

POL223H1 S

Globalization and Development: Issues and Challenges

INSTRUCTOR: Professor María Méndez

University of Toronto
Political Science

Tue 11-1pm EST
Office hours: R 4-5pm SS3052
Or by appointment



TEACHING ASSISTANTS: María Francisca Granda, Marte Vroom, Nellie Kamau

Course Overview

Since the era of European colonialism and the onset of industrial capitalism, the world has seen the expansion and deepening of social, cultural, political, and economic relations across time and space. Today, this process of globalization has increased in speed and reach, such that, our daily activities are affected significantly by practices and decisions made in distant places. The impacts of the accelerated mobility of people, commodities, information, and ideas on socio-economic development are unevenly distributed geographically, privileging and depriving some at the same time. This course examines globalization's contradictory effects, especially as they are lived and felt by people in the Global South. We will focus our attention on some of the following issues: new patterns of labor, inequality among nations, ecological sustainability, violence, international migration, and social movement responses to globalization from above.

Grading and due dates

- Participation (10% tutorial attendance+10% learning paragraphs): 20%
- Quizzes: 10%
- In-class midterm exam: 35%
- Final take-home assignment: 35%

February 27
due April 2

Assessment

Where needed, rubrics, prompts, and further details will be provided at least one week in advance.

Quizzes: 10%

Starting from week 3, there will be five unannounced quizzes spread across the semester to gauge your understanding of course materials. They will be in-person, close-booked, and will last for ten minutes each. You can expect questions related to the content assigned for that week. The quizzes will be administered online via Quercus, either at the beginning or end of class, at any time between 11:15-12:55pm. Each quiz will consist of no more than five questions, which may be multiple-choice or true/false. The focus will be on understanding key arguments and ideas rather than specific details. Note that your lowest score will be dropped and there will be no make-up quizzes. Readings or notes may not be consulted during the quiz. This flexibility allows you to skip one quiz without incurring any penalties. In other words, your top four quiz grades will count towards the total quiz grade.

You should be able to use your computer or phone for these quizzes. However, if you don't have an electronic device or are unable to use your phone, please email Professor Méndez asap. Late quizzes will not be accepted. This means that if you arrive late to class, you will not get extra time to complete the quizzes as they are automatically timed to last 10 minutes.

Participation: 20%

Your participation involves attending tutorials and writing weekly learning paragraphs.

Tutorials (10%): Tutorials will be discussion-based and involve small group activities. You are expected to arrive on time to each tutorial and stay until the end. Participation will not be evaluated based on how much you speak but on the quality of the insights you share and your fruitful engagement with the views of others. Active participation in class also means being a good listener and contributing to in-class group activities. The TA assigned to your tutorial group *will be your primary point of contact for this course* and will be available for office hours. The tutorial sessions are set to start on January 31st.

Learning paragraphs (10%): By the start of lecture and from weeks 2-12 (except reading and midterm week), you will submit weekly learning paragraphs (200-300 words) that focus on ONE of the week's readings. These paragraphs will help you prepare for course assignments. Unless otherwise specified, the learning paragraph will consist of two parts: 1) *A brief description of the main argument or key idea* of the reading (1-2 sentences, this should not exceed 1/4th of the paragraph or about 50 words). 2) *A substantial reflection* that connects the main argument or key idea to your own thoughts

about it, supporting it with observations or personal experiences. Here are some open-ended questions that you can respond to in the reflection part: How does the main argument connect to your everyday life, to world events, or to other readings/films/and ideas covered in the course? What is provocative or lacking in the author's analysis and why is this significant? In what ways does the reading challenge prior conceptions you had or teach you something new? What remains unclear in the reading and why?

The learning paragraphs will not receive written feedback, but we encourage you to discuss them with your TAs. Given the brevity of these paragraphs, do not quote author's exact words in the text but express key ideas in your own words. If you use outside references, please cite them whenever possible and use any citation format you are familiar with (references are excluded from the word count). There is no need to cite course materials.

Midterm exam: 35%

This in-class hand-written test will involve a combination of short questions (e.g., multiple choice, true/false, fill-in-the-blank), in addition to some short answer questions, and one short essay. Study guides will not be provided, and your assessment will be based on your comprehension of the required course materials (this does not include "additional materials").

Final take-home assignment: 35%

Drawing on your notes and close engagement with course materials, you will write an analytical essay (2 single-spaced) that grapples with a question or prompt I will provide in advance.

Paper format: 12-point Times New Roman font, 1-inch margins.

Course policies

Personal Accessibility Needs

All students are welcome in the course and should provide reasonable prior notice to facilitate any needed disability accommodation. To arrange accommodations, contact the Accessibility Services staff: Phone: 416-978-8060; E-mail: accessibility.services@utoronto.ca.

Communication policy

Official communication for this course will take place through Quercus. *Please note that emails will not receive replies.* Given the high volume of daily messages, we encourage you to ask questions during class or seek clarification before or after our classroom sessions for a faster reply. Regularly check Quercus for important course updates.

For course-related inquiries, follow these steps:

- First, check the syllabus or Quercus for answers, as many assignment details are outlined under specific instructions.
- Second, contact your course buddy (we will set up a buddy system so you can contact each other about coursework!)
- Third, message your tutorial section TA
- Fourth, email Prof. Méndez (skip step 3 if the question pertains to the lecture)

Messages received within 24 hours of an assignment deadline may not be answered in time. Questions that are answered in the course syllabus or on Quercus and queries about missed class content will not receive responses.

When messaging about the course, include the course number and a brief description of your query in the subject line. We aim to respond within 4 business days, Monday-Friday (8:00 am-5:00 pm). Plan accordingly for urgent matters and maintain professional communication, using appropriate salutations. As a rule, address individuals with the title "Professor" followed by their last name. You can address me as Professor Méndez. My pronouns are she/her/hers.

Assignments

Submission: All assignments must be submitted on Quercus unless stated otherwise. It is your responsibility to keep a backup hard copy in case of loss. Students must ensure that their assignments are correctly uploaded. Assignments not appearing or unable to be opened will receive a grade of zero.

Late penalty: Assignments will receive a late penalty of 2%/day, including weekends, and will only be accepted within 7 days of when they were due. Moreover, feedback on late assignments is not guaranteed.

Grade appeals: If you believe that the TA has given you an unfair grade, you may email the TA who graded the assignment and request a re-evaluation. Students must 1) submit the original work and attach 2) a written explanation identifying in detail why they believe there is a substantive error in grading. Grading appeals must be submitted after 48 hours and within 72 hours of receiving the graded assignment (It is your responsibility to regularly check Quercus to find out when your grade has been posted). If the student is not satisfied with this re-evaluation, the student may then appeal to the course instructor (i.e., me) by submitting (1) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (2) communications from the original marker as to why no change in mark was made. This must be done within 48 hours of receiving the TA's re-evaluation. Please note that a re-evaluation doesn't guarantee a change in your grade; it can result in the same or lower grade. Continuing with the remark or the appeal means the student accepts this condition. Appeals that do not follow the procedure outlined above will not be considered.

Final grades: Final grades are considered final and will not be subject to negotiation or alteration after they have been submitted. Please refrain from contacting the instructor to request additional points or grade adjustments. The grading process is conducted thoroughly and fairly, adhering to the criteria outlined in the course syllabus.

Missed Academic Obligations

Extensions, make-ups, and incompletes: These will not be granted unless you meet one of the University's identified exceptions. If you are absent for legitimate reasons report your absence through the online absence declaration form available on ACORN and contact your tutorial section TA to arrange an accommodation. In your message, please include the reason for your request and a proposal for a new deadline. Extensions requests (for all assignments except quizzes and in-class midterm) made 48 hours prior to the deadline will be granted automatically. Any other requests will be considered at the discretion of the TA.

Legitimate reasons for temporary absences include illness, injury, and other unplanned circumstances beyond a student's control (such as court subpoena, funeral, car accident). Reasons such as holidays, pre-purchased plane tickets, family plans, lack of test/assignment preparation, conflicting deadlines, late course registration, technology failure, and traffic- or weather-related incidents are not considered to be beyond a student's control. Please note that accommodations due to late registration into the course will not be approved.

Missed Tests: Students who do not attend a scheduled term test will be assigned a grade of zero unless they are granted special consideration. In cases where the absence is due to university-excused reasons, all students will have the opportunity to take the makeup test on the same day, ideally scheduled seven days after the originally scheduled in-person midterm. Students who miss a test must present one of the following documents to the TA for consideration of special accommodation: Absence declaration via ACORN; U of T Verification of Illness or Injury Form; College Registrar's letter; or Letter of Academic Accommodation from Accessibility Services. These documents must be provided to the TA within 72 hours of missing the test. The administration of makeup tests will be managed by the TAs.

Absence due to illness: If you become ill and it affects your ability to do your academic work, consult a TA right away. Normally, they will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Fostering a Positive Learning Environment

Effective learning can only occur in a positive classroom environment; therefore, we have a shared responsibility in ensuring that everyone in the class feels welcome to contribute. As your course instructor, I am committed to fostering a learning community that recognizes your inherent worth and dignity. This means that I will not tolerate discrimination, harassment, or hate speech.

Office Hours

This class will require you to digest and synthesize a broad range of materials, therefore I encourage you to attend TA and course instructor office hours early and often or contact us to set up an appointment. Here are some reasons why you might attend office hours:

- You need clarification on a concept, aspect of class discussion, or reading.
- You want to discuss course materials or topics further.
- You want to chat about a topic related to course materials.
- You have a question, concern, or comment about the course.
- You need to ask a question about an assignment that is specific to you.

Please note that to ensure fairness and consistency in the treatment of students in this course, detailed feedback on outlines or drafts will not be provided before submission.

Academic integrity

Plagiarism is a very serious academic offense punishable by the university. Examples of plagiarism include copying another's work without attribution, falsifying records, cheating on tests, and submitting your own previous work. For advice on how to avoid plagiarism see <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>). If you wish to opt out of the university's plagiarism detection tool, email your tutorial section TA no later than January 17, 2023.

Use of generative AI: The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, is prohibited and will be considered a form of cheating. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.

Course support

If you are struggling in the course in personal or academic ways and/or need special accommodations, here are some helpful resources available to you:

- For mental health: <https://mentalhealth.utoronto.ca/>
- For writing: <http://www.writing.utoronto.ca/writing-centres>
- For research: <https://onereach.library.utoronto.ca/research-help>
- For religious accommodations: <http://uoft.me/religiousaccommodation>
- For other support contact the Registrar's Office: <https://future.utoronto.ca/current-students/registrars/>

Course schedule

All readings and films will be made available through Quercus under course modules. I recommend engaging with materials in the order in which they are listed. Always check Quercus since this schedule may be subject to substantial modification.

Week 1

January 9— Introduction: What is this course about? — No reading

Week 2

January 16—Is globalization new?

Timothy Brook, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*, Chapters 1 and 2

Additional readings:

Amitav Ghosh, *The Nutmeg's Curse*, Chapters 1-3

Cedric Robinson, *Black Marxism. The Making of Black Radical Tradition*, Chapter 5

Kojo Koram, *Uncommon Wealth. Britain and the Aftermath of Empire*, Chapter 2

Sidney Mintz, *Sweetness and Power*

Week 3

January 23—Debating globalization I: Globalization from above

Thomas Friedman, *The World is Flat: A Brief History of the Twenty-first Century*, Chapter 1

Additional readings:

Eswar Prasad. "The World Will Regret Its Retreat From Globalization."

Jagdish Bhagwati, *In Defense of Globalization*

Ngozi Okonjo-Iweala. "Why the world still needs trade: The case for reimagining-not abandoning-globalization."

The Economist, "The destructive new logic that threatens globalization."

Week 4

January 30—Debating globalization II: Globalization from below

Selections from "Alternative Globalization and the Global Justice Movement" in *The Globalization Reader*, edited by Frank J. Lechner and John Boli

Additional readings:

Arundhati Roy, "The Greater Common Good"

Week 5

February 6—Debating globalization II: Reforming globalization

Joseph E. Stiglitz, *Making Globalization Work*, Chapters 1 and 2

Additional readings:

Dani Rodrick. *The Globalization Paradox: Democracy and the Future of the World Economy*.

Gary Pinkus, James Manyika, and Sree Ramaswamy. "We Can't Undo Globalization, but We Can Improve It"

Matthew Louis Bishop and Anthony Payne. "The Political Economies of Different Globalizations: Theorizing Reglobalization."

Week 6

February 13— Consumption

Naomi Klein, *No Logo*, Chapter 1

Film: Our Consumer Society

Additional readings:

Chan and Patten, What's Wrong with Neocolonialism: The Case of Unequal Trade in Cultural Goods.

Cajetan Nwabueze Iheka. *African Ecomedia: Network Forms, Planetary Politics*.

L.S. Dąbrowski. 2022. "Globalised and Culturally Homogenised? How Generation Z in Poland Spends Their Free Time."

UNESCO. "The Globalisation of Cultural Trade: A Shift in Consumption." Report.

Week 7

February 20— Reading week, no class/tutorials

Week 8

February 27— IN-CLASS MIDTERM

Week 9

March 5— Inequality

Mike Davis, "Planet of Slums"

Film: Slumdog Millionaire

Additional readings:

Chin-Ming Lin. "Asian Drama Revisited: Myrdal's Insight in the Development of Southeast Asia", *Bandung*

Christina Lagarde. "Making Globalization Work for All"

David Dollar, "Globalization, Poverty, and Inequality since 1980," *The World Bank Research Observer*,

Week 10

March 12— Environment

Selections from *The Great Derangement: Climate Change and the Unthinkable* by Amitav Ghosh

Film: Thank You for the Rain

Additional readings:

Ken Conca, “The Changing Shape of Global Environmental Politics.”

M. Jakob. “Globalization and climate change: State of knowledge, emerging issues, and policy implications.”

Wolfgang Sachs. *Planet Dialectics: Explorations in Environment and Development*.

Week 11

March 19— Labor

Anna Tsing, “Supply Chains and the Human Condition”

Film: Maquilopolis

Additional readings:

Christine Chin. *Cosmopolitan Sex Workers: Women and Migration in a Global City*.

Franco Barchiesi. “Transnational Capital, Urban Globalisation and Cross-Border Solidarity: The Case of the South African Municipal Workers.”

International Labor Organization, “Making Globalization Socially Sustainable.”

Week 12

March 26— Gender and Migration

Rhacel Salazar Parrenas, “Migrant Filipina Domestic Workers and the International Division of Reproductive Labor”

Film: Overseas

Additional readings:

Alison M. Jaggar; “Is Globalization Good for Women?”

AKM Ahsan Ullah et al. “Globalization and Migration: The Great Gender Equalizer?”

Ethel Tungohan, *Care Activism: Migrant Domestic Workers, Movement-Building, and Communities of Care*.

Saskia Sassen. “Women's Burden: Counter-geographies of Globalization and the Feminization of Survival”

Week 13

April 2—No Class— Instructor attending conference