

## GEOG 3024 – UNDERSTANDING GLOBALIZATION



**Instructor:** Dr. David Hugill, Department of Geography and Environmental Studies, B448 Loeb Building, david.hugill@carleton.ca, 613-520-2600 ext. 8689

**Class Meetings:** Wednesdays 8:35-11:25, <https://carleton-ca.zoom.us/j/94208668316> or Loeb A410 (if in person learning is possible)

**Office Hours:** By appointment.

## 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. Our work will conclude with student presentations on the “global object” of their choice.

## COURSE OBJECTIVES

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

What to expect from our work this term:

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

## REQUIRED TEXTS

Required texts are available online (via the Ares portal on our class Brightspace page) and/or at the MacOdrum Library reserve desk.

## COURSE CALENDAR

<b>Week 1:</b> January 10, 2022	
Introduction	<ul style="list-style-type: none"> <li>○ Introductory discussion of course policies; no required readings</li> </ul>
<b>UNIT 1: FOUNDATIONS</b>	
<b>Week 2:</b> January 17, 2022 <i>**Intellectual biography must be posted on Brightspace by class time on Monday January 17 (no late assignments)</i>	
Lecture/Discussion: Globalization 1.0	Required Readings: <ul style="list-style-type: none"> <li>○ Simon Lewis and Mark A. Maslin, “Globalization 1.0, the Modern World,” in <i>The Human Planet: How We Created the Anthropocene</i>, p. 147-189.</li> <li>○ Roxanne Dunbar-Ortiz, “Follow the Corn,” in <i>An Indigenous Peoples’ History of the United States</i>, p. 15-31.</li> </ul>
Workshop	Hometown Global Connections Inventory
<b>Week 3:</b> January 24, 2022	
Lecture/Discussion: Globalization 2.0	Required Readings: <ul style="list-style-type: none"> <li>○ Simon Lewis and Mark A. Maslin, “Globalization 2.0, the Great Acceleration,” in <i>The Human Planet: How We Created the Anthropocene</i>, p. 225-267.</li> <li>○ Doreen Massey, “The Future of Our World,” in <i>World City</i>, 1-26.</li> </ul>
Workshop	“Is the World Really Shrinking?” (Doreen Massey lecture)
<b>Week 4:</b> January 31, 2022 <i>**Unit 1 Reading Test</i>	
Lecture/Discussion: Globalization 3.0	Required Readings: <ul style="list-style-type: none"> <li>○ Andreas Malm, “Corona and Climate,” in <i>Corona, Climate, Chronic Emergency</i>, p. 1-30.</li> <li>○ Mike Davis, “In a Plague Year,” in <i>Jacobin</i>, March 14, 2020, available online at: <a href="https://bit.ly/3yPihGc">https://bit.ly/3yPihGc</a></li> </ul>

Workshop	Unit 1 Reading Test
<b>UNIT 2: GLOBAL SITES, IDEAS AND OBJECTS</b>	
<b>Week 5:</b> February 7, 2022	
Lecture/Discussion: Satellites	Required Readings <ul style="list-style-type: none"> <li>○ Stephen Graham, “Satellites: Enigmatic Presence,” in <i>Vertical: The City from Satellites to Bunkers</i>, p. 25-51.</li> <li>○ Adam Greenfield, “Smartphone: The Networking of the Self,” in <i>Radical Technologies: The Design of Everyday Life</i>, p. 9-31.</li> </ul>
Workshop	The Lengths and Limits of Google Maps
<b>Week 6:</b> February 14, 2022 <i>**Hometown Global Connections Inventory Assignment on Brightspace by class time</i>	
Lecture/Discussion: Airports	Required Readings: <ul style="list-style-type: none"> <li>○ John Urry, “Aeromobilities and the Global,” in <i>Aeromobilities</i>, p. 25-38.</li> <li>○ Marco D’Eramo, “Maps of Ignorance,” in <i>New Left Review</i> 108, p. 43-46.</li> </ul>
Workshop	How easy is it to get to Kabul? + Remembering Gander International Airport
<b>WINTER BREAK – FEBRUARY 21-25</b>	
<b>Week 7:</b> February 28, 2022	
Lecture/Discussion: Geographical Imaginaries	Required Readings: <ul style="list-style-type: none"> <li>○ Andrew Herod, “Envisioning Global Visions,” in <i>Geographies of Globalization</i>, p. 26-52.</li> <li>○ JM Blaut, “History Inside Out,” in <i>The Colonizer’s Model of the World: Geographical Diffusionism and Eurocentric History</i>, p. 1-43.</li> </ul>
Workshop	The Enduring Potency of Diffusionism
<b>Week 8:</b> March 7, 2022	

Lecture/Discussion: Containers	Required Readings: <ul style="list-style-type: none"> <li>o Ryszard Kapuscinski, “We’re Closing Down the City,” in <i>Another Day of Life</i>, p. 1-26.</li> </ul>
Workshop	TBD
<b>Week 9:</b> March 14, 2022	
Lecture/Discussion: Skyscrapers	Required Readings <ul style="list-style-type: none"> <li>o Stephen Graham, “Skyscraper: Vanity and Violence,” in <i>Vertical: The City from Satellites to Bunkers</i>, p. 149-173.</li> </ul>
Workshop	TBD
<b>Week 10:</b> March 21, 2022	
Lecture/Discussion: Solidarity	Required Readings: <ul style="list-style-type: none"> <li>o Helen Yaffe, “Cuban Medical Internationalism: An Army of White Coats,”</li> <li>o Ed Augustin, “Cuba Has Sent 2,000 Doctors and Nurses Overseas to Fight Covid-19,” in <i>The Nation</i>, May 22, 2020, available here: <a href="https://bit.ly/3ss1h9e">https://bit.ly/3ss1h9e</a></li> </ul>
Workshop	TBD
<b>Week 11:</b> March 28, 2022 <i>**Unit 2 Reading Test</i>	
In-Class test	No required readings
<b>Week 12:</b> April 4, 2022	
Global Objects Presentations	No required readings

## EVALUATION

Assignment	Weight	Details/Description
Participation	10%	Based on attendance and active in-class participation.
Intellectual Biography	2.5%	A short introductory description of who you are and how you ended up here; must be posted on Brightspace by class time on January 17. <b>No late assignments will be accepted.</b>
Hometown Global Connections Inventory	15%	A short assessment of your hometown's global connections, includes a written component and the production of a simple map.
Unit 1 Reading Test	15%	A multiple-choice test on the Unit 1 readings.
Unit 2 Reading Test	25%	A multiple-choice test on the Unit 2 readings.
Global Objects Assignment	25%	A mid-length research paper on the global object of your choice (approximately 2,000 words).
Global Objects Presentation	7.5%	An in-class presentation on your Global Object research project.

Please note:

- Late assignments will be penalized by 3% per calendar day (to a maximum of 25% total); no assignments will be accepted after two weeks beyond the original deadline (unless an alternative arrangement has been made)
- All assignments must follow the style guidelines outlined in the Chicago Manual of Style (16<sup>th</sup> edition or later); citations can be formatted in either the “notes and bibliography” or “author-date” style, so long as one of these options is used consistently throughout the document; there is a quick Chicago-style citation guide available here: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- All assignments will be assessed on the overall quality of presentation, including citation formatting, spelling, grammar, coherence of argument, etc.

- 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.

## ACADEMIC INTEGRITY

Carleton University demands academic integrity from all its members. The Academic Integrity Policy (available at <https://carleton.ca/registrar/academic-integrity/>) governs the academic behaviour of students. Academic Integrity is defined as:

*“A commitment even in the face of adversity to five fundamental values: honesty, trust, fairness, respect, and responsibility.” – Centre for Academic Integrity (1999)*

Academic dishonesty, in whatever form, is destructive to the values of the university, and risks harming the university’s reputation as place of learning and innovation. Furthermore, it is unfair and discouraging to those students who pursue their studies honestly.

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;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation 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.

## ACADEMIC ACCOMMODATION

Carleton provides [academic accommodation to students](#) for reasons of disability, religious observance, pregnancy and/or parental leave, sexual violence, and student activities.

Providing accommodations simply means providing alternatives to students who cannot perform the essential requirements of their academic programs due to the reasons mentioned above. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the university.

This section provides only a brief overview of the accommodations policy and process. Please contact [Equity and Inclusive Communities](#) for a full explanation.

### ***Religious Observation***

A request should be made in the first two weeks of the academic term, or as soon as possible where the scheduling of an event or activity conflicting with a religious obligation does not appear in the course outline or calendar. A list of multi-faith holy days is accessible through the [Equity Services website](#). Instructors can also contact Equity Services to confirm the eligibility of a religious event or practice.

### ***Pregnancy and/or Parental Leave***

Requests for parental leave must be made in writing to the Registrar's Office, or in the case of graduate students, to the Office of the Dean of Graduate and Postdoctoral Affairs.

A student who is pregnant may request a temporary modification to her program (e.g., laboratory or field work). The student should meet with the instructor(s). The department chair/director and the faculty dean can assist in the discussion. An Equity Services advisor can also be consulted if a student has questions about pregnancy and/or parental leave.

### ***Students with Disabilities***

Carleton is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The university has a [Senate-approved policy on academic accommodation](#) that forms part of its human rights policy. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning outcomes and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning outcomes of any course or program, rule, regulation, or policy at the university.

Some students with disabilities may require special accommodations for tests and exams. In these cases, students must present you with a signed accommodation form from the Paul Menton Centre detailing their accommodation needs well in advance of the date of an exam. A copy of the [Paul Menton Centre accommodations policy can be found here](#).

### ***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 [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

### ***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 contact your instructor 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, see [the policy](#).