

Working draft, ongoing; this final version for the course, May 10 2010

Comments invited ! jai.sen@cacim.net

University of Toronto
Department of Political Science
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Tuesdays and Thursdays 10:00-12:00
LA 200 - Centre for Ethics, Seminar Room
Gerald Larkin Building

POL 438H1(F)
Topics in Comparative Politics I
Other Worlds, Other Globalisations
COURSE OUTLINE & SYLLABUS

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Course participants :

TBA

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Course content overview²

Most people in civil societies across the world, in both the South and the North, think of 'globalisation' as positive – not social activists perhaps, but generally; but for most others, across the world, and especially across the Global South, it is a negative process, a form of economic and cultural imperialism and an agenda of capital and 'the North' seeking to break down national and cultural barriers to achieve domination; and which, as such, they resent and resist, sometimes militantly.

Looked at more closely however, in both these perceptions, and in the way that the term has come to be normally understood and used, the term 'globalisation' is about what the *civil* parts of societies are doing – led by corporations and the market, but also including 'non-governmental organisations' - and about the diaphanous networks they are building, spanning the globe. Similarly, most media representation, and most research and writing even on how some 'social' movements are resisting such globalisation, and on alternatives these movements are putting forward, is about *civil* movements. Collectively, all this is what some now call 'global civil society' (Keane 2001).³

This seminar course (OWOG2) seeks to go beyond this and to focus on, explore, and critically interrogate both this globalisation and *other* globalisations, led by *other* worlds, that it suggests are simultaneously taking place – and that have historically always taken place; and to look at the insurrectionary imaginations that are sometimes generated, and at the globalisation of such imaginaries. It is only when we also look at these processes that we begin to perceive the full nature of the extraordinary drama that constitutes the globalisation of our planet; of humankind as a whole inhabiting this planet and all of us making it our home.⁴

On the one hand therefore, the course will look closely at how ‘civil society’ (that is, the civil parts of society, whether expressed as state, market, or civil movement), and the project of ‘civilising the world’ are at the heart of what is understood and projected as globalisation; and where, in the minds of its proponents, and whether declared or not, globalisation *is* civilisation (Sen, March 2010). And on the other hand, it will also look at how the world we live in is also being profoundly globalised both by ‘others’ and by other, more everyday, processes of globalisation, and also by the rise of new global imaginations.

Here, we will look at how monks, migrants, warriors, traders, and slaves have spread cultures and religions over whole regions of the world, in history and today (Chanda 2007). We will also explore how the processes that are today projected as ‘globalisation’ - and as ‘civilisation’ – are seen by those who are oppressed and/or marginalised by them, and lead them to resort to resistance - and sometimes, also to other globalisations, such as in the form of radical Islam or of the global justice movement, among others. And we will look at how, contemporarily, those who have historically been rendered as incivil, such as indigenous peoples, are today coming into their own and redefining the norms of civility and civilisation.

In turn, I hope that these discussions will encourage course participants to suggest and define yet other and equally significant subjects, for their research and for presentation, for which there are three sessions assigned within the course.

We will especially try to take advantage of and explore the rich diversity of the student population at the UoT, and expectably in this course in particular, both in terms of contributions to the discussions we will have and also, for those who would like to, in terms of personally locating themselves in the processes we will be discussing.⁵

It will perhaps be useful for course participants to note from ahead of time that I am by background not an academic but in turn, an architect, activist, campaignist, and then independent researcher and editor in social politics - perhaps what some term a ‘scholar-practitioner’. The course will therefore be coloured by this; I expect to learn as much as I teach. It will be a collaborative course, and I look forward to working with you in this exercise.

As detailed below, the course has four parts :

- Part 1 : Globalisation and Its DisContents (Session 1 / S1 – S7)
- Part 2 : Mid-term Review and Planning Process and Workshop (S8)
- Part 3 : Exploring Other Worlds, Other Globalisations – Student presentations (S9 – S11)
- Part 4 : Final Review Process and Workshop (S12).⁶

The main objective of the OWOG2 course will be to explore and critically understand other worlds and other globalisations, and in the course of this, ‘globalisation’ and ‘civil society’. But the course will also have some further sub-objectives :

- ✓ To critically locate ourselves, as individuals, with respect both to civil society and to these other worlds;
- ✓ To improve our abilities in critical thinking, reading, writing, and presentation;

- ✓ To develop a bibliography / bibliographies that can act as a resource for further work by participants in this course and by others. The bibliography/ies should include written material, webspaces, films, plays, poetry, and other literature, all of which can and should form references for the course itself. Course participants are also welcome to suggest material in all these modes that we could display and look at during the course; and -
- ✓ To creatively explore the subject and to have fun !

Course organisation

Keeping the above in mind, this course will be organised as something of an open space, taking the shape of a combination of seminar-lectures, some independent research, and seminars led by small groups of course participants.⁷ This may be complemented by possible excursions to other related lectures, seminars, or film screenings (at the UoT or other institutions) and/or public meetings or protests on issues related to the course, depending on suggestions by course participants.⁸

This approach has various implications, in particular, that **participation** is an important aspect of the course, and will be one of the parameters on which course participants will be assessed; that **group work** will be enabled and encouraged; that it will attempt to actively draw on the **diversity** that is likely to be present; that **curiosity** and **exploration** will be important features; and that attempting to do all this will require an attitude of **respect** for other course participants and for what they bring to the course, both in academic and personal terms.

Typically, each session will have a mixture of presentation by the Instructor / Course Facilitator (henceforth also 'CF'), some presentation by Course Participants (CPs), and some course planning and admin. The CF will present the topics for Sessions 1-6. Each of these sessions, except the first, will involve discussion based on required readings.

Sessions 3-8 will also see presentations by CPs of Review Notes (RNs) they have prepared and submitted in advance; see below for an outline.

In Session 5, on the voice of the indigenous peoples in the world, we will have a Guest Speaker.

Session 8, and approaching it, will be devoted to a *Mid-Term Course Methods Review and Planning Workshop-Retreat*. If students' schedules permit, and with their consent, I would like to extend this session until 2 or 3 pm. This will be an opportunity for collectively reviewing the ground we have covered, primarily through a workshop focused on key methodological issues entailed in deepening our understanding of other globalisations; providing students with an opportunity to formulate and receive critical feedback on their outlines for their Term Papers; and collectively defining further areas to be covered in the course. The 'further ground' defined for the next period will be covered both by CPs and the CF. The Methods Workshop-Retreat will be conducted on the basis of a format circulated in hard copy from ahead of time.

In addition to this review of our methods of enquiry to date, I will also request those who are willing to *anonymously and voluntarily assess my contribution to the course*, on the basis of another format circulated in hard copy from ahead of time; and only if they are comfortable doing so. This purpose of this assessment is purely as feedback, in order to help me make mid-course adjustments, and it cannot and will not be counted in grading. Repeat : This assessment is anonymous and voluntary.

In general, the main purpose of reviewing both the course methods and the work of the CF at this stage will be to help the CPs to understand better what they are getting from the course and

what more they expect from it; to refine and define approaches that are especially needed, or especially promising, as pathways to deepening our understandings of other globalisations; and also to help me as CF to make mid-course adjustments and improvements to this course.

Keeping in mind the lessons learned from the review that we will have done, the third Part of the course (S9 – S11) will focus *on opening up the further ground* defined in the Mid-term Review Workshop. We will do this through presentations by small groups of course participants on subjects collectively defined by them, based on Group Papers (or other presentation formats) and the themes for the three sessions, which we will define together. Spread over three sessions, and with two presentations per session, the size of the groups will be 4-5 people. We will together define the themes for the sessions and their sequence, then the groups, and then the sequence of presentations. Please be ready by Session 4 / May 20 to suggest both your groups and the topics you will take up, both of which we will finalise at Session 5 / May 25. To the extent possible, try and form mixed groups, both to complement and to creatively challenge each other.

The course will end with a *Final Review Workshop* during S12, on June 17, to review the subject of the course and the ground we have covered, and to define agendas for possible further work, both by course participants and myself; and with submission of Term Papers *by noon the next morning*, June 18.

Readings : I have prepared an extensive Readings List (separate document). I have requested that the required readings be reserved at the Library, and plan to post readings that are less easily available on a specific webspace for the course (see below) and perhaps also to prepare a Reader, which will be available in due course. [TBA]

On the other hand, course participants will be expected to come up with suggested readings for the sessions that they are going to be presenting at in groups (ie during Sessions 9-11), and in general to make additional suggestions for readings suggested, both general and for specific session. (The latter may perhaps especially be the case in terms of Canada and of the struggles of indigenous peoples in this region of the world, where I would be happy to learn from you.)

Course Webspace : We at the organisation I work with, CACIM (Critical Action : Centre in Movement), have created a webspace for courses that CACIM members run, such as the earlier edition of this course at Carleton, and a related Symposium; see www.critical-courses.cacim.net. The University of Toronto however has its own in-house system, Blackboard, that most students are already familiar with. Although I am new to it, I therefore propose to use Blackboard for this course, but to also post this Course Outline and its associated Readings list on the critical courses site; and if you agree to this, to also later on post your Term Paper there so that it reaches a wider public. I will specifically request your permission. In addition however, and if you too would like to reach out more widely, you are free to use it, for posting related readings, recordings, photographs etc, that you come up with; and if you would like to, for posting any of the other material that you generate – your Review Notes, etc.

Course character

All those enrolling for this course should note the somewhat open, exploratory, and participatory nature of this course, and moreover where as course instructor and facilitator I believe I will be learning as much as the course participants. Course participants are also requested to be tolerant, respectful, and open to diversity and to diverse perspectives. We will all be learners in this process, and I look forward to this.

At the same time however, all spaces, including the open, have their limits and their rules (Sen, May 2009a). As such, I propose that one limit in the course should be that there will be no space

for racist or sexist content, nor for domineering behaviour. We will discuss this, and attempt to come to agreement on such policies at the outset of the course.

Borrowing from the work done by Vanessa Andreotti and her colleagues at the University of Nottingham in the UK during 2004-6, in their 'Other Worlds' project, I put forward and ask you to consider the following as a framework for how we might see what we will do together in this course :

- (a) *Everyone has knowledge* – we all have our own lenses to look through at the world;
- (b) *Every knowledge deserves respect* – these lenses are legitimate, but they are constantly reconstructed and, moreover, bound to particular contexts;
- (c) *Every knowledge is partial and incomplete* – as the lenses are constructed within particular contexts they are informed by particular assumptions and lack information from other contexts and assumptions; and
- (d) *All knowledge can, and should, be questioned* – the assumptions that inform the construction of the lenses as well as their implications and other possibilities of assumptions should be examined.⁹

In addition, I encourage an ethic of what the indigenous peoples of the Andes call *buen vivir*, or living well, even in the course of our studies. As conventionally practiced, research and study is extractive in nature (where those studying are the main gainers, and those studied are expected only or mostly just to give). As a general ethic and approach, and especially for the research we will do in this course, I suggest that we see it as being our responsibility to try to conduct our research and study (a) as non-violently and non-extractively as possible, and (b) to 'pay back' to 'the communities' that we study - who are in many senses our real teachers - as much as possible of what we learn; such as (in this case, where actual contact with communities will be involved) by orienting what we do to speak to such communities, with respect (Childs 2003), and by posting and publishing what we produce. We each need to find our own way of doing this, and we will make time to discuss this together.

Finally, and at all times, the course will place emphasis on *locating oneself with respect to what one is studying* and to *critically examining oneself and one's own experiences* in relation to the other worlds and to the 'others' whose lives and struggles we will be discussing.

Course output

This course requires four types of output by course participants :

1. **Review Notes** : *One per week, just 1 page long*, during Sessions 3-8, on the topic of that session : Critical reviews of weekly assigned readings or of watchings, listenings, and/or web participation that you do. Since you will be presenting once a week over three weeks, this means you will do a total of three RNs. Your RNs should aim to succinctly :
 - o Summarise whatever you have read / watched / taken part in;
 - o Critique / critically engage with it, including by attempting to locate yourself with respect to the subject; and –
 - o Raise questions and issues for further exploration, both by yourself and by other CPs / readers.

The RNs should give full reference and access details of the article or webspace being reviewed.

The RNs will be presented according to groups (A and B) formed in Session 1. Group A will present on Tuesdays and Group B on Thursdays. The groups will be formed on

a random basis (by the initials of first names, and organised as 1, 3, 5 etc in A and 2, 4, 6, etc in B).

The RNs will be **due at 9:30 am on the day before your presentation**, each week, by email to the CF and to all Course Participants, and in hard copy at the submission point identified under 'Additional Information'.

Since 12-13 CPs will present at any given session, **each CP will get only 3 minutes for her presentation**, and with a 20-minute open discussion at the end of all the presentations. Being succinct in both your written and verbal presentation will therefore be key !

2. **Mid-term Course Methods Review** : A note *critically* reviewing alternative methods of inquiry for presentation at the Course Methods Review Workshop-Retreat that will take place during Session 8 in this course, ie **June 3**. 3-4 pages long, as per format circulated; in point form, if you prefer. Again, *be succinct* ! But also reflective, and engaged. Your Course Methods Review will be **due at the start of S6, on May 27**, to be handed in at class in hard copy, and with soft copies to be sent to the CF and copied to all CPs by that evening.

3. **Group Presentations** : During Sessions 9-11 (on June 8, 10, and 15), small groups of 4-5 students decided upon in S6 (May 25) will make brief presentations of papers (or in other form) that they will have jointly prepared, on the themes of those sessions that will also be decided at the same session. The groups will therefore have 10-20 days to prepare their papers / presentations. There will be two presentations per session, and so six presentations in all. Keep in mind that the Group Presentations made during these sessions *will be the main substantive presentations for each of those sessions*, replacing the role played by the Course Facilitator in earlier sessions. They should therefore aim to be both succinct as well as comprehensive, engaged, and provocative in terms of the overall theme of the course. As also noted in the Readings List, groups must come up with (i) a summary of their presentations, and (ii) minimum list of readings (or watchings or listenings) for their presentation, **one week ahead of their respective presentations**, to give all CPs and the CF a chance to get prepared. (See Section on Course Schedule for details.) Groups must make sure that they both develop and present their ideas together, and their presentations should include a brief summary of the contributions of each group member. If the presentations are in the form of papers, then the group papers should be **5-10 pages long**. If the presentations are to be made in other formats, the groups must consult the CF regarding format, size, etc – but must be circulatable ! The group presentations will be **due at 10 am on the day before the session** on which they are to be made, in hard copy in the place specified below under 'Additional Information' and in soft copies to the CF and to all course participants.

4. **A Term Paper**, written individually, on a subject of your choice and within the broad framework of the course.
 - **Outline proposals** for the paper, including your methodology, should **in by Session 5, May 25** (3-5 pages in length)
 - Feedback sessions on Outline Proposals during Office Hours on May 25 and June 1, or by appointment
 - **Draft Papers** due on S8 (June 3)
 - **Feedback on Draft Papers** during Office Hours on June 8 and 15, or by appointment

- **Final papers** (15-20 pages long) **to be submitted on or by Friday, June 18, 5 pm.** (Please note that I have to submit grades by June 22, *so getting your paper in after June 18 will be too late.*)
- The **final Term Paper** should list out the main readings that the CP has done, from the Required Readings list/s and from the Readings List in general.

This is aside from :

- The **Self-Assessment table** I will ask you to fill in during the last week of the course, and –
- The **confidential formal assessment** of the Course Facilitator that you will be doing at the end of the course, in the final session, as per university requirements.

Output format

All papers must be typed (10-12 point), space and a half, and have standard margins. They are due in on the dates specified. The course process is going to be tight; so late RNs, outline Term Paper proposals, Group papers and presentations, and Term Papers will lose half a percent per day late.

Retain copies of work submitted : It is crucial that you retain hard copies of all assignments submitted in the course. Also remember to keep a backup copy !

Grading

Review Notes	Mid-term Course Methods Review	Group Presentations	Term Paper	Course Participation
15% Each RN will be worth 5%	10%	15%	50% Outline Proposal, with preliminary bibliography, 10%; Main paper, 40%	10%

To help me with grading, I have developed and will maintain Course Participants Assessment Matrices (CPAMs) for all four Course Outputs and for Course Participation. If you would like to take a look at them, you will find them on the course website.

In the final week, all Course Participants will be invited to *voluntarily* fill in and submit a Self-Assessment Matrix, which is broadly based on the Course Participants Assessment Matrix for course participation. This self-assessment is NOT mandatory and will NOT be taken into account for grading, but will be very useful in pedagogical terms – for me, to compare with the grades I finally come up with, using the various matrices I will be maintaining, and I hope also for you, to better understand your strengths and weaknesses.

Consultation

You are always welcome to consult me on any questions or concerns, either by email or personally, during my office hours or by prior appointment.

Additional information

Punctuality : I am attempting to pack a lot into the six weeks we will have together. You must help me by being *punctual with everything* – attending classes, submission of reviews and

papers, etc. Classes officially start at ten minutes past the hour. Please definitely be there by then, and if possible before.

Respecting diversity : As you surely know, Toronto is one of the most diverse cities in the world, and the composition of students at the University reflects this, including a very high proportion of international students. Given the subject of the course, we can expect that there will be a rich mix of participants in the course. A key aspect of this course will be to learn to both act respectfully with each other and to creatively (and respectfully) explore this diversity and difference, both in academic terms and socially. I hope you will join me in this !

How I will receive submissions : In the case of soft copies as indicated, by email at jai.sen@cacim.net, and in the case of hard copies, when required, at the Receptionist's office in the Department of Political Science, Room 3018 (where the papers will be date stamped and you may be asked to sign in), or in a drop box in case you are going there after 5 pm – but, please, *by the respective deadlines indicated !*

Using New Media : As also suggested above, I encourage students to consider using new media for their term papers and presentations. The University offers facilities for this :

Now come two difficult points :

Academic integrity and Plagiarism : Please do recognise the importance of academic integrity, and please do avoid plagiarism, at all costs ! Please also be aware of the University's own policies here : The University has a policy on instructional offences (such as plagiarism). For details, consult the handout available at www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. And for more general advice files on academic writing, www.writing.utoronto.ca.

Use of Mobiles : Please keep your mobile phones switched off or on silent mode while in class !

Annexures, initially to be available at <http://critical-courses.cacim.net/twiki/tiki-index.php> :

OWOG2 Readings

OWOG2 Suggested Framework for a Mid-term Course Methods Review by Course Participants

OWOG2 Course Participants Assessment Matrix A : Weekly Review Notes

OWOG2 Course Participants Assessment Matrix B : Group Papers and Presentations

OWOG2 Course Participants Assessment Matrix C : Mid-term Methods Review

OWOG2 Course Participants Assessment Matrix D : Term Papers and Presentations

OWOG2 Course Participants Assessment Matrix E : Course Participation

OWOG2 Course Participants Assessment Matrix F : Overall Collated Assessments, Class as a Whole

OWOG2 Course Participants Assessment Matrix X : Self-Assessment

Course Schedule

With two sessions per week (Tuesdays and Thursdays), we will roughly attempt to address a **cluster of issues each week**, among other things making the task of Review Notes easier :

Part 1 : Globalisation and Its (Dis)Contents

Session 1, Tuesday May 11 : What is Globalisation, and what is this course all about ?

Part A :

- Self introductions
- Introduction to course (ref this Course Outline)

Part B :

- Introduction to the concepts of other worlds and other globalisations, and of insurgent global imaginations
- Critical engagement with the dominant neoliberal concept of globalisation and with the practice and theory of movements for alter-globalisation / 'globalisation from below'. Globalisation vs 'We are everywhere'. A look at recent and current developments - from growing national and regional protectionism to the rise of religious fundamentalisms as a reaction to the impacts of 'globalisation'
- A first look at the rise of insurrectionary global imaginaries.

Part C :

- Introduction to the concept of open space and the pedagogy of critical engagement
- Planning for the course; discussion on policies for the course :
 - Respecting and exploring diversity
 - Sexism and Racism
 - Transcommunality
 - The role and significance of critical reflection and study
 - *Buen vivir* : 'Paying back' to the communities studied
 - How I will collect personal information
 - How I will collect papers
 - Email practices and expectations
 - Office hours and individual consultations
 - Any others ?
- Presentation and discussion of Course Schedule
- Presentation of CPAMS – Course Participants Assessment Matrices – for grading
- Forming two groups (A and B) for the presentation of Review Notes during Sessions 3-8 – A on Tuesdays and B on Thursdays
- First discussion of the possibility of publication of material produced in course
- First suggestions for additional resource people we would like to invite in, time allowing
- Preliminary planning for Mid-term Course Methods Review Workshop-Retreat (see S8 for suggested content); discussion and decision on whether Session 8, on June 3, can be a longer session, going on till 2 or even 3 pm; depending on students' availability
- Preliminarily looking ahead to Part 3 of the course, the 'second half' (which will in part be a function of the size of the class and of the interests of actual course participants).

S2, Thursday May 13 : Civility and incivility : What are 'civil societies' ?

- Critical exploration of the dynamics and dialectics of civility and incivility and of a 'global civil society'
- Further discussion on the theories and practices of alter-globalisation and of global resistance.

S3, Tuesday May 18 : Religion, trade, colonisation, war, and globalisation

- Presentation and discussion of first set of Review Notes, Group A (*RNs due May 17 9:30*)
- CF Presentation, and discussion.

S4, Thursday May 20 : Imagined communities : Migration, memories, and globalisations

- Presentation and discussion of first set of RNs, Group B (*RNs due May 19 9:30 am*)
- CF Presentation, and discussion

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Course Outline & Syllabus – Working draft, ongoing; this final version for the course, May 10 2010

Comments invited ! jai.sen@cacim.net

Also, course admin tasks :

- Planning for Midterm Course Methods Review Workshop on June 3; initiating the review process
- Listing, prioritisation, and finalisation of topics for Sessions S9, S10, and S11
- Planning for formation of small groups for Sessions S9, S10, and S11
- Circulation of format for Mid-Term Course Review (due S6 / May 27).

S5, Tuesday May 25 : First Nations, First Worlds / First Peoples, First Perspectives : The Voice of the Indigenous in the World

- Presentation and discussion of second set of RNs, Group A (*RNs due May 24 9:30 am*)
- **Guest Speaker : Ben Powless, IEN** (Indigenous Environmental Network); discussion

Plus :

- Outline Proposals for Term Papers due in
- Finalisation of topics for presentations during Sessions S9, S10, and S11
- Formation of small groups for presentations during sessions S9, S10, and S11.

S6, Thursday May 27 : The Globalisation of Insurrectionary Imaginations

- Presentation and discussion of second set of RNs, Group B (*RNs due May 26 9:30 am*)
- CF Presentation : The pre-history and emergence of a global justice movement; the rise of the radical Islamic movement; the rising voice of the indigenous in the world; the less articulated and more everyday imagined nations of diasporic communities. Discussion

Plus :

- Circulation of format to CPs for anonymous assessments of the Course Facilitator
- Submission of Mid-Term Course Methods Reviews (*hard copies at the start of the session, soft by the evening*)

S7, Tuesday June 1 : The Globalisation of *Buen vivir* : Living at peace with the world

- Presentation and discussion of third set of RNs, Group A (*RNs due May 30 9:30 am*)
- CF Presentation, and discussion

Plus :

- Submission by CPs of their anonymous assessments of the Course Facilitator in hard copy only (for feedback only) – before the Session, by 9:30 am, at the drop-off point
- Preparation for Mid-term Course Methods Review Workshop-Retreat
- Small groups 1 & 2 for S9, June 8, to circulate Summaries and Readings Lists for their session

Part 2 : Midterm Review & Planning Process

S8, Thursday June 3 : Midterm Course Methods Review Workshop-Retreat

- Presentation and discussion of third set of RNs, Group B : Choice of theme from S6 or S7 (*RNs due June 2 9:30 am*)

Plus :

- Verbal presentations by course participants of the main points of their Mid-term Methods Review as submitted at S6, May 27 (graded); 3 minutes each. Discussions
- Presentation by CPs of Outline Proposals for their Term Papers (written and verbal)
- First submission by course participants of bibliographies and other resource material
- Final review of topics for presentations by groups during sessions S9, S10, and S11
- Small groups 3 & 4 for S10, June 10, to circulate Summaries and Readings Lists for their session

Part 3 : Other Worlds, Other Globalisations - Course participant explorations and presentations

S9, Tuesday June 8 : SESSION TOPIC TO BE DEFINED, during Midterm Review Process

- Hard and soft copies of Group Presentations 1 & 2 due the day before, June 7, 10 am
- Small groups 5 & 6 for S11, June 15, to circulate Summaries and Readings Lists for their session
- **Presentations by Groups 1 & 2** – each 15-20 minutes + 30 mins discussion

S10, Thursday June 10 : SESSION TOPIC TO BE DEFINED, during Midterm Review Process

- Hard and soft copies of Group Presentations 3 & 4 due the day before, June 9, 10 am
- Self-Assessment Matrices distributed (due at Final Workshop, June 17)
- **Presentations by Groups 3 & 4** – each 15-20 minutes + 30 mins discussion

S11, Tuesday June 15 : SESSION TOPIC TO BE DEFINED, during Midterm Review Process

- Hard and soft copies of Group Presentations 5 & 6 due the day before, June 14, 10 am
- **Presentations by Groups 5 & 6** – each 15-20 minutes + 30 mins discussion

Part 4 : Final Review Process

S12, Thursday June 17 : **Final Review Workshop**

1. Completion and submission of University Teaching Evaluation Questionnaire, as per university procedures
2. Submission of Critical Courses Self-Assessments
3. **Review Workshop :**
 - How do we now see the concepts of other worlds and other globalisations ? Key lessons and principles
 - What methods of inquiry are best suited to gaining knowledge about different modalities of globalisation ?
 - Reviewing methods used in the course (including assigned readings); what are the strengths and weaknesses of each ?
 - What further approaches are especially needed, or especially promising, as pathways to deepening our understandings ?
 - What have we learned from each other, in this regard and others ?
 - Would any course participants like to follow up the Other Worlds, Other Globalisations course ? Planning for publications, for collaborations, for networking, for further studies.

S-day, Friday June 18 : **Submission of Final Term Papers, by 5 pm**

*(Repeat : Please note that I have to **submit grades on June 22** - so getting your paper in **after June 18 will be too late !**)*

Friday June 18 **Collective Critical Courses Party !**

6 pm on

All participants and their partners invited, as well as Guest Speakers, fellow Faculty members, and administration
Location : TBA

Your comments are always very welcome !

Jai Sen

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Web www.cacim.net

Notes

¹ This document is bookmarked, so that you can more easily find the respective sections. For those not familiar with this use of Word, go to Edit / Go to / Bookmark.

² This Outline is based on the one I developed for a course of the same name that I gave at Carleton University in Fall 2006; see <http://critical-courses.cacim.net/twiki/tiki-index.php?page=OWOGHome>. (Therefore the nickname now, OWOG2.) In particular, I have gained a lot by revisiting a paper that one student each from the two courses I gave at Carleton and I co-wrote back in 2007, after the course : Emilie Hayes, Mat Nelson, and Jai Sen, October 2009 – ‘Open Space as a Learning Environment : Engaging Critically with the Pedagogical Aspects of Critical Courses @ Carleton’; accessible @ <http://critical-courses.cacim.net/twiki/tiki-index.php?page=RCCSHome>. I'd like to thank my co-authors once more for the privilege of thinking through that course and the ideas behind it.

Although now posted, this Outline remains a working draft, and if the last time I gave this course is any indication, this will go through several more versions - as a result of comments I hope to get from other colleagues and friends at the University, members of a voluntary advisory group I am consulting for this course towards its finalisation, and then as a result of the feedback I hope to get from new colleagues at the University of Toronto and, in time, from course participants. (See the Carleton final version, as above, for my acknowledgement of debt that first time round; my thanks once again to all of them.) At this stage, I'd already like to warmly thank André Drainville (Université Laval), Janet Conway (Brock University), and Kari Polanyi Levitt (Concordia and McGill Universities) for their great comments on the first draft that I circulated of this Outline. My thanks also to Melissa Williams, Director, Centre for Ethics, and Professor of Political Science at the University of Toronto, for suggesting the idea of my giving this course in the first place and for her very insightful and strategic advice in terms of finalising the Course Outline, and to Elizabeth Jagdeo, Student and Alumni/Advancement Coordinator at the Department of Political Science at the University of Toronto, and Linda White, Associate Chair of Political Science and Director of Undergraduate Studies in the Department of Political Science, for their very helpful advice with respect to my framing this Course Outline according to the university's requirements.

³ See separate OWOG Readings list for full citation.

⁴ In case you have not already seen the powerful film by Yann Arthus-Bertrand titled ‘Home’, brilliantly portraying both how we as human beings are inhabiting our planet and also the present state of our planet, you must do so. You can see and/or download it @ www.home-2009.com/. (It's also listed in this Course as required reading !)

⁵ This turned out to be one of the richest discoveries in the earlier edition of this course at Carleton, where 6 out of the 11 participants in the (graduate) class were ‘internationals’. (The eleven were : Ajay Parasram, K Althea Brown, Ana Maria Vega Baron McTavish, Andrew Crosby, James Dooley, Mathew Nelson, Mihaela Ecaterina Vieru, Nana Kyeretwie Osei, Sam Cartmell, Valentina Jovanovski, and Vicki Hui-Ling Wang.) Several of the internationals elected to, in different ways, reflect on and explore their own backgrounds in the course of the course, directly or indirectly - and where they seemed to find this a valuable experience also at a personal level. See the Carleton course @ <http://critical-courses.cacim.net/twiki/tiki-index.php>, for some of the course output.

⁶ I refer to the Midterm and Final Review Workshops as ‘Parts’ of the course because they, and the processes they will involve, will be major learning points in themselves, both in preparation and in implementation.

⁷ For a description as well as a critical and reflexive review of OWOG1, the first edition of this course, where I first tried out this approach, see : Hayes, Nelson, and Sen, October 2009 - ‘Open Space as a Learning Environment : Engaging Critically with the Pedagogical Aspects of Critical Courses @ Carleton’.

⁸ Just as examples, and even though both of these just fall outside the period of the course, course participants may like to note from now that :

- During June 22-27 2010, the ‘g8/20 Toronto Community Mobilisation’ is going to take place in Toronto, around the g8/20 meetings scheduled to be held in the city at that time, including on Indigenous Sovereignty and on Migrant Justice; see <http://g20.torontomobilize.org/>; and –
- During June 22-26, the second US Social Forum – where many of the issues we will be looking at in the course will be discussed - will take place in nearby Detroit; see <http://www.ussocialforum.org/>.

⁹ From : Vanessa Andreotti, forthcoming - 'Creating Open Spaces', in Jai Sen, ed, 2010 - Imagining Alternatives, Book 3 in the *Are Other Worlds Possible ?* series. New Delhi. Also see www.mundi.org.uk and <http://www.osdemethodology.org.uk>; or contact her directly, @ vanessa.andreotti@gmail.com. See also : Vanessa Andreotti and ors, nd, c.2006 – 'Critical Literacy & Global Issues'. OSDE Methodology, Centre for the Study of Social and Global Justice, The University of Nottingham, osde@osdemethodology.org.uk. Available @ <http://www.osdemethodology.org.uk>; and : Hayes, Nelson, and Sen, December 2007.