



**Arthur Kroeger College of Public Affairs
Carleton University**

**GINS 2010B: Globalization and International
Economic Issues**

Instructor: Anthony Sealey

Contact: anthony.sealey@carleton.ca

Class Time: Friday, 8:30 to 10:30 a.m.

Office Hours: Friday, 10:45 to 12:15 p.m.

Location: C264 Loeb

Location: 2404R Richcraft Hall

Prerequisite: Second-year standing in B.G.In.S.

Teaching Assistants and Tutorials

Course Teaching Assistants

Name	Email	Sections
Abram Lutes	abramlutes@cmail.carleton.ca	B01, B02
Patricia Wallinger	patriciawallinger@cmail.carleton.ca	B03, B05

Tutorial Scheduling

Section	Timing	Location
B 01	Wed 16:35 - 17:25	St. Patrick's Building, Room 400
B 02	Wed 08:35 - 09:25	Residence Commons, Room 213
B 04	Wed 08:35 - 09:25	Residence Commons, Room 212
B 05	Mon 13:35 - 14:25	Tory Building, Room 204

Course Summary

Globalization is perhaps the single most important socio-economic phenomenon that defines contemporary civilization. For instance, two of the most substantial threats to sustainable economic and social development—the mounting threat of global warming and environmental degradation, the growing divide between the economic power of the globe’s most wealthy citizens and everyone else—are fundamentally linked to globalization processes and the socio-economic transformations they engender. From both an overarching, aggregate level as well as for each of us individually, globalization has fundamental impacts not only for our countries and cultures, but also on each and every one of us each and every day.

At its core, this is a course in contemporary global and international political economy. We will begin by developing an understanding of core international economic ideas and concepts—including international trade and comparative advantage, international banking and finance, and international labour economics—as well as key criticisms of these concepts that will enable us to understand to what extent they are and are not effective representations of the world they are intended to help us understand. And then move our focus to understanding the process of globalization itself and the core socio-economics issues—including economic growth and development, risk and uncertainty, economics inequality, and environmental degradation—that these processes engender in countries across the globe.

Course Objectives

The principal pedagogical objective of this course is to enable you to critically reflect on key aspects of the global and international political economy literature, and the interrelations between them and the key themes of Carleton University's Global and International Studies Program, including global governance, sustainable development, politics and public policy, and inequality and social justice. This course has been constructed around *five* core learning objectives.

The *first* and most fundamental is to allow you to develop a breadth of understanding of the broad patterns and trends that underlie and affect the process of globalization, and the consequences that this process has had and continues to have for the countries and citizens across the globe. In addition to focusing on links between globalization and global governance, we will also focus on the implications of globalization for economic growth and development, risk and uncertainty, environmental degradation and climate change, and economic inequality.

The *second* objective is to develop an understanding of economic theories—including both strengths and weaknesses—and the way they can be applied in the international context. Economic theories can be very powerful, and sometimes even too powerful. Understanding their details and intricacies is critical to using them effectively to gauge how and to what extent they can be applied to help us understand core issues under consideration in the course.

The *third* objective is to improve students' capacities to write essays on political and economic topics that employ the techniques of an effective essay, including by applying a sound understanding of core terms to develop analytical understandings of social science publications.

This includes the ability to:

- write effective introductions with thesis statements;
- organize arguments in a coherent fashion, using complementary but distinct subpoints derived from the academic literature being analyzed as well subsection headings, where appropriate;
- write paragraphs that effectively introduce topics and use transitions and concluding sentences;
- identify and expand on relevant examples, evidence, and data; and
- engage with secondary research responsibly and effectively to shape and advance arguments.

The *fourth* objective is to enable and empower students to understand some core quantitative methodological principles and techniques used by social scientists generally, and political economists in particular. Given the nature of the subject matter that we will be studying during the course, we will have the opportunity to discuss and develop students' capacities to read, understand,

and interpret a range of quantitative methodological approaches and techniques. Students will also be taught and required to access, present, and analyze statistical data in projects for the course.

The *fifth* objective is to develop students' abilities to work collaboratively to produce jointly-created documents. Academia is, interestingly one of the few social institutions in which the sole authorship of publications is possible. However, as the reading list at the end of our syllabus indicates, collaborative working arrangements in academia are also commonplace. Moreso, in most institutions outside of academy, joint authorship is not merely the norm, it is often required. Regulations, legislation, other types of policies—as well as position papers and other documents—are in most cases produced by teams of employees working together with little individual control over the final output or deliverable that is produced. Developing students' capacities to work together in a collegial manner in order to collaboratively produce the most effective, polished, and professional document possible is an extremely valuable skill that is transferable to both academic and non-academic fields and employment.

Course Structure and Teaching Approach

While the structure of the course includes a two-hour component that in some respects will resemble a traditional lecture, I endeavour to teach in a way that doesn't just invite—but rather depends on—your active participation. The course is designed to actively engage students throughout lectures that include small-group assignments and discussions. Use of the university's subscription to Poll Everywhere software is also a critical venue for course participation.

The importance of active engagement is doubly true for course tutorials, and tutorials are a crucial component of this course. The design of the course 'inverts' the more common tutorial structure, such that the material discussed in each tutorial is considered *before* it is presented in class. Thus, each week, students should come prepared to discuss the readings being considered in the same week, and students should submit the weekly summaries of the readings at the beginning of the tutorial for which the material is being considered. All students are expected to complete the core (C) reading prior to each tutorial, and to contribute discussions. A daily outline will be provided in order to provide a degree of structure to the discussion while enabling the class to pursue themes and lines of inquiry that you find most interesting.

In terms of structure, each tutorial will begin with a brief quiz to assess your degree of preparedness. Many tutorials will then introduce a key writing technique, such as how to write an effective introduction, how to cite effectively, and how to avoid plagiarism. The vast majority of the tutorials will be constituted by discussions, which are typically comprised of two components. In the first, students will engage with the course material and each other in small-group discussions that enable and require all students to contribute to consideration and understanding of the course material in a collegial, low-risk atmosphere. Once students have had an opportunity to develop their ideas, dialogue will then be extended to the entire tutorial to provide students with the opportunity to contribute their ideas to the tutorial group as a whole, as the course TAs navigate students through a discussion of the core questions under consideration in order to synthesize the collective understandings that students have developed with their colleagues in the initial stage of the tutorial. Each tutorial will conclude with a brief presentation by the TA summarizing some of the most important ideas presented in the literature, which students can use as an assessment tool in order to evaluate the quality of the class' discourse.

This course also includes opportunities for the following four ‘high impact teaching practices’ identified by the Association of American Colleges and Universities: Writing Intensiveness, Collaborative Assignments, Diversity Learning, and Community-Based Learning. *While these practices are not always popular with all students, they are integrated in the design of the course because there is clear evidence that students benefit from their inclusion.* The following descriptions—drawn from their website [here](#)—provide information about each of these teaching practices. I provide this information in the hope that it will enable you to understand some of the foundations on which the course structure is designed, and hope that your learning in the course will benefit from them.

Writing-Intensive Courses

This courses emphasizes writing at a number of levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of. The effectiveness of this repeated practice ‘across the curriculum’ has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Diversity and Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service and Community-Based Learning

In these programs, field-based ‘experiential learning’ with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Student Evaluation

Evaluation in this course includes three basic components: (1) participation, (2) three short summaries, and (3) a term paper. The relative weights of each of these three components are as follows:

Component	Weight
In-class participation	15%
Short summaries (3 x 15%)	45%
Term Paper Collaborative Project	40%
Plagiarism Test	1%
Term Paper Proposal	5%
Writing an Effective Introduction	4%
Term paper	30%

In-Class Participation

Participation is worth 15% of the final grade for the course. Participation is qualitatively assessed using a range of information, and is based on attendance, punctuality, preparedness, professionalism, and contribution. Students will have the opportunity to participate in both lectures and tutorials.

Because of the number of students in the course, individual assessment during lectures is more challenging. As a result, the primary venue for assessing lecture participation will be through the use of the university's subscription to Poll Everywhere software. This software allows students to contribute to in-class discussions using a variety of devices, such as cell phones and laptops. *Please note that it is a clear violation of the course policy and academic integrity for one student to 'participate' for another by using another student's device in class.* Some consideration may also be given to the extent which students contribute during lectures, but opportunities for this form of participation will be more limited.

Individual assessment during tutorials is more straightforward, each day, students should bring with them the assigned readings and be prepared to discuss them in detail. Course tutorials are designed to be highly interactive, and student participation is strongly encouraged and valued. In order to provide all students with an opportunity to participate and stimulate discussion, tutorials will often begin with students being given the opportunity to engage with a group of their colleagues. A significant portion of each tutorial will be organized in the form of small-group exercises before extending the conversation to across the tutorial as a whole.

I encourage students to continually reflect on their tutorial participation. After each tutorial meeting, ask yourself:

- Did I initiate discussion?
- Did I provide some helpful information?
- Did I offer positive opinions or reactions?
- Did I offer negative opinions or reactions?
- Did I ask for positive or negative opinions or reactions?
- Did I disagree with someone I thought was wrong in a courteous, professional, and constructive manner?
- Did I try to restate what someone else had said to ensure I understood?
- Did I give examples when they were needed?

- Did I ask others to provide some examples?
- Did I try to synthesize or summarize a part of the discussion?
- Did I ask someone to synthesize or summarize a part of the discussion?
- Did I encourage or help others in the group?

Answers to these key questions should help you to guide and gauge your approach to tutorial participation, and will likewise guide your TAs' evaluations of your performance.

You are ardently encouraged to contribute to the discussion each day. It is important, however, for students to exercise good judgment in their effort to engage their colleagues in discussion. The quality of your participation is at least as important as the quantity, and you should always attempt to provide your classmates with every opportunity to engage in any given dialogue. Particular emphasis will be attached to each student's contribution beyond the required readings during days in which they are submitting a summary, so please be particularly careful to avoid arriving to class late during the days that you intend to make these submissions.

As such, students are also encouraged to be willing to contribute to collective discussions as a whole both in lectures and tutorials. But given that these opportunities are more limited, it is important to recognize that students can score well on this component of participation by contributing during small-group discussions. At all times, students are of course expected to conduct themselves in a professional, courteous, and cordial manner.

Please note that part of the evaluation of your tutorial preparedness will be based upon a series of very short quizzes that should be easy for those who have finished the assigned readings for the class. Quizzes will be given at the beginning of each tutorial. As a result, please draw to your TA's attention to any late arrival to tutorial at a time that is convenient in order to ensure that they make note of your arrival.

Please also endeavour to inform me at the earliest possible opportunity should it be necessary to miss or be late for a class or tutorial.

Summaries

Students should prepare a series of three (3) summaries. Each should be about 2 double-spaced pages in length, using a standard 12-point font and standard margins. These papers should synthesize the principal ideas of the 'core' (C) and *at least* two of the 'additional' (A) readings for any given week of the course, drawing attention to core themes and inter-relationships within and between them. You are not expected to go beyond the core and additional readings. The first is to be submitted on a topic within the third to fifth weeks of the course, the second within the sixth to eighth weeks of the course, and the third in the ninth to eleventh weeks of the course.

Summaries are due at the *beginning of the tutorial* in which the readings are covered, prior to the beginning of the quiz. Please submit both an electronic and paper copy. Please submit the paper copy of your summary to your TA, and submit an electronic copy to cuLearn. *Please be careful to name the electronic file you submit beginning with an indication of the week followed by your surname* (e.g. I would use W08-Sealey if I were to submit a summary for week 8).

Late summaries will be accepted up to one day (24 hours) beyond the time at which the paper was originally due. Given the constrained nature of the course, save for documented medical and personal emergencies, grades of summaries submitted after the start of class will be reduced by a grade point (3%). And given that students may have the opportunity to improve their work through a consideration of in-class discussions, save for documented medical and personal emergencies, all

late summaries not received within an hour of the completion of class will be reduced by a full grade (10%). If you are not able to arrive on time for a given week, I encourage you to please consider simply writing another summary for an upcoming day.

Collaborative Term Papers

The third component of the evaluation for the course is a term paper that requires a significant degree of originality in the thesis and research of the paper.

Term papers are collaborative projects between groups of—typically three—students. The total project is comprised of (1) a plagiarism test, (2) a term paper proposal, (3) an effective introduction, and (4) the term paper itself. All but the first of these components—the plagiarism test—will be submitted as a group project. The due dates for each of these components are identified on the following page.

Students are also encouraged to further develop the findings and ideas presented in your summaries. Material from each of the groups' students' summaries may be combined in order to develop the group term paper. The final term paper will include both an individual section grade for each student, as well as an overall grade for the group. Students should identify which section of the term paper they intend to take responsibility for when submitting their group's term paper proposal. If your group later intends to deviate significantly from what they propose in this description, you should first discuss this with the course instructor together and resubmit a new one-page proposal shortly thereafter.

Students are encouraged to include materials from the daily readings of the course, you are expected to engage in research on your chosen topic beyond the materials required for your daily summaries. A substantial array of extra (X) resources has been provided for each of the considered topics on the course outline. Please feel welcome to select those readings which seem of the greatest value to your specific thesis.

Term papers should be about 12 double-spaced pages in length, and in no case should exceed 15 pages. Please be sure to carefully review the directions contained in the handout provided for the term paper. Papers are due in the final day of the course. Please submit a paper copy of your term paper, and also submit an electronic copy to cuLearn. Save for documented medical and personal emergencies, late papers will be accepted at a penalty of 5% per 24-hour block of time (i.e. a paper that is one hour late will be penalized 5%, a paper that is 25 hours late will be penalized 10%, et cetera). But please note the token policy described below for excusing late penalties.

Submitting Assignments

As indicated above, all assignment submissions should include both a paper copy and an identical electronic copy submitted to cuLearn.

While students should in all cases consult the relevant documentation provided for each written submission, assignments should in all cases conform to the following specifications:

General formatting:

Times New Roman, 12-point font; double spaced; one-inch margins (sides, top, and bottom); page numbers at the bottom, centered; and no extra spaces between paragraphs

First page information:

Student name, course code, instructor's name, TA's name, date of submission, and a substantive title (i.e. one that reflects the assignment's contents and thesis, not just "Essay")

Proper documentation of sources using in-text citations that specify the date of publication as well as the page number, where possible if appropriate.

If unforeseen circumstances arise, please inform the course instructor of your situation as soon as you can, and in call cases where possible before the due date. If you have a protracted medical issue, please contact me as soon as you are well enough, so that we can discuss and arrange for an appropriate extension. Please avoid simply submitting late work with medical documentation attached without some type of forewarning.

Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing in their assignments and papers. These should be retained at least until the graded materials have been returned. Please note that computer problems are not considered to be an emergency, so be sure that the computer you use is in good working order and that you back up your work and print out and retain rough work and drafts. Please bear in mind that papers can only be submitted during regular business hours of the department, which may vary modestly from those during the regular academic year.

Due Dates for Written Submissions

A schedule of the *key due dates* for each of the requisite submissions is as follows:

Assignment	Due Date
Summaries	
First summary	At the beginning of tutorial on 3 rd , 4 th , or 5 th week
Second summary	At the beginning of tutorial on 6 th , 7 th or 8 th week
Third summary	At the beginning of tutorial on 9 th , 10 th or 11 th week
Collaborative term paper	
Plagiarism Test	During the 1 st or 2 nd week
Term paper proposal	During class or office hours on the 7 th week
Introduction	During class or office hours on the 10 th week
Term paper	During class or office hours on the 12 th week

Save for term papers, your TAs and I will endeavour to return evaluations to students at the beginning of the class the week following their submission.

Tokens, and Service or Community-Based Learning

This course includes a token system. All students begin the course with one token. Tokens can be used either to avoid late penalties, or to increase a student's grade.

A half-token may be used to excuse a 3% late penalty on a summary. A full token can be used to excuse either a 10% late penalty on a summary or a 5% late penalty on the final paper for one student. Please note that the use of tokens must be declared at a time of the electronic submission of the relevant assignment.

Unused tokens will be converted into grades at the end of the course, at a rate of 0.5% per unused half-token.

This course also provides students with an opportunity to participate in an experiential learning activity in order to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. To take advantage of this opportunity, students must attend a service or community-based activity and both (1) provide some evidence of your attendance (e.g. a selfie), and (2) write a short summary that reflects on the experience and how it relates to the core themes of the course.

Students who take advantage of this opportunity will have their submission evaluated on a five-point system, which can then be converted into up to 5 additional tokens.

Course Information and Policies

Communications

Depending on the nature of your inquiry, I will often reply to e-mails quite quickly. But please do not expect that I will answer in less than a 24-hour period on weekdays, so I ask that students please not send more than one email in a given day. If I have not replied within this time frame, however, I encourage you to please feel most welcome to send me a gentle reminder, it will be appreciated. Please note, however, that weekends will typically take longer, and at times I may be without internet for the whole of the weekend. If you have queries late in week and particularly on a Friday, the best time to address them is during my office hours that are scheduled on that day. However, in all cases, please do not anticipate a prompt response if your question is easily answerable by consulting the course syllabus or assignment description.

I general recommend avoiding the telephone altogether. I'm not often in my office outside of announced times and do not have a voice messaging system. Hence for all communications, please either address questions to me or your TA directly, or send us an email.

Inquiries about Grading and Regrades

If you are dissatisfied with the feedback and grade that you have received, the first step in any appeal process is to contact the person responsible for the evaluation that you are dissatisfied with. Please keep in mind that appeals can be a somewhat time consuming process. I do not say this to discourage you from appealing—in my view it is imperative that evaluators get grades right and that students have ample opportunity to raise legitimate causes for concern—but rather to encourage you to approach the process with a corresponding level of patience. If you're unhappy with your mark, it's probably either going to take me a fair bit of time to convince you that it's the right mark, or for you to convince the grader that either you've got a legitimate point and that the grade should be changed or that you've made your case with sufficient veracity to justify going back and re-grading the assignment. Generally speaking, your grader has already spent quite a lot of time going through your submission, so there's a fair bit of retracing of steps necessary before progress can be made in one direction or the other.

It's also key that you be prepared to tell the relevant grader why you think that the grade you've received is wrong, and what the grader has said about the assignment that is wrong or has been overlooked. Try to be diplomatic and succinct, certainly, but it's important that you be able to communicate to the grader why you think there has been an error in judgment. This should in most

occasions be done prior to any formal grade appeal, and in writing. Needless to say, your TAs and I accept that we're not infallible. But if you indicate to your grader that all of the key criticisms that have been made are valid but you still believe your work warrants a higher mark, it will be considerably more difficult to make headway. Graders will generally provide ample feedback with lots of comments and discussion. In order to prepare for a meeting to make an appeal, it's also worth taking a look at the relevant sections of the syllabus and the assignment instructions. If you've made mistakes for which there has been an explicit emphasis to avoid, for instance, needless to say this will not help your case.

If you are not satisfied with the outcome of any discussion that you have with your TA, you are welcome to approach me with your concerns. But please bear in mind that in addition to a clear statement of why you believe the grade to be inaccurate, I will also typically ask the TA to explain their position, so please do not approach me with re-grades if your TA has a sensible position on the issue.

Copyright

All lectures and course materials—including all slides, handouts, and similar materials—are protected by copyright. You are, of course, welcome to take notes and make copies of course materials for your own educational use, but may not reproduce or distribute lecture notes and course materials publicly or allow others to do so without express written consent.

Final Grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

University Practices and Policies

Academic Integrity and Plagiarism

Academic dishonesty is a serious academic offense and will be addressed determinately in this course. Varieties of academic dishonesty include cheating, plagiarism, fabrication, and multiple submissions.

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

You must be careful to indicate the source of all thoughts and ideas that you use in your papers. All references to or paraphrasing of course readings or outside readings must be properly documented to avoid plagiarism. If the words you are using in your paper are the same as or very similar to those of another author, you must be sure to enclose them in quotations marks and indicate their source using an appropriate in-text citation. Please ensure that such citations indicate author name(s), the year of publication, and typically a page reference to the relevant material. If you draw an idea from the thoughts of another author, you should be sure to provide a citation for the relevant literature. If you have any doubts, please ask me or your TA before submitting your paper. More detailed instructions on proper use of sources and references will be provided in the directions for the term paper.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. *Penalties are not trivial.* They can include a final grade of "F" for the course. It is your responsibility to know what constitutes academic fraud: for more information, see the Registrar's Office's information on Academic Integrity as well as Section 10 of the Academic Regulations described in the Undergraduate Calendar.

Academic Accommodations

Students with diverse learning styles and needs are welcome in this course, and you may need special arrangements to meet your academic obligations during the term. At Carleton University, we are committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems, and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

If you have a disability, religious observances, health or safety matter, or some other consideration that may require accommodations, please feel free to approach me and/or the appropriate organization at Carleton University to address any type of accommodation that you anticipate that you may require as close as possible to the beginning of the course, as this will enable your accommodation to be integrated as seamlessly as possible into the overall structure of the course.

The process to obtain formal accommodations may differ somewhat depending on the nature of the accommodation. Please use the following links to obtain the most relevant information depending on the accommodation request, and to approach me if you have any questions:

1) *Pregnancy Obligations:*

Please write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details please click here:

<https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/>

2) *Religious Obligations:*

Please write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details please click here:

<https://carleton.ca/equity/accommodation/religious-observances/>

3) *Academic Accommodations for Students with Disabilities:*

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable):

<https://students.carleton.ca/course-outline/#academic-accommodations-for-students-with-disabilities>.

4) *Survivors of Sexual Violence:*

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, please visit:

<https://carleton.ca/equity/sexual-assault-support-services>

5) *Accommodation for Student Activities:*

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, and visit:

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

Student Safety, Health, and Well-Being

Health and Counselling Services offer a range of important information and services to support students' safety, health and well-being. For more information, please visit them [online](#).

The Foot Patrol is a student-run, volunteer-based service available to Carleton students, free of charge. Its patrollers will escort you safely to your destination, whether on or off campus (provided that it is within 30-minutes' walking distance of campus). For more information, please visit them [online](#). To register for a Safe-Walk, call 613-520-4066 or visit in person at 426H UC.

Carleton students will have a week-long break from February 17 to 21. No classes will take place during this time. Students cannot be required to be on campus or submit coursework from February 15 to 23. If exceptional circumstances necessitate holding a test after Friday, February 14, such a

test can only be scheduled for Saturday, February 15 and must be announced on the course outline distributed at the beginning of the term. CUOL examinations may continue to be scheduled on Saturday, February 15 as required. Additional information is available on the Carleton University Calendar website: <https://calendar.carleton.ca/academicyear/>.

Academic Support Services

The Centre for Student Academic Support (CSAS) offers students a variety of free services, including academic skills workshops (online and face-to-face). To learn more about these services, visit the Centre on the 4th floor of the MacOdrum library, contact them by phone at (613) 520-2600 x1125, or visit [online](#).

Because this is a writing-intensive course, one of the Centre's features that may be particularly helpful in this course is Writing Services. This service offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 40-minute session, visit in person at the Centre for Student Academic Support (CSAS) on the 4th floor of the MacOdrum Library.

Awards

The [Carleton University 2020 Achievement Awards competition opened in the Fall](#). These awards recognize accomplishments and dedication to excellence in research and teaching. Information about other awards and grants is also available at the above link.

Course Plan and Readings

The following list outlines the readings for each day of the course. Students should read and come to class prepared to discuss each of the core readings each day (designated below with an 'C'). In the days that students will submit a short paper, they should also read and integrate additional articles for the day (designated with an 'A'). Extra readings (designated with an 'X') may be helpful for the term paper component of the course.

Week One: Introducing Globalization and International Economic Issues (January 10)

- C Hirst, P. and G. Thompson. 2019. "The Future of Globalisation," in J. Michie (eds.) *The Handbook of Globalisation*, 3rd Edition. London: Edward Elgar Publishing.

Part One: An Introduction to International Economics

Week Two: Comparative Advantage and International Trade (January 17)

- C Gerber, J. "Comparative Advantage and the Gains from Trade," in *International Economics*, 7th Edition. Pearson.
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Part Two: Globalization and Global Governance

Week Five: What is Globalization? (February 7)

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Week Six: Globalization: Causes and Consequences (February 14)

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- E Ietto-Gillies, G. 2019. "The Role of Transnational Corporations in the Globalisation Process," in J. Michie (eds.) *The Handbook of Globalisation*, 3rd Edition. London: Edward Elgar Publishing.
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No Class (February 21)

Week Seven: Globalism and Global Governance (February 28)

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- E Weiss, T. G. and R. Thakur. 2019. "The United Nations Meets the Twenty-first Century: Confronting the Challenges of Global Governance," in J. Michie (eds.) *The Handbook of Globalisation*, 3rd Edition. London: Edward Elgar Publishing.
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Part Three: Core Global and International Economic Issues

Week Eight: Globalization, Growth, and Development (March 6)

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- A Stiglitz, J. E. 2005. "Globalization and Growth in Emerging Markets and the New Economy," in the *Journal of Policy Modeling* 25(5).
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- E Akoum, I. F. 2008. "Globalization, Growth, and Poverty," in the *International Journal of Social Economics* 35.
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- A Graham Wilson. 2012. "Governance After the Crisis," in D. Levi-Faur (ed.) the *Oxford Handbook of Governance*. Oxford: Oxford University Press.
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- E Kirby, P. 2015. "Vulnerability and Globalization: The Social Impact of Globalization," in B. S. Turner and R. J. Holton (eds.) *The Routledge International Handbook of Globalization Studies*, 2nd Edition. London: Routledge.
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- E Hashemian, F. and D. Yach. 2007. "Public Health in a Globalizing World: Challenges and Opportunities," in G. Ritzer (ed.) *The Blackwell Companion to Globalization*. London: Blackwell.
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Week Ten: Globalization and the Environment (March 20)

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- A Shahbaz, M., S. J. H. Shahzad, M. K. Mahalik, and S. Hammoudeh. 2018. "Does Globalisation Worsen Environmental Quality in Developed Economies?" in *Environmental Modeling & Assessment* 23(2): 141-156.
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Week Eleven: Globalization and Inequality (March 27)

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Week Twelve: Term Papers, Course Review, and Concluding Observations (April 3)