

The University of Ontario Institute of Technology
Faculty of Social Science & Humanities
 Fall term 2013

CDPS 2100U Global Communities
(CLASS: Mondays 2:10-5:00 p.m.)

INSTRUCTOR	CONTACT INFORMATION	OFFICE HOURS
Alyson E. King, Ph.D.	OFFICE: DTB 307 Blackboard Message (or Alyson.King@uoit.ca) 721-8668 x 3421 (messages)	Monday by app't or by chance; Tuesday 2:30-3:30 Thursday 2:30-3:30 (by appointment)

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Course Description

Students taking this course will learn about the emergence of global communities over the last century. Students will also learn to identify and assess the needs of global communities. Course content will emphasize community development best practices and policies that extend beyond traditional boundaries of 'community' towards more international development initiatives. 3 cr, 3 lec. Prerequisite: CDEV/CDPS 1000U

Class Structure

This three-hour class combines lecture with in-class activities and video examples. This course also includes small group work with real-world application exercises in class, online, and out of the classroom.

Learning Outcomes

By the end of the course, students should be able to:

1. Identify and compare different global communities;
2. Assess the needs of global communities, paying particular attention to international development efforts and increasing social capital;
3. Understand best practices--within a context of globalization (e.g. global communication technology) –for empowering those affected by large shifts in global capital and populations.

Required Text

Kelleher, Ann and Laura Klein. (2011). *Global Perspectives*, 4th edition, Longman Press (Pearson). ISBN 978-0-205-77905-5 ON RESERVE @ UOIT LIBRARY Call Number: JZ1242 .K45 2011

Miles, Angela, Ed. (2013). *Women in a Globalizing World: Transforming Equality, Development, Diversity and Peace*. Toronto: Inanna Publications. ISBN 978-1-926708-19-5

NOTE: Additional readings are on reserve or available online at the UOIT library. Additional materials, electronic resources and links will be posted on the course WebCT site throughout the term.

HIGHLY RECOMMENDED: *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: American Psychological Association, 2010.

Course Requirements

Students are required to attend all class sessions and to be prepared to participate in discussions in which we seriously engage each text. Students are expected to help create a learning environment based on respect, personal motivation, and intellectual curiosity. You should be curious about identity, culture, language, and events in a global context.

1. Participation & Professionalism	Ongoing	20%
2. Major Assignment (4 components –totaling 80% of course grade)		
a. Proposal & Annotated Bibliography	DUE 23 September 2013, noon	20%
b. Research Essay	DUE 28 October 2013, noon	30%
c. Panel Presentation Outline	DUE 11 November 2013, noon	5%

d. Panel Presentation

DUE Nov. 25 and Dec. 2, as assigned 25%**Requirement Details**

Submitting Assignments: Unless otherwise directed, all assignments will be submitted electronically in Blackboard. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your university email and Blackboard messages regularly to ensure you receive all important messages in a timely fashion. All essay assignments** must be submitted to Turnitin.com, unless the professor is notified one week prior to the due date and all notes and rough drafts are submitted with the final copy.

Turnitin.com Class ID: 6829326 Enrollment Password: cdps2100

1. **Participation & Professionalism (20%): active participation** in class, in addition to any assigned online activities. NOTE: Missing 4 or more classes will result in a zero for this component since you are not participating in class.
2. **Major Assignment (4 components – totaling 80% of course grade):** Each of you will sign up for one of the global issues listed below and one country. This topic will be the subject on which you will prepare (a) a proposal & annotated bibliography; (b) a research essay; (c) a panel presentation outline; and, (d) a panel presentation. In other words, all four components will be on the same topic. GLOBAL ISSUES: Health, Ethnic Conflict, Environment and Natural Resources, Poverty and Hunger, and Migration. Students working on similar global issues will be grouped together to form a panel of about 3 or 4 people. You are expected to narrow your topic, develop a focussed argument and thesis, and come to a conclusion. As you are conducting your research consider the following set of questions:
 - i. How does this issue affect the environmental, cultural, political, and/or economic situations of my country?
 - ii. What are the opinions of various stakeholders in my country with respect to this issue?
 - iii. What steps have been taken by individuals, organizations, corporations, or government agencies in my country to address this issue?
 - iv. How is the rest of the world impacted by what is happening in your country with respect to this issue?
 - a. **Proposal and Annotated Bibliography (20%):** You will submit a proposal for your essay (250-300 words) and an annotated bibliography composed of at least 6 scholarly sources. In addition to the 6 scholarly sources, you are expected to make use of the articles read (or to be read) during the course. Each annotation must be 50-100 words in length and must explain the main argument of the source in relation to your topic. **DUE 23 Sept. 2013, noon**
 - b. **Research Essay (30%):** This is a scholarly, research essay using at least 6 reliable, academic sources. In addition, your sources should include one or more articles from the syllabus and other reliable sources as needed (i.e., information from your country's government, from NGO's, from the World Bank, and so on). Your essay will be 2,500-3,000 words in length. All

essays will be submitted by the student to Turnitin.com and the resulting report handed in with the essay. **DUE 28 October 2013, noon**

- c. **Panel Presentation Outline (5%)**: This outline should include information that answers the four questions listed below (re: Panel Presentations). Outlines should be 500-750 words in length. You should include a list of scholarly references at the end of your outline (following APA format), and one of your sources should be written by a national of the country you selected. **DUE 11 November 2013, noon**
- d. **Panel Presentation (25%)**: Students working on the same global issue will be grouped together to form a panel of about 3 people. Each panel member is responsible for briefly presenting information that answers that following set of questions:
- a. How does this issue affect the environmental, cultural, political, and/or economic situations of my country?
 - b. What are the opinions of various stakeholders in my country with respect to this issue?
 - c. What steps have been taken by individuals, organizations, corporations, or government agencies in my country to address this issue?
 - d. How is the rest of the world impacted by what is happening in your country with respect to this issue?

Each panel member should expect to present for 5-10 minutes. You may consider highlighting certain similarities and differences in the way the issue affects your respective countries or the way that the issue has been addressed. A question and answer period will follow each panel presentation. **NOTE: Part of your grade for the presentation includes asking relevant and interesting questions about each panel. November 25 and December 2**

Proposed Global Issues Panels

1. Health
2. Ethnic Conflict
3. Environment and Natural Resources
4. Poverty and Hunger
5. Migration

Using Your Laptop

The laptop should be brought to every class meeting, but is only to be used for note-taking, class-directed activities and completing assignments for THIS COURSE ONLY. Students using a laptop for anything other than this course during class time may be asked to leave class and this penalty counts as an absence. If you are experiencing problems with your laptop, please contact the IT Service Desk at either the North or Downtown campuses. Email: servicedesk@dc-uoit.ca, 905.721.3333 Option 1.

Email and Electronic Communication

Emails to the professor should be written in a professional manner, including salutation, proper use of English, punctuation, spelling, capitalization, etc. Emails without proper grammar or tone will not

receive a response. Please see the Course Resources section in WebCT to review appropriate form for emails and discussions.

Emails sent before 5 pm will usually be answered within 24 hours. Most emails will be answered within 48 hours. Remember that others in the class may have similar questions and they may also have the answer to your questions. Use the Class discussion forum on BlackBoard to ask non-personal questions.

Note: Emails sent to the Instructor after 5 pm regarding an assignment due the following day will not be answered. Please plan accordingly.

Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the academic year it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

Course Schedule

Below please find an outline of course topics and readings for the term. Please note that there may be some adjustments as the term progresses. Unless otherwise indicated, all required articles are available through the UOIT Library.

1. September 9, 2013: Introduction to the course

READ: Syllabus & course requirements and assignments
VIEW: Jared Diamond's Guns, Germs, and Steel (selections)
QUIZ on plagiarism

2. Sept. 16: How did we get here? Introduction to the Modern World

READ: (1) Chap. 1, Kelleher & Klein; and,
(2) Blaut, James M. (1999). Environmentalism and Eurocentrism. *Geographical Review* Vol. 89, no. 3, pp. 391-408. ProQuest Science Journals
VIEW: Jared Diamond's Guns, Germs, and Steel (selections) and Islam: Empire of Faith (selections)
IN CLASS: Select and sign-up for topic and country for major assignment, as directed in class.

Proposal & Annotated Bibliography	DUE 23 September 2013, noon	20%
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3. Sept. 23: Defining Diversity & Ethnicity

READ: (1) Chap. 2, Kelleher & Klein; and,
(2) Abeysekara, Sunila. Racism, Ethnicity and Peace, in Miles (2013), pp. 505-510; and,
(2) Bartlett, Robert. (Winter 2001). Medieval and Modern Concepts of Race and Ethnicity. *Journal of Medieval and Early Modern Studies*, Vol. 31, No. 1, pp. 39-56
OPTIONAL: Backhouse, Constance. (1999). Race definition run amuck: 'Slaying the dragon of Eskimo status' in *Re Eskimos*, 1939. In Backhouse, *Colour-Coded: A Legal History of Racism in*

Canada, 1900-1950. Toronto: University of Toronto Press. Pp. 18-55. [On reserve at Social Science Library: KE4395.A71 B32 1999]

REFLECT: Reflect on your understanding of race and ethnicity. How has your understanding of these concepts changed? What surprised you about the readings?

4. Sept. 30: Global Diversity in Context

READ: (1) Chap. 3, Kelleher & Klein;

(2) Universal Declaration of Human Rights (UDHR),
<http://www.un.org/en/documents/udhr/index.shtml>; and,

(3) UN Decade for Women and Beyond, pp. 339-416 in Miles (2013)

OPTIONAL: Lisson, David. (Mar 2008). Defining "National Group" In The Genocide Convention: A Case Study Of Timor-Leste. *Stanford Law Review* vol. 60, no. 5, pp. 1459-1496. ProQuest Business Collection; and, Convention on the Prevention and Punishment of the Crime of Genocide, <http://untreaty.un.org/cod/avl/ha/cppcg/cppcg.html>

REFLECT: Do any of the perspectives fit your view for the future of the world's cultures? If so, which one and why? If not, what is your unique perspective? What role should the UDHR play in creating the future of the world?

NOTE: October 2: Last day to withdraw from fall semester courses without academic consequences.

5. Oct. 7: Trade, Aid & Economic Development

READ: (1) Chap. 4, Kelleher & Klein; and,

(2) Articles by Shiva (pp. 15-23), Green (pp. 69-76), and Armstong & Armstrong (pp. 77-87) in Miles (2013).

OPTIONAL: Ali, Abdiweli M. and Isse, Hodan Said. (2007). Foreign Aid and Free Trade and their Effect on Income: a Panel Analysis. *The Journal of Developing Areas*, vol. 41, no. 1, pp. 127-142; and, Bhattarai, Badri Prasad. (2009). Foreign Aid and Growth in Nepal: An Empirical Analysis. *The Journal of Developing Areas*, vol. 42, no. 2, pp. 283-302.

REFLECT: What factors account for world poverty? How could development strategies bring about constructive change?

6. Oct. 14 Thanksgiving Day – no classes

7. Oct. 21: Modes of Economic Development

READ: (1) Chap. 5, Kelleher & Klein; and,

(2) Articles by Federici (pp. 91-96), Cohen et al. (pp. 97-110), and Ng (pp. 111-122) in Miles (2013).

OPTIONAL: Aaronson, Susan A. and Zimmerman, Jamie M. (2006). Fair Trade? How Oxfam presented a systemic approach to poverty, development, human rights, and trade. *Human Rights Quarterly*, vol. 28, no. 4, pp. 998-1030.

REFLECT: What role(s) can/do groups like Oxfam and Free the Children play in economic development?

8. Oct. 28: Relationships between Global Health and the Environment

READ: (1) Chap. 6, Kelleher & Klein;

(2) articles by Cohen & Cohen (pp. 131-137) and Baines (pp. 147-159) in Miles (2013); and,

(3) Belluz, Julia. (14 Aug. 2012). Sir Michael Marmot on why all matters are health matters.

Macleans.ca, <http://www2.macleans.ca/2012/08/14/sir-michael-marmot-on-why-all-matters-are-health-matters/>, Accessed 18 August 2012;

OPTIONAL: Kaplan, Jeffrey P., et al. (6 June 2009). Toward a common definition of global health.

Lancet, vol. 373, pp. 1993-95; and, Bowen, Kathryn J., et al. (2012). Governing for a healthy

population: Towards an understanding of how decision-making will determine our global

health in a changing climate. *International Journal of Environmental Research and Public*

Health, vol. 9, pp. 55-72. doi:10.3390/ijerph9010055, <http://www.mdpi.com/journal/ijerph>

REFLECT: What connections to your own life and health have you noticed related to income and/or environment? What solutions could be implemented in Canada and other countries to improve national and global health? How would you convince the politicians that your ideas are good ones? How can you reconcile the trade-offs between health and development?

Research Essay	DUE 28 October 2013, noon	30%
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9. Nov. 4: Global Health, Technology & Pandemics

READ: (1) Chap. 7, Kelleher & Klein;

(2) Cooper & Kelly (pp. 463-470) and Tharao & Massaquoi (pp. 471-482) in Miles (2013); and,

(3) O'Kane, Gabrielle. (2011). What is the real cost of our food? Implications for the

environment, society and public health nutrition. *Public Health Nutrition*, vol. 15, no. 2,

pp. 268-276. doi:10.1017/S136898001100142X; and,

OPTIONAL: Sheffield, Perry E. and Landrigan, Philip J. (2011). Global Climate Change and Children's

Health: Threats and Strategies for Prevention. *Environmental Health Perspectives*, vol. 119,

no. 3, pp. 291-298.

REFLECT: Is globalization a health problem or improvement? How have the lives of people in the 21st century changed because of the spread of new diseases?

10. Nov. 11: Peace, War, & Development

READ: (1) Chap. 8, Kelleher & Klein; and,

(2) articles by Feminists for a Gift Economy (pp. 63-66), Shiva (pp. 249-252), and Lakeman (pp. 313-322) in Miles (2013).

OPTIONAL: O'Brien, Connie. (2005). Integrated community development/conflict resolution

strategies as 'peace building potential' in South Africa and Northern Ireland. *Community*

Development Journal, vol. 42, no. 1, pp. 114-130. doi:10.1093/cdj/bsi068; and, Höglund,

Kristine and Kovacs, Mimmi Söderberg. (2010). Beyond the absence of war: the diversity of

peace in post-settlement societies. *Review of International Studies*, vol. 36, pp. 367-390.

doi:10.1017/S0260210510000069

REFLECT: What states fit into each of the four power classifications? How did you decide? In your opinion, why do groups or states sometimes choose violent means to achieve their objectives? What other options might there be?

Panel Presentation Outline	DUE 11 November 2013, noon	5%
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11. Nov. 18: Peace & War in Context

READ: (1) Chap. 9, Kelleher & Klein; and,

(2) articles by Bunch (pp. 419-428) and Starhawk (pp. 568-571) in Miles (2013); and,

(3) Green, David Michael. (2010). Has Europe Solved the Problem of War? Explaining the 'Long Peace' of the Post-1945 Era. *European Review*, vol. 18, no. 3, pp. 365-377.

doi:10.1017/S1062798710000086; and,

OPTIONAL: Ghosn, Faten and Khoury, Amal. (2011). Lebanon after the Civil War: Peace or the Illusion of Peace? *Middle East Journal*, vol. 65, no. 3, pp. 381-397. DOI: 10.3751/65.3.12

REFLECT: How have/will the recent economic problems in Europe affect its ability to sustain peace? What role should Canada play in the international system to achieve peace? Can you anticipate a solution for achieving peace in the Middle East? If so, what would your strategy be?

Panel Presentation	DUE November 25 and December 2, as assigned	25%
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12. Nov. 25: Panel Presentations

IN CLASS: Each student must pose at least one question to each panel. Missing presentation classes will result in grade deductions for your presentation.

13. Dec. 2: Panel Presentations

IN CLASS: Each student must pose at least one question to each panel. Missing presentation classes will result in grade deductions for your presentation.

Exam Period: December 6-18, 2013. NOTE: Make no vacation plans during this period.

Technology

Throughout this course, we will be relying heavily on Blackboard as a central location for communicating ideas, resources, readings, and announcements, as well as for facilitating class discussions. You will also be using electronic journals regularly for your readings and links to supplementary readings available online that will be discussed in class. Blackboard will also help create community within our class. This is where we will be making announcements, posting grades, and so on. You are also encouraged to use this space to communicate, ideas, questions and concerns to your colleagues, as well as to myself. To ensure that you have access to the same information as your colleagues, please bring your laptop to every class and check the Blackboard site regularly.

Individual Needs and Diversity

If you have any concerns about the course as a result of any special needs, please talk to the instructor as soon as possible. We have designed this course in an effort to meet the various ways that individuals learn. We will be using a lecture/workshop format with large and small group discussions. Lecture outlines will be posted prior to each lecture to aid in your note-taking. Because this is a university-level course, you are required to do a substantial amount of reading each week and complete several assignments. **Plan your time accordingly.** Make-up tests or assignments will only be given to those with medical notes (or other similar documentation).

Important Matters Regarding Assignments

1. Essays and assignments must be double-spaced and typed. Please use 12 pt font (Times New Roman is preferred). Pages must be numbered. Proper scholarly form must be used. Please use APA style.
2. PLAGIARISM is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy. Please also see the Academic Integrity website: <http://www.uoit.ca/EN/academicintegritystudent/>.
3. For your protection: because assignments sometimes get lost, files get corrupted, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You must keep your research notes and rough drafts for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Social Science & Humanities.
4. All assignments must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.

Late assignments will be accepted for a reasonable period of time after the deadline, but are subject to a late penalty. Assignments are to be submitted electronically. If you submit an assignment in any other way, you assume all risk that it does not go astray. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your UOIT email and Blackboard messages regularly to ensure you receive all important information in a timely fashion.**

Policy for Late Assignments

Non-negotiated Late Assignment

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a **non-negotiated late assignment** and will receive a grade deduction of **5% per day** (including weekends). Such late assignments will only be accepted for a reasonable period of time after the deadline.

Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a **negotiated late assignment** and will be marked in accordance with the mutually agreed terms.

Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

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TURNITIN.COM

UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. **If a student does object to the use of Turnitin.com, that student must sign and submit the Assignment Cover Sheet attached to this policy as Appendix A with each assignment submitted for assessment.** You must inform me and submit this form ONE (1) week before the due date and submit all notes and rough drafts with your final assignment.

ASSIGNMENT COVER SHEET

I declare that this assignment is original and has not been submitted for assessment elsewhere.

I DO NOT agree that the assessor(s) of the assignments may, for the purpose of assessing the assignments: communicate a copy of the assignments to the electronic plagiarism detection service known as Turnitin.com.

I accept the option of using an alternate method acceptable to UOIT for verifying the originality and integrity of the assignments (e.g., the submission of all rough work, electronic files and an annotated bibliography of all sources consulted).

Date

Name of Student (Please print)

Student ID Number

Signature of Student