

SAMPLE SYLLABUS



NYU Accra

SCA-UA 9970

Globalization and the Developing World

Instruction Mode: Blended

Fall 2022

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Accra, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact Dr. Nicholas Okai (nno211@nyu.edu) and Ms. Sharon Agbemenya (sa158@nyu.edu) if you have trouble accessing the Brightspace site.

Instructor Information

- Akosua K. Darkwah, Ph.D.
- Room 1, NYU Accra Centre, Labone.

Course Information

- Pre-Requisite: None
- Wednesdays: 10:00 – 1pm
- Room 1
- Remote Participants: Your instructor will provide you with the Zoom link
- COVID-related details: In the interest of protecting the NYU Accra community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being are our top priority.
 - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.
 - Additionally, in-person students will be split into cohorts who will attend sessions.

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Course Overview and Goals

Globalization has become a buzzword in our times. Four different sets of literature have been developed around this concept. The first set of literature seeks to define the concept in terms of its relationship to the changing workforce, technology and communications, culture and finance. A second set of literature debates the novelty of the various processes encoded in the concept of globalization. Another set of literature debates the changing role and nature of the state in an era of globalization. The final set of literature debates the issue of whether the economic prospects of the developing world indeed hinge on their full participation in the globalization process. This course will expose students to these four sets of literature and provide the students with an opportunity to interrogate the very concept of globalization and to debate its benefits and disadvantages for the developing world.

Upon Completion of this Course, students will be able to:

- Discuss the main topics and debates related to the issue of globalization
- Explain the array of conceptual tools that are useful in framing discussions of globalization.
- Explore the multifaceted ways in which globalization manifests itself and its complex impacts on individuals and societies.
- Discuss the multiple ways in which individuals and collectives are challenging and shaping globalization in the contemporary world.

Course Requirements

Discussion Questions

There are fourteen weeks of class for which reading material is assigned. For ten of the fourteen weeks, you are expected to come to class with at least 2 discussion questions generated by your reading of the material assigned for class that week. These questions will serve as guiding questions for our discussion each week. Over the course of the semester, your questions will be compiled and graded as part of your course work.

Reaction Papers

Each student is expected to write three reaction papers that tie your reading material/class discussion to observations you make. These observations could be newspaper reports, television reportage, radio discussions, events you attend or discussions you have with others. Your grade in each of these papers will be dependent on your level of analysis/insightfulness. These papers are due on the day of session **5, 9 and 14**. The reaction papers should be sent to me online at akosuadarkwah@gmail.com Failure to submit these papers on the due dates will cost you.

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Term Paper

Drawing on no less than eight articles (www.ajol.info is a good source), none of which should have been assigned in class, write a 10-15 paged paper on any topic of your choice that is related to this course. The final version of the paper will be due in the fifteenth week (**May 13th at 5pm**). Be sure to strictly adhere to the guidelines regarding number of sources and page limits. Failure to adhere to these guidelines will cost you. The term papers will be assessed on the following criteria:

- Minimum length (10 pages)
- Minimum number of sources (8 articles)
- Correct use of grammar and spelling
- Correct citation of sources
- Appropriate title
- Thesis statement
- Coverage of all ideas introduced in thesis statement
- Clarity of writing
- Organisation of ideas/arguments with supporting evidence
- Synthesis of information
- Critical Analysis
- A conclusion that ties the major ideas of the paper together
- Proper Referencing

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade	Due
Class attendance and participation	10%	
Discussion Questions	15%	
Reaction Papers	15%	March 2 nd April 6 th May 4 th
Exam	35%	May 11 th
Term Paper	25%	May 13 th

Failure to submit or fulfill any required course component results in failure of the class

Letter Grades

Letter grades for the entire course will be assigned as follows:

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Letter Grade	Explanation of Grade
A	Clear evidence of understanding, plus the ability to apply knowledge and reflect on the student's own learning
B	Evidence of understanding and the ability to apply course content, but lacking reflectivity.
C	Evidence of good understanding, but lacking evidence of reflectivity and the ability to apply course content.
D	Evidence of understanding in a minimally acceptable way, and lacking reflectivity and the ability to apply course content.
F	Plagiarized, did not participate satisfactorily, did not hand in work, lack of understanding

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 2-Feb-22	Introduction	Robertson, Roland and Kathleen E. White. 2007. "What is Globalization?", In <i>The Blackwell Companion to Globalization</i> , edited by G. Ritzer. Blackwell Reference Online. Mansbach, Richard W. 2013. "The Many Meanings of Globalization", In <i>Introducing Globalization: Analysis and Readings</i> , edited by R. W. Mansbach and E. Rhodes. 1-12. Thousand Oaks, CA: CQ Press.	

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Week/Date	Topic	Reading	Assignment Due
<p>Session 2 9-Feb-22</p>	<p>Defining Globalisation I: Political and Economic Definitions</p>	<p>Harvey, David. 2013. "Neoliberalism as Creative Destruction", In <i>Introducing Globalization: Analysis and Readings</i>, edited by R. W. Mansbach and E. Rhodes. 52-67. Thousand Oaks, CA: CQ Press.</p> <p>Kaldor, Mary. 2013. "The Idea of Global Civil Society", In <i>Introducing Globalization: Analysis and Readings</i>, edited by R. W. Mansbach and E. Rhodes. 79-88. Thousand Oaks, CA: CQ Press.</p> <p>Chin, Christine, B. N. 2000. The State of the 'State' in Globalisation: Social Order and Economic Restructuring in Malaysia. <i>Third World Quarterly</i> 21 (6): 1035-1058.</p>	
<p>Session 3 16-Feb-22</p>	<p>Defining Globalisation II: The Cultural Definition</p>	<p>Pieterse, Jan Nederveen. 2013. "Globalisation and Culture: Three Paradigms", In <i>Introducing Globalization: Analysis and Readings</i>, edited by R. W. Mansbach and E. Rhodes. 135-144. Thousand Oaks, CA: CQ Press.</p> <p>Quayson, Ato. 2014. <i>Oxford Street, Accra: City life and the Itineraries of Transnationalism</i>. Durham: Duke University Press. Pages 159-182.</p> <p>Carwile, Christey. 2017. "The Clave comes Home: Salsa Dance and Pan-African</p>	

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Week/Date	Topic	Reading	Assignment Due
		Identity in Ghana. African Studies Review 60 (2): 183-207.	
Session 4 23-Feb-22	The Globalisation of Agriculture	<p>Tiffen, Pauline et al. 2005. "From Tree-Minders to Global Players: Cocoa Farmers in Ghana" <i>In Chains of Fortune: Linking Women Producers and Workers with Global Markets</i>, edited by M. Carr, 11 – 41. London: Commonwealth Institute.</p> <p>Huddleston, Paul and Matthew Tonts. 2007. Agricultural Development, Contract Farming and Ghana's Oil Palm Industry. <i>Geography</i> 92 (3): 266-278.</p> <p>Dolan, Catherine and John Humphrey. 2000. Governance and Trade in Fresh Vegetables: The Impact of UK Supermarkets on the African Horticulture Industry. <i>The Journal of Development Studies</i> 37 (2): 147-176.</p>	
Session 5 2-Mar-22	Large Scale Land Acquisitions	Cotula, Lorenzo, Carlos Oya, Emmanuel A. Codjoe, Abdurehman Eid, Mark Kakraba-Ampeh, James Keeley, Admasu Lokaley Kidewa et al. 2014. "Testing claims about large land deals in Africa: Findings from a multi-country study." <i>Journal of Development Studies</i> 50 (7): 903-925.	FIRST REACTION PAPER DUE TODAY

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Week/Date	Topic	Reading	Assignment Due
		Nyantakyi-Frimpong, Hanson and Rachel Bezner Kerr. 2017. Land grabbing, social differentiation, intensified migration and food security in northern Ghana. <i>The Journal of Peasant Studies</i> 44 (2): 421-444.	
Session 6 9-Mar-22	The Globalisation of Manufacturing	Workers in the Maquiladoras and the Debate on Global Labor Standards. <i>Feminist Economics</i> 16(4): 185–209. Ngai, Pun. 2007. Gendering the Dormitory Labor System: Production, Reproduction and Migrant Labor in south China. <i>Feminist Economics</i> 13 (3–4): 239–258.	
Session 7 16-Mar-22	Spring Break – No Class		
Session 8 23-Mar-22	In Conversation with Mabel Simpson (mSimps), a global manufacturer	Mohanty, Chandra Talpade. 2003. “Under Western Eyes” Revisited: Feminist Solidarity through anti-capitalist struggles. <i>Signs: Journal of Women in Culture and Society</i> 28 (2): 499-535.	
Session 9 30-Mar-22	Africa enters the world of Manufacturing	Asafu-Adjaye, Prince. 2008. The Opportunity that Never Was: Assessing the African Growth and Opportunity Acts’ Benefits to Ghana. <i>Legon Journal of Sociology</i> 3 (1): 35-47. Seidman, Gay, W. 2009. Labouring under an Illusion?: Lesotho’s ‘Sweat-free’ Label.	

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Week/Date	Topic	Reading	Assignment Due
		<i>Third World Quarterly</i> 30 (3): 581-598.	
Session 10 06-Apr-22	The Global Care Economy	<p>Parrenas, Rachel. Salazar. 2012. The Reproductive Labor of Migrant Workers. <i>Global Networks</i> 12 (2): 269-275.</p> <p>Carling, Jørgen, Cecilia Menjivar, and Leah Schmalzbauer. 2012. Central themes in the study of transnational parenthood. <i>Journal of Ethnic and Migration Studies</i> 38 (2): 191-217.</p> <p>Dankyi Ernestina. 2011. Growing up in a transnational household: A study of children of international migrants in Accra. <i>Ghana Studies</i>. 14. 133-162.</p>	SECOND REACTION PAPER DUE TODAY
Session 11 13-Apr-22	The Global Sex Trade	<p>Chant, Sylvia and Alice Evans. 2010. Looking for the one(s): Young Love and Urban Poverty in the Gambia. <i>Environment and Urbanization</i> 22 (2): 353-369.</p> <p>Jacobs, Jessica. 2009. Have Sex will travel: Romantic 'Sex tourism' and women negotiating modernity in Sinai. <i>Gender, Place and Culture</i> 16 (1): 43-61.</p> <p>Frohlick, Susan. 2013. Intimate tourism markets: Money, gender, and the</p>	

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Week/Date	Topic	Reading	Assignment Due
		complexity of erotic exchange in a Costa Rican Caribbean town. <i>Anthropological Quarterly</i> 86 (1): 133-162.	
Session 12 20-Apr-22	Globalisation as a Blessing and a Curse	Mansbach, Richard, W and Edward Rhodes (eds). 2013. <i>Introducing Globalization: Analysis and Readings</i> , 301-324. Thousand Oaks, CA: CQ Press.	
Session 13 27-Apr-22	Alternatives I: Anti-Globalisation Campaigns	<p>Mansbach, Richard, W and Edward Rhodes (eds). 2013. <i>Introducing Globalization: Analysis and Readings</i>, 325-347. Thousand Oaks, CA: CQ Press.</p> <p>Stiglitz, Joseph. 2009. "Making Globalization Work: The Multinational Corporation. In <i>Globalization: The Transformation of Social Worlds</i>, edited by D. S. Eitzen and M. Baca Zinn, 106-116. Belmont, CA: Wadsworth Cengage Learning.</p> <p>Brecher, Jeremy, Costello, Tim and Brendan Smith. 2009. Globalization and Social Movements. In <i>Globalization: The Transformation of Social Worlds</i>, edited by D. S. Eitzen and M. Baca Zinn, 298-316. Belmont, CA: Wadsworth Cengage Learning.</p> <p>Pande, Amrita. 2012. "From "Balcony Talk" and "Practical Prayers" To illegal</p>	

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Week/Date	Topic	Reading	Assignment Due
		<p>collectives: migrant domestic Workers and Meso-level resistances in Lebanon’, <i>Gender & Society</i> 26 (3): 382-405</p> <p>Mills, Mary Beth. 2005. From Nimble Fingers to Raised Fists: Women and Labor Activism in Globalizing Thailand. <i>Signs</i> 31 (1): 117–144.</p>	
<p>Session 14 4-May-22</p>	<p>Alternatives II: Chinese Investment</p>	<p>Ovadia, Jesse S. 2013. Accumulation with or without dispossession? A ‘both/and’ approach to China in Africa with reference to Angola. <i>Review of African Political Economy</i> 40: 233-250.</p> <p>Lee, Ching Kwan. 2009. Raw Encounters: Chinese Managers, African Workers and the Politics of Casualisation in Africa’s Chinese Enclaves. <i>The China Quarterly</i> 199: 647-666.</p> <p>Kragelund, Peter. 2009. Knocking on a Wide-Open Door: Chinese Investments in Africa. <i>Review of African Political Economy</i> 36 (122): 479-497.</p>	<p>THIRD REACTION PAPER DUE</p>
<p>Session 15 11-May-22</p>	<p>In class exam</p>		

Course Materials

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All course material listed above will be provided in PDF on NYU Classes (accessible through the “Academics” tab on NYU Home).

Required Textbooks

- None

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Academic Policies

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to nno211@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

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Unexcused absences may be penalized with percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

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As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

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Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU [SITE].

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277

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Note: Aspects of this course syllabus might change during the semester

Instructor Bio

Akosua K. Darkwah is an Associate Professor of Sociology at the University of Ghana. Most of her research interrogates the extent to which global economic policies/practices impact on the nature and character of Ghanaian women's work. Besides employment institutions, she has also studied other Ghanaian social institutions such as the family and Christianity. Some representative publications are:

Darkwah, A. K. (2022). Reflections on the pandemic from a Southern feminist scholar In M. Heath, A. Darkwah, J. Beoku-Betts, & B. Purkayastha (Eds.), *Global feminist autoethnographies during COVID-19: Displacements and disruptions* (pp. 301-310). London, UK: Routledge.

Darkwah, A. K. (2021). Digital activism Ghanaian feminist style. In J. Beoku-Betts, & A. Adomako Ampofo (Eds.), *Producing Inclusive Feminist Knowledge* (pp.147-165). Bingley, UK: Emerald Publishers.

Darkwah, A. K. (2021). African women and globalisation. In O. Yacob-Haliso, & T. Falola (Eds.), *The Palgrave Handbook of African Women's Studies* (pp. 1805-1820). London: Palgrave Macmillan.

Resario, R., & Darkwah, A. K. (2021). 'Fat' women, performance and subversive commodification on Ghanaian reality television. *Media, Culture and Society* 0163443721999925

Bauer, G., & Darkwah, A. K. (2020). We would rather be leaders than parliamentarians: women and political office in Ghana. *European Journal of Politics and Gender*, 3 (1), 101–119.

Darkwah, A. K. (2019). Fluid mobilities? Experiencing and responding to othering in a borderless world. *Contemporary Journal of African Studies* 6 (2), 51-69.