

SOCY 225 //

Fall 2020

REMOTE COURSE

GLOBAL SOCIOLOGY / SOCIOLOGY OF GLOBALIZATION //

Queen's University / Faculty of Arts and Social Sciences / Department of Sociology

Module Leader: David Murakami Wood dmw@queensu.ca

Office Hours: Tuesdays, 4:00 – 5:30 pm / Thursdays, 2:30 – 4:00 pm (see: Course Format)

Teaching Assistants (TAs):

tba

Credits

This course was originally designed by Dr Debra Mackinnon, and has been revised and updated by David Murakami Wood. All material is used with her kind permission.

Course Description

We are in a situation that has forced our attention to the global. The COVID-19 pandemic has exposed global flows of all kinds, in terms of what they open up, what they close down, and what we lose when global flows are reduced or cut off. In SOCY225, we will examine the 'global' and 'globalization' through an interdisciplinary sociological lens. We will look at the histories, the explanations, the implications, and futures. *This course will explore the extension and intensification of globalization and capitalism, paying particular attention to the role of politics, economics, and culture in contributing to global problems, such as inequality, (in)security, precarity, (im)mobilities, and oppression.*

The course will take two complementary routes into this, the first through thinking about what globalization means in and for sociology, but also what it means to think globally in sociological terms and how our thinking about sociology might be altered by starting from different 'global' perspectives.

For much of the course, we will focus on global problems, with attention paid to how these problems are experienced '*glocally*'. Globalization has led to what some have called a "global intercultural interplay" between the local and the global, and as such, students will also be encouraged to develop critical thinking skills and challenge their own perspective.

The course is split into three distinct parts: *Foundations, Flows, and Futures*. The first part will establish the theoretical and conceptual grounds for the critical inquiry to follow during the latter part of the course. Theoretical, political, economic and cultural foundations and explanations of globalization will be expounded in this section. The second part will explore the flows of globalization, building on ideas of intersectionality, liquid modernity and implosions/expulsions. We will explore the transformative power of convergence and capital on: technologies, migration, the environment, production/consumption/waste, health, and gender. Finally, students will reflect on future trajectories of globalization through studies of supranational and national reform, and political movement resistance.

Course Aims

The core aims of SOCY225 is to introduce students to the sociological study of globalization and to global sociology. The course provides students with a toolkit to consider explanations, implications and futures of globalization, as well as work through key sociological concepts in a global context.

Course Outcomes

By the end of the course, students should have an appreciation and understanding of:

- major sociological perspectives on globalization;
- the relationship between key sociological concepts and globalization;
- an awareness of global sociological perspectives
- analytic and empiric research, and knowledge of key debates in the studies of globalization;
- descriptive and argumentative writing; and,
- critical thinking skills

Required Readings

All readings, long form journalism and audiovisual material will be posted to onQ.

Course Format in a time of COVID-19

As you all know, there will be no in-class teaching this term. Instead we are working remotely. This course has a very large number of students and there is not way we can have any kind of interactive remote instruction with the whole class. Instead what we will do is a combination of pre-recorded video mini-lectures and introduced readings, available on the OnQ site along with all other course materials, and optional tutorial check-ins (using MS Teams).

For each session, there will at least 1 x 15-minute pre-recorded video mini-lecture (so at least 2 per week), and 1 x shorter video (no more than 10 minutes long), in which I briefly introduce the topic of the week and will discuss the reading(s). At the end of each week there will be a check-in video, in which I will deal with Frequently Asked Questions I've had via e-mail (or anything else that seems important). These videos will also be used to introduce each assignment.

All videos will be made available on OnQ, as follows:

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|--|----------------------|
| • Course and Module Leader Introduction: | SEPT 1 |
| • Reading Introduction: | MONDAY |
| • Mini-Lectures: | MONDAY and WEDNESDAY |
| • Check-in / FAQs / Assignment Introduction Video: | FRIDAY |

All students will be organized into remote tutorial groups. These will give a slot in the formal timetabled hours for the course, when I will be available on MS Teams. TA hours are to be decided. These are not a formal requirement, just an extra source of assistance. I'm aware that no hours will suit everyone, so students who have particular needs and who want to check in, should contact me, and we will see what other arrangements can be made, inside normal working hours.

Course Requirements

20% - Critical Media Responses (2 x 10%)	Due OCT 2 and NOV 16
25% - Midterm Take Home Test	Due OCT 28
15% - Paper Proposal	Due NOV 8
40% - Final Research Paper	Due DEC 9

Assignments & Expectations

**Note: Detailed assignment instructions will be provided before each relevant deadline. **

Critical Media Responses (2 x 10%)

- Students will be expected to write two short (500 word) responses using conceptual tools from the course to critically explore a relevant global issue or problem in news.
 - Students should approach this assignment as though they are investigative journalists who are challenging mainstream interpretations of global problems and are expected to reinterpret the story using the explanatory and analytic tools explored through course readings and discussion.
 - Students who draw meaningful connections using sociological language, terms and concepts discussed in the course can expect to receive higher grades.
 - Students may not include direct quotations in their responses.
 - Responses will be graded for sentence clarity, grammar and overall writing quality – be sure to edit and spell check before submitting.
 - Responses must be in .doc / .docx format
 - Please include an active link to the news article or a PDF of the article.
- RESPONSE 1 DUE: FRIDAY OCT 2, 2020 @11:00PM TO ONQ
- RESPONSE 2 DUE: FRIDAY NOV 20, 2020 @11:00PM TO ONQ

Midterm Take Home Test (25%)

- The test will consist of short and long answer questions. It will be given out on OCT 14.
- Questions will cover all lectures and course readings from weeks 1-7. ****Hint: I'll be giving you some pointers in the Week 7 videos**
- DUE: WEDNESDAY OCT 28, 2020 @11:00PM TO ONQ

Paper Proposal (15%)

- Students must submit a maximum 750-word final essay proposal (see Final Research Paper for paper expectations). Your proposal should include:
 - A tentative title.
 - A clear identification of the topic you wish to explore, and your rationale for choosing this topic.
 - A tentative thesis statement or articulation of the argument advanced in the paper.
 - An outline of how you plan to structure your essay.
 - 3 academic, annotated sources, written in proper ASA/APA style.
 - Annotations should be a short paragraph and include the following details:
 - The main argument of the piece.
 - The method or approach used by the author to support their argument.
 - A very brief articulation of how this article will be useful in your paper.
- The purpose of the outline is to ensure that students are well prepared to write their final essay and will provide an opportunity for feedback prior to embarking on substantive research or writing. This assignment should be seen as a stepping stone and initial foray into the work of the final essay.
- .doc / .docx format
- DUE: SUNDAY NOV 8, 2020 @11:00PM TO ONQ

Final Research Paper / Final Essay (40%)

- The 2500-word final research paper will be an opportunity for students to explore a thematic area from the course in greater detail.
- The paper will be situated in one of these general areas: colonialism/ post-colonialism, migration, the environment, consumerism, health, gender and social movements.
- Example of case studies will be expanded up on in lecture
- See this site for additional ideas: <http://www.globalissues.org/>
- Students should endeavour to be reflexive about why they have chosen their topic and are encouraged to discuss local connections and implications related to their topic areas.
- Papers should address some (though not necessarily all) of the following questions:
 - What is the problem? Who are the actors involved (e.g. people, institutions, states)?

- What is the role and interplay of globalization in creating this problem?
- Who is affected by this problem? How?
- What are the alternatives? How can this problem be addressed?
- Papers must be 2500 words in .doc / .docx format.
- Papers must include at least 6 academic sources (including 1-2 course readings) AND at least 4 non-academic sources (e.g. newspaper articles, alternative media, government/NGO reports)
- All references and citations must follow proper ASA/APA style.
- DUE: FRIDAY DEC 11, 2020 @11:00PM TO OnQ

Timetable

Week	Lectures & Readings
1	Part I Foundations: Introduction and Course Overview
Sept 8	<p><u>(Session 1): The End of Globalization?</u></p> <ul style="list-style-type: none"> • Farrell, H. and Newman, A. (2020). Will the Coronavirus End Globalization as We Know It? <i>Foreign Affairs</i>, March 16. • Cazdyn, E., & Szeman, I. (2011). A precis & introduction. In <i>After Globalization</i> (pp.1-9). Malden, MA: Blackwell. • Held, D., & McGrew, A. (2007). Introduction: Current controversies about the demise of globalization. In <i>Globalization/anti-globalization: Beyond the great divide</i> (2nd ed., pp. 1-10). Cambridge, UK: Polity Press.
2	Part I Foundations: Conceptualizing Globalization
Sept 15	<p><u>(Session 2): What is Globalization?</u></p> <ul style="list-style-type: none"> • el-Ojeili, C., & Hayden, P. (2006). Theorizing globalization. In <i>Critical Theories of Globalization: An introduction</i> (pp. 5-48). New York City, NY: Springer. <p><u>(Session 3): Debates & Controversies of Globalizations</u></p> <ul style="list-style-type: none"> • Held, D., & McGrew, A. (2004). The great globalization debate: An introduction. In D. Held & A. McGrew (Eds.), <i>The Global Transformations Reader</i> (2nd ed., pp. 1-46). Cambridge, UK: Polity Press.
Sept 17	<p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • McGrew, A. (2007). Globalization in hard times. In G. Ritzer (Ed.), <i>The Blackwell Companion to Globalization</i> (pp. 29-53). Malden, MA: Blackwell. • Robinson, W. I. (2007). Theories of globalization. In G. Ritzer (Ed.), <i>The Blackwell Companion to Globalization</i> (pp. 125-143.). Malden, MA: Blackwell.
3	Part I Foundations: Imperialism and (Neo)Colonialism
Sept 22	<p><u>(Session 4): Imperialism, Colonialism and Globalization</u></p> <ul style="list-style-type: none"> • Dirlik, A. (2002). Rethinking colonialism: Globalization, post-colonialism, and the nation. <i>Interventions</i>, 4(3), 428-448. • Callinicos, A. (2007). Globalization, imperialism and the capitalist world system. In D. Held & A. McGrew (Eds.), <i>Globalization Theory: Approaches and Controversies</i> (pp. 62-78). Cambridge, UK: Polity Press.
Sept 24	<p><u>(Session 5): Neocolonialism & Privatization</u></p> <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Abrash, A. (2008). The Amugme, Kamoro & Freeport: How indigenous Papuans have resisted the world's largest gold and copper mine. In F. Lechner & J. Boli, (Eds.), <i>The Globalization Reader</i> (3rd ed.,

	<p>pp. 431-436). Malden, MA: Blackwell.</p> <ul style="list-style-type: none"> • Hardt, M., & Negri, A. (2000). Preface: Globalization as empire. In <i>Empire</i> (pp. xi-xvi). Cambridge, MA: Harvard University Press. • Fabricant, N., & Hicks, K. (2013). Bolivia's next water war: Historicizing the struggles over access to water resources in the Twenty-First Century. <i>Radical History Review</i>, 2013(116), 130-145.
4	Part I Foundations: Global Economies and “The Market”
Sept 29	<p><u>(Session 6): Economic Globalization</u></p> <ul style="list-style-type: none"> • Harvey, D. (2007). Neoliberalism as creative destruction. <i>The annals of the American academy of political and social science</i>, 610(1), 21-44.
Oct 1	<p><u>(Session 7): The Myth of the Market</u></p> <ul style="list-style-type: none"> • Veseth, M. (2010). Introduction. In <i>Globaloney 2.0: The Crash of 2008 and the Future of Globalization</i> (pp.1-9). Plymouth, UK: Rowman & Littlefield. <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Harvey, D. (1995). Globalization in question. <i>Rethinking Marxism</i>, 8(4), 1-17. • Gray, J. (2008). From the great transformation to the great free market In F. Lechner & J. Boli, (Eds.), <i>The Globalization Reader</i> (3rd ed., pp. 25-31). Malden, MA: Blackwell. • el-Ojeili, C., & Hayden, P. (2006). Economic globalization. In <i>Critical Theories of Globalization: An Introduction</i> (pp.49-88). New York City, NY: Springer.
Oct 2	CRITICAL RESPONSE 1 DUE OCT 2
5	Part I Foundations: The Politics of Globalization
Oct 6	<p><u>(Session 8): Politics and Global Governance</u></p> <ul style="list-style-type: none"> • Delanty, G., & Rumsfeld, C. (2007). Political globalization. In G. Ritzer (Ed.), <i>The Blackwell Companion to Globalization</i> (pp. 414-428). Malden, MA: Blackwell.
Oct 8	<p><u>(Session 9): Politics, Security and Terror</u></p> <ul style="list-style-type: none"> • Bigo, D. (2012). Globalization and security. In E. Amenta, K. Nash, and A. Scott, (Eds.), <i>The Wiley-Blackwell Companion to Political Sociology</i> (pp. 204-213). West Sussex, UK: Blackwell. <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • el-Ojeili, C., & Hayden, P. (2006). Globalization and politics. In <i>Critical Theories of Globalization: An Introduction</i> (pp. 89-133). New York City, NY: Springer.
6	Part I Foundations: Cultural Globalization
Oct 13	<p><u>(Session 10): Cultural Globalization</u></p> <ul style="list-style-type: none"> • Ritzer, G., & Stillman, T. (2003). Assessing McDonaldization, americanization and globalization. In U. Beck, N. Sznaider, & R. Winter (Eds.) <i>Global America?: The Cultural Consequences of Globalization</i> (pp. 30-48). Liverpool, UK: Liverpool University Press. • Roudometof, V. (2016). Theorizing glocalization: Three interpretations. <i>European Journal of Social Theory</i>, 9(3): 391-408.
Oct 15	<p><u>(Session 11): Food Cultures: McDonaldization to the California Roll</u></p> <ul style="list-style-type: none"> • Bestor, T. (2008). How sushi went global. In F. Lechner & J. Boli, (Eds.), <i>The Globalization Reader</i> (3rd ed., pp. 121-125). Malden, MA: Blackwell. • Heldke, L. (2001) Let's cook Thai: Recipes for colonialism. In C. Counihan and P. Van Esterik (eds.), <i>Food and Culture: A Reader</i> (2nd ed., pp. 327-341). New York City, NY: Routledge.

MIDTERM TAKE-AWAY TEST Available from the end of SESSION 11	
7	Part II Flows: Technologies & Platform Globalization
Oct 20	<p><u>(Session 12): Platform Capitalism & Surveillance Capitalism</u></p> <ul style="list-style-type: none"> • Srnicek, N. (2017). Introduction. In <i>Platform Capitalism</i> (pp. 3-6). Cambridge, UK: Polity Press. • Pasquale, F. (2016). Two narratives of platform capitalism. <i>Yale Law & Policy Review</i>, 35, 309-319.
Oct 22	<p><u>(Session 13): Platform Globalization: Sharing Precarity and Gigs</u></p> <ul style="list-style-type: none"> • Graham, M., Hjorth, I., & Lehdonvirta, V. (2017). Digital labour and development: Impacts of global digital labour platforms and the gig economy on worker livelihoods. <i>Transfer: European Review of Labour and Research</i>, 23(2), 135-162. • Wachsmuth, D., & Weisler, A. (2017). Airbnb and the rent gap: Gentrification through the sharing economy. <i>Environment and Planning A: Economy and Space</i>, doi:10.1177/0308518X18778038
8	READING WEEK – NO CLASS
Oct 28	MIDTERM TAKEAWAY TEST DUE OCT 28
9	Part II Flows: Mobilities & Migration
Nov 3	<p><u>(Session 14): The Refugee Crisis & The Right to Move</u></p> <ul style="list-style-type: none"> • Jones, R. (2016). Introduction. In <i>Violent Borders: Refugees and the Right to Move</i> (pp. 25-45). London, UK: Verso Books. • Hayter, T. (2003). No borders: the case against immigration controls. <i>Feminist Review</i>, 73(1), 6-18.
Nov 5	<p><u>(Session 15): The COVID-19 Pandemic and biomobilities</u></p> <ul style="list-style-type: none"> • Selections from: Taylor, L., G. Sharma, A.Martin, and S. Jameson (2020) <i>Data Justice and COVID-19: Global Perspectives</i>. Meatspace Press. • Selections from: <i>Dialogues in Human Geography</i> special issue: Geographies of the COVID-19 pandemic, 10(2): July 2020.
Nov 8	PAPER PROPOSAL DUE NOV 8
10	Part II Flows: The Environment
Nov 10	<p><u>(Session 16): Environmental Degradation</u></p> <ul style="list-style-type: none"> • Yearly, S. (2004). Environmental issues and the compression of the globe. In D. Held & A. McGrew (Eds.), <i>The Global Transformations Reader</i> (2nd ed., pp. 374-386). Cambridge, UK: Polity Press.
Nov 12	<p><u>(Session 17): Climate Change and Climate Injustice</u></p> <ul style="list-style-type: none"> • Holzinger, B., & Kütting, G. (2012). Global governance and environmental politics. In E. Amenta, K. Nash, and A. Scott, (Eds.), <i>The Wiley-Blackwell Companion to Political Sociology</i> (pp. 421-430). West Sussex, UK: Blackwell. • Harman, S., Pellow, D., Roberts, J., Bell, S., Hoyt, W., & Nagel, J. (2015). Climate justice and climate inequality. In R. Dunlap, R., & R. Brulle (Eds.), <i>Climate Change and Society: Sociological Perspectives</i> (pp. 127-163). Oxford, UK: Oxford University Press.

<p>11</p> <p>Nov 17</p> <p>Nov 19</p>	<p>Part II Flows: Consumption & Waste</p> <p><u>(Session 18): Fashioning Global Commodity Chains</u></p> <ul style="list-style-type: none"> • Korezeniewicz, M. (2008). Commodity chains and marketing strategies: Nike and the global athletic footwear industry. In F. Lechner & J. Boli, (Eds.), <i>The Globalization Reader</i> (3rd ed., pp. 163-172). Malden, MA: Blackwell. • Tokatli, N. (2008). Global sourcing: Insights from the global clothing industry—the case of Zara, a fast fashion retailer. <i>Journal of Economic Geography</i>, 8(1), 21-38. <p><u>(Session 19): Waste</u></p> <ul style="list-style-type: none"> • Bauman, Z. (2004). Introduction. In <i>Wasted Lives: Modernity and its Outcasts</i> (pp. 1-9). London, UK: Polity Press. • Millar, K. (2008). Making trash into treasure: Struggles for autonomy on a Brazilian garbage dump. <i>Anthropology of Work Review</i>, 29(2), 25-34. <p><i>Supplementary Reading</i></p> <ul style="list-style-type: none"> • Cowen, D (2014) <i>The Deadly Life of Logistics: Mapping Violence in Global Trade</i>. Minneapolis: University of Minnesota Press. <p>This week will also feature a special interview with investigative journalist and novelist, Tim Maughan, discussing his work on global commodity chains and e-waste.</p> <p style="text-align: center;">CRITICAL RESPONSE 2 DUE NOV 20</p>
<p>12</p> <p>Nov 24</p> <p>Nov 26</p>	<p>Part II Flows: Global Inequalities</p> <p><u>(Session 20): Poverty, Health & Hunger</u></p> <ul style="list-style-type: none"> • Wade, R., & Wolfe. M. (2004). Are global poverty and inequality getting worse?. In D. Held & A. McGrew (Eds.), <i>The Global Transformations Reader</i> (2nd ed., pp.440-446). Cambridge, UK: Polity Press. • Hashemian, F., & Yach, D. (2008). Public health in a globalizing world: Challenges and opportunities. In G. Ritzer (Ed.), <i>The Blackwell Companion to Globalization</i> (pp. 516-538). Malden, MA: Blackwell. • We will also return to our COVID-19 readings here <p><u>(Session 21): Globalization & Gender: Tourism to Trafficking</u></p> <ul style="list-style-type: none"> • Farr, K. (2007). Globalization & sexuality. In G. Ritzer (Ed.), <i>The Blackwell Companion to Globalization</i> (pp. 610-629). Malden, MA: Blackwell. <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Puar, J. K. (2007). Introduction. In <i>Terrorist Assemblages: Homonationalism in Queer Times</i> (pp.1-36). Durham, NC: Duke University Press. • Binnie, J. (2004). Locating queer globalization. In <i>The Globalization of Sexuality</i> (pp. 32-49). London, UK: Sage.
<p>13</p> <p>Dec 1</p>	<p>Part III Futures: Resistance, Revolution & Reform</p> <p><u>(Session 22): Anti-Globalization: Histories and Today?</u></p> <ul style="list-style-type: none"> • Seoane, J., & Taddei, E. (2002). From Seattle to Porto Alegre: The anti-neoliberal globalization movement. <i>Current Sociology</i>, 50(1), 99-122. • Klein, N. (2002). Farewell to ‘the end of history’: Organization and vision in anti-corporate movements. In L. Panitch & C. Leys (Eds.), <i>Socialist Register 2002: A World of Contradictions</i> (pp. 1-14). London, UK: Merlin Press.

Dec 3	<p><u>(Session 23): Reforming Globalization?</u></p> <ul style="list-style-type: none"> Held, D. (2007). Reframing global governance: Apocalypse soon or reform?. In D. Held & A. McGrew (Eds.), <i>Globalization Theory: Approaches and Controversies</i> (pp. 240-260). Cambridge, UK: Polity Press. Held, D., & McGrew, A. (2007). Beyond globalization/anti-globalization. In <i>Globalization/anti-globalization: Beyond the great divide</i> (2nd ed., pp. 161-173). Cambridge, UK: Polity Press.
14 Dec 11	FINAL ESSAY DUE DEC 11

****Note:** The outline is indicative and the reading assignments (and even session topics) can change based on current events. Please check the course onQ site for further information about classes and for any changes to the course outline.

Grading Scheme

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Grade	Numerical course average
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Late Submission Policy

Unless a student has relevant Academic Consideration or Accommodations (see below), assignments will be penalized 2% for every day (including weekends) that they are late. The first 2% is applied 2 hours after a submission deadline and is applied every 24 hours thereafter.

Academic Consideration for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: <http://www.queensu.ca/artsci/accommodations>.

Students in other Faculties and Schools should refer to the protocol for their home Faculty.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Appeals

Take some time to think about your grade and your feedback.

Do not contact the instructor or TAs until at least 24 hours after grades are posted.

Your instructor and TAs are happy to meet with you to discuss your assignments and how to improve; however, grade appeals are formal processes to be submitted to the instructor.

All appeals must be:

- < 1 page (single spaced)
- Engage with assignment instructions
- Engage with feedback
- Explicate strengths and weakness of paper (critical reflections)
- Highlight areas you felt were overlooked.

NB: Simply not being happy with your grade or the fact that you 'usually' get better grades are not reason enough to appeal. We are very happy to discuss your expectations, goals and problems in general, and offer whatever support we can. However, any appeals must be about the specific assignment and grading process.

If the matter cannot be resolved with the TA and the Instructor, the student can appeal to the Head of the Department, who will ask a member of the Department with some or related expertise in the course subject matter to blind assess the work relating to the appeal.

Contact Policy

E-mail is really the only way to contact me during this time of remote instruction. I will usually respond to emails within 48 hours. If I do not respond within 48 hours, please send me a reminder email (I will not be offended). Use of your official Queen's email is required as the Queen's e-mail system will often send non-Queen's e-mails to spam folders.

If the question or problem is similar to ones other students have been asking, I will deal with the answer in my weekly check-in video (see Course Format) above. Otherwise, you will get a short but hopefully useful answer directly.

If the issue is more complex than can be managed through e-mail, an individual MS Teams tutorial can be arranged with me or a TA, but please be aware that both TAs and I can only schedule a very small number of these in any given week.

Please remember too, that neither I nor the TAs can deal with either Accommodations or Academic Considerations directly (see above).

The officially scheduled lecture slots on the timetable will be used for small-group tutorials:

- Tuesdays, 4:00 – 5:30 pm
- Thursdays, 2:30 – 4:00 pm

Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1: http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation_1), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>).

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Student Responsibilities

In addition to completing required assignments before class, I ask that all students keep abreast of international news. While at times it may feel like an 'infoglut', as global citizens, it truly is our duty to be aware of changing world patterns.

I'd recommend *The Guardian*, *Le Monde* & *Le Monde Diplomatique* (en français), *New York Times*, *Washington Post*, *The Financial Times*, the *CBC*, *The Intercept*, *Aljazeera*, *Vice News*, and the *BBC*. Most of these outlets have apps and online content and are also free to access via the library. Each week check out the news section of onQ where I will be posting links to relevant news articles, videos and podcasts.

Normally, I'd be promoting the value of the class-room here, and why you should definitely attend lectures, but this is an unusual year and a first for most of us. Please bear in mind that like every course this year, the format is new and experimental and there are extra stresses on module leaders and TAs as much as there are on you. Not everything will work perfectly and things may change! We've all got to make the best of it. So please do your best to be polite to your module leader and TAs who've worked hard to keep things functioning for you.