

Course Syllabus

One World: Globalization

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Course Description

*For I dipt into the future, far as human eye could see
Saw a Vision of the world, and all the wonder that would be...
Till the war-drum throb'd no longer and the battle-flags were furled
In the Parliament of man, the Federation of the world.
There the common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber lapped in
universal law.*

– Tennyson, “Locksley Hall.” (1842)

Prerequisite: Students who wish to register for this course must have completed Research Seminar.

Globalization continues to be the monster buzzword (and one of the great sources of political anxiety) of our day. The term has cropped up at the center of domestic political and economic debates, spun off its own formidable sub-vocabulary (consisting of terms like globophobia, globophilia, etc.), inspired entire new academic disciplines and courses (including this one), and sparked heated demonstrations, both pro and con, worldwide.

But what does the word itself actually signify? In popular usage, globalization is generally understood to mean an economic process involving free trade, multinational corporations, and international finance. In this course, however, we will be applying the term, not just to recent economic developments, but to world-unifying or integrating forces, ideas, and figures that have operated at various times throughout history – from the time an ancient adventurer or wandering sage journeyed across an unexplored sea or desert to encounter an unknown neighbor to the latest Submit that connects a student in Mexico City or Atlanta to a course Instructor in Chicago or Tokyo.

During the term we will study two related aspects of globalization:

- (1) globalization as an economic and historical phenomenon;
- (2) globalization as a literary and philosophical idea.

Our principal focus will be on the history and development of the idea of a united, confederated, or culturally interconnected world-community – tracing it from its earliest beginnings in ancient myth, prophecy, and imaginative literature, to its current, practical incarnation, in the form of the world as we know it today: a world of free-trade treaties, international commerce, instant communication, increasing cultural homogeneity, rapid transportation, and an edgy, suspicious opposition between traditional cultures, each anxious about preserving its identity in the new global order.

The course will conclude with a modest attempt to glimpse and assess the likely future path and consequences of globalization with emphasis on the moral, economic, and political issues at stake.

Important note: Obviously, a course on the entire history of globalization cannot pretend to be detailed and comprehensive; it can only address selected themes and issues relating to the topic and must inevitably be touch-and-go in its approach. Hence, in the interests of convenience and practical class management, we will simplify the course content substantially by concentrating on a few key individuals (from Alexander the Great to Marshall McLuhan) and institutions or organizations (from ancient Stoicism to the United Nations) that have either played a major role in the history of globalization or contributed important ideas and insights on the subject.

How This Course Will Be Conducted

In its design, the course combines features of a guided independent study course and an upper-level seminar. Imagine a regular classroom seminar where you have a required reading and topic list and meet every week to discuss articles, give informal presentations, and share perspectives, resources, opinions, and ideas; imagine, too, that you are also responsible to submit, before the final week of the term, an independent learning project (in the form of a term paper with notes and bibliography) on a course-related topic or theme. This course intends to be the online equivalent of such a seminar. In effect, this means that you are expected to complete all regularly scheduled learning activities and assignments and to participate actively in weekly discussion Forums, but that the bulk of your time and effort will be devoted to your own independent learning projects, the main components and details of which are described below. (See instructions in Module 9.) Note: The Advanced Elective project must be completed and submitted by Week Nine of the term.

Course Learning Goals

After completing this course you will be able to:

- Interpret globalization, not just as a relatively recent technological and economic development, but as a historical process that has been ongoing since the time of the earliest civilizations.
- Compare and assess the economic and cultural benefits and disadvantages attributable to globalization over the centuries.
- Trace the evolution and development of the idea of a world government or united international community from its first appearance in ancient literature and myth, through its various historic incarnations and literary analogs.
- Use appropriate academic resources to formally investigate and report on a conflict or problem, individual or institution, idea or event, of global significance.
- Compare and assess the opinions and ideas of notable experts on a range of important global issues, including free trade, climate change, human rights, disease control, etc.

Course Resources

Course Dictionary and Resource Guide (electronic document available for download at the course website).

Required Texts

Hopkins, A. G. , ed. Globalization in World History. New York: W.W. Norton and Co., 2002.

O'Meara, Patrick, et. al, eds. Globalization and the Challenges of a New Century: A Reader. Bloomington, IN: Indiana University Press, 2000.

Recommended Texts

Arrian. *The Campaigns of Alexander*. Penguin. 1976.

Bacon, Sir Francis. *The Advancement of Learning*.

----- . *The New Atlantis*.

Bayly, C.A. *The Birth of the Modern World, 1780-1914*. Oxford, UK: Blackwell Publishing, 2004.

Bentham, Jeremy. "A Plan for Universal and Perpetual Peace." *Principles of International Law*.

Bhagwati, Jagdish. *Free Trade Today*. Princeton, NJ: Princeton University Press, 2003.

----- . *In Defense of Globalization*. New York: Oxford University Press, 2004.

Castells, Manuel. *The Information Age: Economy, Society, and Culture*. 3 vols. Oxford, 1999.

Cavanaugh, John, et. al. *Alternatives to Economic Globalization*. Berrett-Kohler, 2002.

Dante. *De Monarchia*.

Derrida, Jacques. *Cosmopolitanism and Forgiveness*. New York: Routledge, 2001.

Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin, 2005.

Easterly, William. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin, 2006.

Fanon, Franz. *Black Skins, White Masks*.

----- . *The Wretched of the Earth*.

Friedman, Thomas L. *The World is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux, 2005.

Fukuyama, Francis. *The End of History and the Last Man*.

Goodwin, Jason. *Lords of the Horizon: A History of the Ottoman Empire*. New York: Picador, 1998.

Halperin, James L. *The Truth Machine*. 1997.

Hegel, GWF. *The Philosophy of History*.

Held, David and Anthony McGrew. *Globalization/Anti-Globalization*. 2002.

Hesse, Hermann. *The Glass Bead Game*. New York: Bantam, 1969.

Huxley, Aldous. *Brave New World*.

Kant, Immanuel. *Perpetual Peace*.

----- . "The Idea of a Universal History from a Cosmopolitan Point of View."

Lechner, Frank, and John Boll, eds. *The Globalization Reader*. 2nd Edition. Blackwell, 2003.

Ira Levin. *This Perfect Day*. New York: Random House, 1970.

McLuhan, Marshall and Bruce R. Powers. *The Global Village: Transformations in World Life and Media in the Twenty-First Century*. Oxford, 1989.

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin, 2006.

Said, Edward. *Orientalism*. New York: Vintage, 1979.

Schell, Jonathan. *The Unconquerable World: Power, Non-violence, and the Will of the People*. New York: Metropolitan Books, 2003.

Sen, Amartya. *Development as Freedom*. New York: Anchor, 2000.

Shelley, Percy Bysshe. *A Philosophical View of Reform* (1820).

Singer, Peter. *One World: The Ethics of Globalization*.

Stiglitz, Joseph E. *Globalization and its Discontents*. New York: W.W. Norton, 2003.

----- . *Making Globalization Work*. New York: WW Norton, 2005.

Verne, Jules. *Around the World in Eighty Days*.

Virgil. *The Aeneid*.

Wells, CM. *The Roman Empire*. Cambridge, MA. Harvard University Press, 1995.

Wells, HG. *The Open Conspiracy*. 1928.

----- . *The Shape of Things to Come*. 1933.

----- . *The New World Order*. 1940.

Whitman, Walt. *Leaves of Grass*.

Wilson, Edward O. *The Future of Life*.

Course Competences

According to the guidelines and narratives set forth in the SNL Foundations Resource Book, the learning experiences for E-1 and E-2 should be at an advanced level and should require students to integrate ideas or insights from at least two different disciplines or knowledge areas. Each of you will have the option of (a) writing, with the instructor's advice and approval, your own customized competence statements or (b) using the two general-purpose statements listed below:

Competence	Competence Statement
E-1	Can select and apply appropriate academic resources to analyze a current or historical issue relating to globalization.
E-2	Can compare and evaluate different perspectives on the moral, political, economic, or cultural effects of globalization.

Course Structure

This course consists of ten modules. The estimated time to complete each module is one week.

To view the course schedule, click on the **Schedule** link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

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Assessment

Assessment of Learning

Course Grading Criteria

All assignments are graded for accuracy, thoroughness, and appropriateness of content and for clarity and quality of style. So in order to receive a maximum score on a given assignment, you need to assure that the information you provide is accurate and relevant to the question asked and is presented in a clear, concise, well-organized form. (And, yes, spelling and grammar count.)

Altogether, there are 80 assignment points plus 25 discussion points for a total of 105 points. (Note: Assignment #9 – the Advanced Elective project – counts 30 points)

In addition you may earn up to 5 bonus points during the term by submitting an exemplary assignment or by contributing a particularly stimulating or helpful post to the discussion board. Thus it is theoretically possible to earn a total of 110 points for the course.

Important note: From the Course Map above, you can see that your Advanced Elective term project (see Assignments #4 and #9 and Online Discussion #8) accounts for roughly 40% of your grade and 40% of the course workload. You should budget your time accordingly and if possible try to keep ahead of schedule.

The completed project (an 8-10 page term paper with Abstract and annotated bibliography) is due Week Nine.

Course Grading Scale

97 – 108 points = A

86 – 96 points = B

75 – 85 points = C

64 – 74 points = D

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Online Participation Guidelines for this course

A significant part of your online learning experience involves learning with and from your classmates and the Instructor in the online discussions and group assignments.

Active participation means sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. This discussion is informal in the sense that it is meant to encourage interested discussion. You are expected to follow accepted standards of English spelling, grammar, and usage, although you will not be assessed for these particular characteristics when you are participating in the online discussions.

These discussions are for you to exchange your reflections with your classmates, and Instructor, about what you are learning. The discussions will be organized into forums around the particular topic you are studying each week.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted.

For each Discussion Forum, you are required to make at least one original contribution.

Discussion Forums

Discussion Forums for discussion and sharing information among students. Your Instructor may create one or more public Forums related to the topics you are studying each week.

At the beginning of the quarter, your Instructor will set up three discussion Forums. These three Forums will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These Forums are:

- Introductions
- Course Q&A
- The Global Café

The Q&A Forum is where the management and administrative tasks of the course are conducted, and where you can ask ‘process’ questions and receive answers.

How To Do Well In This Class

This section provides a few hints on how to do well in this class:

1. Participate in class discussions. The class discussions and homework exercises are worth a large percentage of your grade. Most modules ask you to post an opinion and include a follow-up. Don't miss the follow-up posting.
2. Don't fall behind – In general once a discussion is graded its over. Don't think you can post discussion items several weeks after they are graded and expect credit. The class has moved on and it is difficult for course administrators to find your postings after it has been graded.
3. Read the assignments carefully. If the assignment says answer three questions, then answer three. If it says use APA research paper style then find out what that style is and use it.
4. Submit questions. When you have any questions, Submit your Instructor. If your Instructor posts a question to you then answer it (it often means your Instructor cannot find an assignment of yours).
5. Post all assignments by the specified Due Date

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.

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Course Expectations

SNL’s online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

You will learn with and from your classmates in the online discussions and group assignments, sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. You are encouraged to bring your questions to the online discussions and respond to each other—do not always wait for the instructor to answer questions.

If events arise in your life that will prevent your attendance in class for one week or more, it is your responsibility to make sure that your instructor is advised at the first possible opportunity. You, or a friend or family member can do that by Submit, postal mail or phone. Someone could also send a note to snlonline@depaul.edu, or call the CDE. This will allow your instructor to assist you to make up missing work. If these events occur early in the quarter and you wait until the end of the quarter before informing your instructor, do not expect to receive an Incomplete.

Final Note

Participating in SNL courses can be an enriching, rewarding experience, and a chance to share ideas in a safe

environment.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Enjoy your journey into lifelong learning!

Credits

This course was designed and produced by David Simpson, Ph.D, and staff at the Center for Distance Education of the School for New Learning of DePaul University.

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