



Western University
SOCIOLOGY SOC 4410G 001
Globalization and Democracy

January 2017
Tuesdays 9:30am-12-30pm, SSC 5406

Instructor: Professor Anton Allahar

Office Hours: by appointment
Department of Sociology, Office: SSC 5206
Email: allahar@uwo.ca

Course Description:

Description

In this seminar we will examine the phenomenon of *globalization* and what it means for the study of sociology in these early years of the 21st century. Paired with this concept are two other sociological processes that have received a great deal of attention in the literature to date: *democracy* and *change or development*. Our seminar will attempt to lay bare the theoretical assumptions and ideological implications of 'globalization, democracy, and change' as these relate both to the developed and the developing countries of the world. The seminar is situated squarely within the related fields of political sociology and the sociology of development, and asks (a) whether globalization is the solution to the problems of world poverty or the cause of those problems, and (b) how globalization serves to condition the politics of change in today's world. In this regard we will use as our point of departure both democratic theory and development theory. Finally, because globalization is a process that leaves virtually no country untouched, the empirical focus will be as broad as the class' interests permit.

Prerequisite(s):

Enrollment in fourth year of one of the Honours Specializations or Honours Double Major in Sociology.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisite(s):

There are no anti-requisites for this course.

Learning outcomes:

1. The student will have developed some clear critical reading, thinking and analytical skills;
2. The student will learn the difference between reading for information and reading for style;
3. The student will appreciate the importance of keeping abreast of the news;
4. The student will develop library research skills;
5. The student will learn how to construct an argument and defend it;
6. The student will learn the importance of logic, evidence, clarity and consistency in arguing;
7. The student will learn that Canada, the United States and Western Europe are not the centre of the universe.

Learning objectives:

1. to get the students to move beyond common sense understandings of their world;
2. to get the students writing in a sophisticated manner about issues of social import;
3. to get the students to appreciate the importance of theoretical thinking;
4. to get the students to transcend an individualistic and volitional mind-set, and to appreciate the importance of structural explanations of social behaviour.

Required Text: (a photocopy of this book is available for purchase in the bookstore).

Elshtain, Jean Bethke. 1993. *Democracy on trial*. Concord, Ontario: House of Anansi.

I could not get permission to copy the following ten (10) items listed below for our course pack, which are taken from the same book, *Globalization: the transformation of social worlds* 2nd edition. D. Stanley Eitzen and Maxine Baca Zinn (eds). Belmont, CA.: Wadsworth, Cengage. 2009.

This book is on two-hour short term reserve at the library. The chapters are very short and you may read them at the library or photocopy them for yourselves.

1. D. Stanley Eitzen and Maxine Baca Zinn “Globalization: an introduction” (pp.1-9).
2. D. Stanley Eitzen “Dimensions of globalization” (pp.37-42).
3. Christine Weller and Adam Hersh “Free markets and poverty” (pp.59-63).
4. Dollars and Sense Collective “The ABCs of the global economy” (pp.70-80).
5. Joseph E. Stiglitz “Globalism’s discontents” (pp.119-129).
6. Manfred B. Steger “Global culture: sameness or difference?” (pp.147-150).
7. Barbara Ehrenreich and Arlie Russel Hochschild “Global woman: nannies, maids and sex workers in the new economy” (pp.165-174).
8. Manning Marable “Globalization and racialization” (pp.317-322).
9. Amy Chua “Globalizing hate” (pp.226-230).
10. Nicholas Stein “No way out” (pp.275-280).

Table of contents
Course pack for SOC 4410F
Globalization, Democracy & Change

1. Allahaar, Anton L. 1994. *Social change in global context*. McGraw-Hill. Primis.
2. Bonacich, Edna. 1972. "A Theory of Ethnic Antagonism: The Split Labour Market" (pp.547-559) in *American Sociological Review*. (37)5.
3. Fishman, Charles. 2008. "The Wal-Mart you don't know." (pp.15-18) in *Contemporary Readings in Globalization*. Scott R. Sernau (ed). Los Angeles: Pine Forge Press.
4. Hick, Angela and Anton L. Allahaar. 2011. "The Filipina connection: the face of exploitation in Canada's live-in caregiver program." *Asian Journal of Canadian Studies* (17)1: 1-46.
5. Allahaar, Anton L. 2011. "The other side of democracy: the US and the War on Terror." Universidad de Oriente, Facultad de Ciencias Sociales, Santiago de Cuba, Cuba. ISBN: 978-959-207-407-1.
6. Rose, Richard. 2009. "Democratic and Undemocratic States." (pp.10-23) in Christian W. Haerpfer, Patrick Bernhagen, Ronald F. Inglehart, and Christian Welzel. 2009. *Democratization*. Toronto: Oxford University Press.
7. Allahaar, Anton L. and James E. Côté. (1998). *Richer & Poorer: the structure of inequality in Canada*. Toronto: Lorimer. (Chap.1).
8. Foot, Rosemary (2008) "Torture: the struggle over a preemptory norm in a counter-terrorist era." *Contemporary Readings in Globalization*. Scott R. Sernau (ed).
9. Allahaar, Anton L. (1998) "Cuba and the Collapse of World Socialism in the 1990s." *Humboldt Journal of Social Relations*. (24)1-2: 1-50.
10. Edelstein, Joel C. (1995) "The Future of Democracy in Cuba." *Latin American Perspectives*. Issue 87, (22)4: 7-26.

There are also five (5) books/items that are required readings also on short-term Library Reserve. (In the following I indicate the chapters/pages for which you are responsible.)

Allahaar, Anton L. (ed). 2005. *Ethnicity, Class and Nationalism: Caribbean and Extra-Caribbean Dimensions*. New York: Lexington Books. Call number: GN564.C37E84 2005

Chapter 1.

Chomsky, Noam. 2001. *9/11*. New York: Seven Stories Press. Call number: HV6432.C46. 2002.

Chapters: 1-4.

Chomsky, Noam. 1987. *On Power and Ideology*. Montreal: Black Rose Books. ISBN 0-921689-04-7. Call number: F1436.8.U6C481987.

Lectures 1, 2, and 5

Collins, John and Ross Glover eds. 2002. *Collateral Language*. New York: New York University Press.

Chapters: Intro plus 3, 7, 11, 13-14.

Macpherson, C.B. 1965. *The Real World of Democracy*. Toronto: CBC Enterprises. ISBN 0-88794-001-3. Call number: JC433.M254 (Pages 1-11 and 35-45).

Method of Evaluation:**Seminars (20%)**

Since class participation is absolutely crucial to the success of seminars I will expect full attendance at all such sessions, even if you are not a presenter. The seminars will be evaluated principally on the bases of (a) the quality of the discussion generated; (b) the ability of the presenter(s) to synthesise the assigned material and move beyond it to show its theoretical and sociological relevance; and (c) the effective use of examples to elucidate arguments. **Mere summary of the assigned readings is seriously discouraged.** Students will participate formally in the evaluation of their peers. Seminar assignments will be made in the first week of classes.

Class Participation (15%)

Participation is an **active process** so students who show up but fail to become involved in the discussions will be deemed not to have participated. If you had a job to which you showed up every day but did nothing while there, you will not be paid, right? Participation, also, is more than just talking. The **quality of your intervention** is what will be taken into account. Don't squander this 15%. This is a serious chunk of your grade and the requirements here are self-evident. If you do your reading and class preparation you ought not to have any difficulty. Remember, this is an honours seminar at a university; it is not my job to get you to participate. At this stage of your education you ought to be self-directing. Of course, talking for the sake of talking will not be seen as participation. Your interventions must be of substance.

Essay proposal (0%)

To ensure that you are on the right track, all essay proposals must be cleared with me. As part of this requirement you must give me a 1-2 page outline of your proposed essay complete with (a) a provisional essay title; (b) a clear statement of your research question; and c) a statement regarding the sociological relevance of the topic. This proposal is due in class no later than Tuesday March 15th, 2016, and I want to see how crisply you are able to formulate your thesis, for this is a good guide to how you will handle the major essay. Do not submit proposals after this date for they will not be read. Time management is your responsibility and you have 7 weeks advanced notice to prepare this 1-2 page statement. This exercise is entirely for your benefit so there are no marks attached to it.

In-class Test (25%)

This test will be held on Tuesday November 15th, 2017, is one class period long (3 hours), and is all-essay format. It will test you on all material covered to date, but before the test I will give you a more concrete idea of the kinds of questions you might expect. The test will be returned on Tuesday November 29th in class.

Major Essay (40%).

This is a research essay, which is due in class on Tuesday April 4th, 2017, and is not to exceed 15 pages, typed and double-spaced. As you will note, this is 5 pages fewer than the standard requirement, and is deliberately designed to cut out the fat (padding) up front! Please note that late papers will not be well regarded and will be penalised at the rate of 3 marks per day (not 3%) for the first five days (including weekends). Of course medical and other emergencies will be respected provided that proper

documentation is provided to and cleared by the dean's office. After the fifth day late papers will not be read. Students who wish to have their essays returned to them with comments must submit 2 copies. While I am prepared to meet and discuss essay topics at any time, please do not ask me to read and comment on first drafts. The essays are to be conceived, researched, argued and written by you; they must be intellectual products of your own critical thinking and reflection, which means that I should not have to tell you what your interests are.

Your essay will be evaluated on the basis of form (consult a style guide for essay writing and referencing in sociology), content, intellectual novelty or originality, and its critical engagement of key theoretical themes and issues discussed in the readings, lectures and seminars. Both the essay and the proposal will deal with imaginative aspects of the ideas or concepts of "globalization," "democracy" and "change or development" and their relationship to any contemporary society or case **of your own choosing**, whether developed or developing. You are to define rigorously these terms and construct an argument as to their compatibility or incompatibility in the country or case chosen. For example, is globalization a prerequisite for development? And, can there be democracy without development; or development without democracy? I will expect your bibliography to comprise at least 50% of course materials. Your essay will also make clear use of examples to elucidate your argument.

Some questions to guide your research and writing: What is the central assumption of those who see globalization as a positive/negative force? What are the central claims of liberal democracy? What is its track record? How has liberal democracy been used *ideologically* either to facilitate or impede the process of development? How are liberal democracy and social or class inequality reconciled sociologically?

NOTE: Effective writing is an important aspect of this course. On all written assignments do not expect me to have to guess at the answer you are providing, or the argument you are making. That answer must be evident and clearly expressed. Merely mentioning key terms and not integrating them effectively in intelligible sentences is not equivalent to answering the question.

Evaluation Breakdown:

The final grade for the course will be made up as follows:

seminars: 20%;

class participation: 15%

in-class test: 25% (Tuesday March 25th)

essay proposal: 0% (due Tuesday March 15th)

major essay: 40% (due Tuesday April 5th)

This course has been exempted by the dean's office from University Senate rules requiring assessment of work accounting for 15% of your final grade, prior to the deadline for withdrawal from a course without academic penalty. You will not receive 15% of your grade prior to the deadline to drop the course.

How to Contact Me:

allahar@uwo.ca

(519) 661-2111 ext.85116

Important Policies

Missed Exams and Late Assignments

Make-up exams will be granted with approved documentation only. If you have a conflict with one of the exam dates, it is your responsibility to discuss it with the Academic Counselling office at least one week before the regularly scheduled exam and provide documentation of the conflict. If approved, you will be allowed to schedule a make-up exam. If you miss an exam date or the due date for an assignment due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances to your Academic Counsellor within 48 hours. If your problem is medical in nature, you should be seen by your doctor on the date of the exam or on the date the assignment is due. If your Academic Counsellor agrees that your reasons are legitimate and are supported by your medical doctor's documentation, you will be allowed to write a makeup exam or hand in your assignment at a later date.

Compassionate Grounds

Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty's Academic Counselling office.

In Case of a Death: Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty's Academic Counselling office.

Policies for Assignment Deadlines:

Departmental regulations require that I inform you of the following: late papers (and proposals) will be penalised at the rate of 3 marks (not 3%) per day for the first three days. After that time late papers will not be read. Thus, for those whose seminars are close to the end of the semester, time management is crucial and is **your personal responsibility**.

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

No electronic devices of any sort are permitted for our in-class test.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

To chew on: This was sent to me by a friend. It is not meant to be a joke but rather to highlight one aspect of globalization.

Question: What is the truest definition of Globalization?

Answer: Princess Diana's death.

Question: How come?

Answer: An English princess with an Egyptian boyfriend crashes in a French tunnel, driving a German car with a Dutch engine, driven by a Belgian who was drunk on Scottish whisky, followed closely by Italian Paparazzi, on Japanese motorcycles; treated by an American doctor, using Brazilian medicines. This is sent to you by a Canadian Indian, using Bill Gates's technology, and you're probably reading this on your computer, that uses Taiwanese chips, and a Korean monitor, assembled by Bangladeshi workers in a Singapore plant, transported by Pakistan lorry-drivers, hijacked by Indonesians, unloaded by Sicilian longshoremen, and trucked to you by Mexican illegals.

Tentative Syllabus

- Jan 10 Introduction, course outlines and determination of the final grade. The philosophical framing of the course. Class participation, expectations on the seminar and the essay.
- LECTURE: “How to write a research essay.”
- Readings:** #1 D. Stanley Eitzen and Maxine Baca Zinn “Globalization: an introduction” (pp.1-9), #5 D. Stanley Eitzen “Dimensions of globalization” (pp.37-42).
- www.cbc.ca/fifth/episodes/2015-2016/nevsun-in-eritrea-dealing-with-a-dictator
- Please view this Fifth Estate video titled “Dealing with a dictator.”
- Jan 17 LECTURE: “Why isn’t the whole world developed?” The economic faces of capitalism: evolutionism, modernization and dependency. “The origins of money.”
- Readings:** (Allahar 1994; #8 Christine Weller and Adam Hersh “Free markets and poverty” (pp.59-63), #10 Dollars and Sense Collective “The ABCs of the global economy” (pp.70-80), #16 Joseph E. Stiglitz “Globalism’s discontents” (pp.119-129).
- Video: TVO Best lecture, “Why is the whole world not developed?”
www.youtube.com/watch?v=3N6HEW9wnT8.
- Jan 24 LECTURE: “Migration, globalization and the economics of racism.” Is racism good for capitalism? Split and dual labour markets. (You Tube Video: “El Contrato”).
- Readings:** (Bonacich 1972; #20 Manfred B. Steger “Global culture: sameness or difference?” (pp.147-150), #23 Barbara Ehrenreich and Arlie Russel Hochschild “Global woman: nannies, maids and sex workers in the new economy” (pp.165-174), #38 Manning Marable “Globalization and racialization” (pp.317-322).
- Jan 31 LECTURE: “Exploitation and the labour theory of value.” “Weber: bureaucracy as rational action in institutional form.” (You Tube Video: “Made in Bangladesh.”).
- Readings:** #27 Amy Chua “Globalizing hate” (pp.226-230), #33 Nicholas Stein “No way out” (pp.275-280), Fishman (2008).
- SEMINAR #1. “How free is free trade? The Corporation and sweat shops.”

- Feb 7 LECTURE: “Too big to fail.” “Neo-liberalism’s racial face.” (Video: Life & Debt in Jamaica).
- Readings:** #34 Andrew Cockburn “21st century slaves” (pp.281-288), Hick and Allahar (2011).
- SEMINAR #2. Mobility of labour: female domestic workers and live-in care givers.
- Feb 14 LECTURE: “The other side of democracy.” “Politics of language and the language of politics.”
- Readings:** Allahar 2011; Macpherson 1965; Collins and Glover 2002. Read the introduction and chaps 3, 7, 11, 13 & 14; Rose 2009).
- SEMINAR #3. Politics of language. Is there such a thing as a ‘just war?’ Is war necessary?
- Feb 21 **READING WEEK**
- Feb 28** LECTURE: Canada’s dominant ideology; democracy and liberalism
- Readings:** (Allahar & Côté 1998b; Richard Swift 2002).
- SEMINAR #4. “How money makes democracy dirty.” “Why governments do not govern.”
- Mar 7 LECTURE: “What does a ‘free press’ mean?” Canada’s Anti-Terrorism Act and the US’s Patriot Act. Freedom, fear and security.” (Video: 5th Estate on the ‘right wing media’
- Reading:** (Chomsky, 9/11).
- SEMINAR #5. “Democracy and the media: why is Chomsky so invisible and so inaudible?”
- Mar 14 In-class Test
- Mar 21 **NOTE: Essay proposal due today.**
- LECTURE: “Those who profess to love sausage and democracy should be present at the making of neither.” The ideological use of the word ‘terrorist.’ Enhanced interrogation techniques. Are globalization and democracy compatible processes?
- Readings:** (Chomsky 1987, Chaps. 1-2; 5; Foot 2008). (Film: The Shadow Company; Film: A question of torture; Abu Ghraib).

SEMINAR #6. “In the fight against terrorism, is torture ok? Are civilian contractors mercenaries?”

Mar 28 **LECTURE: “Weapons of mass destruction: the Cuban connection” or “Feminism and Socialism.”**

Readings: Allahar 1998; Edelstein. 1995.

SEMINAR #7. Is socialist democracy an oxymoron?

Apr 4 **LECTURE: “Nationalism vs. regionalism: Globalization, nationalism and identity.”**

Readings: Allahar 2005, chap.1.

PLEASE NOTE: YOUR ESSAY IS DUE IN CLASS TODAY. This is giving you almost three (3) months notice so late papers will have the advertised penalties and will not be at all well regarded.

SUMMARY and CONCLUSION. Students are expected to come to class with a one-page statement that discusses what you will take away from this class. Each person will be expected to speak for 3-5 minutes and a copy of the written statement will be left with me. This will count as part of your participation grade.