

# GLOBAL STUDIES 710

## INTRODUCTION TO GLOBALIZATION | GLOBAL HEALTH FOUNDATIONS I FALL 2021

**Instructor:** Dr. Josipa G. Petrunic, Sessional Lecturer

**Email:** petrunj@mcmaster.ca

*Students are encouraged to email the Instructor via Avenue to Learn, as MacMail is only checked once per week.*

### Course Schedule

Fridays	8:30am – 11:20am (online)*
Fridays	12:30pm – 3:20pm (online)*

- To support student accessibility, lectures this semester may be pre-recorded and posted online in the week of the pre-scheduled class session.
- Students are able to watch or listen to lectures at their leisure on Friday during the pre-determined course session timeslot, or at a later date.
- Discussion sessions will be set up with the Instructor every third week to enable students to engage in question and answer periods with the Instructor through live Zoom calls. Information pertaining to virtual discussion sessions with the Instructor will be posted on Avenue 2 Learn in advance.

### Semester Dates

First class:	Friday, September 10 <sup>th</sup> , 2021 (pre-recorded lecture)
Online activities:	Commence, Week of Monday, September 13 <sup>th</sup> , 2021
Reading week (no classes):	October 11 <sup>th</sup> to Sunday, October 17 <sup>th</sup> , 2021
Last class:	Friday, December 4 <sup>th</sup> , 2021

## **Online activities**

This course rotates between three activities:

1. Online lectures (all students)
2. Online readings (all students)
3. Online structured discussion and commentary (by grouping)

Teaching Assistants will be reviewing tri-weekly postings to assess student participation on a weekly basis. Tri-weekly (original) posts are scored on a five-point scale as follows:

### ***Tri-Weekly posting rubric***

Students grouped in Group A, B, or C will be required to read the Sachs readings *and* the posted article/news source in the week identified as their week(s) and respond to the online Discussion Forum questions.

Students are expected to read the article/listen to the radio segment/watch the TV segment and answer the questions posted about the issue reported from the perspective of Sachs' chapters, as read in the previous week.

### **Scoring rubric**

- Responds directly to the question posed (1 point)
- Provides a response of between 250-350 words (1 point)
- Composition is at a graduate level of writing (1 point)
- Draws on insights from the course readings or lecture materials (1 point)
- Total: 4 points (per week)

***Deadline: Students are expected to post their original commentary by the end of day, 11:55 PM EST, on the Friday of their assigned week.***

### ***Tri-Weekly discussion and commentary rubric***

Students grouped in Group A, B, or C will be required to post one response (a thoughtful response) in the Discussion Forum to a peer posting in the weeks not identified as their week for an original posting.

For example, Week 2 is Group A. Students in Group A will post an original commentary and analysis per the rubric and guidance above. Students in Groups B and C will be expected to post their follow up response to those queries.

***Deadline: Students are expected to post their follow up peer commentary by the end of day, 11:55 PM EST, on the Thursday following the grouped postings.***

**Scoring rubric**

- Responds to a peer by providing valuable commentary and drawing on Sachs' views of globalization (1 point)
- Total: 1 point (per week)

## Introduction

The purpose of this course is to introduce students in the Global Health Program to the concept of “globalization” **as the movement of goods, people and services across nation-state borders and other global boundaries.**

Students will also be introduced to significant debates in globalization, including assessments of the merits and demerits of globalization from the perspective of labour rights, environmental sustainability, and economic development and growth.

In this course, students will seek to address questions such as:

- What is globalization?
- What are the drivers of globalization?
- What are the effects of globalization on the state, economics, culture and politics?

The course explores individuals’ experiences of globalization in different global locations. The course will challenge students to think critically about globalization both as a concept and as a set of processes. The course will use a variety of methods to explore these debates.

By the end of the course students should possess a working definition of “globalization”, be familiar with core views regarding globalization, including its drivers and effects, and be able to communicate these views to differing audiences using a variety of academic skills.

### Required Books

One book is required for this course. This book is most easily procured online via a digital provider, such as Kindle.

1. Jeffrey D. Sachs, *Commonwealth: economics for a crowded planet*. Penguin Press. New York, 2008. [Available via Kindle, Google Books, Apple Play, Indigo, Amazon and other online bookstores]

## Semester Outline

Date	Description	Description of Readings & Questions
<b>Week 1 (Sept 10)</b>	<b>Online lecture &amp; Online Student Introductions</b> (see the “Discussions Forum” in Avenue 2 Learn)	<b>Introduction to globalization</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review the full syllabus, due dates and assignment expectations</li> <li>• Purchase and commence reading the required reading texts</li> <li>• Review of the structure of the course and expectations of students</li> </ul>
<b>Week 2 (Sept 17)</b>	<b>Online readings</b>	<b>Sachs, Chapters 1-2</b> Upon completion of the prescribed readings, students should be able to answer the following questions. <ul style="list-style-type: none"> <li>• What is Sachs’ view of “economics” for the 21<sup>st</sup> century?</li> <li>• Why do we need a new vision of economics?</li> </ul>
<b>Week 3 (Sept 24)</b>	<b>Online discussion &amp; commentary</b>  <b>GROUP A</b>	Read the article posted online for this activity. Respond to the following questions by drawing on your reading from Sachs in Week 2: <ol style="list-style-type: none"> <li>1. What aspect of globalization is the author most concerned about?</li> <li>2. Why should Canadians be concerned about this issue?</li> </ol>
<b>Week 4 (Oct 1)</b>	<b>Online lecture</b>	<b>Global sustainability</b> According to Sachs, economic sustainability is a fundamentally economic question for humanity.

<p><b>Week 5 (Oct 8)</b></p>	<p><b>Online readings</b></p>	<p><b>Sachs, Chapters 3-6</b></p> <p>Upon completion of the prescribed readings, students should be able to answer the following questions.</p> <ul style="list-style-type: none"> <li>• Why (according to Sachs) should we care about “global sustainability”?</li> <li>• Why (according to Sachs) is environmental sustainability an economic question?</li> </ul>
<p><b>READING BREAK, OCTOBER 11-17<sup>TH</sup> 2021 (Week 6)</b></p>		
<p><b>Week 7 (Oct 22)</b></p>	<p><b>Online discussion &amp; commentary GROUP B</b></p>	<p>Read the article posted online for this activity. Respond to the following questions by drawing on your reading from Sachs in Week 5:</p> <ol style="list-style-type: none"> <li>1. What aspect of globalization is the author most concerned about?</li> <li>2. Why should Canadians be concerned about this issue?</li> </ol>
<p><b>Week 8 (Oct 29)</b></p>	<p><b>Online lecture</b></p>	<p><b>The Poverty Trap</b></p> <p>According to Sachs, the “poverty trap” ensnares developing nations and prevents their fuller economic development, relegating citizens to impoverished lives that are exacerbated by the processes of globalization.</p>
<p><b>Week 9 (Nov 5)</b></p>	<p><b>Online readings</b></p>	<p><b>Part I: Sachs, Chapters 7-8</b></p> <p>Upon completion of the prescribed readings, students should be able to answer the following questions.</p>

		<ul style="list-style-type: none"> <li>• What is the “poverty trap”?</li> <li>• How does reproduction relate to the “poverty trap”?</li> </ul>
<b>Week 10 (Nov 12)</b>	<b>Online discussion &amp; commentary  GROUP C</b>	<p>Read the article posted online for this activity. Respond to the following questions by drawing on your reading from Sachs in Week 8:</p> <ul style="list-style-type: none"> <li>• What aspect of globalization is the author most concerned about?</li> <li>• Why should Canadians be concerned about this issue?</li> </ul>
<b>Week 11 (Nov 19)</b>	<b>Online lecture</b>	<p><b>Poverty &amp; Foreign Policy</b></p> <p>According to Sachs, the “poverty trap” drives foreign policy with corporate interests driving a global marketplace that enables them to benefit from access to low-cost labour jurisdictions. This furthers the consumption of energy and creates environmental challenges globally, but also hastens the further impoverishment of developing nations.</p>
<b>Week 12 (Nov 26)</b>	<b>Online readings</b>	<p><b>Sachs, Chapters 9-14</b></p> <p>Upon completion of the prescribed readings, students should be able to answer the following questions.</p> <ul style="list-style-type: none"> <li>• How does globalization help alleviate or hasten poverty?</li> <li>• How does foreign policy shape globalization?</li> </ul>
<b>Week 13 (Dec 3)</b>	<b>Assignment preparation</b>	<b>Final assignment preparation.</b>

# Assignments & Participation

<b>Online Class Discussion Participation</b>	<b>40%</b>
• Scored tri-weekly	
<b>Assignment No. 1: First assignment</b>	<b>20%</b>
<b><u>Assignment No. 2: Final assignment</u></b>	<b><u>40%</u></b>
<b>Total</b>	<b>100%</b>

*All weekly online assignments are to be submitted on Avenue 2 Learn. All major assignments must be submitted online via Avenue to Learn.*

## **Participation**

Students are expected to participate in all digital discussion and commentary groups and review all pre-recorded lecture materials.

Students are also expected to stay aware of current events – political, economic, and social – that relate to “globalization” so that they can relate current events to the themes emanating from set readings.

# Assignment No. 1 Comparative Review

<b>Due</b>	11:55 PM EST, October 24 <sup>th</sup> , 2021 (Sunday night)
<b>Weighting</b>	20%
<b>Word length</b>	2,000 words

## Assignment Overview

In this assignment, students will describe at least one (empirical) case study that demonstrates a theoretical claim related to globalization. Students are expected to analyze the case study from the perspective of Sachs.

In doing so, student should aim to answer the following question:

*How would Sachs explain a given phenomenon (case study X) as it relates to globalization?*

Good scholarly work will provide an original thesis and use convincing evidence from a variety of sources to support the thesis proposed. Students are expected to use proper bibliographic styles for referencing purposes.

## Length

This paper should be approximately 2,000 words in length (not including bibliography).

## Submission

This paper must be submitted via Avenue to Learn

## Detailed guidelines

This assignment aims to integrate an understanding of the perspectives offered by Sachs as reviewed throughout the course, by analyzing a case study related to globalization.

The case study can emanate from any of the readings discussed in class or from an original literature source.

The paper should include the following core elements:

### **(1) Thesis statement**

Students should generate a concise thesis statement related to Sachs' definition(s) and theory of globalization. The thesis statement should be based on a critical reading of theories and case studies related to global studies.

A strong thesis statement will be specific in its targeted concepts, rather than being overly vague or overly general. In formulating a thesis statement, students are

encouraged to think about specific aspects of globalization.

## **(2) Literature review**

The research paper should include a short literature review that surveys and comparatively integrates varied academic viewpoints related to the stated thesis/argument.

This literature review should demonstrate the student has considered how Sachs is both in agreement *and/or* in disagreement with the student's stated thesis. In so doing, the student will effectively contextualize her/his/their thesis vis-à-vis existing scholarship.

## **(3) Empirical evidence**

The research paper should contain at least one case study that demonstrates, empirically, the truth of the student's thesis statement.

Sachs' book is replete with case studies, some of which are better developed than others. Students are encouraged to use one or more of those case studies, wherever appropriate, or to draw from external historical or contemporary events. The case studies will require development and description that may go beyond that which Sachs offers in his book.

# Assignment No. 2 Final Paper & Book Review

<b>Due</b>	11:55 PM EST, December 12 <sup>th</sup> , 2021 (Sunday night)
<b>Weighting</b>	40%
<b>Word length</b>	3,000 words

## Assignment overview

Prepare a book review that analyzes Jeffrey Sachs' *Commonwealth* (2008).

## Guidelines for writing a non-fiction review

In preparing a book review, students are being asked to **summarize** and **analyze** particular themes that arise in the author's conceptualization of the world.

The objective is to reflect upon the concept of "globalization" – as discussed in class – by virtue of Sachs' empirical case studies.

Students are encouraged to use the following prompt as guidance in completing the book review.

## Question prompt

Summarize and analyze Sachs' conceptualization of global economics, global politics, or global culture/identity.

In preparing your analysis answer the following questions:

- *What is Sachs' theory of globalization?*
- *How does it help to explain an empirical case study (selected by the student)?*

## Guidance

a) Identify Sachs' definition of globalization. This should include more than a one line definition; it should include a definition of globalization as a causal factor in some phenomena, according to Sachs, and globalization as the outcome or result of other independent factors in economics, politics or cultural phenomena.

b) Develop a general thesis as to whether Sachs' theory of globalization is accurate or to be believed.

c) Justify your thesis by using Sachs' theory of globalization to describe and explain a case study selected from contemporary or historical events.

## **Statement on Electronic Resources**

In this course we will be using Email and 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, usernames 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.

## **Email 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

## **Academic Integrity**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at: <http://www.mcmaster.ca/policy/Students-AcademicStudies>. The following illustrates only three forms of academic dishonesty: 1) Plagiarism, e.g., the submission of work that is not one's own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

## **Accommodations for Students with Disabilities**

Special arrangements can be made for students with disabilities. If you need assistance because of a disability please consult with the Student Accessibility Services (SAS), MUSC Room B107, ext. 29652. Information is also available online, at <http://sas.mcmaster.ca/>. Once you have consulted with a program coordinator, you need to notify me as soon as possible with respect to your accommodation needs.

## **Course Modification Statement**

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.