

Understanding Globalization

GEOG 3024

Fall Term 2024

Course Information

Course Schedule:

Thursday 18:00-21:00
[REDACTED]

Professor: Andrew Heffernan

Email: AndrewHeffernan@cunet.carleton.ca

Office Hours: 5105 Richcraft Hall (or by virtual appointment as needed)

Before emailing a question, please *fully* read this syllabus and explore the associated resources. The answers to many questions can be found in this document and students may be referred back to the syllabus if the answer is already available. Please allow at least **two (2) business days** for responses to inquiries before pursuing another route of communication.

Official Course Description

GEOG 3024 takes an expansive view of what constitutes “globalization.” Our work this term will draw on research by geographers (and others that are thinking geographically) to provoke discussion about how global flows have reshaped our world. In Unit 1, we will consider a range of historical interpretations of globalization/globally transformative change. In Unit 2, we will look at specific sites, ideas, and objects that have been transformed by (or offer insights about) processes of globalization.

Learning Objectives:

- To gain critical and geographical insights about processes of globalization
- To question taken-for-granted assumptions
- To engage closely and critically with contemporary geographical research

What to expect from our work this term:

- o **Critical content:** This course is designed to expose students to ideas and approaches that challenge conventional ideas and received wisdom.
- o **Challenging material:** The weekly readings (generally about 50 pages in length, with some variation) are often challenging.
- o **Timely feedback:** I will do my best to return all assignments within two weeks of submission (though usually it will be quicker than this).

Indigenous Affirmation

ANISHINÀBE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogor kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj. Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogor kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànànig ogor kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

[Listen to the audio file](#)

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

Textbook

There is no textbook for this course. Required readings are available through the library website or online.

Assignment Submission Guidelines

This is a paperless course – all assignments will be submitted, marked, and returned electronically through Brightspace. All assignments must be submitted as a **Word Document**, no other format will be graded.

Assessment Policies and Expectations

Assessment 1

Critical analyses

[Worth 20% of your mark (10% each)]

Throughout the semester students will have the option to submit up to 3 critical analyses of a specific class's readings. Only 2 will count toward your final grade but you have the option to submit up to 3 and have only your best 2 count. These must be submitted through Brightspace at least one-hour prior to the beginning of whichever class's readings you decide to write on. During each course we will discuss these readings so once the class has started if you have not submitted it, it will incur an automatic 25% penalty plus an additional 5% per day late, or you will have to write on a subsequent class's readings. You must submit AT LEAST 1 before reading week. This means you can submit all 2 / 3 as early as you want, but at least one must be submitted prior to reading week.

These critical analyses will be 1 page single-spaced and will provide an analytical argument about a specific theme that comes from all of that class's readings meaning each should be cited within

the paper. This will not be a summary of what was read but you will instead tell me something interesting about what you think about one of the topics and create an **original argument** from that. While these are short analytical papers, approach them as a mini formal essay, with an introduction and argument, proper citations, page numbers and a bibliography as well as formal essay language. This will be discussed further in class.

Class Participation (20%)

You are expected to attend class having read the assigned texts with sufficient attention to engage in consistent, robust, and thoughtful participation. This grade will reflect your global level of participation, and passive attendance will not suffice to succeed on this grading component. Each class you will be given a grade based on the rubric below and your final grade will be averaged across the entire semester.

0 – absent without leave

4 – present in the discussion

7 – limited participation, or limited interaction with fellow students' comments

9/10 – high participation, interacting with fellow students' comments, with quality interventions supported by course materials.

Asynchronous Reading Reflections (15%)

There will be weekly discussion questions posted on Brightspace ahead of class, which you should consider while you do the readings. You will be expected to come to class prepared to discuss the questions synchronously, and then following class you will also be asked to write a short, informal reflection expanding on what we discussed and adding points you may not have had the opportunity to share in class. Reflections should be roughly 300-400 words and are due each week prior to the start of the next class (i.e. the post for September 12 is due by September 19 at 17:00). These will be posted as a reply to the questions on Brightspace, not submitted as an assignment. These should be easy marks, the trick is to ensure you get them done every week on time.

0 – Incomplete

3 – Minimal completion, very short, unrelated to course material

7 – Complete, somewhat related to/grounded in course materials and discussions

9/10 – Well thought out intervention that builds on course discussions and material, demonstrating analytical thought and supported by evidence.

Reading Introduction (10%)

Students must sign up for a week to introduce the readings throughout the term (link below). Students will need to add their names to a class date, failure to do so will result in a grade of zero for this assignment. This is on a first come first served basis – maximum 2 students per class. If you do not plan on taking this course or if you decide to drop it at any time, PLEASE remove your name from this google doc and let your group mates know so they can plan accordingly and no one is penalized as a result.

<https://docs.google.com/document/d/1RzaYjkCsg0BmByYalw0zlpmDm0o3lfb54JiUqfLcPJM/edit?usp=sharing>

Presentations should be approximately 10-12 minutes per student. They should include a very brief overview of the readings, the main arguments, interventions, situating them in the broader course themes, and discussing the authors and their positionality. Beyond this, however, and more importantly, the presentations should focus on analysis of the readings, and linking them to recent news stories or major issues relating to environmental policy and climate change. Tell us why we read this and how it relates to what we are studying, what it can tell us about the world etc. Each week the group should find and post on the relevant Brightspace discussion thread a relevant video or podcast that relates to the readings for that week and builds on our understanding of what was read. This could be a podcast episode, documentary, TED Talk, or other such content that will compliment the week's readings and the analysis offered in your presentation. These must be posted at least 48 hours ahead of the presentation. Presentations should also make use of a powerpoint or some sort of similar audio visual aid, and these should also be posted as an attachment in a reply to the week's discussion thread at least 1-hour prior to the beginning of that class.

Final Essay (35%)

The final essay will be on a topic of the student's choosing and directly related to the course material/themes, grounded in one of the weeks of the course and referring to at least one reading from two other weeks. The essay will be 10-12 standard pages of double spaced, times new roman, 1-inch margin text in length (excluding references) and will be graded on demonstrated research ability, mastery of course material, and originality. The essay should outline an original and open-ended research question which should be answered by a clear thesis statement/argument that will be effectively supported through the essay with a minimum of 10 relevant academic/peer reviewed sources. The final essay will be due April 10 by 23:59.

Components of Final Mark

Evaluation format	Weight	Date
Synchronous participation	20%	All semester
Reading reflections	15%	All semester
Critical analyses (must submit 2, can submit 3 and drop lowest grade)	20%	At least 1 by reading week Last chance is Nov 14
Reading introduction	10%	Once throughout semester
Final research paper	35%	November 5

Attendance

Class attendance is necessary to successfully complete this course.

COVID 19:

We continue to live in challenging and changing times. If you are sick, have been in close contact with someone who is sick or has tested positive, or think you might be positive or sick with anything, please do not come to class. Let me know by email and we will work with the situation presented to us.

Grading Assessment Inquiries

Students who think there is an error in the correction of an assessment in one of the course graded items may request a re-correction. Those requests must be submitted to the professor by email (and not during office hours directly) no earlier than 24 hours after the publication of the grade on Brightspace (as students need time to review and digest the grades they receive) and no later than 7 days from the first day the graded item is available for review. Submissions before the first 24h and after 7 days will not be considered. Also, to request a re-correction, students must have a **valid reason** and expose it in the email sent to the professor. Without a valid reason, the item will not be considered for re-correction. Please include in the email the question number(s)/aspect(s) that you think was (were) not assessed properly. However, students should be advised that the whole graded item will be put up for revision and that the new score could be lower, the same, or higher than the original score. Once an item has been regraded, the decision is final. Assignments or tests that have been altered in any way will be forwarded to the Dean's office.

Time Commitment

In order to succeed in a 0.5-credit course, alongside the standard 3 hours of in-class instruction, students should expect to spend a minimum of 6 hours per week outside of the classroom engaged in activities related to the course, e.g. homework, reading, studying, etc., and should expect a minimum time commitment of 9 hours per week per course (on average).

Language Expectations

This course is delivered in English, and in class interactions, including the online discussion boards, and feedback will also be managed in English. As part of your evaluation will be 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% for poorly written materials, to the professor's discretion.

Food in class

We all have busy schedules but please try to eat prior to or following class as needed so as to avoid disrupting students around you.

Mobile Devices

Unless explicitly requested, please refrain from using mobile devices during class. As in class time is quite limited, I would ask that you prioritize using this time to engage with class discussions and other content-related activities. Active participation and engagement with the content and your peers helps ensure full participation marks for your contributions this semester.

Professional conduct:

Students are expected to engage with their colleagues and with the instructor in a professional and respectful manner. The course will be a safe and enjoyable online space to share thoughts and ideas. There will be zero tolerance for cases of harassment, belittling, or discourtesy.

Inability to fulfill assessment requirements:

Students who know they will be unable to complete either of the assignments due to religious observances, pre-scheduled hospitalizations or similarly compelling reasons must notify the instructor via e-mail (or in writing) immediately so that alternative arrangements may be made. Students who miss assignment deadlines due to serious illness must provide appropriate documentation from university medical services. Other cases will be dealt with on a case-by-case basis and in accordance with university policy.

Late Assignments

All assignments are to be submitted by their due date and time.

All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After 3 days all outstanding assignments will be given a zero (0%) grade.**

Course Calendar/Bibliography

Sept 5 – Course introduction

Sept 12- Globalization 1.0

- o Simon Lewis and Mark A. Maslin, “Globalization 1.0, the Modern World,” in *The Human Planet: How We Created the Anthropocene*, p. 147-189.
- o Roxanne Dunbar-Ortiz, “Follow the Corn,” in *An Indigenous Peoples’ History of the United States*, p. 15-31.

Sept 19 - Globalization 2.0

- o Simon Lewis and Mark A. Maslin, “Globalization 2.0, the Great Acceleration,” in *The Human Planet: How We Created the Anthropocene*, p. 225-267.
- o Doreen Massey, “The Future of Our World,” in *World City*, 1-26.

Sept 26- Globalization 3.0

- o Andreas Malm, “Corona and Climate,” in *Corona, Climate, Chronic Emergency*, p. 1-30.
- o Mike Davis, “In a Plague Year,” in *Jacobin*, March 14, 2020, available online at: <https://bit.ly/3yPihGc>

Oct 3- Satellites

- o Stephen Graham, “Satellites: Enigmatic Presence,” in *Vertical: The City from Satellites to Bunkers*, p. 25-51.

o Adam Greenfield, “Smartphone: The Networking of the Self,” in *Radical Technologies: The Design of Everyday Life*, p. 9-31.

Oct 10 – Airports

- o John Urry, “Aeromobilities and the Global,” in *Aeromobilities*, p.25-38.
- o Marco D’Eramo, “Maps of Ignorance,” in *New Left Review* 108, p.43-46.

Oct 17 – Geographical Imaginaries

- o Andrew Herod, “Envisioning Global Visions,” in *Geographies of Globalization*, p. 26-52.
- o JM Blaut, “History Inside Out,” in *The Colonizer’s Model of the World: Geographical Diffusionism and Eurocentric History*, p. 1-43.

Oct 24 - READING WEEK NO CLASS

Oct 31- Containers

- o Ryszard Kapuscinski, “We’re Closing Down the City,” in *Another Day of Life*, p. 1-26.
- o Hege Høyer Leivestad, Elisabeth Schober “Politics of scale: Colossal containerships and the crisis in global shipping” *Anthropology Today*. 2021.

Nov 7- Skyscrapers

- o Stephen Graham, “Skyscraper: Vanity and Violence,” in *Vertical: The City from Satellites to Bunkers*, p. 149-173.
- o Richard G. Smith “Why skyscrapers after Covid-19?” *Futures*. 2021.

Nov 14- Solidarity

- o Helen Yaffe, “Cuban Medical Internationalism: An Army of White Coats,”
- o Ed Augustin, “Cuba Has Sent 2,000 Doctors and Nurses Overseas to Fight Covid-19,” in *The Nation*, May 22, 2020, available here: <https://bit.ly/3sslh9e>

Nov 21- Climate Change

- o Richard Wood a , Michael Grubb b,c , Annela Anger-Kraavi d,e , Hector Pollitte,f , Ben Rizzoe, Eva Alexandrie , Konstantin Stadler a , Dan Moran a, Edgar Hertwich g and Arnold Tukker “Beyond peak emission transfers: historical impacts of globalization and future impacts of climate policies on international emission transfers” *Climate Policy*. 2020.
- o Gilman, Nils. 2020. “The Coming Avocado Politics.” *The Breakthrough Institute*. 2020. <https://thebreakthrough.org/journal/no-12-winter-2020/avocado-politics>.

Nov 28 – Africa

- o Rita Abrahamsen, Michael C Williams “Introduction: The privatisation and globalisation of security in Africa”. 2007.
- o Folorunsho M. Ajide, James T. Dada “Globalization and shadow economy: a panel analysis for Africa” *Review of Economics and Political Science*. 2024.

Dec 5: Flex day

University Policies

“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.”

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	A = 85-89	A - = 80-84
B+ = 77-79	B = 73-76	B - = 70-72
C+ = 67-69	C = 63-66	C - = 60-62
D+ = 56-59	D = 53-56	D - = 50-52
F = Below 50	WDN = Withdrawn	ABS = Student absent from final exam
DEF = Deferred (See above)		
FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.		
<u>Final grades are subject to the Dean’s approval.</u>		

Deferred Assignments/Grades

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

Written Assignments

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (Room 229, Patterson Hall, <http://www.carleton.ca/wts/>).

VII. Statement on Plagiarism

Some departments have a standard statement and some instructors have their own. Either of these options is fine, but please ensure that these statements are consistent with the university’s Academic Integrity Policy when it comes to definitions, potential penalties and the like. The policy can be found [here](#).

Note that **submitting without permission substantially the same piece of work more than once for academic credit** is not considered a form of plagiarism. If you wish to prohibit students from re-using their own work from a different course (or from the same course if they are repeating), or to require students to cite such work, or to seek your permission before doing so, this must be clearly stated in the course outline or assignment instructions. In addition, instructors wishing to prohibit multiple submissions of substantially the same work should be as clear as possible about what they consider to be “substantially the same.”

You should also clearly convey your expectations regarding collaboration and group work: If you do ask students to work together on reports, seminar presentations, research projects or other assignments, you should include in your course outline a clear and specific description of **how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.**

In addition, you should clearly indicate your expectations regarding the use of **Generative Artificial Intelligence tools (e.g. ChatGPT)**. Unless you give explicit permission, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. If you explicitly permit the use of generative AI, you must provide clear and detailed instructions on which generative AI program students may use and with what limits.

If you have neither a departmental nor an individual statement, something along the following lines would be acceptable:

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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.

Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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.

VIII. Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

(<https://carleton.ca/wellness/>)

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

IX. Requests for Academic Accommodations

[Please include the following text or reference this link (<https://students.carleton.ca/course-outline/>) on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).]

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy and Family-Status Related Accommodation: Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the Equity and Inclusive Communities (EIC) website.

Religious obligation: 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 [click here](#).

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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

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

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 will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>