GEOG 4024
Seminar in Globalization
Global Economic and Social Interconnections
Seminar: Tuesdays 8:33-11:25am
Class Facebook: Tamara Kotar

Instructor: Dr. Tamara Kotar
Location: TBA
E-mail: tamara.kotar@carleton.ca or Facebook – Tamara Kotar
Office hours: Tuesdays 11:30-12:30 (email to schedule an appointment)

Course description:
Globalization can be understood as an acceleration of contacts as well as mutual influence across borders. In this course we will explore Economic Geography, in particular, the social-economic implications of globalization. Financial transactions are at the core of globalization and the benefits and burdens it can bring. We will focus on how money flows globally and the implications of these financial transactions domestically and abroad. We will also explore the political and environmental impacts of the global economic system.

**No background in economics is required for this class but be prepared to enjoy discussion of foundational ideas that will help you better understand the complex dynamics of the global economy and it’s impact on human geography. My hope is that you find this course engaging and stimulating and that you successfully complete this course with theoretical and analytical tools that you will employ in your future endeavors.

We will contemplate questions such as:
- Is globalization primarily an economic project?
- Is globalization driven by capitalism and the need to expand markets
  what are the benefits and challenges of this?
- What is the architecture of the global economic system?
- Who does globalization most benefit?
- Does economic globalization forward the public good?
- Can economic models be unbiased and accurate?

Required Texts

Assignment Due Date Table

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Share of Term Mark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Scavenger Hunt</td>
<td>Jan. 10th</td>
<td>3%</td>
<td>The videos and questions are posted on blackboard. Each Quiz is out of 4% See the Assignment Evaluation Considerations section for assignment evaluation details.</td>
</tr>
<tr>
<td>Video Quizzes</td>
<td>Jan. 17th</td>
<td>8%</td>
<td>4 assignments each worth 12%. <strong>There are 4 assignments due. Your best 3 results will count toward your final mark. Your worst mark will be eliminated.</strong> Use My POL Blog Posts Format to easily create your blogs.</td>
</tr>
<tr>
<td></td>
<td>Jan. 31st</td>
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<td></td>
</tr>
<tr>
<td>Blogs</td>
<td>Jan. 24th</td>
<td>36%</td>
<td>4 assignments each worth 12%. <strong>There are 4 assignments due. Your best 3 results will count toward your final mark. Your worst mark will be eliminated.</strong> Use My POL Blog Posts Format to easily create your blogs.</td>
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<tr>
<td></td>
<td>Feb. 7th</td>
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<td></td>
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<tr>
<td></td>
<td>Mar. 7th</td>
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<td></td>
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<tr>
<td></td>
<td>Mar. 14th</td>
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</tr>
<tr>
<td>Term Paper Background</td>
<td>Feb. 14th</td>
<td>14%</td>
<td>Students will all hand in the presentation on the same date but will sign up to present the presentation on the date of their choosing.</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
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<tr>
<td>Term Paper</td>
<td>April 7th</td>
<td>39%</td>
<td>Paper 10 pages.</td>
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CuLearn

All of your written assignments are due via CuLearn drop boxes. The syllabus and other relevant documents are also posted on CuLearn.

Social Media

There is a Facebook page for the course. Beyond a requirement for some assignments, it is a great tool for collegial discussion and I regularly post articles relevant to the course and tips for students. This Facebook page– Tamara Kotar – is the page I use for academic/professional purposes only.

*If you prefer not to join the class Facebook a 5-page essay can be done in lieu of the Facebook components for each assignment.

Assignments
**Syllabus Scavenger Hunt**

Since this course may have many features that you have not yet encountered in your classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions, win the scavenger hunt and get marks!

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What do students do for the video quiz assignments?
3. What are the 3 parts of the Blog assignment and what kind of knowledge does this assignment try to combine?
4. Do I include all 3 parts of the blog post in my blackboard submission, even though I post part III on Facebook?
5. What part of the Blog assignment do I post to the class Facebook page - Tamara Kotar?
6. Is the Facebook page Tamara Kotar a personal FB page or a professional page for academic use?
7. Do I have to attend class for my Blog assignments to be marked?
8. Under what subheading do I find the reading materials for each week?

**Video Quizzes**

After watching each of the videos for the assigned date answer the questions below the videos and submit those answers in the blackboard space provided.

Answer in a scholarly manner with a paragraph or two for each question.

**My GEOG Blog Posts**

**Why this Assignment?**

- My GEOG Blog posts will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures and discussions.
- These assignments help students focus on how to write a succinct thesis, a key skill required for future success.
- More questions = more learning. Thoughtful and reflective questions about what we discuss and what we read is the goal of this course, indeed it is a main goal of higher education.
- It is a way to combine our exploration of theoretical phenomena and ideas from scholarly works, in-class discussion/activities, and current events.
- Students have concise and condensed notes on the readings and discussions that provides them with excellent study materials for assignments.

My GEOG Blog Posts assignments will serve as tools to ensure students achieve the highest possible benefit from the readings and discussions as well as enable
students to contribute to the class. You must attend the class for your blog post to be graded.

Assignments are due via CuLearn at 11:59 on the due date. No late assignments will be accepted. Please submit the assignment in the box/submission space provided, do not attach the assignment. Compile all of the sections of this assignment (parts I, II & III) and post in the appropriate CuLearn drop box at 11:59pm on the due date. Do not post the whole assignment on social media platforms.

Your worst mark will be eliminated. This is an opportunity to get your best work recognized.

To organize your Blog Post you can cut and paste the My GEOG Blog Format provided below for each post into your own word document and fill in the material required.

*If you miss the class, even for unforeseen reasons, you may hand in a 4-page double spaced extension of Part II of your blog post lieu of Part I of the blog assignment (the extension of Part II is intended to compensate for the hours of class time and participation missed). Both Part II and Part III of the blog assignments are still required.

**My GEOG Blog Post Format**

<table>
<thead>
<tr>
<th>Part I- Seminar Discussion</th>
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<tbody>
<tr>
<td>For the discussion component you will discuss what we talked about in the in the class before the due date. For this part of the assignment you will identify and discuss one idea/concept/issue dealt with in class that attracted interest. Anything we discuss that piques your interest can be used for this part of the assignment be it something like a critique of one theoretical perspective or the difference between a Quarter Pounder with cheese and a Royale with cheese. It all depends on what we discuss. You should have a thesis and try to include other scholarly work. Critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis.</td>
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<tr>
<td>15-20 sentences</td>
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</table>

<table>
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<tr>
<th>Part II- Discuss Readings</th>
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<tbody>
<tr>
<td>Elaborate on and provide a scholarly reaction to a topic introduced in the readings of the week. Using your own words, discuss an idea or issue developed in the article that intrigues you and that you would like to discuss further in class. Critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis. Create 2 questions that relate to the article and larger issues discussed in the class. These questions will be used for in-class discussion and debate.</td>
</tr>
<tr>
<td>20 sentences</td>
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</table>

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<thead>
<tr>
<th>Part III- Social Media</th>
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</table>
1. Post 2 media items (articles, radio or video clips) that relate to issues discussed during this class or in the readings. You should post to the class Facebook – Tamara Kotar (make note of the course code in your post). The idea is that you share resources that you have found to be useful in your explorations of the topics discussed in class or the readings. Explain why each link you post enhances your understanding of the topic discussed in class or the readings. **Ensure that your posts are not offensive or explicit, but rather that they contribute to respectful and engaging collegial dialogue.** Ensure that your posts are well organized, visually pleasing (i.e. nicely formatted) and do not include your student number on the social media post. 3-4 sentences for each posting

2. For your cuLearn submission cite and comment on a link posted by anyone else (from any class or even the prof.) on the Tamara Kotar FB that you found interesting. If you choose you can post this commentary online. 3 sentences

**Term Paper Background Presentation**

Students will prepare a 10-minute presentation including a slideshow. Students will make a background presentation that corresponds to the topic they picked for their term paper outline & final term paper. To obtain full marks for the presentation each slideshow presentation should:

1. Have an introductory slide that encapsulates/discusses the thesis
2. Be no longer than 10 slides in total.
3. Not have more than 170 characters (letters) per slide
4. Include a map
5. Include a statistical table or info-graphic (be creative)
6. Include a video clip of less than 2:30 minutes long
7. Include 2 questions for the class to discuss
8. Include reference to two works/scholars that have a lot of influence on the topic you are covering.
9. Be a maximum of 12 minutes (or marks will start being deducted)

**Term Paper**

This will be an original research paper of 10-12 double spaced pages due on cuLearn. The essay should have a clear thesis statement with well-researched arguments that support the thesis. 10 scholarly sources should be used. A full bibliography is necessary as are appropriate footnotes. If the term paper is not handed in on CuLearn by 11:59pm on the last day of class, the due date the student will receive an automatic mark of 0. No late research essays will be accepted.

**Paper Option #1 – Term Paper**

An original thesis that relates to a topic discussed in the course.
Paper Option #2
You will choose a fictional book or film that addresses theoretical and empirical themes as discussed in the course. You will use the book/film as a platform for discussing theoretical and important issues as discussed in this course. This is not a book/film review in a sense of discussing your dislike or like of the book/film. Rather the student will use metaphors, images and ideas found in the book/film and discuss how they relate to theory and practice. If a student chooses this assignment, the student is responsible for choosing an appropriate book/film.

For guidance on how to write a film review:
http://www2.athabascau.ca/services/write-site/film-review.php

For guidance on how to write a book review:

Seminar Schedule

Introduction & Expectations
Week 1: January 10th
Recommended
- Fioramonti, Lorenzo, A Post GDP World, Foreign Policy, June 2, 2015.

Economic Globalization – What is it?
Week 2: January 17th
Required

Recommended

Theory & Economic Globalization
Week 3: January 24th
Required
• John Maynard Keynes, “The End of Laissez-faire.”
  http://www.panarchy.org/keynes/laissezfaire.1926.html

recommended
• Anthony Giddens, “The Welfare State in a Modern European Society.”
  http://www.uoc.edu/symposia/caixamanresa/jornadaeconomia/eng/giddens.pdf
• Karl Marx, “Wage Labour and Capital.”
  http://burawoy.berkeley.edu/Reader.101/M&E.II.pdf

Globalization and Economic History I: Empire & Colonialism
Week 4: January 31st
Required

Recommended
Globalization and Economic History – Industrial Revolution

Week 5: February 7th
Week 6: February 14th

Required

Recommended

Globalization International Economic Institutions & Multinational Corporations
Week 7: February 28th
Week 8: March 7th
Required

Recommended
• John Perkins, Confessions of an Economic Hit Man (Berrett-Koehler, 2004)
• “Life & Debt,” (Dir. Stephanie Black, 2001)

Globalization and Neo-Liberal Economics
Week 9: March 14th
Required
Recommended

- Naim, Moises, Globalization, Foreign Policy, 2009, No. 171, March/April, pp. 28-30, 32, 34.

Economic Globalization: Economic Inequality
Week 10: March 21st

Required


Recommended

- Globalization as a cause of economic instability

Economic Globalization: Problems & Possibilities - Environment
Week 11: March 28th
Required
• Stiglitz, Joseph E., Making Globalization Work, Toronto: W.W. Norton, 2007, Chapters, 3 & 4, 5 & 6

Recommended

Economic Globalization: Making Globalization Work
Week 12: April 4th
Required
• Stiglitz, Joseph E., Making Globalization Work, Toronto: W.W. Norton, 2007, Chapters, 7 & 10
Recommended
• Friedman, Thomas, Lexus and the Olive Tree, New York: Picador, 2012.

Assignment Evaluation Considerations: All Assignments, Video Quizzes, Blogs and the Quiz will be marked using the following Guidelines
Below is a table and list of questions used to evaluate each assignment. Keep this in mind when writing your assignments.

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis &amp; Explanation of subject</td>
<td>60%</td>
</tr>
<tr>
<td>A clear idea/thesis is forwarded for each question asked.</td>
<td></td>
</tr>
<tr>
<td>Identification and explanation of main points.</td>
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</tr>
<tr>
<td>Use of Scholarly Literature</td>
<td>35%</td>
</tr>
<tr>
<td>Scholarly literature, outside of the required text, is employed to strengthen arguments. At least two sources are consulted and used.</td>
<td></td>
</tr>
</tbody>
</table>
Definitions and terms should be used properly.

Jargon should be kept to a minimum.

Structure of Assignment - 5%

Answer the questions being asked.

The assignment is an appropriate length.

The assignment employs proper grammar.

These questions are utilized to assess written assignments
- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

Appeals
For reconsideration of an assignment grade, students should provide a two page written explanation of why she/he believes the grade was incorrect. Reconsideration may mean that your grade could be lowered. Final course grades are not negotiable and grades do not “round up.” Grades will be changed only if there is a calculation or other technical error.

Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www.carleton.ca/equity/. For an accommodation request the processes are as follows:

Pregnancy 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.

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.

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) at http://carleton.ca/pmc/students/dates-and-deadlines/