

GEOG 3024 Understanding Globalization
Fall Semester, 2026-2027 Academic Year
Department of Geography & Environmental Studies

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Questions sent by email should receive a response within three business days or during the following class if taken place within 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inappropriate. Discussions on class themes can continue on Brightspace. Etiquette, courtesy and appropriate use of language are to be observed.

Office Hours: Thursdays 3:00 – 4:30

I am happy to talk to students with quick questions right after each class ends

Timetable: Tuesdays, 14:35 - 17:25

Brightspace Course

<https://brightspace.carleton.ca/>

Indigenous Affirmation

ANISHNABE

Ni manàdjiyànàni Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyànàni kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg

Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànàni kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig.

Nigijeweninmànàni ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

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.

Official Course Description

GEOG 3024 [0.5 credit]. Understanding Globalization. Geographical analysis of processes of globalization: theoretical frameworks, historical context and contemporary challenges.

General Course Objectives

The overall goal of the course is to provide students with a set of conceptual, theoretical, and empirical tools to better understand the phenomenon of globalization and its impact on contemporary challenges. Particularly, it examines globalization as a multidimensional geographical process that reshapes economies, societies, cultures, environments, and political relationships across scales. Students will explore the historical development and contemporary dynamics of globalization, with attention to global networks, migration, trade, cities, inequality, development, technology, and environmental change. Using geographical theories and case studies from different world regions, the course critically evaluates who benefits from globalization, who is marginalized, and how global processes are contested and transformed.

Specific Course Objectives

This course is designed to provide you with the tools to understand globalization by focusing on its role in everyday life. As with all of my classes, my primary aim is to give you the critical analytical tools that you need to make sense of the world—so that when you read the news, reflect on contemporary global debates, and simply look at what is happening around you, you will be able to do so in an informed way. Ideally, I expect you to walk away from this course understanding that globalization concerns each of you, and that it is up to you, as an active and creative individual, to benefit from globalization and even shape its future direction.

We can break these learning objectives down into four key goals.

- (a) By the end of the semester, you should have a solid grasp of some of the major *questions* and *concepts* that underpin the study of globalization.
- (b) You should also be able to understand and discuss a range of different *concrete problems*, reflecting on their global dimensions.

- (c) You should also have further developed your *practical academic skills*, reading carefully and intelligently, discussing texts and issues with your colleagues, undertaking independent research, and writing cogently.
- (d) Finally, you should develop your *critical thinking skills*, so that you can recognize the assumptions behind what you read—whether in a textbook, a newspaper story, a blog post or a tweet—and develop and support your own arguments about globalization.

Course Assignments and Evaluation

Assignments	Grade	Due Date
Opening reflection. What does globalization mean to you?	0 Percent	September 15 (Before class)
Participation	15 Percent	Not Applicable
Mid-Term: In-Class Exam	25 Percent	October 27
Critical Reviews (best one out of two)	25 Percent	To be submitted by 17:00 on the Sunday preceding the class [Choose a week's readings from October 6 to December 8)
Final Exam	35 Percent	To be Assigned

Opening reflection:

You are required to submit a short “open reflection” before class. This reflection should not be more than 500 words and should reflect critically and personally on globalization—drawing on your own experiences, observations, and emerging theoretical sensibilities. Rather than reciting textbook definitions, you will articulate a situated, reflexive understanding of what globalization signifies in your life, research, and worldview. The reflection will not be marked, but failure to submit will result in a 5 percent loss from your final mark. The reflection is due on September 15. Late submissions will not be accepted.

Participation:

The success of the course is dependent on your active engagement with the texts and your respectful engagement with your colleagues. Attending class is a necessary but insufficient condition for full participation. An excellent quality of participation is marked by striking a balance between, on the one hand, saying nothing, and on the other hand, dominating the discussion.

Practice “stepping up and stepping back”, which opens space for discussion and fosters collegiality and equal participation. A few quality interventions are more valuable than

the quantity of participation. Collegiality is embodied through respectful debate that focuses on ideas and the course readings. Together, we will create a shared vocabulary that deepens our understanding of varied theories and problems.

To facilitate discussion, you are expected to come to class with a one-page document which has the following components from the readings.

Note: We aim to first focus on understanding the readings. Second, we can apply critiques.

- i. List of key concepts and terms.
- ii. Summary statements of the author's main argument. This statement should be written in your own words as far as possible. It should not be borrowed directly from the text of the reading.
- iii. Identify one or two key questions or issue areas that you would like to be addressed in the class, time permitting. Formulate these in the form of a question.

If you have concerns about your participation, please raise them with me early in the term so that we can devise strategies to ensure your success.

Mid-Term: In-Class Exam

The Midterm is an In-Class and closed-book exam covering topics from September 15 – October 13. Please consider that your backpacks will be resting on the other side of the class, and ensure you have your ID. Your phones will not be with you either.

Critical Reviews

From October 6 to December 8, you will prepare two critical reviews (between 1200 – 1500 words) on a given week's readings. The reviews should outline your reactions to the readings, make connections to the themes of the week, and be written in an essay format. The reviews should develop a central thesis that relates to the broad themes of the readings with proper citations and a bibliography. There is no need to consult outside sources. You will be assessed on the quality of your analysis and insights to the readings, your demonstrated knowledge of the readings, and the clarity and coherence of your writing. The assignment should be submitted via Brightspace by 17:00 on the Sunday preceding the class. **The best one out of two would be used.**

Take-Home Final Exams

The final exam will be a take-home assessment comprising several essay questions with a specified word limit; the exact date is to be announced. If the majority of courses schedule their finals in the same week, the date may be adjusted accordingly, so students

should monitor other syllabi and notify the instructor promptly of any conflicts. During the exam period, the assessment is open-book: students may consult lectures, slides, class notes, and assigned readings, but collaboration or outside assistance is prohibited. The instructor will not respond to exam-related queries during this window, though questions about ongoing lectures or critical reviews remain welcome. To achieve an excellent grade, students must move beyond paraphrasing and demonstrate synthesis and critical analysis of the course materials. Some prompts will require evaluating the strengths and weaknesses of themes or theories, drawing only on arguments discussed in class. Completed responses must be uploaded to the designated Exam section in Assignments on Brightspace before the deadline; detailed instructions will be provided in class and posted when the exam opens.

Late Assignments

Please note that late work submitted without a doctor's note will be accepted with a penalty of 10 percent per day late. Excuses without a doctor's note will not be accepted. Make-up assignments will be offered ONLY if a student misses an exam for a valid medical reason backed by a doctor's note. Please inform the instructor if accommodations are needed due to extenuating circumstances.

Final Grades

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

ABS = Student absent from final exam

FND (Failed, no Deferral) = Student could not pass the course with 100 percent on the final exam.

Final grades are subject to the Dean's approval.

Course Calender

September 8	Introduction to the course
September 15	What is globalization?
September 22	Liquids, Flows, Structures: Issues, Debates, and Structures
September 29	The Four Crises of Globalization
October 6	Geographies of Trade and Capital
October 13	Development, Hierarchy, Inequality
October 20	No Class – Reading Week
October 27	Mid-Term Exams
November 3	Globalized Fashion
November 10	Food Systems and Agriculture
November 17	Environment and ecology

November 24	Globalization and the digital divide
December 1	Globalizing feminism
December 8	Migration and Borders

Detailed course calendar

September 8: Introduction to the course

No required reading

September 15: What is globalization?

Steger, Manfred B. (2024). Globalization in the 21st Century. Rowman & Littlefield. Read Chapters 1 & 2.

Barber, Benjamin. (1992). Jihad vs, McWorld. *The Atlantic* (March) 53 – 63.

Harold, James (2021). The War of Words: A Glossary of Globalization. New Haven: Yale University. Read Chapter 11: Globalization and its Neologisms (pp. 205 – 236).

Cooper, Frederick (2001). What is the Concept of Globalization Good for? An African Historian's Perspective, *African Affairs*, 100 (399), 189–213.

September 22: Liquids, Flows, Structures: Issues, Debates, and Structures

Ritzer, George and Dean, Paul (2015) Globalization: A Basic Text, Second Edition. John Wiley & Sons, Ltd. Read Chapters 1 & 2.

September 29: The Four Crises of Globalization

Rosenau, James N. (1995). Governance in the Twenty-first Century. *Global Governance* 1(1), 13–43.

Castells, Manuel. (2005). Global Governance and Global Politics. *PS: Political Science & Politics* 38(1), 9–16.

Sinaga, Lidya C. (2016). Book review: Think Globally, Act Locally: The State Transformation Approach in Governing Borderless Security Threats. *Journal of ASEAN Studies*, 4(2), 183-186

October 6: Geographies of Trade and Capital

Newell, Peter. (2008). Trade and biotechnology in Latin America: Democratization, contestation, and the politics of mobilization. *Journal of Agrarian Change*, 8(2-3), pp. 345 – 376.

Bair, Jennifer, and Werner, Marion. (2011). Commodity chains and the uneven geographies of global capitalism: A disarticulations perspective. *Environment and Planning A*, 43(5): 988–997.

Clapp, Jennifer. (2017). The trade-ification of the food sustainability agenda. *The Journal of Peasant Studies*, 44(2), 335–353.

LeBaron, Genevieve and Lister, Jane. (2021). The hidden costs of global supply chain solutions. *Review of International Political Economy*, 29(3), 669–695.

Selwyn, Benjamin. (nd). Phone. *I-PEEL* <https://i-peel.org/homepage/phone/>

October 13: Development, hierarchy, Inequality

Smith, Neil. (1997). The Satanic Geographies of Globalization: Uneven Development in the 1990s. *Public Culture* 10 (1): 169–189.

Escobar, Arturo. (2004). Beyond the Third World: Imperial globality, global coloniality and anti-globalization social movements. *Third World Quarterly*, 25(1), 207–230

Veltmeyer, Henry. (2005). Development and globalization as imperialism. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 26(1), 89-106.

Rodrik, Dani. (2007). *One Economics, Many Recipes: Globalization, Institutions and Economic Growth*. Princeton: Princeton University Press. Read Chapter 9: Globalization for Whom? (pp. 237 – 242).

Kuokkanen, Rauna. (2011). From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis. *Canadian Journal of Political Science/Revue canadienne de science politique* 44:275–297.

October 20: No Class – Reading Week

Use the break to prepare for your mid-term exams

October 27: Mid-Term Exams
Location TBD

November 3: Globalizing Fashion

TeamSweat. (2011, July 28). *Nike sweatshops: Behind the Swoosh* [Video]. YouTube.
<https://www.youtube.com/watch?v=M5uYCWVfuPQ>

Kates, Michael. (2015). The Ethics of Sweatshops and the Limits of Choice. *Business Ethics Quarterly*, 25 (2), 191-212.

Ross, Robert J. S (2020). In Chains at the Bottom of the Pyramid: Gender, the Informal Economy, and Sweated Labour in Global Apparel Production (pp. 91 – 104). In Wilma A. Dunway (Ed). Stanford: Stanford University Press.

Vicdan, Handen, Ertekin, Ozdamar Z and Atik, Deniz. (2025). Convivial circularities for degrowth: The case of upcycling. *Marketing Theory*, 25(4), 567-589.

Gál, Anikó. (2025). Fashion and degrowth: Contradiction? Exploring interpretations and functions of fashion (pp. 130–139). In Ksenija Hanaček , Marula Tsagkari , and Brototi Roy (Eds). *Dialogues for Degrowth: Transdisciplinary Perspectives for Sustainable and Inclusive Futures*. Cheltenham, UK: Edward Elgar Publishing.

November 10: Food Systems and Agriculture

Patel, Rajeev C. (2012). Food Sovereignty: Power, Gender, and the Right to Food. *PLoS Med* 9(6): e1001223. <https://doi.org/10.1371/journal.pmed.1001223>.

Andrée, Peter, Jeffrey McKelvey Ayres, Michael Bosia, and Marie-Josée Massicotte (eds.). (2014). Food Sovereignty and Globalization: Lines of Inquiry (pp. 24–52). In *Globalization and Food Sovereignty: Global and Local Change in the New Politics of Food*. Toronto, Ontario: University of Toronto Press.

Clapp, Jennifer. (2016). Food. Read Chapter 1: Unpacking the World Food Economy (pp. 1 – 25). Cambridge: Polity.

Foodrise. (2024). Blue empire: How the Norwegian salmon industry extracts nutrition and undermines livelihoods in West Africa (Skim pages 7 – 32). <https://foodrise.org.uk/wp-content/uploads/2024/02/Feedback-BlueEmpire-Jan24.pdf>

Richardson, Ben. (nd). Sugar. *I-PEEL* <https://i-peel.org/homepage/sugar/>

Young, Zoe Pflaeger. (nd). Coffee. *I-PEEL* <https://i-peel.org/homepage/coffee-3/>

November 17: Environment and Ecology

Wheeler, David. (2001). Racing to the bottom? Foreign investment and air pollution in developing countries. *The Journal of Environment & Development*, 10(3), 225 – 245.

Clapp, Jennifer and Dauvergne, Peter. (2005). *Paths to a Green World: The Political Economy of the Global Environment*. Read Chapter 1: Peril or Prosperity? Mapping Worldviews of Global Environmental Change. Cambridge, MA: MIT Press.

Edkins, Jenny and Zehfuss, Maja (eds.) (2009). *Global politics: A new introduction: third edition*, New York, Routledge. Read Chapter 4: Carl Death – Can we save the planet? (pp. 105-132).

Katz-Rosene, Ryan and Heffernan, Andrew. (2022). Age of Disruption: How Ecological Breakdown Could Alter Globalization. *Balsillie Papers* 5 (1) doi:10.51644/BAP5

November 24: Globalization and the Digital Divide

Kraemer, Kenneth L., Dedrick, Jason, and Sharma, Prakul. (2009). One Laptop Per Child: Vision vs. Reality. The vision is being overwhelmed by the reality of business, politics, logistics, and competing interests worldwide. *Communications of the ACM*, 52(6),66-73.

Crofford, Brad. (2015). Youth, Technology, and the Arab Spring: Is Sub-Saharan Africa Next? *International Affairs Review XXIII* (2), 56 – 75.

Castells, Manuel. (2023). The Network Society Revisited. *American Behavioral Scientist*, 67(7), 940-946

UNESCO. (2023). 2023 GEM report: Technology in education: A tool on whose terms? <https://doi.org/10.54676/JKLA7966>

van der Ven, Hamish, Diego Corry, Rawie Elnur, Viola Jasmine Provost, and Muh Syukron. (2024). Generative AI and Social Media May Exacerbate the Climate Crisis. *Global Environmental Politics*, 24 (2), 9–18.

December 1: Globalizing feminisms

Kuokkanen, Rauna. (2008). Globalization as Racialized, Sexualized Violence: The case of indigenous women. *International Feminist Journal of Politics*, 10 (2), 216–233.

Eisenstein, Hester. (2010). Feminism Seduced: Globalization and the Uses of Gender. *Australian Feminist Studies*, 25(66), 413–431.

Elias, Juanita, and Roberts, Adrienne. (2016). Feminist Global Political Economies of the Everyday: From Bananas to Bingo. *Globalizations* 13 (6), 787–800.

Ruspini, Elisabetta. (2025). Towards an inclusive (post)globalization? Women as agents of change. *Dialogues in Sociology*, 1(1), 46-52.

Salem, Sara. (nd). Sisterhood. *I-PEEL* <https://i-peel.org/homepage/sisterhood/>

December 8: Migration and Borders

Salter, Mark .B. (2008). When the exception becomes the rule: Borders, sovereignty, and citizenship. *Citizenship Studies*, 12(4), 365-380.

Ambe-Uva, Terhemba N. (2011). Looking beyond conflict: The involvement of Tiv Diaspora in peacebuilding in Nigeria. *Journal of Conflictology* 2 (1), 20 –28.

Du Plessis, Gitte. (2018). When pathogens determine the territory: Toward a concept of non-human borders. *European Journal of International Relations* 24 (2), 391 – 413.

Ferhani, Adam. and Rushton, Simon. (2020). The International Health Regulations, COVID-19, and bordering practices: Who gets in, what gets out, and who gets rescued?. *Contemporary Security Policy* 41(3), 458 – 477.

Bashi, Vilna. (2023). The Practice of Decolonizing Migration Studies. *Sociological Forum* 38(3), 886–895.

Teaching Methods

This is a third-year course, which means that the lectures and discussions during class time play a crucial role in assisting with your learning of what is often quite complex material. This philosophy is reflected in the fact that:

- The course will make considerable use of active student participation, small group discussions and the blackboard to communicate key course material.
- The course will include a series of student-led discussions designed to debate the complexities of some contemporary globalization issues.
- There is a significant portion of your course grade allocated to your attendance and participation.
- The course is divided into 12 weeks. Each week addresses a distinct but related topic, consisting of a lecture and discussion session.
- The lecture provides students with basic facts and main theoretical and ideological approaches concerning the unit's subject matter.

- The discussion session is a moderated discussion during which students are expected to speak to the debate on the respective unit's topics.

Course Textbook

There is no official textbook for this course. However, many books on globalization are available, both as free PDF versions through the library and in eBook format, and are well worth obtaining.

We will draw on six of these books:

Held, David and McGrew, Anthony (2007) *Globalization/anti-globalization: Beyond the great divide: second edition*, Cambridge, UK. Polity.

Edkins, Jenny and Zehfuss, Maja (eds.) (2019). *Global politics: A new introduction: third edition*, New York, Routledge.

Sachs, Jeffrey D. (2020) *The Ages of Globalization. Geography, Technology, and Institutions*, New York: Columbia University Press.

Roberts, Anthea and Lamp, Nicolas (2021) *Six Faces of Globalization. Who Wins, Who Loses, and why it Matters*. Cambridge, MA: Harvard University Press.

Scholte, Jan Aart (2000) *Globalization: A Critical Introduction*. Basingstoke: Macmillan.

Steger, Manfred B., Benesikter, Roland., Pechlaner, Herald., and Kofler, Ingrid (eds.) (2023) *Globalization. Past, Present, Future*. Oakland, CA: University of California Press.

Please note that I have made available on Brightspace all the assigned readings for each week.

Academic Standing and Conduct

Students must familiarize themselves with the regulations concerning academic standing and conduct.

- See the 2024/2025 Carleton University Undergraduate Calendar:
<https://calendar.carleton.ca/undergrad/>

Statement on Academic Integrity

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 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:

- submitting any work 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 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.

- You may submit a piece of work that has been submitted in the context of another course, provided you are transparent in its use, seek permission from the instructor, and delineate duplications/extensions from the previous submission.
- Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content (e.g., text, code, equations, images, summaries, videos, etc.) is a violation of academic integrity standards. Keep your various drafts so that you can demonstrate the integrity and progress of your work.
- Guidelines for any group or collaborative work will be clearly delineated in the relevant assignment.

Statement on Student Mental Health

As a 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. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus)

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Request for Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

- If you require supporting documentation for short-term considerations, you may only request the Academic Consideration for Coursework form. You may not request medical notes or documentation.

- Consult the Academic Consideration Policy for instructors' information page for more details.

Policy on Classroom Recordings

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lecture slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.