



# RICHMOND

THE AMERICAN INTERNATIONAL

# UNIVERSITY

IN LONDON

## Rome Study Center

### School of Communications, Arts & Social Sciences

<b>Course:</b>	INR/SCL 313 US / INR 5800 UK – Globalization: A European Perspective (3 Credits)
<b>Semester:</b>	Fall 2016
<b>Instructor:</b>	Gabriele Simoncini (Ph.D.)
<b>Class Location:</b>	Y (Piazza Sant'Andrea della Valle, 6)
<b>Class Meeting Time:</b>	Monday 11:00am – 12:40pm Wednesday 11:00am – 12:40pm
<b>Office:</b>	P.ZZA S. ANDREA DELLA VALLE, 6 – ROMA
<b>Office Hours:</b>	After class or by appointment
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VLE (Virtual Learning Environment: Blackboard is accessed via the portal (<https://my.richmond.ac.uk/>)  
This syllabus should be read in conjunction with the [Course Specification Document](#) from which it is derived; the [University Catalogue](#); and the relevant [Programme Specification](#) (all accessed via the admitted students section of the University's website <http://www.richmond.ac.uk>)

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#### Course Description:

ITALIAN STUDY CENTRES ONLY. This interdisciplinary course addresses the important and complex phenomenon of contemporary globalization. The political, social, economic and cultural aspects are explored from a specifically European perspective. Core themes of globalization debates, such as convergence, nationalism and inequalities as well as a range of global actors, agents and institutions are critically engaged with.

**Prerequisites:** INR 4100 or INR 4105 or DEV 4100 or ECN 4115 or ECN 4110 or PLT 3100 or PLT 3105 or SCL 3100.

#### Aims and Objectives:

- To familiarize students with the main areas of the globalization debate.
- To familiarize students with key issues in the political economy of globalization.
- To allow students to critically reflect upon ideological and cultural narratives of globalization.
- To allow students to understand and evaluate policy responses to globalization.
- To explore the mentality of the cosmopolitan in Europe as well as the European cosmopolitan, analyzing the most recent developments of the 'European identity'.

## Learning Outcomes:

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

- Demonstrate a detailed understanding of issues of power and influence as they pertain to the concept of globalization.
- Demonstrate a detailed understanding of the formal and informal institution of power and influence at the global level.
- Demonstrate a critical and theoretical engagement with core problems and issues pertaining to globalization.
- Demonstrate a detailed understanding of the continuities and transformations evident in debates regarding globalization.
- Complete assigned work with a degree of clarity, technical competence and critical thinking, and a degree of independence and capacity for self-evaluation, appropriate for a 5000-level course.
- Demonstrate well-developed presentation skills that will translate into the workplace, including the ability to adapt to changing contexts, audiences and degrees of complexity.

A student who successfully completes this course should:

- Develop an understanding of the different theories, issues, texts, figures and currents of globalization. **Assessed by the final exam.**  
Relevant threshold criteria (to get a grade of C): students must correctly answer at least half of the questions on the final exam.
- Be acquainted with some of the core problems of globalization and with the most important attempts to solve them. **Assessed by the final exam.**  
Relevant threshold criteria (to get a grade of C): students must correctly answer at least half of the questions on the final exam.
- Be able to discuss their strengths and weaknesses of those core problems of globalization. **Assessed by the research paper.**  
Relevant threshold criteria (to get a grade of C): students must show evidence of independent thinking.
- Appreciate cultural and theoretical differences in globalization theories. **Assessed by the final exam.**  
Relevant threshold criteria (to get a grade of C): students must correctly answer at least half of the questions on the final exam.  
Present research orally in a convincing and accessible manner. **Assessed by the oral presentation.**  
Relevant threshold criteria (to get a grade of C): students should give an oral presentation communicating some of the basic themes and arguments in one topic area in the course.

Programme outcomes are listed in the programme specifications found at <http://www.richmond.ac.uk/admitted-students/programme-and-course-specifications/>

## Teaching Methods:

This course has a lecture/seminar format. Lectures will introduce the main topic and, with the support of slides, synthesize concepts, paradigms, theories and examples taken from the readings carried out by the students in advance of the class. Students will carry out in-class tasks (individually or in groups) and report on them. Experiential work will be used to elaborate concepts raised throughout the course.

Assessment Criteria	Weighting	Date Assessed	Word Count
Final Exam	40%	Wednesday, December 7 <sup>th</sup>	2 hours
Research Paper	40%	Wednesday, November 23 <sup>rd</sup>	2,500/3,000 words
Presentations and reports	20%	Assessed weekly	500/1,000 words
Total	100%		

All assessment criteria conform with Assessment Norms approved at Academic Council on June 28, 2012, found at <http://www.richmond.ac.uk/admitted-students/>.

This class follows the Late Submission of Coursework Policy and Feedback Norms outlined below and found at <https://my.richmond.ac.uk/myacademics/default.aspx>

### Presentations (oral reports)

#### **Assessed weekly**

Students are requested to give a short individual or team presentation on a specific topic of their choice related to the class program. The presentation will be well-organized, concise, and include (when opportune) audiovisual and electronic materials.

### In-class written reports

#### **Assessed weekly**

Based on weekly assignments, films, guest speakers, and field trips.

### Research Paper

#### **Due on Wednesday, November 23<sup>rd</sup>**

Students must produce a final research paper (2,500/3,000 words) on an agreed topic that has coherent structure, articulated argumentation and draws on material that has been researched and selected through independent study.

The topic should be precisely defined and worth of investigation. In order to produce their final paper, students will keep a portfolio of research materials during the semester. The portfolio will be shared with, and evaluated by the instructor. The production of the final paper is a work in progress during the semester.

Paper format:

- Cover page: title, student's name, course name, instructor's name, semester, year.
  - Text pages: a well organized research paper with:
    - an introduction,
    - a body with critical analyses and evidence presented,
    - a conclusion.
- Standard English style with footnotes (when appropriate) is requested.
- Additional materials (when appropriate) - charts, maps, photos, other materials.
  - Bibliography pages, listing the journal articles and electronic references.

Note:

Handwritten papers are not accepted.

Paper topics and titles must be agreed with and pre-approved by your Professor.

All papers are checked for plagiarism through *Safe Assign*.

### Final Exam

## Wednesday, December 7<sup>th</sup>

The exam will cover the entire semester programme. Students will choose two themes out of the three proposed, and will write two well organized essay.

**Please note that according to academic regulation, make up examinations will only be given in the event of medically documented illness or family death. Students leaving the program early will not be granted credit. Please make travel arrangements in accordance with this pre-arranged course schedule.**

### Marking Scheme:

The requirements for each piece of assessed work are clearly specified in the assignment details. However, the following general criteria apply to all work:

**Grade A** applies only to the exceptional piece of work which:

- has continued beyond the B grade band to develop a more advanced analytical and integrative command of the material and issues
- gives evidence of very wide reading and extensive knowledge of relevant theory and recent research
- is very well structured, putting forward cogent arguments which are well supported by carefully evaluated evidence
- superior (A-) or outstanding (A)

**Grade B** applies to work which:

- goes beyond the foundation level to develop a more questioning and analytical approach
- goes beyond the basic required reading, to study and discusses recommended texts and articles
- indicates an increasing ability to appreciate an extensive body of knowledge and to conceptualize the key theories, issues, debates and criticisms
- demonstrates the skills to present a balanced and comprehensive discussion
- has been completed with a thoroughness aimed to get the most learning out of the exercise
- good quality (B-), very good (B), or excellent (B+)

**Grade C** applies to work which:

- is basically competent, although undeveloped
- fulfils the requirements of the assignment at a foundation level, involving:
  - adequate coverage of the essential information specified, and
  - the skill to present that material coherently
- selects relevant named references and quotations
- just below average (C-), average (C), or showing signs of reaching above average (C+).

**Grade D** applies to work which:

- has been done without proper understanding of the requirements
- is too short, or long and unedited or lacks structure
- relies on superficial, subjective statements
- uses unreliable and inappropriate sources, **such as Wikipedia**
- uses incorrect, or confused information
- fails to make proper use of named references and quotations
- unsatisfactory work (D-), very poor work (D) and work which is weak (D+).

**Grade F**, a fail, applies to:

- non-submission of work or work which is illegible

- late work after one extension has been given
- work which may be competent, but is either:
  - irrelevant (i.e. does not address the requirements of the assignment), or
  - uses un-attributed material (plagiarism)

### Required Texts/Reading:

- Chirico, JoAnn, *Globalization: Prospects and Problems*, Sage, 2014.
- Eriksen, Thomas Hylland, *Globalization: The Key Concepts*, Second Edition, Bloomsbury, 2014.
- Lechner, Frank J.; Boli, John (eds.), *The Globalization Reader*, Fourth Edition, Blackwell Publishing, 2011.
- Assigned readings from: *The International New York Times*, *The Guardian*, *The Economist*.

### Recommended Reading:

- Anholt, Simon, *Competitive Identity: The New Brand Management for Nations, Cities and Regions*, Palgrave Macmillan, 2006.
- Appadurai, Arjun, *Modernity at Large: Cultural Dimensions of Globalization*, University of Minnesota Press, 1996.  
Richmond Library code: **SO 23**
- Axford, Barrie, *Theories of Globalization*, Polity, 2013.
- Bauman, Zygmunt, *Globalization: The Human Consequences*, Polity, 2005.  
Richmond Library code: **SO 4**
- Bauman, Zygmunt, *Identity: Conversations with Benedetto Vecchi*, Polity, 2011.  
Richmond Library code: **HS 121**
- Bauman, Zygmunt, *Liquid Fear*, Polity, 2006.
- Bauman, Zygmunt, *Modern Liquidity*, Polity, 2000.
- Burrows, Mathew, *The Future, Declassified*, Palgrave Macmillan, 2014.
- Castells, Manuel, Himanen Pekka (eds.), *Reconceptualizing Development in the Global Information Age*, Oxford University Press, 2014.
- Castells, Manuel, *The Power of Identity*, Blackwell Publishing, 2004.  
Richmond Library code: **SO 22**
- Cohen, Robin; Kennedy Paul, *Global Sociology*, Palgrave Macmillan, 2012.  
Richmond Library code: **SO 9**
- Cooke, Miriam, *Tribal Modern: Branding New Nations in the Arab Gulf*, University of California Press, 2014.
- Dinnie, Keith, *Nation Branding*, Routledge, 2015.
- Drache, Daniel, *Defiant Publics: The Unprecedented Reach of the Global Citizen*, Polity, 2008.
- Friedman, Thomas L., *Hot, Flat, and Crowded: Why The World Needs A Green Revolution - And How We Can Renew Our Global Future*, Penguin, 2009.
- Friedman, Thomas L., *The Lexus and the Olive Tree*, Harper Collins Publishers, 2000.  
Richmond Library code: **SO 39**
- Friedman, Thomas L., *The World is Flat: The Globalized World in the Twenty-first Century*, Penguin Books, 2006.  
Richmond Library code: **SO 38**
- Fukuyama, Francis, *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*, Profile Books, 2014.
- Holton, Robert J., *Globalization and the Nation State*, Palgrave Macmillan, 2011.
- Huntington, Samuel P., *The Clash of Civilizations: And the Remaking of World Order*, Free Press, 2002.

- Hutchings, Kimberly, *Global Ethics: An Introduction*, Polity, 2010.
- Jacques, Martin, *When China Rules The World: The End of the Western World and the Birth of a New Global Order*, Penguin, 2012.
- Jones, Andrew, *Globalization: Key Thinkers*, Polity, 2010.
- Kaneva, Nadia (ed.), *Branding Post-Communist Nations: Marketizing National Identities in the "New" Europe*, Routledge, 2011.
- Kirsch, Max, *Inclusion and Exclusion in the Global Arena*, Routledge, 2006.
- Klein, Naomi, *Fences and Windows: Dispatches from the Frontlines of the Globalization Debate*, Flamingo, 2010.
- Klein, Naomi, *No Logo*, Fourth Estate, 2010.
- Lutz, James M.; Lutz Brenda J., *Global Terrorism*, Routledge, 2013.
- Martell, Luke, *The Sociology of Globalization*, Polity, 2010.
- Mittelman, James H., *Whither Globalization? The Vortex of Knowledge and Ideology*, Routledge, 2004.
- Munck, Ronaldo, *Globalization and Contestation: The New Great Counter-Movement*, Routledge, 2006.
- Murray, Warwick E., *Geographies of Globalization*, Routledge, 2014.
- Negri, Antonio; Hardt, Michael, *Empire*, Harvard, 2001.
- O'Byrne, Darren J., *The Dimensions of Global Citizenship: Political Identity Beyond the Nation-State*, Routledge, 2003.
- [Roberts](#), Timmons J.; [Bellone-Hite](#), Amy; [Chorev](#), Nitsan (eds.), *The Globalization and Development Reader: Perspectives on Development and Global Change*, Wiley-Blackwell, 2014.
- Ritzer, George, *The McDonaldization of Society*, Sage, 2012.  
Richmond Library code: **SO 7**
- Robinson, James A.; Acemoglu Daron, *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, Profile Books, 2013.
- Rodrik, Dani, *The Globalization Paradox: Why Global Markets, States, and Democracy Can't Coexist*, Oxford University Press, 2012.
- Rodrik, Dani, *The Globalization Paradox: Democracy and the Future of the World Economy*, W.W. Norton, 2011.
- Rupert, Mark, *Ideologies of Globalization: Contending Visions of a New World Order*, Routledge, 2012.
- Sassen, Saskia (ed.), *Global Networks, Linked Cities*, Routledge, 2002.
- Sassen, Saskia, *Expulsions: Brutality and Complexity in the Global Economy: Brutality and Complexity in the Global Economy*, Harvard 2014.
- Shields, Robin, *Globalization and International Education*, Bloomsbury Academic, 2013.
- Steger, Manfred, *Globalization: A Very Short Introduction*, Oxford University Press, 2013.
- Stiglitz, Joseph, *Globalization and Its Discontents*, Penguin Books, 2002.  
Richmond Library code: **SO 35**
- Stiglitz, Joseph, *Making Globalization Work: The Next Steps to Global Justice*, Penguin, 2007.
- Stiglitz, Joseph, *The Price of Inequality*, Penguin, 2013.
- Weber, Max, *The Protestant Ethic and the Spirit of Capitalism*, Oxford University Press, 2011.  
Richmond Library code: **SO 25**
- Weinberg, Leonard B., *Global Terrorism: A Beginner's Guide*, Oneworld Publications, 2008.
- Wolf, Martin, *Why Globalization Works*, Yale University Press, 2005.  
Richmond Library code: **SO 45**

**Full Course Schedule – Fall Semester 2016  
INR-SCL 313**

## **Week 1**

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**Introduction. Methodology. Terminology. Concepts. The World Has Gone Global. Debating Globalization. Concept: *Disembedding*.**

### **Mon, Sep. 26**

#### Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 1-19
- Frank, J., et al., *The Globalization Reader*. Pp. 1-21
- Eriksen, T. H., *Globalization: The Key Concepts*. Pp. 1-38
- *Assigned readings.*

### **Wed, Sep. 28**

#### Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 20-32
- Frank, J., et al., *The Globalization Reader*. Pp. 22-45
- *Assigned readings.*

#### Recommended Additional Readings:

- Fiss, P. C.; Hirsh, P. M., "The Discourse of Globalization: Framing and Sensemaking of an Emerging Concept", in *American Sociological Review*, 70 (1), 2005.
- Keohane, R. O.; Nye, J. S., "Globalization: What's New, What's Not?", in *Foreign Policy* 118, 2000.
- O'Hearn D., "The Anthropology of Globalization or the Globalization of Anthropology", in *Identities* 16 (4), 2009.

Film (excerpts): Iñárritu, A. G., *Babel*.

## **Week 2**

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**Studying Globalization. Setting the Stage: Foundations Globalization. Explaining Globalization. Concept: *Speed*.**

### **Mon, Oct. 3**

#### Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 33-59
- Frank, J., et al., *The Globalization Reader*. Pp. 46-70
- Eriksen, T. H., *Globalization: The Key Concepts*. Pp. 41-56
- *Assigned readings.*

### **Wed, Oct. 5**

#### Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 60-84
- Frank, J., et al., *The Globalization Reader*. Pp. 71-104
- *Assigned readings*.

Recommended Additional Readings:

- Chase-Dunn, C., "World System Theory", in *Handbook of Sociological Theory*, 2006.
- Meyer, J., "Globalization: Theory and Trends." *International Journal of Comparative Sociology* 48, 2007.
- Tabb, W., "Globalization Today: At the Borders of Class and State Theory", in *Science and Society* 73, 2009.

Film (excerpts): Cuarón, A., *Children of Men*.

**Week 3**

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**Making the Global Economy. Forging a Global Civil Society. Experiencing Globalization. Concept: Standardization.**

**Mon, Oct. 10**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 85-126
- Frank, J., et al., *The Globalization Reader*. Pp. 105-122
- Eriksen, T. H., *Globalization: The Key Concepts*. Pp. 57-74
- *Assigned readings*.

**Wed, Oct. 12**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 127-160
- Frank, J., et al., *The Globalization Reader*. Pp. 123-147
- *Assigned readings*.

Recommended Additional Reading:

- Meyer, J., "Globalization: Sources and Effects on National States and Societies", in *International Sociology*, 15 (2), 2000.
- Blinder, A., "Offshoring: The Next Industrial Revolution?", in *Foreign Affairs*, 85 (2), 2006.
- Friedman, B.M., "The Failure of the Economy and the Economists", in *New York Review of Books*, May 28 2009.

Film (excerpts): Niccol, A., *Lord of War*.

**Week 4**

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**Who Gets What, When, and How: Global Governance. Globalizing Political Culture and State Governance. Globalization and the World Economy. Concept: Connections.**

**Mon, Oct. 17**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 161-186
- Frank, J., et al., *The Globalization Reader*. Pp. 148-179
- Eriksen, T. H., *Globalization: The Key Concepts*. Pp. 75-98
- *Assigned readings*.

**Wed, Oct. 19**

Reading Assignments:



- Chirico, J., *Globalization Prospects and Problems*. Pp. 187-214
- Frank, J., et al., *The Globalization Reader*. Pp. 180-214
- *Assigned readings*.

Recommended Additional Reading:

- Dalby, S., "Regions, Strategies and Empire in the Global War on Terror", in *Geopolitics*, 12 (4), 2007
- Goodhart, M., "Civil Society and the Problem of Global Democracy", in *Democratization*, 12 (1), 2005.
- Brinks, D.; Coppedge, M., "Diffusion is No Illusion", in *Comparative Political Studies*, 39 (4), 2006.

Film (excerpts): Hamid, M., *The Reluctant Fundamentalist*.

**Week 5** \_\_\_\_\_

**Mid-Term Verification Test and Review.**

**Mon, Oct. 24**

**Review for Mid-Term Verification Test**

**Wed, Oct. 26**

**Mid-Term Verification Test**  
**(does not count towards final grade)**

**Week 6** \_\_\_\_\_

**Case Study: Globalization and Italy. Globalization from Italian and European Perspectives. Concept: *Mobility*.**

**Mon, Oct. 31**

Reading Assignments:

- Frank, J., et al., *The Globalization Reader*. Pp. 215-230
- Eriksen, T. H., *Globalization: The Key Concepts*. Pp. 99-116
- *Assigned readings*.

**Wed, Nov. 2**

Reading Assignments:

- Frank, J., et al., *The Globalization Reader*. Pp. 231-248
- *Assigned readings*.

Recommended Additional Reading:

- Scott, G., et al., "Institutional Consistency and Political Stability", in *American Journal of Political Science*, 50 (4), 2006.
- Grant, R.W.; Keohane, R. O., "Accountability and Abuses of Power in World Politics", in *American Political Science Review*, 99 (1), 2005
- Leyenaar, M., "Challenges to Women's Political Representation in Europe", in *Journal of Women in Culture and Society*, 31 (1), 2008.

Film (excerpts): Garrone, M., *Gomorra*.

**Week 7** \_\_\_\_\_

**Trends and Transitions in Democracy. Globalizing Culture: Change and Continuity. Global Governance.**  
**Concept: *Mixing*.**

**Mon, Nov. 7**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 215-253
- Frank, J., et al., *The Globalization Reader*. Pp. 249-264
- Eriksen, T. H., *Globalization: The Key Concepts*. Pp. 117-132
- *Assigned readings*.

**Wed, Nov. 9**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 254-284
- Frank, J., et al., *The Globalization Reader*. Pp. 265-289
- *Assigned readings*.

Recommended Additional Reading:

- Doorenspleet, R., "Reassessing the Three Waves of Democratization", in *World Politics*, 52 (3), 2000.
- Walker, C., "Nations in Transit 2010", in *Freedom House*, 2010.
- Bujaric, B., "Populism, Liberal Democracy and the Rule of Law in Central and Eastern Europe", in *Communist and Post-Communist Studies*, 41 (2), 2008.

Film (excerpts): Kusturica, E., *Time of the Gypsies*.

**RESEARCH PAPER TOPIC CONFIRMED**

**Week 8**

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**Globalization and Everyday Life. Religions: Conflict and Compromise. Globalization and Religion.**

**Concept: Risk.**

**Mon, Nov. 14**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 285-321
- Frank, J., et al., *The Globalization Reader*. Pp. 386-400
- Eriksen, T. H., *Globalization: The Key Concepts*. Pp. 133-152
- *Assigned readings.*

**Wed, Nov. 16**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 322-350
- Frank, J., et al., *The Globalization Reader*. Pp. 401-425
- *Assigned readings.*

Recommended Additional Reading:

- Bunson, M., "Where in the World Are Today's Catholics", in *OSV Newsletter*, 2011.
- "The Pittsburgh Platform", in *Jewish Virtual Library*, 2010.
- Korostelina, K., "History education and Social Identity", in *Identity: An International Journal of Theory and Research*, 8 (1), 2008.

Film (excerpts): Abu-Assad, H., *Paradise Now*.

**Fri, Nov. 18**

**Visit to Rebibbia Rome State Prison. (MANDATORY: Counts as two classes)**

**Week 9**

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**Transborder Threats to Human Well-Being: Inequality and Migration. Transborder Threats to Human**

**Well-Being: Violent Conflict and Crime. Globalization and Civil Society. Concept: *Identity*.**

**Mon, Nov. 21**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 351-382
- Frank, J., et al., *The Globalization Reader*. Pp. 290-312
- Eriksen, T. H., *Globalization: The Key Concepts*. Pp. 153-172
- *Assigned readings*.

**Wed, Nov. 23**

Reading Assignments:

- Chirico, J., *Globalization Prospects and Problems*. Pp. 383-419
- Frank, J., et al., *The Globalization Reader*. Pp. 313-338
- *Assigned readings*.

Recommended Additional Reading:

- Limon, L., "The Race to the Bottom", in *World Refugee Survey*, 2008.
- Achvarina, V.; Reich, S. F., "No Place to Hide: Refugees, Displaced Persons, and the Recruitment of Child Soldiers", in *Interantiona Security*, 31 (1), 2006.
- Ehrenfeld, D., "Foreign Aid Effectiveness, Political Rights and Bilateral Distribution", in *The Journal of Humanitarian Assistance*, February 1, 2002

Film (excerpts): Zwick, E., *Blood Diamonds*.

**RESEARCH PAPER DUE**

**Transborder Threats to Human Well-Being: Food and the Environment. Global Trajectories: The City. Alternative Globalization. Concept: *Alterglobalization*.**

**Mon, Nov. 28**

Reading Assignments:

- Chirico J., *Globalization Prospects and Problems*. Pp. 420-446
- Frank J., et al., *The Globalization Reader*. Pp. 478-499
- Eriksen T. H., *Globalization: The Key Concepts*. Pp. 173-189
- *Assigned readings*.

**Wed, Nov. 30**

Reading Assignments:

- Chirico J., *Globalization Prospects and Problems*. Pp. 447-474
- Frank J., et al., *The Globalization Reader*. Pp. 500-528
- *Assigned readings*.

Recommended Additional Reading:

- Kotkin J., "Urban Legends: Why Suburbs, Not Cities, Are the Answer." *Foreign Policy*, 181 2010.
- Benton-Short L., Price M., Friedman S., "Globalization from Below: The Ranking of Global Immigration." *Interantional Journal of Urban and Regional Research*, 29 (4) 2005.
- Derudder B., Witlox F., "World Cities and Global Commodity Chains: An Introduction." *Global Networks*, 10 (1) 2010.

Film (excerpts): *Syriana*.

**Week 11**

**Review for Final Exam / Final Exam**

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**Mon, Dec. 5**

**Review for Final Exam**

**Wed, Dec. 7**

**FINAL EXAM**

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HIGHLIGHTS:

Field trips: The Italian Parliament, the Roman Prison, others. Guest speakers: Italian politicians, Police's representative, others.

**REASONABLE CHANGES MAY BE MADE TO THE CONTENT OF THE SYLLABUS. STUDENTS WILL BE INFORMED IN WRITING OF ANY SUCH CHANGES.**

**All grades being used for OU-validated degrees are subject to confirmation at the University Examination Board.**

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Academic Policies (see also the [University Catalogue](https://my.richmond.ac.uk/Uniorg/policies_and_procedures/default.aspx) and the policies detailed at: [https://my.richmond.ac.uk/Uniorg/policies\\_and\\_procedures/default.aspx](https://my.richmond.ac.uk/Uniorg/policies_and_procedures/default.aspx))

Students must read and comply with all the requirements of the regulations and policies listed at the weblinks below. Students are expected to make themselves aware of the requirements of the Attendance Policy, the Lateness to Classes, Examinations Policy, the Late Submission of Coursework Policy and Exceeding Word Limit and Question Choice policy at the beginning of the semester.

### Academic Dishonesty:

Academic dishonesty is any action by which a student in any academic exercise seeks to: claim credit for the intellectual or artistic work of another person; or uses unauthorized materials or fabricated information; or engages in an unauthorized editing process.

You can find a list of the actions that might lead to you committing academic dishonesty on the web pages. If you are not sure about what would constitute dishonesty after reading the full policy details you should ask for more information from the course instructor, your academic advisor, another member of academic staff, the Writing Centre, or Student Affairs.

Full details of Richmond’s Academic Dishonesty policy are found at:

<https://my.richmond.ac.uk/myacademics/default.aspx>

Students who are academically dishonest will receive a penalty for the work in question or the course as a whole (which may in turn impact upon their degree classification), depending on the importance of the work to the overall course grade and the judgment of the instructor and the relevant exam board.

### The Richmond Attendance Policy:

Full details of Richmond’s attendance and lateness policies are found at:

<https://my.richmond.ac.uk/myacademics/default.aspx>

The policy of the University is that absence from more than six classes [adjusted for course length and size as per the table below] is not permitted and the student will receive a fail after the 6th missed class from the point of enrolment. The six permitted absences are built-in to allow for times when making it to class it not possible. It is up to students to manage their time responsibly and to allow for unforeseeable circumstances (such as hospital appointments that cannot be rescheduled, the common cold).

Frequency of classes in the semester	Permitted absences
Courses that meet twice a week	No more than six absences
Courses that meet once a week	No more than three absences
Courses that meet three times a week	No more than nine absences
Summer courses	No more than two absences (due to the intensive nature of the classes)

Any absence from a class session does not exempt a student from the completion of all required work for a course. The student is responsible for taking the initiative to make up any missed academic work, and for covering the material delivered in any missed class session.

A student whose exceeds 6 absences from class will receive an FA (failure attendance) which **cannot** be revised on the basis of learning outcomes, but which may be appealed based on mitigating circumstances. A student who exceeds 6 absences may withdraw from the course before the last day to withdrawal in order to receive a “W” on the transcript. Students who have received an attendance grade of FA for a course may continue to attend the class, submit assignments and sit the final exam.

## **Absence Recording:**

Attendance is taken by instructors in on-line registers within the University's student records system during each course session and entered into the Self-Service record within 24 hours of each class.

Registers are updated as students add and drop courses, and attendance in all courses is taken from the first day the student registers for that course, including Add/Drop week.

Attendance is recorded at the beginning of the class session (see the University policy on Lateness to Classes). Any student not present in the class when attendance is taken is officially late for the session and must be marked as absent.

A student who enters within the first 20 minutes of a teaching session, but after attendance has been taken and an absence has been registered, is responsible for alerting the lecturer to their presence and negotiating a change to an attendance entry. Changing an entry is entirely at the discretion of the instructor, and such a change will not be considered at any other time than on the actual date of the class.

Students may review their attendance record for their courses at any time in their Self-Service accounts and are expected to remain alert to the dangers of exceeding the permitted absences from their courses.

Every absence from class, regardless of reason, is recorded as Unexcused.

Students do not need to provide instructors with medical evidence of illness or absence since the instructor will be assessing only the student's ability to complete the work academically.

The University is obliged to report to UK Visas and Immigration (UKVI) any student who is in the UK on a Tier 4 visa but who is not attending classes.

## **Late submission of academic work:**

Any item of work submitted late will be subject to an automatic deduction of one increment on the letter grade scale (e.g. the grade will be reduced from B to B-, or from C- to D+) per day.

Any coursework submitted more than one week (seven days) after the original deadline will receive a grade of F.

Where there may be mitigating circumstances for the late submission the instructor must be informed in advance, by email, and evidence provided to the instructor in writing when the course work is submitted.

See the full late submission policy at: <https://my.richmond.ac.uk/myacademics/default.aspx>

## **Exceeding Word Limit and Question Choice:**

The word limit is defined as the uppermost word limit in a range given to an assignment. Assessments are designed to enable the student to answer the assignment without going over the word limit. Penalties will be given for work that excessively exceeds the word limit. There is a 10% leeway before penalties apply.

See penalties and full policy at:

<https://my.richmond.ac.uk/myacademics/default.aspx>

## **Feedback Norms:**

The university has defined expectations as to the nature and timeliness of feedback on assigned work. Students should make themselves aware of these norms, and they are located on the portal at:

<https://my.richmond.ac.uk/myacademics/default.aspx>

### **Examination Regulations:**

Guidance on examination regulations and expected behavior for students is on the Academic Registry page of the Student Portal (<https://my.richmond.ac.uk/registration/exams/default.aspx>). However, please note particularly the following University Policies:

Midterm exams are normally held during the designated weeks published in the academic calendar found in the relevant [University Catalogue](#). Any faculty member wishing to hold a midterm on a different date requires the approval of the Dean, and will inform students accordingly.

Final exams are held over a five-day period following the last day of classes in the Fall and Spring semesters. Exams are not held in the same timeslots as class sessions. The dates of the official exam period are published in advance in the official academic calendar (see link above). Students are responsible for remaining in London until the end of the official examination period – the university reserves the right to make any necessary changes to the schedule. Any such changes to the schedule will be centrally-administered by the Academic Registry and reported to students.

Students and instructors may not make private arrangements to reschedule any University exams. Requests for an opportunity to re-sit must be made by petitioning the Academic Progress Committee <https://my.richmond.ac.uk/registration/forms/default.aspx> .

Final examinations in summer sessions take place on a single day following the last day of classes.

Students must bring their Richmond student ID card to every examination.

### **Academic support for studies:**

The University Writing Center and Language Workshop are available to all students who want help with academic tasks. The University Mathematics Workshop is available to all students who need help with academic mathematics. Venues and times for these workshops are posted towards the end of the first week of the semester, and can be found under “Support for your studies” at <https://my.richmond.ac.uk/registration/procedures/SitePages/Home.aspx>

Library staff can help students with questions about research and/or accessing information. Book an appointment with a librarian ([info@richmondinrome.it](mailto:info@richmondinrome.it)).

### **Students with Disabilities:**

The University makes a variety of special provisions in exams and assessment for students with a diagnosed learning disability. Students must follow the requirements outlined at <http://www.richmond.ac.uk/student-life/support-for-students-with-disabilities/> for these arrangements to be made, and it is important that this is done in good time. The student and their instructors are informed of the provisions after they are approved, and reminders are sent to students and invigilators shortly before the examinations.