

SOCI 307 Globalization  
McGill University, Department of Sociology  
Winter 2017  
Monday, Wednesday & Friday 14:35-15:25  
MAASS 112

Instructor: Prof. Jennifer Elrick (jennifer.elrick@mcgill.ca)  
Office: Leacock 825  
Office Hours: 16:00-17:15 Mondays or by appointment  
Teaching Assistant: Emre Amasyali (emre.amasyali@mail.mcgill.ca)

### **Description**

This course provides an introduction to different facets of globalization and the debates it triggers. The first half of the course will focus generally on the socio-economic, political and cultural dynamics associated with globalization, and on placing these dynamics in historical context. The second half of the course will focus on a key anomaly in a world in which flows of goods, services, capital, culture, technology, etc. enjoy a large degree liberalization: the restrictions placed on the movement of people. Here we will focus on global migration governance, the current “refugee crisis” and its meaning for the sovereignty of nation-states, the ethics of immigration policy, and the human costs of modern migration management.

### **Required Course Materials**

In order to complete the evaluation components of this course, you will need to read and work with the **required textbook** as well as **required readings** made available on **myCourses**. The textbook can be purchased at Paragraphe Bookstore, 2220 McGill College Avenue. It is also available at the library, as a freely accessible e-book, or in hard copy (one copy has been placed on 3-hour reserve).

Ritzer, George and Paul Dean. 2015. *Globalization: A Basic Text*. 2<sup>nd</sup> Edition. Wiley Blackwell.

### **Evaluation**

The evaluation components for this course, and the dates they are set for, are non-negotiable. If you know in advance that you will have scheduling conflicts, particularly for the Friday workshops, the last two weeks of class, or the final exam period, I strongly suggest that you consider taking a different course. Regular absences will affect your final grade.

Evaluation Component	Date	% of final grade
<b>Country project</b>		<b>30%</b>
Participation in Working Groups (7/8)	13 Jan – 17 Mar	(10%)
Peer Evaluation of Working Groups	24 Mar	(5%)
Group Presentation	27 Mar – 7 Apr	(10%)
Audience Questions at Group Presentations	27 Mar – 7 Apr	(5%)
<b>Term paper</b>	24 Mar	<b>35%</b>
<b>Final exam</b>	TBA	<b>35%</b>

### Evaluation Component Details & Accommodation

1) **Country project** (30% of final grade). For this project, students will be divided into six (6) groups, in order to study the evolution of the current “refugee crisis” in one of six (6) countries. Groups will be created, and exact details of the project content provided, in class on Friday, January 13<sup>th</sup>. A handout will be added to myCourses on that date, which will be considered as part of this syllabus. The grade for this project is comprised of four (4) individual evaluation components:

**i) Participation in working groups** (10%)

From January 13<sup>th</sup> to March 17<sup>th</sup> you will be working in country project groups. On two of these dates, you will receive an in-class tutorial on grey literature search techniques, by Library Liaison Nikki Tummon. Thereafter, you will use Friday classes to exchange information on your literature search, and to prepare for the 20-minute group presentation on your country, which will take place during the last two weeks of class. In order to receive the full 10% participation grade, you must participate in the Friday sessions on 7 of the 8 Fridays between January 13<sup>th</sup> and March 17<sup>th</sup>. The dates on which your presence will be monitored are indicated with a ‘P’ in the Course Outline section of this syllabus. Your participation mark for each working group meeting will be awarded based on the Group Minutes Sheets that each group will submit after the meeting. In order to receive your mark, you must 1) add your name to your group’s attendance sheet; and 2) ensure that someone in your group includes 1-3 short point-form notes about the content of your discussion on that sheet. The Group Minutes Sheets must be submitted in hard copy at the end of Friday workshops.

*Accommodation:* There is no accommodation for missed working group sessions. As you see in the course outline, there are 8 Friday sessions that count toward this mark, but only 7 must be attended to receive the full participation mark. This means that you have one “free pass” if you have a particularly heavy week outside of this class. In other words, you may choose to miss one workshop. While it may be tempting to take a break early on, I encourage you to keep this “free pass” in reserve. If you use it early you will have no safety net if something unexpected occurs later in the semester.

## **ii) Peer evaluation of working groups (5%)**

Part of your mark for the group presentation is based on your level of participation in the group. For this reason, you will be given a peer evaluation sheet to submit on March 24<sup>th</sup>. On this sheet, you will be asked to evaluate your own level of participation in the group, as well as others' level of participation. Each person's cumulative score (i.e. the points they give themselves and the points others give them) will be translated into a mark out of 5%.

*Accommodation:* There is no accommodation for missed peer evaluation submissions. A final grade for your group presentation cannot be entered until peer evaluation sheets are received from all group members.

## **iii) Group presentations (10%)**

Your working group will deliver a 20-minute presentation to the class during the last two weeks of the course. The presentation must include Power Point slides, which are to be submitted to the instructor via e-mail on the date of the presentation. No grade can be given for the presentation until the slides have been submitted. The presentation will be followed by a Q&A session with the class. The dates for the presentation will be determined by a lottery system (i.e. the names of the six countries will be drawn in the order of presentation date).

*Accommodation:* There is no accommodation for missed group presentations. If you have a scheduling conflict that will interfere with your availability during the last two full weeks of class, you are strongly encouraged to take a different course.

## **iv) Audience questions at group presentations (5%)**

You are expected to attend the other five groups' presentations, and to participate in them as an active audience member. The dates on which audience participation will be evaluated are marked with an 'A' in the course outline section of this syllabus. As a measure of active participation, you will be required to submit an index card containing your name and a single question following each group presentation. The index card is to be passed to the front of the class after the presentation is over, and before the Q & A begins. The index cards are worth 1% each, for five presentations, for a total of 5%.

*Accommodation:* There is no accommodation for missed audience questions.

**2) Term Papers** (Due 24<sup>th</sup> March, 35% of final grade). Based in part on the research you conduct on the "refugee crisis" in your country project, you are required to submit a term paper on a topic to be assigned by the instructor. Details on the content of – and grading rubric for – the term paper will be provided in class on January 13<sup>th</sup>. A handout will be added to myCourses on that date, which will be considered as part of this syllabus. The term paper must be submitted in hard copy at the beginning of class (14:35) on March 24<sup>th</sup>.

*Late Penalties:* The penalty for late term papers is 2% on March 24<sup>th</sup> if not handed in, in hard copy, by 14:35, and another 2% per day thereafter. For example, a paper submitted at 15:30 on March 24<sup>th</sup> will receive a 2% late penalty; a paper handed in on March 25<sup>th</sup> will receive a

4% late penalty, etc. The penalty will be counted on weekends. Term papers will no longer be accepted for grading (i.e. will receive a mark of 0) after the end of class (15:25) on April 10<sup>th</sup>.

3) **Final exam** (During the final exam period, 35% of final grade). The final exam will cover all readings and lecture material. The exam will be mainly short answer, but it may contain other forms of questions (e.g. essay).

*Accommodation:* According to Senate regulations, instructors are not permitted to make special arrangements for final exams. Please consult the Calendar, section 4.7.2.1., General University Information and Regulations at [www.mcgill.ca](http://www.mcgill.ca).

### Course Outline (Subject to change at the discretion of the instructor)

Week	Day	Date	Topic	Reading	Assessment
1	Wed	04-Jan	Introduction		
	Fri	06-Jan	Flows & Structures of Globalization	R&D, Ch 1	
2	Mon	09-Jan	Basic Issues, Debates, Controversies	R&D, Ch 2	
	Wed	11-Jan	Globalization & Other Processes	R&D, Ch 3	
	Fri	13-Jan	Project Info & Working Group formation		P
3	Mon	16-Jan	Neoliberalism	R&D, Ch 4	
	Wed	18-Jan	Structuring Global Political Economy	R&D, Ch 6	
	Fri	20-Jan	Lit Search Techniques (Guest: Nikki Tummon)		P
4	Mon	23-Jan	Global Economic Flows	R&D, Ch 7	
	Wed	25-Jan	Guest Speaker		
	Fri	27-Jan	Lit Search Techniques (Guest: Nikki Tummon)		P
5	Mon	30-Jan	Global Culture and Cultural Flows	R&D, Ch 8	
	Wed	01-Feb	High-Tech Global Flows and Structures	R&D, Ch 9	
	Fri	03-Feb	Working Groups		P
6	Mon	06-Feb	Global Environmental Flows	R&D, Ch 11 & Newland (2011)	

	Wed	08-Feb	Global Inequalities 1	R&D, Ch 13	
	Fri	10-Feb	Working Groups		P
7	Mon	13-Feb	Globalization and Human Mobility	Sassen (2007) & Massey et al. (1993)	
	Wed	15-Feb	Nation States & Global Migration Governance, Part 1	R&D, Ch 5 & Loescher & Milner (2011)	
	Fri	17-Feb	Working Groups		P
8	Mon	20-Feb	Nation States & Global Migration Governance, Part 2	McAdam (2011) & Newland (2016)	
	Wed	22-Feb	Immigration/Refugee Policy & State Categorizations	Koser (2007) & Stewart (2008)	
	Fri	24-Feb	No class		
9	Mon	27-Feb	Reading Week - No class		
	Wed	01-Mar	Reading Week - No class		
	Fri	03-Mar	Reading Week - No class		
10	Mon	06-Mar	Debating Open Borders, Part 1	Carens (2013a)	
	Wed	08-Mar	Debating Open Borders, Part 2	Carens (2013b)	
	Fri	10-Mar	Working Groups		P
11	Mon	13-Mar	Global Care Chains, Part 1	Misra et al. (2006) & Hodge (2006)	
	Wed	15-Mar	Global Care Chains, Part 2	Tungohan et al. (2015) & Aviv (2016) & Parrenas (2001)	
	Fri	17-Mar	Working Groups		P
12	Mon	20-Mar	Movie: Chasing Asylum, Part 1		
	Wed	22-Mar	Movie: Chasing Asylum, Part 2		
	Fri	24-Mar	Working Groups (Optional)		Papers Due
13	Mon	27-Mar	Group Presentation # 1		A
	Wed	29-Mar	Group Presentation #2		A
	Fri	31-Mar	Group Presentation #3		A
14	Mon	03-Apr	Group Presentation #4		A
	Wed	05-Apr	Group Presentation #5		A

	Fri	07-Apr	Group Presentation #6		A
15	Mon	10-Apr	Wrap Up & Review		

## The Fine Print

### Laptops, cell phones, and other electronic devices

Research has shown that the use of electronic devices in class reduces comprehension and retention. If you don't want to take my word for it, have a look at the following article:

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

You are strongly discouraged from using these devices in class. If the use of any such device disrupts the instructor or other students, you may be asked to leave the classroom.

### E-Mail

To communicate with you I will most likely use the e-mail tool on the course website of myCourses. It is your responsibility to check this e-mail account (or have it forwarded to an account you use more regularly). It is also your responsibility to ensure that I receive any messages from you. I recommend sending messages through myCourses to ensure your messages to me from a non-McGill account are not mistaken for spam.

E-mail is a piece of formal correspondence and should be treated as a permanent record of communication. This means that e-mails should contain a proper salutation (e.g. Dear Prof. Elrick) and be signed with your full name. They should also be written in full sentences. I will endeavor to respond to e-mails within 24 hours. E-mails sent on a Friday afternoon may not receive a response until Monday. E-mails containing questions that can be answered by referring to this syllabus will not receive a response.

### Grade appeals

Instructors and teaching assistants take the marking of assignments very seriously, and we work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the TA of the error.
- In the case of more substantive appeals, you must:
  1. Wait at least 24 hours after receiving your mark.
  2. Carefully re-read your paper/assignment/test, all guidelines and marking schemes, and the grader's comments.
  3. If you wish to appeal, you must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

### Language of Evaluation

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.” (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluation.)

«Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).»

### Academic Integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).” (approved by Senate on 29 January 2003)

«L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)). »

### Policy Concerning the Rights of Students with Disabilities

If you need any accommodation please contact the Office for Students with Disabilities (<http://www.mcgill.ca/osd/> 398-6009). You may also contact me directly. I will make every reasonable effort to accommodate you.

### Copyright

Instructor generated course materials (e.g. handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures. Recording and distributing recordings of lectures is prohibited unless the instructor gives written consent.

### Course Changes in Extraordinary Circumstances

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

**Bibliography of Required Readings (in addition to the textbook; on mcCourses, subject to change at the discretion of the instructor)**

Aviv, Rachel. 2016. "The Cost of Caring: The Lives of The Immigrant Women Who Tend to the Needs of Others." *The New Yorker*, April 11, 2016: 56-65.

Carens, Joseph. 2013. *The Ethics of Immigration*. New York: Oxford University Press. (Chapters 11 & 12)

Hodge, J. 2006. "Unskilled Labour: Canada's Live-In Caregiver Program." *Undercurrent* 3(2): 60-66.

Koser, Khalid. 2007. "Refugees, Transnationalism and The State." *Journal of Ethnic and Migration Studies* 33(2): 233-254.

Loescher, Gil and James Milner. 2011. "UNHCR and the Global Governance of Refugees." In: *Global Migration Governance*. Ed. Alexander Betts. New York: Oxford University Press. (McGill library e-book)

Massey, Douglas et al. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19 (3): 431-466.

McAdam, Jane. 2011. "Environmental Migration." In: *Global Migration Governance*. Ed. Alexander Betts. New York: Oxford University Press. (McGill library e-book)

Misra, J., Woodring, J., and Merz, S. N. 2006. "The Globalization of Care Work: Neoliberal Economic Restructuring and Migration Policy." *Globalizations* 3(3): 317-332.

Newland, Kathleen. 2016. *New Approaches to Refugee Crises in the 21<sup>st</sup> Century: The Role of the International Community*. MPI Policy Brief.  
<http://www.migrationpolicy.org/sites/default/files/publications/TCM-Dev-Newland-FINAL.pdf>

Newland, Kathleen. 2011. *Climate Change and Migration Dynamics*. MPI Policy Brief.  
<http://www.migrationpolicy.org/research/climate-change-and-migration-dynamics>

Parrenas, R. 2001. "Mothering From a Distance: Emotions, Gender, and Intergenerational Relations in Filipino Transnational Families." *Feminist Studies* 27(2): 361-390.

Sassen, Saskia. 2007. *A Sociology of Globalization*. New York: W.W. Norton & Company. Chapter 5.

Stewart, Emma. 2008. "Exploring the Asylum-Migration Nexus in the Context of Health Professional Migration." *Geoforum* 39: 223-235.

Tungohan, E. et al. 2015. "After the Live-In Caregiver Program: Filipina Caregivers' Experiences of Graduated and Uneven Citizenship." *Canadian Ethnic Studies* 47(1): 87-105.