

GEOG 4024
Seminar in Globalization:
Global Flows, Social Struggles, and Environmental Change

Department of Geography and Environmental Studies
Carleton University
Fall 2017

DRAFT COURSE OUTLINE
v. August 22, 2017

Instructor: Karen Hébert
Seminar: Tuesdays, 11:35 am - 2:25 pm
Location: TBA

Office: Loeb Building, A325
Office Hours: Tuesdays, 3 - 4 pm, and by appointment

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Course Description

In an era of Brexit, climate change, and Donald Trump's America, how are social and environmental worlds being remade through global economic processes? This course examines the intersection of globalization, the environment, and social struggles involving justice, equity, and political participation. It focuses on major flows of global trade—especially agriculture, food, and natural resource products—along with the infrastructures that facilitate their transnational circulation, such as shipping, pipelines, undersea cables, product standards, and logistics. How do present-day economic arrangements fuel dynamics of both integration and disintegration? What are their social and environmental effects? How have these been debated by scholars? Course readings drawn from human geography and related disciplines explore topics from aquaculture to electronic waste to post-political populism to analyze the sociocultural and environmental dimensions of new forms of global connection, control, and change.

This seminar is centered in the lively and focused discussion of course readings, as well as supplementary materials such as films and other media shown in class. Major course requirements include leading class discussion, a short paper, and a final term paper.

Course Goals

By the end of this course, students will be able to:

- Engage in collegial, respectful discussions of contentious issues based on careful readings of course texts
- Identify key lines of scholarly debates on topics involving globalization, neoliberalism, commodity chains, infrastructure, and environmental change

- Demonstrate concrete improvements in academic reading, writing, analysis, argumentation, and communication skills based on course assignments
- Develop sound arguments based on course approaches and independent reading and research about issues, initiatives, and/or phenomena related to globalization

Required Texts

All readings will be accessible on the course website at cuLearn. *Please note that assigned texts and class topics may be adjusted somewhat over the course of the term depending on how our conversations develop.* No minor changes to readings will be made within less than a week of the class session in question.

Course Outline – Fall 2017

Week	Topic and Readings	Assignment
	Part I Introductions	
1. Sept 12	Course Introductions No reading for today.	
2. Sept 19	Introducing and Debating ‘Globalization’ Selections from: Sparke, M. (2013). <i>Introducing globalization</i> . Malden, MA: Wiley-Blackwell. <ul style="list-style-type: none"> • “Chapter 1: Globalization,” pp. 1-25 Friedman, T.L. (2005, April 3). It’s a flat world after all. <i>The New York Times Magazine</i> . Retrieved from http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html Shiva, V. (2005, May 10). The polarised world of globalisation. <i>Navdanya</i> . Retrieved from https://www.globalpolicy.org/component/content/article/162/27674.html Appiah, K.A. (2006, January 1). The case for contamination. <i>The New York Times Magazine</i> . Retrieved from http://www.nytimes.com/2006/01/01/magazine/the-case-for-contamination.html Kingsnorth, P. (2017, March 18). The lie of the land: does environmentalism have a future in the age of Trump? <i>The Guardian</i> . Retrieved from https://www.theguardian.com/books/2017/mar/18/the-new-lie-of-the-land-what-future-for-environmentalism-in-the-age-of-trump	

<p>3. Sept 26</p>	<p>Looking Back and Looking Forward</p> <p>Domosh, M. (2010). The world was never flat: Early global encounters and the messiness of empire. <i>Progress in Human Geography</i>, 34(4), 419-435.</p> <p>Sheppard, E. & Leitner, H. (2010). <i>Quo vadis</i> neoliberalism? The remaking of global capitalist governance after the Washington Consensus. <i>Geoforum</i>, 41(2), 185-194.</p> <p>Leichenko, R., O'Brien, K., & Solecki, W. (2010). Climate change and the global financial crisis: A case of double exposure. <i>Annals of the Association of American Geographers</i>, 100(4), 963-972.</p>	
	<p>Part II</p> <p>Commodities in Circulation</p>	
<p>4. Oct 3</p>	<p>Colonial Legacies and Their Transformations</p> <p>Cook, I. 2004. Follow the thing: Papaya <i>Antipode</i> 36(4): 642-664.</p> <p>Selections from: Freidberg, S. (2004). <i>French beans and food scares: Culture and commerce in an anxious age</i>. New York: Oxford University Press.</p> <ul style="list-style-type: none"> • Chapter 1, “The Global Green Bean and Other Tales of Madness,” pp. 3-31. • Chapter 4, “Zambia: Settler Colonialism and Corporate Paternalism,” pp. 93-125. • Chapter 6, “Britain: Brands and Standards,” pp. 167-209. • Conclusion, pp. 211-222. <p>Selections from: Carmody, P. (2013). <i>The rise of the BRICS in Africa: Geopolitics of South-South relations</i>. Chicago: University of Chicago Press.</p> <ul style="list-style-type: none"> • Introduction: “New Models of Globalization,” pp.1-21. <p>Auvillain, M. & Liberti, S. (2014, June 28). The dark side of the Italian tomato: A multimedia take on how Italy’s tomato business is thriving - at the expense of African migrant workers and Africa. <i>Al Jazeera</i>. Retrieved from http://www.aljazeera.com/indepth/interactive/2014/06/dark-side-italian-tomato-20146261186932592.html</p>	

<p>5. Oct 10</p>	<p>The Friction of Global Flows</p> <p>Selections from: Tsing, A. (2000). The global situation. <i>Cultural Anthropology</i>, 15(3), 327-360.</p> <p>Selections from: Tsing, A.L. 2005. <i>Friction: An ethnography of global connection</i>. Princeton: Princeton University Press.</p> <ul style="list-style-type: none"> • “Introduction,” pp. 1-18. • “Chapter 4: Nature loving,” pp. 121-154. <p>Tsing, A., for the Matsutake Worlds Research Group. (2009). Beyond economic and ecological standardisation. <i>The Australian Journal of Anthropology</i>, 20, 347-368.</p> <p>Selections from: Tsing, A. (2015). <i>The mushroom at the end of the world: On the possibility of life in capitalist ruins</i>. Princeton: Princeton University Press.</p>	
<p>6. Oct 17</p>	<p>Fishy Business</p> <p>Bustos-Gallardo, B. & Irarrazaval, F. (2016). ‘Throwing money into the sea’: Capitalism as a world-ecological system. Evidence from the Chilean salmon industry crisis, 2008. <i>Capitalism Nature Socialism</i>, 27(3), 83-102.</p> <p>Hébert, K. (2015). Enduring capitalism: Instability, precariousness, and cycles of change in an Alaskan salmon fishery. <i>American Anthropologist</i>, 117(1), 32-46.</p> <p>Hébert, K. (2010). In pursuit of singular salmon: Paradoxes of sustainability and the quality commodity. <i>Science as Culture</i>, 19(4), 553-581.</p> <p><i>The Economist – Technology Quarterly</i> (2016, June 11). The future of agriculture: factory fresh. Retrieved from http://www.economist.com/technology-quarterly/2016-06-09/factory-fresh</p>	
<p>Oct 20</p>		<p>Short Paper due by 5 pm</p>
<p>Oct 24</p>	<p>Fall Break</p>	

	Part III Infrastructures of Globalization	
7. Oct 31	<p>Rethinking Circulation and Spatialization</p> <p>Lepawsky, J., & Mather, C. 2011. From beginnings and endings to boundaries and edges: rethinking circulation and exchange through electronic waste. <i>Area</i>, 43(3), 242-249.</p> <p>Selections from: Ferguson, J. (2006). <i>Global shadows: Africa in the neoliberal world order</i>. Durham: Duke University Press.</p> <ul style="list-style-type: none"> • Chapter x: “Governing extraction: New spatializations of order and disorder in neoliberal Africa,” pp. <p>Selections from: Starosielski, N. (2015). <i>The undersea network</i>. Durham: Duke University Press.</p> <ul style="list-style-type: none"> • Chapter x: “Fixed flow: Undersea cables as media infrastructure,” pp. 53-70. <p>Miller, G. (2015, October 29). Undersea internet cables are surprisingly vulnerable. <i>Wired</i>. Retrieved from http://www.wired.com/2015/10/undersea-cable-maps/</p>	
8. Nov 7	<p>Energy Infrastructures</p> <p>Selections from: Mitchell, T. (2011). <i>Carbon democracy: Political power in the age of oil</i>. New York: Verso.</p> <p>Selections from: Huber, G. (2013). <i>Lifeblood: Oil, freedom, and the forces of capital</i>. Minneapolis: University of Minnesota Press.</p>	
9. Nov 14	<p>Shipping and Logistics</p> <p>Selections from: Cowen, D. (2014). <i>The deadly life of logistics: Mapping violence in global trade</i>. Minneapolis: University of Minnesota Press.</p> <p>Selections from: Levinson, M. (2010). <i>The box: How the shipping container made the world smaller and the world economy bigger</i>. Princeton: Princeton University Press.</p> <p>Taylor, A. (2014, November 24). The ship breakers. <i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/photo/2014/11/the-ship-breakers/100859/</p>	
Nov 17		Term Paper

		Proposal due by 5 pm
	Part IV Environmental Change	
10. Nov 21	Anthropocene or Capitalocene? Selections from: Moore, J. (2015). <i>Capitalism in the web of life: ecology and the accumulation of capital</i> . New York: Verso.	
11. Nov 28	Climate Change, Violence, and Politics Selections from: Parenti, C. (2012). <i>Tropic of chaos: Climate change and the new geography of violence</i> . New York: Nation Books. Selections from: Nixon, R. <i>Slow violence and the environmentalism of the poor</i> . (2013). Cambridge: Harvard University Press. Swyngedouw, E. (2010). Apocalypse forever? Post-political populism and the spectre of climate change. <i>Theory, Culture & Society</i> , 27(2-3), 213-232.	
12. Dec 5	Term Paper Presentations No reading for today.	Term Paper Presentations due by class time
Dec 8		Term Paper due by 5 pm

Evaluation

Short Paper: 15%

Term Paper Proposal: 10%

Term Paper: 30%

Term Paper Presentation: 5%

Leading Class Discussion: 10%

Attendance and Participation: 30%

Total: 100%

Course Requirements and Grading – Fall 2016

- 1. Attendance and Participation (30%):** This seminar and what you learn in it depend on your regular attendance, preparedness, and engagement. Together, attendance and participation represent a significant percentage of your total mark; each makes up half

of this component of your grade. I will take attendance at each class, and this part of your grade is based on a simple tally. If you need to miss class because of an illness or another unforeseen circumstance, please contact me as soon as you are aware of this situation. Any unexcused absence will result in a penalty from the final grade, and I may request documentation that supports your reason for missing class (e.g., a doctor's note). In terms of participation, you should come to class on time and prepared to make substantive, informed, and insightful contributions about course texts and topics during our discussions each week. This includes raising questions, engaging in discussion, bringing in relevant materials to share with your peers, and completing activities when requested. Your participation grade is based on my qualitative assessment of your active contributions in this regard; it also entails your respectful engagement with your classmates and their perspectives.

2. **Leading Class Discussion (10%):** Each student is responsible for leading class discussion during the first half of class for one week of the course. If there is more than one presenter scheduled for the session, you should plan to coordinate your activities. The weekly discussion leader(s) should do the readings even more carefully than usual and supplement this with some additional background reading on the assigned authors and texts. You are the experts for the week. At a minimum, leading class discussion involves formulating a few overarching questions to stimulate broad conversation. But you are encouraged to be creative with this assignment as well. Feel free to incorporate additional materials or prepare slides or handouts to facilitate discussion and debate. That said, the primary goal here is to stimulate engagement on the part of all students in the course; you are not meant to provide an extended lecture. I am available to meet with you beforehand if you want to review your plans for the session ahead.
3. **Short Paper (15%):** In this assignment, you will develop an original thesis based on a close analysis of some aspect of **3 course texts**. While you may choose an event, issue, or scenario that lies outside the texts to motivate your discussion, your focus should remain on the details of the authors' arguments themselves. We will discuss the expectations for this assignment further during class. It is designed to allow you to respond to ideas you find especially provocative, problematic, or exciting in the readings; think through connections across multiple readings; and develop an analysis that synthesizes them in your own voice. This short essay should be approximately **1,200 words** in length (**1,500 words max**)—**roughly 4 double-spaced pages**. While you can certainly choose to compose this as a standard 5-paragraph academic essay, you are also free to experiment with more creative formats, such as a blog post or a book review. Either way, be sure to have an engaging opening, a strong statement of argument early on, and careful support with textual evidence. **Please post this assignment by the deadline electronically to cuLearn.**
4. **Term Paper Proposal (10%):** This **one-page proposal** should provide a concise overview of the topic you plan to address in your final term paper, as well as a list of **5 references outside of course readings** you plan to use in your discussion. More details on this assignment will be provided in class. We will devote class time to

workshopping your ideas in the weeks leading up to this assignment due date. **Please post this assignment by the deadline electronically to cuLearn.**

- 5. Term Paper (30%):** The major written assignment for this course is a **12-15-page final Term Paper (absolutely no more than 18 pages), double-spaced in a 12-point font.** In consultation with me, you will choose a topic that allows you to analyze a problem, issue, experience, or phenomenon through one or more of the concepts, perspectives, or approaches we have covered in class over the course of the term. Unless you receive permission otherwise, you must incorporate substantive references to at least **3 course texts**; if you want to refer back to the ideas you developed in your short paper, you should cite that work like any other document. While you should plan to do some outside research for the Term Paper, you are also obliged to anchor your discussion in course readings and related concepts. You are encouraged to start thinking about (and writing on!) your final essay topic early. We will discuss this assignment at length in class. **Please post this assignment by the deadline electronically to cuLearn.**

- 6. Term Paper Presentation (5%):** During the final course meeting, each student will give a brief (likely 10-15 minutes—exact timing TBA) presentation to the class on their Term Paper. Use of Powerpoint or slides is not required, though you may find having images helps you better convey your points and keep your thoughts organized. The goal is to provide your classmates with a succinct overview of your paper—the main topic it addresses; the core debates, issues, or ideas it examines; the primary argument or thesis it advances; and the key pieces of evidence it highlights to do this.

Grades

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

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

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. Standing in the course will be shown by alphabetical grades.

Deferred Assignments and/or Grades

In the interest of fairness to all students, any assignment turned in late without an extension will be subject to penalties, amounting to five points off (out of 100) for each day late. Please reach out early and communicate with me if you are having, or anticipate having, problems completing course assignments on time. I am here to help you get the assistance you need to succeed in this course. Extensions may be granted in the event of extenuating circumstances only. Any significant extension will require documentation. I would like to help you get into the habit of turning in work on time.

If due to illness or circumstances beyond your control you are unable to submit essential assignments before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

Additional Course Protocols and Policies

Course Materials: I will post any PowerPoint slides I show to the cuLearn site *after* the course session in which they have been delivered.

Communication and E-mail: I will communicate important information about the course to you via cuLearn. For all electronic correspondence about this course, please make sure that your e-mails to me:

- are sent from your Carleton University account
- include your full name
- include the course number, GEOG 4024, in the subject line
- include your Carleton Student ID in the message

In addition, please note that while I will do my best to respond to all e-mail inquiries related to the course, you should not expect an immediate reply, or a reply during the evenings or on weekends. Plan accordingly so that you do not send messages that unnecessarily seem to demand an instant response or request information that already appears in course materials. If you have more in-depth questions about course materials and/or your performance, why not come see me during my office hours? You can drop by anytime during my office hours, though I recommend that you make an appointment for a specific time so that I can reserve that space for you. If you are not able to make my office hours, we can arrange for an appointment at another time during the week.

Copies of Work: Please retain backup copies of all coursework you submit.

Devices in the Classroom: You are permitted to use a computer, tablet, or other electronic device if and only if you are using it to take notes, connect to readings, or directly engage in some other way with course content and conversations. If you find you cannot resist doing non-course-related activities when your computer is open—such as checking e-mail, posting on Facebook or Instagram, or shopping online (!)—then you are asked to please close your device out of politeness to your fellow students and to me. Please also plan to put your cell phones away (rings off) when you come into class.

Academic Resources for Students

Carleton University has a variety of resources to help you improve your performance in

this and other courses, enrich your learning, and adjust to university life more generally. We will have in-class presentations from some of the following programs and services, but it might be helpful to familiarize yourself with their offerings in advance.

The Student Academic and Career Development Services (<http://carleton.ca/sacds/>) office is a new umbrella organization on campus that brings together a wide range of programs and services to assist students in adjusting to academic life, improving learning skills, and making academic and career decisions. Among other programs, it contains the Academic Advising Center (<http://carleton.ca/academicadvising/>), which offers drop-in sessions on academic advising (e.g., tips on your courses and major, etc.); and the Centre for Student Academic Support (CSAS) (<http://carleton.ca/csas/>).

CSAS houses a number of different student services, including Writing Services (<http://carleton.ca/csas/writingservices/>), which offers drop-in and online tutoring appointments. CSAS also has a number of group support options, including:

- Peer Assisted Study Sessions: <http://carleton.ca/csas/group-support/pass/>
- English Conversation Sessions: <http://carleton.ca/csas/group-support/english-conversation/>
- Skill Development Workshops: <http://carleton.ca/csas/group-support/skillworkshops/>

Susan Tudin, the DGES librarian in the MacOdrum Library, is also available for help on research-related matters. She can be reached via e-mail at susan.tudin@carleton.ca.

Please keep in mind that the above resources are not just for students who are struggling—anyone can improve, and the people who staff these programs can help you identify how.

Academic Regulations and Policies

We will go over some of this in class together, but do take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on the following website:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Please consult the 2016-2017 Undergraduate Calendar

(<https://calendar.carleton.ca/undergrad/>) for key information, such as this year's course **drop/add/withdrawal dates**, found here: <https://calendar.carleton.ca/academicyear/>

Requests for 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 the Instructor and TAs your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first assignment deadline requiring accommodation. After requesting accommodation from PMC, please arrange to meet with me to ensure that accommodation arrangements are made.

For Religious Obligations: Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the Instructor, who will make accommodations in a way that avoids academic disadvantage to the student. (Students or Instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.)

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the Instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

University regulations stipulate that any allegation of plagiarism, cheating, or other violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about the university's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see: <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

On Plagiarism: 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;
- 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.”

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

What are the Procedures? By university policy, any instance in which plagiarism is suspected must be reported by course instructors, along with all documentation, to the relevant Dean. The Dean writes to the student and to the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

What Are the Penalties for Plagiarism? A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; the award of an F, FND, or ABS in the course.

We will discuss plagiarism in more detail in class and review methods for proper attribution and referencing of others' work.

Copyright

Carleton University is committed to compliance in all copyright matters. Noncompliance is a violation of the Canadian Copyright Act. In addition to any actions that might be taken by any copyright owner or its licensing agent, the University will take steps against any breach of this policy.

In Canada, copyright for a work is given automatically to the creator of the work. The work does not need to be marked or declared as copyrighted in order to be copyrighted. The majority of works in Canada are copyrighted.

It is important for students to understand and respect copyright. Copyright determines your usage rights for a particular work, which includes textbooks, web pages, videos, and images, both electronic and hard copy. Students may not photocopy entire or major portions of books or other works, even if it is only for their personal use. Carleton's Fair Dealing Policy makes some allowances for copying small portions of works (see <http://carleton.ca/secretariat/wp-content/uploads/Fair-Dealing-Policy.pdf>). If journal articles or portions of works are available through the library, either as hard copies or electronically, students may make a single copy for their personal use. Students may not distribute copies of works that are under copyright.

For more information, please consult the MacOdrum Library's copyright website: <https://library.carleton.ca/content/copyright-carleton>.