



**CGS 1022G Introduction to Globalization section 550**  
Centre for Global Studies  
Huron University College  
Dr. Antulio Rosales

Meeting Times Tuesdays 13:30-14:30 and Thursdays 12:30-14:30 HC-V208  
Email: arosale2@uwo.ca  
Office Hours 10:30-12:30 Tuesdays and by appointment on Zoom

**Course summary**

This course is a critical introduction to globalization. It interrogates the issues that bring people and nations together as well as those that separate them. This study of globalization will centre on the increasing flows and frictions of commodities, money, people, and ideas across borders. The course seeks to critically assess the historical origins of globalization and late capitalism, their winners, losers, and most prominent challengers.

**Learning objectives**

The course provides students with an opportunity to engage with globalization through some of its manifestations, from the way the economy is organized to the different ideas that take shape in global conversations. The goal is to critically assess processes and discourses that bind societies together but also mechanisms and ideas that separate them, as part of current global processes. The course material is designed to explore globalization beyond traditional dichotomies of optimism versus pessimism, or novelty versus continuity, and instead proposes to integrate frictions and interruptions into broader mechanisms of increased flows, integration, and interdependence.

**Class methods**

This course will have weekly lectures and seminars. During the seminars, we will engage in discussions of the reading material and media, such as podcasts, videos, and news. Throughout the term we will have structured debates, with pre-determined positions in teams.

**Methods of Evaluation**

Participation, group & individual exercises 15%

You are encouraged to be present for all our meetings. There will be opportunities for participation during our weekly meetings. Throughout the course, we will hold structured debates and class discussions that will constitute at least half of the participation mark. I encourage you to keep yourselves informed of the news. We will have weekly conversations about what is happening in the world.

If you don't feel comfortable speaking in large public settings, there will be opportunities to participate in smaller group discussions (during debates, for example). In addition, there will be opportunities to write comments in online forums throughout the term.

#### Global Affairs meme 10%

There will be an ongoing meme board. Through memes, I encourage you to make funny, sarcastic, and witty comments about global news, and class themes. The board will be updated weekly, and I will be choosing the top-3 memes at the end of the semester. For full marks, you must upload 3 memes throughout the term. Do not copy pre-existing memes, make one, using meme creators you can find online. If you have doubts about how to do this, please contact me early in the term. Note that the meme board is another way to interact and participate in class: you are encouraged to comment/respond to your classmates' memes.

#### Short commentary 20% (due February 16)

This assignment is a short commentary. You are asked to write a maximum of 500 words about one of the topics discussed in class. In this commentary, you have to develop an argument, based on your views about one of the topics. You are required to draw from at least one of the course readings. The commentary is an informed opinion, that is based on evidence and critical reflection. I will be assessing: 1. Your ability to make a concrete argument; 2. Your ability to reflect upon course material and class discussions; 3. Your written expression, proper citation, and commentary organization.

#### Current affairs essay 25% (due March 23)

This is a current affairs essay. In this essay, you are asked to write a maximum of 1,500 words, including bibliography, where you discuss an event or issue of current affairs interest *in connection to* a topic discussed in class. You are asked to briefly describe the event and draw connections to the material discussed in class. You need to cite at least two academic sources from outside the course (you may also cite newspaper articles and other media, but they do not count toward the minimum two academic sources).

Unlike a commentary, this is a proper essay, which should have an introduction, a body, where the analysis and evidence is explained in a logical manner, and a conclusion. It should present a concrete argument. It should cite scholarly works (and other material if you wish). It should provide a logical flow of ideas, evidence, and analysis. In this essay, I will be assessing: 1. Your ability to make a concrete argument that connects an issue of current affairs with topics discussed in class; 2. Your ability to critically analyze academic sources and discussions; 3. Your written expression, proper citation, and essay organization.

#### Course reflection 30% (due April 06)

At the end of the term, I will send out a set of questions that will serve as your final assignment for the course. In these questions, you will be asked to reflect upon the topics discussed and you will have time to answer these questions and submit them before the end of the semester.

## Tentative Class Schedule

### **Week 1.** Jan 10 and 12 Introduction to the course & introduction to globalization

What is globalization? What does capitalism say about globalization? How do claims of universality, standardization, rationality and open markets co-exist with frictions, fraud, particularities?

Required readings:

Tsing, A. L. 2011. *Friction: An ethnography of global connection*. Princeton University Press. Introduction

Appel, H. 2019. *The licit life of capitalism: US oil in Equatorial Guinea*. Duke University Press. Introduction

### **Week 2.** Jan 17, 19 The globalization of trade & production: flows of commodities

How has global trade evolved in the past several decades? How do we produce and distribute commodities across borders? What does crises such as COVID-19 tell us about the way global supply chains are structured?

Required readings:

Hopewell, K. (2021). Trump & Trade: The Crisis in the Multilateral Trading System. *New Political Economy*, 26(2), 271-282.

Tsing, A. L. 2011. *Friction: An ethnography of global connection*. Princeton University Press. Chapter 1 “Frontiers of Capitalism” and “They only communicate in sign language”.

### **Week 3.** Jan 24, 26 Global supply chains: frictions and interruptions

Globalization also implies frictions and interruptions: how do those interruptions affect supply chains? Who benefits from flows and who benefits from interruptions of trade?

Linsi, L. (2021). Speeding Up “Slowbalization”: The Political Economy of Global Production before and after COVID-19. *Global Perspectives*, 2(1).

Podcast: “The Great supply chain disruption”

<https://www.nytimes.com/2021/10/15/podcasts/the-daily/supply-chain.html>

### **Weeks 4** Jan 31, Feb 02 The globalization of finance: increasing flows of money

How has globalization sped up the flows of money and who stands to benefit from freer financial markets?

Daniel McDowell, Aditi Sahasrabudde and Kindred Winecoff. *Washington Post*. The Fed’s using all its emergency tools to prevent economic disaster. Here are 4 things to know.

<https://www.washingtonpost.com/politics/2020/03/18/feds-using-all-its-emergency-tools-prevent-economic-disaster-here-are-4-things-know/>

Schwartz, H. M. (2019). American hegemony: intellectual property rights, dollar centrality, and infrastructural power. *Review of International Political Economy*, 26(3), 490-519.

**Week 5** Feb 07, 09 The frictions and interruptions of money: sanctions and arbiters

How do sanctions affect the free flow of money through the financial system? Who gets to decide when money flows and when it is interrupted?

McDowell, D. (2021). Financial sanctions and political risk in the international currency system. *Review of International Political Economy*, 28(3), 635-661.

Carla Norrlof, Paul Poast, Benjamin J Cohen, Sabreena Croteau, Aashna Khanna, Daniel McDowell, Hongying Wang, W Kindred Winecoff, Global Monetary Order and the Liberal Order Debate, *International Studies Perspectives*, Volume 21, Issue 2, May 2020, Pages 109–153, <https://doi.org/10.1093/isp/ekaa001>

Podcasts:

NPR planet money, Can't Stop Game Stop <https://www.npr.org/2021/01/25/960454567/cant-stop-gamestop>

Front Burner, Game Stop Saga Explained <https://www.cbc.ca/radio/frontburner/the-gamestop-stock-saga-explained-1.5892829>

Sam Bankman-Fried and the spectacular fall of his crypto empire, FTX

<https://www.npr.org/2022/11/15/1137054976/sam-bankman-fried-ftx-crypto-alameda-research-bankruptcy>

**Week 6.** Feb 14, 16 Flows of people and their interruptions: migration and globalization

How does people's mobility differ from the flow of money and commodities across borders?

Ch. 25 of *The Globalization of World Politics: An Introduction to International Relations*.

“Refugees and forced migrations” by Ariadna Estévez.

Alex Reilly, “Book Review: Behrouz Boochani’s unsparing look at the brutality of

Manus Island” <https://theconversation.com/book-review-behrouz-boochanis-unsparing-look-at-the-brutality-of-manus-island-101520>

Podcast: “The Undocumented Americans” <https://www.npr.org/2020/06/23/882551486/the-undocumented-americans>

**Week 7. Reading break.**

**Week 8** Feb 28, Mar 02 Land, natural resources, and climate change: dispossession & shared responsibility

Colgan, J. D., Green, J. F., & Hale, T. N. (2021). Asset revaluation and the existential politics of climate change. *International Organization*, 75(2), 586-610.

Margulis, M. E., McKeon, N., & Borrás Jr, S. M. (2013). Land grabbing and global governance: critical perspectives. *Globalizations*, 10(1), 1-23.

**Week 9** Mar 07 and 09 The globalization of violent ideas and separations: xenophobia, white supremacy, and islamophobia

Bangstad, S. 2014. *Anders Breivik and the rise of Islamophobia*. Bloomsbury Publishing. Read “Human Terror”.

Asne Seierstad, “The Anatomy of White Terror”:

<https://www.nytimes.com/2019/03/18/opinion/new-zealand-tarrant-white-supremacist-terror.html>

The Siege of Mecca: <https://www.npr.org/2019/11/13/778888906/the-siege-of-mecca>

The Modern White Power Movement: <https://www.npr.org/2020/12/01/940825490/the-modern-white-power-movement>

**Week 10** Mar 14, 16 The globalization of violent ideas and separations: “incel” violence & social media

Baele, S. J., Brace, L., & Coan, T. G. (2021). From “Incel” to “Saint”: Analyzing the violent worldview behind the 2018 Toronto attack. *Terrorism and Political Violence*, 33(8), 1667-1691.

O'Donnell, C., & Shor, E. (2022). “This is a political movement, friend”: Why “incels” support violence. *The British Journal of Sociology*, 73(2), 336-351.

Lindsay, A. (2021). Incel violence as a reclamation of masculinity and defence of patriarchy on three distinct levels. *New Zealand Sociology*, 36(1), 25-49.

**Week 11** Mar 21, 23 Alternative globalizations: the pluriverse and diverse localities

Escobar, A. (2018). Designs for the Pluriverse. In *Designs for the Pluriverse*. Duke University Press. Introduction and Chapter 1.

Davis, C. Just Stop Oil: do radical protests turn the public away from a cause? Here's the evidence. <https://theconversation.com/just-stop-oil-do-radical-protests-turn-the-public-away-from-a-cause-heres-the-evidence-192901>

Reflection questions are sent out

**Week 12.** Mar 28, 30 Individual meetings with instructor

**April 06. Reflections due**



## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy,

specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final

course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website



at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

[huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)