

COURSE OUTLINE

Globalization: Sociological and Anthropological Aspects SOC 2151A

ALINE COUTINHO
Fall 2019

Class schedule: Wednesdays, 16:00 – 17:20
Fridays, 14:30 -16:00
SITE Building (STE) Room A0150

E-mail: aline.coutinho@uottawa.ca

Teaching Assistant: TBD

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

OFFICIAL COURSE DESCRIPTION

Study of the world socio-economic system and some of its consequences, such as the implementation of new social structures and the development of transnational cultural models and new relations between citizens and state.

GENERAL COURSE OBJECTIVES

What exactly is Globalization? A process? An ideology? A historical moment? Does Globalization even exist? If so, when did it start? There are no consensual answers to these questions. The answers cater to the flavor of the writer: each providing a definition and emphasizing a different aspect of social reality. However, it is undeniable

that the 20th century, at least in the West, have witnessed increasing flows of peoples, commodities, culture, beliefs, and capital across national borders - some elements flowing easier than others, for sure. The present course is designed to introduce students to important and contemporary issues related to these flows. It will touch on the most relevant theoretical approaches and conceptual tools used by both sociologists and anthropologists when trying to make sense of diverse global phenomena.

In our lectures, we will consider the existence, scale, unevenness, and intensity of an array of global flows and structures. We will discuss a wide assortment of global processes, its contradictions and ambiguities as well as different resistance movements and alternatives to Globalization. We will also explore some positive and perverse outcomes of many global activities in an attempt to improve our critical capacity toward Globalization.

With the changes that Western societies have witnessed in the past couple of years (most specifically the increasing concerns about migration and the consequential closing of national borders, the Brexit referendum, Trump's travel bans, and trade wars), we will also engage in discussions of whether we have entered a new era: one of *degloblalization*.

In addition, we will assess some of the presumed changes that political and socioeconomic structures such as Nation-States, financial markets, and global value chains have recently faced. The discussions will include topics such as the features of global terrorism and international organized crime, patterns of global gender-based division of labor, the transnational production, distribution and consumption of commodities, international migration, and the reality and characteristics of a global culture.

At the end of the course, students should be able to:

- 1) Identify the main currents of thought and topics within Globalization Studies.
- 2) Apply sociological and anthropological concepts, theories and methodological tools to the study of different global phenomena.
- 3) Become acquainted with several sites of contestation and formulate evidence-based opinions on different dimensions of Globalization.
- 4) Critically identify some of the socioeconomic and environmental effects of Globalization.

In sum, students should be able to make sense of current global flows and to critically assess information thereof provided by media, social scientists and other channels.

TEACHING METHODS

Lectures and class discussions/exercises will constitute the majority of our in-class activities.

Students may soon realize that lectures do not simply summarize the required readings. Lectures build on required readings, and provide additional theoretical, conceptual and factual information in order to initiate broader in-class discussions about different dimension of Globalization.

Class exercises consist of group dynamics (guided small group discussions) and individual tasks (online data collection and in-class reporting). Students are highly encouraged to bring their own devices with access to Internet.

MANDATORY TEXTS

Obligatory textbook:

Steger, M. (2017). *Globalization: a very short introduction*. Oxford: Oxford University Press.

You may purchase this manual at the University of Ottawa Bookstore, 85 University, Ottawa, ON, K1N 6N5. Phone: (613) 562-5353.

Some classes also require the reading of additional texts that will be made available in the section "Required Readings" at Virtual Campus (VC). Due to copyright restrictions, some of these additional texts can only be accessed though the permalink provided at Virtual Campus. Students must use their student identification to access these links.

ASSESSMENT METHODS

The final mark is composed of two in-class examinations (midterm and final exam) and four take-home assignments.

1) Midterm Exam (30% of final grade):

This is an in-class examination that will take place on October 11th, 2019.

This exam will consist of 40 multiple-choice questions and 2 interpretive questions in which students will read an excerpt and answer questions related to the text and material covered in class.

More information about this exam will be posted on Virtual Campus.

2) Take Home Assignments (for a total of 40% of final grade - 10% each assignment):

These are individual take-home works. Each assignment consists of a set of questions about a specific topic discussed in the course. The required format of answers will vary across assignments (ranging from the production of infographics to written essays). All assignments will be available on the first week of the course, and the full guidelines for each assignment will be provided with the questions.

All assignments will be assessed on the following criteria:

- 1) Appropriate use of ideas and concepts related to class content. Students must unambiguously demonstrate comprehension of the theories and concepts asked in the assignment.

- 2) Factual data informed arguments, that is, hypothetical opinions and speculations will be disregarded.
- 3) Coherence, clarity and presentation.
- 4) Thorough respect of the assignment guidelines.

Under no circumstance, late submission of assignments will be accepted. As such, I suggest starting to draft the answers way in advance in the course so to avoid delays in the case of unforeseen events. Assignments must be submitted through Virtual Campus in a .DOC format only (unless otherwise advised).

With their grades, students will receive a rubric containing detailed feedback about their assignments. It is highly encouraged that you go over the feedback provided in the rubric before disputing your grades with the Teaching Assistant and/or the Professor.

3) Final Exam (30% of final grade):

The final exam is a three-hours in-class noncumulative written examination. This exam will consist of 40 multiple-choice and 4 interpretive questions.

More information about this exam will be given in class and posted on Virtual Campus.

The University will determine the date, hour and location of the exam.

Components of Final Mark

Evaluation format	Weight	Date
Midterm exam	30 %	October 11 th , 2019
Four assignments	40 % (10% each)	See course schedule
Final exam	30 %	TBD

Course Failure - EIN (F): In accordance with article 10.6

(<https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>), students receive a failing grade when they have not completed a significant portion of the course work. According to the policy established by the School, a significant portion of the work involves: either one or all exams (mid-term, final) or any other assignments (quizzes, tests, presentations, research, etc.) worth 15% or more of the final grade. Note that a refused request for a deferral can therefore lead to a failure.

Policy on language quality and late submissions

Class attendance is necessary to successfully complete this course.

Students must arrive on time for lectures. The attendance to all lectures is obligatory and relevant participation in class discussions is expected of every student. The readings are mandatory and required before each class. Students must bring their own electronic devices to classes, but these devices must be used solely for the purpose of note-taking or in-class

activities. *Powerpoint slides will be uploaded on Virtual Campus within one week after the respective class. This is non negotiable.* Although Powerpoint slides may provide additional information that is not in the required readings, students are still encouraged to consult directly from the sources of information. It is highly recommended that, if you have missed class, you copy notes from one of your peers. Disturbance will not be tolerated, and student(s) will be asked to leave the room in case of disrupting behaviour. All electronic devices must be used for note-taking purposes only.

Avoid chatting in class. This is not just a major pet peeve, but it also disrupts the pace of the lecture and distracts fellow students' attention.

Do not send me e-mails requesting your grades or with questions that require complex answers. Grades will be posted on Virtual campus in good time.

Any questions regarding the assignments will be answered in class only. I will have office hours at which time I can address any concerns and/or questions about the course, materials, grading, and so on.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student's case. Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule (Academic Regulation 9.0) and the final exam rule.

DFR forms must be completed for both midterms and final exams. The form can be obtained at <https://socialsciences.uottawa.ca/students/undergraduate-forms>. Once completed, the form with supporting documentation (ex. medical certificate) will automatically be sent to the academic unit which offers the course. The request must be completed within five working days of the exam and must respect all the conditions of Academic Regulation 19.5 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning>).

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

For your information: use as needed

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

Deferred exam period :

- Midterm exams session: November 28th and 29th 2019
- Final exams: February 16th to 22nd 2020

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention

SCHEDULE

Date	Course	Required Readings and Assignments
September 4	Course Introduction <ul style="list-style-type: none"> • Presentations • Evaluations • Expectations • Course management • Procedures 	No readings required
September 6	Introduction to Sociological and Anthropological Research on Globalization	Steger (2017). Chapter 1: Globalization: a contested concept. In <i>Globalization: a very short introduction</i> . Oxford: Oxford University Press, pp: 1-17 (Mandatory textbook). Bartelson, J. (2000). Three concepts of globalization. <i>International Sociology</i> , 15(2), 180-195. (Link on Virtual Campus)
September 11 and 13	Locating Globalization in History <ul style="list-style-type: none"> • A historical overview of Globalization • Differentiating Globalization from other processes 	Steger (2017). Chapter 2: Globalization in history. In <i>Globalization: a very short introduction</i> . Oxford: Oxford University Press, pp: 18-37 (Mandatory textbook).

September 18 and 20	<p>The Global Economy: Structures and Processes</p> <ul style="list-style-type: none">• The Bretton Woods System• Neoliberalism• Case study of structural adjustment policies: the new scramble for Africa	<p>Steger (2017). Chapter 3: The economic dimension of Globalization. In <i>Globalization: a very short introduction</i>. Oxford: Oxford University Press, pp: 38-61. (Mandatory textbook).</p> <p>Brenner, N., Peck, J., Theodore, N. (2010). "After Neoliberalization?". <i>Globalizations</i>, 7(3): 327-345. (Link available at Virtual Campus).</p> <p>Assignment 1 due on September 20th</p>
September 25	<p>Mobile capital, but mobile millionaires?</p> <ul style="list-style-type: none">• Offshore finance• Tax havens• The millionaire flight myth	<p>Young, C., Varner, C., Lurie, I., & Prinsinzano, R. (2016). Millionaire Migration and Taxation of the Elite: evidence from administrative data. <i>American Sociological Review</i>, 81(3), 412-446. (Link available at Virtual Campus).</p>
September 27	<p>Global Inequalities</p> <ul style="list-style-type: none">• The elephant curve• Tourists and vagabonds• A second Gilded age?	<p>Milanovic (2016). Chapter 1: The rise of the Global Middle Class and Global Plutocrats, In <i>Global Inequality: a new approach for the age of globalization</i>. Cambridge: Harvard University Press, pp: 10-45. (Link available at Virtual Campus)</p>
October 2 and 4	<p>Global Fragmentation of Production</p>	<p>Gereffi, G. (2014). "Global Value Chains in s Post-Washington Consensus World." <i>Review of International Political Economy</i> 21(1): 9-37. (On Virtual Campus)</p> <p>Chan, A. (2003). Racing to the bottom: international trade without a social clause. <i>Third World Quarterly</i>, 24(6), 1011-1028.</p> <p>Assignment 2 due on October 4th</p>
October 9	<p>Globalizing Principles of Economic Organization</p>	<p>Ahuvia, A. & Bilgin, E. (2011). Limits of the McDonaldization thesis. <i>Consumption markets and culture</i>. 14(4), 361-384 (On Virtual Campus)</p>
October 11	<p>Midterm exam: In-class examination (30%)</p>	
<p>READING WEEK (October 13th to 19th: No lectures)</p>		
October 23 and 25	<p>Nation States and Global Governance</p> <ul style="list-style-type: none">• Nation States: feeble or powerful?	<p>Steger (2017). Chapter 4: The political dimension of Globalization. In <i>Globalization: a very short introduction</i>. Oxford: Oxford</p>

	<ul style="list-style-type: none"> Political interdependencies 	<p>University Press. (Mandatory textbook).</p> <p>Mosley, L. (2005). Globalization and the State: Still Room to Move? <i>New Political Economy</i>, 10(3), 355-362. (On Virtual Campus).</p> <p>Pettifor, A. (2017). Brexit and its Consequences. <i>Globalizations</i>, 14(1), 127-132. (On Virtual Campus)</p>
October 30 and November 1	<p>Global cities and urban governance</p> <ul style="list-style-type: none"> The centrality of Global Cities Urban entrepreneurialism gone global? Sanctuary cities 	<p>Sassen, S. (2002) "Locating cities on global circuits". <i>Environment and Urbanization</i>, 14 (1). (On Virtual Campus)</p> <p>Toly, N. (2016). Brexit, Global Cities, and the Future of World Order. <i>Globalizations</i>, 14(1), 142-149.</p>
November 6 and 8	<p>International Flows of Peoples</p> <ul style="list-style-type: none"> Migration patterns Approaches to analyze forms of migration Structural vulnerabilities 	<p>Yousaf (2018). Forced migration, human trafficking, and human security, <i>Current Sociology</i>, 66(2), 209-225. (On Virtual Campus).</p> <p>Stuesse. (2018). When They're Done with You: Legal Violence and Structural Vulnerability among Injured Immigrant Poultry Workers. <i>Anthropology of Work Review</i>, 39(2), 79-93. (On Virtual Campus)</p> <p>Assignment 3 due on November 8th</p>
November 13	<p>Gender and inequality</p> <ul style="list-style-type: none"> Migration policies Care chains Care circulation 	<p>Mills, M. B. (2003). Gender and Inequality in the Global Labour Force. <i>Annual Review of Anthropology</i>, 32, 41-62. (On Virtual Campus)</p>
November 15	<p>Can We Speak of a Global Culture?</p> <ul style="list-style-type: none"> Clash of civilizations Cultural convergence Cultural hybridization 	<p>Steger (2017), Chapter 5: The cultural dimension of Globalization. In <i>Globalization: a very short introduction</i>. Oxford: Oxford University Press. (Mandatory textbook).</p>
November 20 and 22	<p>Global Violence: Organized Crime and Terrorism</p> <ul style="list-style-type: none"> Definitional difficulties Waves of terrorism 	<p>Honig, O., & Yahel, I. (2017). A Fifth Wave of Terrorism? The Emergence of Terrorist Semi-States. <i>Terrorism and Political Violence</i>, 1-19. (On Virtual Campus).</p> <p>Scheper-Hughes, N. (2000). The Global Traffic in Human Organs. <i>Current Anthropology</i>, 41, 191-224. (On Virtual Campus)</p> <p>Bartilow, H. (2019). Corporate power, US</p>

		drug enforcement and the repression of indigenous peoples in Latin America. <i>Third World Quarterly</i> , 40(2), 355-372. Assignment 4 due on November 20th
November 27	Resisting Globalization <ul style="list-style-type: none">• Anti-corporate activism• Protectionism• Xenophobic expressions	Steger (2017). Chapter 7 : Ideologies of Globalization. In <i>Globalization: a very short introduction</i> . Oxford: Oxford University Press, pp : 128-134. (Mandatory textbook). Steger (2017). Chapter 6 : The ecological dimension of globalization. In <i>Globalization: a very short introduction</i> . Oxford: Oxford University Press, pp : 128-134. (Mandatory textbook).
November 29	Summing up, Review for Final Exam	
December 5th to 18th – Final Exam Period (30%)		

BIBLIOGRAPHY

Ahuvia, A. & Bilgin, E. (2011). Limits of the McDonaldization Thesis. *Consumption Markets and Culture*, 14(4), 361-384.

Bartelson, J. (2000). Three concepts of globalization. *International Sociology*, 15(2), 180-195.

Bartilow, H. (2019). Corporate power, US drug enforcement and the repression of indigenous peoples in Latin America. *Third World Quarterly*, 40(2), 355-372.

Brenner, N., Peck, J., Theodore, N. (2010). "After Neoliberalization?" *Globalizations*, 7(3): 327-345.

Chan, A. (2003). Racing to the bottom: international trade without a social clause. *Third World Quarterly*, 24(6), 1011-1028.

Gereffi, G., & Christian, M. (2009). The Impacts of Wal-Mart: The Rise and Consequences of the World's Dominant Retailer. *Annual Review of Sociology*, 35(1), 573-591.

Honig, O., & Yahel, I. (2017). A Fifth Wave of Terrorism? The Emergence of Terrorist Semi-States. *Terrorism and Political Violence*, 1-19.

Milanovic (2016). Chapter 1: The rise of the Global Middle Class and Global Plutocrats, In *Global Inequality: a new approach for the age of globalization*. Cambridge: Harvard University Press, pp: 10-45.

Mills, M. B. (2003). Gender and Inequality in the Global Labour Force. *Annual Review of Anthropology*, 32, 41-62.

Mosley, L. (2005). Globalization and the State: Still Room to Move? *New Political Economy*, 10(3), 355-362.

Pettifor, A. (2017). Brexit and its Consequences. *Globalizations*, 14(1), 127-132.

Sassen, S. (2002). "Locating cities on global circuits". *Environment and Urbanization*, 14 (1).

Scheper-Hughes, N. (2000). The Global Traffic in Human Organs. *Current Anthropology*, 41, 191-224.

Steger, M. (2017). *Globalization: a very short introduction*. Oxford: Oxford University Press.

Stuesse. (2018). When They're Done with You: Legal Violence and Structural Vulnerability among Injured Immigrant Poultry Workers. *Anthropology of Work Review*, 39(2), 79-93.

Toly, N. (2016). Brexit, Global Cities, and the Future of World Order. *Globalizations*, 14(1), 142-149.

Young, C., Varner, C., Lurie, I., & Prinsziano, R. (2016). Millionaire Migration and Taxation of the Elite: evidence from administrative data. *American Sociological Review*, 81(3), 412-446.

Yousaf (2018). Forced migration, human trafficking, and human security, *Current Sociology*, 66(2), 209-225.

Resources for you

FACULTY MENTORING CENTRE - <http://socialsciences.uottawa.ca/mentoring>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

ACADEMIC WRITING HELP CENTRE - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- **Master the written language of your choice**
- **Expand your critical thinking abilities**
- **Develop your argumentation skills**
- **Learn what the expectations are for academic writing**

CAREER SERVICES - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

COUNSELLING SERVICE - <http://sass.uottawa.ca/en/counselling>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

ACCESS SERVICE - <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

STUDENT RESOURCES CENTRES - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the *"Writing and Style Guide for University Papers and Assignments."* It can be found at: <http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student's Guide to Academic Integrity*:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

and Academic Integrity Website (Office of the Vice-President Academic and Provost)

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>