your fellow students' right to learn in a safe and hospitable classroom;
- Respect and take advantage of office hours, particularly if you are falling behind or having difficulty with the material;
- Understand that grades refer to the quality and precision of the work being graded, not your need for a particular grade or to an open-ended negotiation between you and me.

For my part, you can expect that I will:

- Arrive to class on time and well-prepared to lecture and facilitate discussion;
- Complete the grading of exams and assignments in a timely fashion;
- Reply to emails in a timely fashion, normally within two working days;
- Be available during my scheduled office hours, and will re-schedule them if necessary (i.e., I won't cancel them without making them up at some other time);
- Take your questions and ideas seriously, so long as they are relevant to the material;
- Maintain a relaxed and professional classroom space for learning and discussion;
- Treat all students equitably with regard to grading and class discussion.

Classroom etiquette and academic integrity

Consistent with University of Windsor policy, cheating, plagiarism, and other forms of academic dishonesty and misconduct are not tolerated. **Relevant official university and faculty policies on plagiarism and academic misconduct are at <http://www1.uwindsor.ca/aio/relevant-policies>, and at <http://www1.uwindsor.ca/fahss/faculty-staff-procedure-manual>.** Those suspected of violating these policies will be referred to the Associate Dean for potential disciplinary action. If you feel you need help with the materials, please see me. In class, you are expected to respect others' right to learn and discuss course themes and content in a safe and comfortable environment. You should rely on facts, reason, and evidence to back arguments, and overtly racist, sexist, or otherwise inflammatory remarks will not be tolerated. I am very open about my own political views, and I encourage open debate and exchange of ideas.

Course schedule

Sept 14: Introductions, expectations, and concepts

- No reading - we will discuss in-class presentations and set dates for each person/group

Sept 21: Defining globalization

- Sparke, chapter 1, "Globalization"
- Agnew, J. and S. Corbridge. (1995) "The Territorial Trap." Chapter 4 in *Mastering Space: Hegemony, Territory and International Political Economy*. Routledge: London, 78-100.

Sept 28: Discourses and representations of globalization

- Sparke, chapter 2, "Discourse"
- Friedman, T.L. (2005) "One: While I Was Sleeping." In *The World is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Strauss, and Giroux, 3-47.

Oct 5: Constructing a global economy

- Sparke, chapter 3, "Commodities"
- Beckert, S. (2014) "Making Cotton Global." Chapter 8 in *Empire of Cotton: A Global History*. New York: Vintage Books, 199-241.

Oct 12: Reading week

- No class

Oct 19: Globalization, labor, and migration

- Sparke, chapter 4, "Labor"
- McDowell, L., A. Batnitzky, and S. Dyer. (2007) "Division, Segmentation, and Interpellation: The Embodied Labors of Migrant Workers in a Greater London Hotel." *Economic Geography*, 83 (1): 1-25. (<http://dx.doi.org/10.1111/j.1944-8287.2007.tb00331.x>)
- **Midterm paper due**

Oct 26: Money, poverty, and the global financial system

- Sparke, chapter 5, "Money"
- Roy, A. (2010) "Small Worlds: The Democratization of Capital and Development." Chapter 1 in *Poverty Capital: Microfinance and the Making of Development*. London and New York: Routledge, 1-40.

Nov 2: Globalization, international law, and justice

- Sparke, chapter 6, "Law"
- Martin, L. (2015) "Noncitizen detention: Spatial strategies of migrant precarity in US immigration and border control." *Annales de géographie*, 702-703: 231-247.

Nov 9: Governance and international institutions

- Sparke, chapter 7, "Governance"
- Andonova, L.B., M.B. Betsill, and H. Bulkeley. (2009) "Transnational Climate Governance." *Global Environmental Politics*, 9 (2): 52-73.
(<http://muse.jhu.edu/journals/gep/summary/v009/9.2.andonova.html>)

Nov 16: Globalization as uneven development 1: geopolitics and geoeconomics

- Sparke, chapter 8, "Space" (pp 279-297)
- Essex, J. (2013) "Development in Reverse: Crisis, Austerity and the Future of USAID." Chapter 5 in *Development, Security, and Aid: Geopolitics and Geoeconomics at the US Agency for International Development*. Athens, GA: University of Georgia Press, 129-158.
- **In-class peer review exercise**

Nov 23: Globalization as uneven development 2: global urbanization

- Sparke, chapter 8, "Space" (pp 297-336)
- Bunnell, T. and M.A Miller. (2011) "Jakarta in Post-Suharto Indonesia: Decentralisation, Neoliberalism, and Global City Aspiration." *Space and Polity*, 15 (1): 35-48.
(<http://dx.doi.org/10.1080/13562576.2011.567899>)

Nov 30: Globalization, environment, and the ethics of care

- Sparke, chapter 9, "Health"
- Labonté, R. and T. Schrecker. (2007) "Globalization and social determinants of health: Promoting health equity in global governance." *Globalization and Health*, 3 (7).
<http://www.globalizationandhealth.com/content/3/1/7>

Dec 7: Globalization from below?

- Sparke, chapter 10, "Responses"