

Working draft, ongoing; this fourth draft May 3 2010

Comments invited ! [jai.sen@cacim.net](mailto:jai.sen@cacim.net)

**University of Toronto**  
**10:00-12:00**  
**Department of Political Science**  
**2129**  
**Summer 2010**

**Tuesdays and Thursdays**  
**Sidney Smith Hall, Room**

**POL 438H1(F)**

# **Other Worlds, Other Globalisations 2**

## **COURSE OUTLINE**

**NB : Working draft only ! Not to be cited**

Course Facilitator : Jai Sen  
Office : TBA  
Office hours : Tuesdays 1:00-3:00 or by prior appointment  
Phone : TBA Cell : TBA  
Email : [jai.sen@cacim.net](mailto:jai.sen@cacim.net)  
Webspace : [www.critical-courses.cacim.net](http://www.critical-courses.cacim.net)

**Course participants :**  
TBA

### **Overview**<sup>1</sup>

Most people in civil societies across the world, in both the South and the North, think of 'globalisation' as positive – not social activists perhaps, but generally; but for most others, across the world, and especially across the Global South, it is a negative process, a form of economic and cultural imperialism and an agenda of capital and 'the North' seeking to break down national and cultural barriers to achieve domination; and which, as such, they resent and resist, sometimes militantly.

Looked at more closely however, in both these perceptions, and in the way that the term has come to be normally understood and used, the term 'globalisation' is about what the *civil* parts of societies are doing – led by corporations and the market, but also including 'non-governmental organisations' – and about the diaphanous networks they are building, spanning the globe. Similarly, most media representation, and most research and writing even on how some 'social' movements are resisting such globalisation, and on alternatives these movements are putting forward, is about *civil* movements. Collectively, all this is what some now call 'global civil society' (Keane 2001).<sup>2</sup>

This seminar course (OWOG2) seeks to go beyond this and to focus on, explore, and critically interrogate both this globalisation and *other* globalisations, led by *other* worlds, that it suggests are simultaneously taking place – and that have historically always taken place; and to look at the insurrectionary imaginaries that are sometimes generated, and at the globalisation of such imaginaries. On the one hand therefore, it will look closely at how 'civil society' (that is, the civil parts of society, whether expressed as state, market, or civil movement), and the project of 'civilising the world' are at the heart of what is understood and projected as globalisation; and where, in the minds of its proponents, and whether declared or not, globalisation *is* civilisation (Sen, March 2010). And on the other hand, it will also look at how the

world we live in is also being profoundly globalised both by 'others' and by other, more everyday, processes of globalisation, and also by the rise of new global imaginations.

Here, we will look, for instance, at how monks, migrants, warriors, traders, and slaves have spread cultures and religions over whole regions of the world, in history and today (Chanda 2007). We will also explore how the processes that are today projected as 'globalisation' - and as 'civilisation' - are seen by those who are oppressed and/or marginalised by them, and led to resort to resistance - and sometimes, also to other globalisations, such as in the form of radical Islam and of the global justice movement, among others. And we will look at how, contemporarily, those who have historically been rendered as incivil, such as indigenous peoples, are today coming into their own and redefining the norms of civility and civilisation.

In turn, I hope that these discussions will encourage course participants to suggest and define yet other and perhaps equally significant subjects, for their research and for presentation, for which there are three sessions within the course.

We will especially try to take advantage of and explore the rich diversity of the student population at the UoT, and expectably in this course in particular, both in terms of contributions to the discussions we will have and also, for those who would like to, in terms of personally locating themselves in the processes we will be discussing.<sup>3</sup>

It will perhaps be useful for course participants to note from ahead of time is that I am by background not an academic but in turn, an architect, activist, campaignist, and then independent researcher and editor in social politics - perhaps what some term a 'scholar-practitioner'. The course will therefore be coloured by this. It will be a collaborative course, and I look forward to working with you in this exercise.

As detailed below, the course has four parts :

Part 1 : Globalisation and Its DisContents (Session 1 / S1 - S7)

Part 2 : Mid term Review and Planning Process and Workshop (S8)

Part 3 : Exploring Other Worlds, Other Globalisations - Student presentations (S9 - S11)

Part 4 : Final Review Process and Workshop (S12).<sup>4</sup>

The main objective of the OWOG2 course will be to explore and critically understand other worlds and other globalisations, and in the course of this, 'globalisation' and 'civil society'. But the course will also have some further sub-objectives :

- ✓ To critically locate ourselves, as individuals, with respect to these other worlds;
- ✓ To improve our abilities in critical thinking, reading, writing, and presentation;
- ✓ To develop a bibliography / bibliographies that can act as a resource for further work by participants in this course and by others. The bibliography/ies should include written material, webspaces, films, plays, poetry, and other literature, all of which can and should form references for the course itself. Course participants are also welcome to suggest material in all these modes that we could display and look at during the course; and -
- ✓ To creatively explore the subject and to have fun !

## Course organisation

Keeping the above in mind, this course will be organised as something of an open

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space, taking the shape of a combination of seminar-lectures, some independent research, and seminars led by small groups of course participants.<sup>5</sup> This may be complemented by possible excursions to other related lectures, seminars, or film screenings (at the UoT or other institutions) and/or public meetings or protests on issues related to the course, depending on suggestions by course participants.<sup>6</sup>

This approach has various implications, in particular, that **participation** is an important aspect of the course, and will be one of the parameters on which course participants will be assessed; that **group work** will be enabled and encouraged; that it will attempt to actively draw on the **diversity** that is likely to be present; that **curiosity** and **exploration** will be important features; and that attempting to do all this will require an attitude of **respect** for other course participants and for what they bring to the course, both in academic and personal terms.

Typically, each session will have a mixture of presentation by the Course Facilitator (henceforth 'CF'), some presentation by Course Participants (CPs), and some course planning and admin. The CF will introduce the topic of Sessions 1-6. Each of these sessions, except the first, will involve discussion based on required readings.

Sessions 3-8 will also see presentations by CPs of Review Notes (RNs) they have prepared and submitted in advance; see below for an outline.

In Session 5, on the voice of the indigenous peoples in the world, we will have a Guest Speaker.

Session 8, and approaching it, will be devoted to a *Mid-Term Review*. [To be finalised.] This will be an opportunity for collectively reviewing the ground we have covered, primarily through a mid-term review workshop; for course participants to reflect on what they have learned and to assess the course till this point, and to formulate and put forward outlines for their Term Papers; and for collectively defining further areas to be covered in the course. The 'further ground' defined for the next period will be covered both by CPs and the CF. The Mid-term Review will be done on the basis of a format circulated in hard copy from ahead of time.

In addition to assessing the course, I will also request those who are willing to *anonymously and voluntarily assess my contribution to the course*, on the basis of another format circulated in hard copy from ahead of time; and only if they are comfortable doing so. This purpose of this assessment is purely as feedback, in order to help me make mid-course adjustments, and it cannot and will not be counted in grading. Repeat : This assessment is anonymous and voluntary.

In general, the main purpose of assessing both the course and the CF at this stage will be to help the CPs to understand better what they are getting from the course and what more they expect from it; and in part to help me as the CF to make mid-course adjustments and improvements to the course.

The third Part of the course (S9 - S11) will focus *on opening up the further ground* defined in the Mid-term Review Workshop. We will do this through presentations by small groups of course participants on subjects collectively defined by them, based on Group Papers (or other presentation formats) and the themes for the three sessions, which we will define together. Spread over three sessions, and with probably two presentations per session, the size of the groups will be 4-5 people. We will together define the themes for the sessions and their sequence, then the groups, and then the sequence of presentations. Please be ready by Session 4 / May 20 to suggest both your groups and the topics you will take up, both of which we will finalise at Session 5 / May 25. To the extent possible, try and form mixed groups,

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both to complement and to creatively challenge each other.

The course will end with a *Final Review Workshop* during S12, on June 17, to review the subject of the course, the ground we have covered, and the Course Facilitator, and to define agendas for possible further work, both by course participants and myself; and with submission of Term Papers by *noon the next morning*, June 18.

**Readings :** I have prepared an extensive Reading List (separate document). I have requested that the required readings be reserved at the Library, and plan to post readings that are less easily available on a specific webspace for the course (see below) and to prepare a Reader, which will be available ... [TBA].

On the other hand, I will also be expecting course participants to come up with suggested readings for the sessions that they are going to be presenting at (ie during Sessions 9-11), and in general to make additional suggestions for readings suggested, both general and for specific session. (The latter may perhaps especially be the case in terms of Canada and of the struggles of indigenous peoples in this region of the world, where I would be happy to learn from you.)

**Course Webspace :** We at the organisation I work with, CACIM (Critical Action : Centre in Movement), have created a webspace for this course; see [www.critical-courses.cacim.net](http://www.critical-courses.cacim.net). I will be posting all course-related things up there, including this Course Outline and the Readings List; and you are free to use it for developing this outline even as we go through the course; for posting additional related readings, recordings, photographs etc, that you come up with; for any interesting links you find; and for posting all material that you generate – your Review Notes, your Term Paper, etc. In addition, and if you would like to, you can also use this for creating spaces for exchange on your course-related work. As a start I am placing this Course Outline up there, as well as all readings not easily otherwise available.

## Course character

All those enrolling for this course should note the somewhat open, exploratory, and participatory nature of this course, and moreover where as facilitator I believe I will be learning as much as the course participants. Course participants are also requested to be tolerant, respectful, and open to diversity and to diverse perspectives. We will all be learners in this process, and I look forward to this.

At the same time however, all spaces, including the open, have their limits and their rules (Sen, May 2009a). As such, I propose that one limit in the course should be that there will be no space for racist or sexist content, nor for domineering behaviour. We will discuss this, and attempt to come to agreement on such policies at the outset of the course.

Borrowing from the work done by Vanessa Andreotti and her colleagues at the University of Nottingham in the UK during 2004-6, in their 'Other Worlds' project, I put forward and ask you to consider the following as a framework for how we might see what we will do together in this course :

- (a) *Everyone has knowledge* – we all have our own lenses to look through at the world;
- (b) *Every knowledge deserves respect* – these lenses are legitimate, but they are constantly reconstructed and, moreover, bound to particular contexts;
- (c) *Every knowledge is partial and incomplete* – as the lenses are constructed within particular contexts they are informed by particular assumptions and lack information from other contexts and assumptions; and

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(d) *All knowledge can, and should, be questioned* – the assumptions that inform the construction of the lenses as well as their implications and other possibilities of assumptions should be examined.<sup>7</sup>

In addition, I encourage an ethic of what the indigenous peoples of the Andes call *buen vivir*, or living well, even in the course of our studies. As conventionally practiced, research and study is extractive in nature (where those studying are the main gainers, and those studied are expected only or mostly just to give). As a general ethic and approach, and especially for the research we will do in this course, I suggest that we see it as being our responsibility to try to conduct our research and study (a) as non-violently and non-extractively as possible, and (b) to 'pay back' to 'the communities' that we study - who are in many senses our real teachers - as much as possible of what we learn; such as (in this case, where actual contact with communities will be involved) by orienting what we do to speak to such communities, with respect (Childs 2003), and by posting and publishing what we produce. We each need to find our own way of doing this, and we will make time to discuss this together.

Finally, and at all times, the course will place emphasis on *locating oneself with respect to what one is studying* and to *critically examining oneself and one's own experiences* in relation to the other worlds and to the 'others' whose lives and struggles we will be discussing.

## Course output

This course requires four types of output by course participants :

1. **Review Notes : One per week, just 1 page long**, during Sessions 3-8, on the topic of that session : Critical reviews of weekly assigned readings or of watchings, listenings, and/or web participation that you do. Your RNs should aim to succinctly :
  - o Summarise whatever you have read / watched / taken part in;
  - o Critique / critically engage with it, including by attempting to locate yourself with respect to the subject; and -
  - o Raise questions and issues for further exploration, both by yourself and by other CPs / readers.

The RNs should give full reference and access details of the article or webpage being reviewed.

The RNs will be presented according to groups (A and B) formed in Session 1. Group A will present on Tuesdays and Group B on Thursdays. The groups will be formed on a random basis (by the initials of first names, and organised as 1, 3, 5 etc in A and 2, 4, 6, etc in B).

The RNs will be due at 9:30 am on the day before your presentation, each week, by email to the CF and to all Course Participants, and in hard copy at the submission identified under 'Additional Information'.

Since you will be presenting once a week, over three weeks, this means you will do a total of three RNs.

Since 12-13 CPs will present at any given session, each CP will get 3 minutes for her presentation, and with a 20-minute discussion at the end of all the presentations. Being succinct in both your written and verbal presentation will therefore be key !
2. **Course Review** : A note *critically* reviewing the first part of the course for presentation at the first / mid-term Review Workshop at Session 8 in this course, ie **June 3**, to help the Course Facilitator make mid-course improvements. 3-4 pages long, as per format circulated including a table;

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in point form, if you prefer.

Again, *be succinct* ! But also reflective, and engaged.

Your mid term Course Review assessment will be **due at the start of S6, on May 27**, to be handed in at class in hard copy, and with soft copies to be sent to the CF and copied to all CPs by that evening.

3. **Group Presentations** : During Sessions 9-11 (on June 8, 10, and 15), small groups of 4-5 students decided upon in S6 (May 25) will make brief presentations of papers (or in other form) that they will have jointly written, on the themes of those sessions that will also be decided at the same session.  
The groups will therefore have 10-20 days to prepare their papers / presentations.  
There will be two presentations per session, and so six presentations in all. Keep in mind that the Group Presentations made during these sessions *will be the main substantive presentations for each of those sessions*, replacing the role played by the Course Facilitator in earlier sessions. They should therefore aim to be both succinct as well as comprehensive, engaged, and provocative in terms of the overall theme of the course. Groups must try and make sure that they both develop and present their ideas together, and their presentations should include a brief summary of the contributions of each group member.  
If the presentations are in the form of papers, then the group papers should be **5-10 pages long**. If the presentations are to be made in other formats, the groups must consult the CF regarding format, size, etc - but must be circulatable !  
The group presentations will be due at 10 am on the day before the session on which they are to be made, in hard copy in the place specified below under 'Additional Information' and in soft copies to the CF and to all course participants.
4. **A Term Paper**, written individually, on a subject of your choice and within the broad framework of the course.
  - **Outline proposals** for the paper, including your methodology, should **in by Session 5, May 25** (3-5 pages in length).
  - **Final papers** (10-25 pages long) **to be submitted on or by Friday, June 18, 5 pm**. (Please note that I have to submit grades by June 22, *so getting your paper in after June 18 will be too late.*)

This is aside from :

- The **Self-Assessment table** I will ask you to fill in during the last week of the course, and -
- The **confidential formal assessment** of the Course Facilitator that you will be doing at the end of the course, in the final session, as per University requirements.

### **Output format**

All papers must be typed (10-12 point), space and a half, and have standard margins. They are due in on the dates specified. The course process is going to be tight; so late RNs, outline Term Paper proposals, Group papers and presentations, and Term Papers will lose half a percent per day late.

*Retain copies of work submitted* : It is crucial that you retain hard copies of all assignments submitted in the course. Also remember to keep a backup copy !

## Grading

Review notes	Mid-term Course Review	Group Presentations	Term Paper	Course Participation
15% Each RN will be worth 5%	10%	15%	50% Term Paper Proposal, with preliminary bibliography, 10%; Main paper, 40%	10%

To help me with grading, I have developed and will maintain Course Participants Assessment Matrices (CPAMs) for all four Course Outputs and for course participation. If you would like to take a look at them, you will find them on the course website.

In the final week, all Course Participants will be invited to *voluntarily* fill in and submit a Self-Assessment Matrix, which is broadly based on the Course Participants Assessment Matrix for course participation. This self-assessment is NOT mandatory and will NOT be taken into account for grading, but will be very useful in pedagogical terms - for me, to compare with the grades I finally come up with, using the various matrices I will be maintaining, and I hope also for you, to better understand your strengths and weaknesses.

## Consultation

You are always welcome to consult me on any questions or concerns, either by email or personally, during my office hours or by prior appointment.

## Additional information

**Punctuality :** I am attempting to pack a lot into the six weeks we will have together. You must help me by being *punctual with everything* - attending classes, submission of reviews and papers, etc. Classes officially start at ten minutes past the hour. Please definitely be there by then, and if possible before.

**Respecting diversity :** As you surely know, Toronto is one of the most diverse cities in the world, and the composition of students at the University reflects this, including a very high proportion of international students. Given the subject of the course, we can expect that there will be a rich mix of participants in the course. A key aspect of this course will be to learn to both act respectfully with each other and to creatively (and respectfully) explore this diversity and difference, both in academic terms and socially. I hope you will join me in this !

**How I will receive submissions :** In the case of soft copies as indicated, by email at [jai.sen@cacim.net](mailto:jai.sen@cacim.net), and in the case of hard copies, in the box located at ....., by the respective deadlines indicated !

**Using New Media :** As also suggested above, I encourage students to consider using new media for their term papers and presentations. The University offers facilities for this : .....

Now come two difficult points :

**Academic integrity and Plagiarism :** Please do recognise the importance of academic integrity, and please do avoid plagiarism, at all costs ! Please also be aware of the University's own policies here : The University has a policy on instructional offences (such as plagiarism). For details, consult the .....

**Use of Mobiles :** Please keep your mobile phones switched off or on silent mode

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while in class !

**Annexures**, available at <http://critical-courses.cacim.net/twiki/tiki-index.php> :

OWOG2 Suggested Readings

OWOG2 Suggested Framework for a Mid-term Course Review by Course Participants

OWOG2 Course Participants Assessment Matrix A1 : Weekly Review Notes

OWOG2 Course Participants Assessment Matrix A2 : Mid-term Course Review

OWOG2 Course Participants Assessment Matrix B : Course Participation

OWOG2 Course Participants Assessment Matrix C : Term Papers and Presentations

OWOG2 Course Participants Assessment Matrix D : Group Papers and Presentations  
(to come)

OWOG2 Course Participants Assessment Matrix E : Overall Collated Assessments,  
Class as a Whole

OWOG2 Course Participants Assessment Matrix F : Self-Assessment

## Course Schedule

With two sessions per week (Tuesdays and Thursdays), we will roughly attempt to address **a cluster of issues each week**, among other things to make the task of doing Review Notes easier :

### Part 1 : Globalisation and Its (Dis)Contents

#### Session 1, Tuesday May 11 : What is Globalisation, and what is this course all about ?

##### Part 1 :

- Self introductions
- Introduction to course and to the concepts of other worlds and of other globalisations, and of insurgent imaginations
- Critical engagement with the dominant neoliberal concept of globalisation and with the practice and theory of movements for alter-globalisation / 'globalisation from below'.  
Globalisation vs 'We are everywhere'. A look at recent and current developments - from growing national and regional protectionism to the rise of religious fundamentalisms as a reaction to the impacts of 'globalisation'
- A first look at the rise of the globalisation of insurrectionary imaginaries.

##### Part 2 :

- Introduction to the concept of open space and the pedagogy of critical engagement
- Planning for the course; discussion on policies for the course :
 

<ul style="list-style-type: none"> <li>o Respecting and exploring diversity</li> <li>o Sexism and Racism</li> <li>o Transcommunality</li> <li>o The role and significance of critical reflection and study</li> <li>o <i>Buen vivir</i> : 'Paying back' to the</li> </ul>	<ul style="list-style-type: none"> <li>o communities studied</li> <li>o How I will collect personal information</li> <li>o How I will collect papers</li> <li>o Email practices and expectations</li> <li>o Office hours and individual consultations</li> <li>o Any others ?</li> </ul>
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- Forming two groups (A and B) for the presentation of Review Notes during Sessions 3-8 - A on Tuesdays and B on Thursdays
- First discussion of the possibility of publication of material produced in course
- First suggestions for additional resource people we would like to invite in, time allowing
- Preliminary planning for Mid-term Review Workshop (see S8 for suggested content)
- Preliminarily looking ahead to Part 3 of the course, the 'second half' (which will in part be a function of the size of the class and of the interests of actual course participants).

#### S2, Thursday May 13 : Civility and incivility : What are 'civil societies' ?

- Critical exploration of the dynamics and dialectics of civility and incivility and of a 'global civil society'
- Further discussion on the theories and practices of alter-globalisation and of global resistance.

#### S3, Tuesday May 18 : Religion, trade, colonisation, war, and globalisation

- Presentation and discussion of first set of Review Notes, Group A
- CF Presentation, and discussion.

#### S4, Thursday May 20 : Imagined communities : Migration, memories, and

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## globalisations

- Presentation and discussion of first set of RNs, Group B
- CF Presentation, and discussion

*Also, course admin tasks :*

- Planning ahead to Midterm Review Workshop on June 3, initiating the review process
- Listing, prioritisation, and finalisation of topics for Sessions S9, S10, and S11
- Planning for formation of small groups for Sessions S9, S10, and S11
- Circulation of format for Mid-Term Course Review (due S6 / May 27).

### **S5, Tuesday May 25 : First Nations, First Worlds / First Peoples, First Perspectives : The Voice of the Indigenous in the World**

- Presentation and discussion of second set of RNs, Group A
- **Guest Speaker : Ben Powless, IEN** (Indigenous Environmental Network); discussion

*Plus :*

- Outline Proposals for Term Papers due in
- Finalisation of topics for presentations during Sessions S9, S10, and S11
- Finalisation of small groups for presentations during sessions S9, S10, and S11.

### **S6, Thursday May 27 : The Globalisation of Insurrectionary Imaginations**

- Presentation and discussion of second set of RNs, Group B
- CF Presentation : The pre-history and emergence of a global justice movement; the rise of the radical Islamic movement; the rising voice of the indigenous in the world. Discussion

*Plus :*

- Circulation of format to CPs for anonymous assessments of the Course Facilitator
- Submission of Mid-Term Course Reviews (*hard copies at the start of the session, soft by the evening*)

### **S7, Tuesday June 1 : The Globalisation of *Buen vivir* : Living at peace with the world**

- Presentation and discussion of third set of RNs, Group A
- CF Presentation, and discussion

*Plus :*

- Submission by CPs of their anonymous assessments of the Course Facilitator in hard copy only (for feedback only) - before the Session, by 9:30 am
- Preparation for Mid-term Review Workshop.

## **Part 2 : Midterm Review & Planning Process**

### **S8, Thursday June 3 : Midterm Review Workshop**

- Presentation and discussion of third set of RNs, Group B : Choice of theme from S6 or S7

*Plus :*

- Verbal presentations by course participants of the main points of their Mid-term Course Reviews as submitted at S6, May 27 (graded); 3 minutes each. Discussions. [To be finalised]
- Presentation by CPs of outline proposals for their Term Papers (written and verbal)

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- First submission by course participants of bibliographies and other resource material
- Final review of topics for presentations by groups during sessions S9, S10, and S11.

### **Part 3 : Other Worlds, Other Globalisations - Course participant explorations and presentations**

**S9**, Tuesday June 8 : SESSION TOPIC TO BE DEFINED, during Midterm Review Process

[Two Group CP presentations - each 15-20 minutes + 30 mins discussion]

**S10**, Thursday June 10 : SESSION TOPIC TO BE DEFINED, during Midterm Review Process

[Two Group CP presentations - each 15-20 minutes + 30 mins discussion]

Plus :

- Self-Assessment Matrices distributed (due at Final Workshop, June 17)

**S11**, Tuesday June 15 : SESSION TOPIC TO BE DEFINED, during Midterm Review Process

[Two Group CP presentations - each 15-20 minutes + 30 mins discussion]

### **Part 4 : Final Review Process**

**S12**, Thursday June 17 : **Final Review Workshop**

1. Completion and submission of University Teaching Evaluation Questionnaire, as per university procedures
2. Submission of Critical Courses Self-Assessments
3. **Review Workshop :**
  - How do we now see the concepts of other worlds and other globalisations ? Key lessons and principles
  - What have we learned from each other, in this regard and others ?
  - Would any course participants like to follow up the Other Worlds, Other Globalisations course ? Planning for publications, for collaborations, for networking, for further studies.

**S-day**, Friday June 18 : **Submission of Term Papers, by 5 pm**

*(Repeat : Please note that I have to **submit grades on June 22** - so getting your paper in **after June 18 will be too late !**)*

Friday June 18

#### **Collective Critical Courses Party !**

6 pm on  
fellow

All participants and their partners invited, as well as Guest Speakers,

Faculty members, and administration

Location : TBA

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*Your comments are always very welcome !*

Jai Sen

CACIM - India Institute for Critical Action : Centre in Movement  
A-3 Defence Colony, New Delhi 110 024, India

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Web [www.cacim.net](http://www.cacim.net)

## **Notes**

<sup>1</sup> This Outline is based on the one I developed for a course of the same name that I gave at Carleton University in Fall 2006; see <http://critical-courses.cacim.net/twiki/tiki-index.php?page=OWOGHome>. (Therefore the nickname now, OWOG2.) In particular, I have gained a lot by revisiting a paper that one student each from the two courses I gave at Carleton and I co-wrote back in 2007, after the course : Emilie Hayes, Mat Nelson, and Jai Sen, October 2009 - 'Open Space as a Learning Environment : Engaging Critically with the Pedagogical Aspects of Critical Courses @ Carleton'; accessible @ <http://critical-courses.cacim.net/twiki/tiki-index.php?page=RCCSHome>, I'd like to thank my co-authors once more for the privilege of thinking through this course and the ideas behind it.

Although now posted, this Outline remains a working draft, and if the last time I gave this course is any indication, this will go through several more versions - as a result of comments I hope to get from other colleagues and friends, members of a voluntary advisory group I am consulting for this course towards its finalisation, and then as a result of the feedback I hope to get from new colleagues at the University of Toronto and, in time, from course participants. (See the Carleton final version, as above, for my acknowledgement of debt that first time round; my thanks once again to all of them.). At this stage, I'd already like to warmly thank André Drainville, Janet Conway, and Kari Polanyi Levitt for their comments on the first draft that I circulated of this Outline. My thanks also to Melissa Williams, Director, Centre for Ethics, and Professor of Political Science at the University of Toronto, for suggesting the idea of my giving this course in the first place, and to Linda White, Associate Chair of Political Science and Director of Undergraduate Studies in the Department of Political Science at the University of Toronto, for her helpful advice with respect to my framing this Course Outline according to the university's requirements.

<sup>2</sup> See separate OWOG2 Reading List for full citation.

<sup>3</sup> This turned out to be one of the richest discoveries in the earlier edition of this course, at Carleton, where 6 out of the 11 participants in the (graduate) class were 'internationals'. (The eleven were : Ajay Parasram, K Althea Brown, Ana Maria Vega Baron McTavish, Andrew Crosby, James Dooley, Mathew Nelson, Mihaela Ecaterina Vieru, Nana Kyeretwie Osei, Sam Cartmell, Valentina Jovanovski, and Vicki Hui-Ling Wang.) Several of the internationals elected to, in different ways, reflect on and explore their own backgrounds in the course of the course, directly or indirectly - and where they seem to have found this a valuable experience also at a personal level. See the Carleton course @ <http://critical-courses.cacim.net/twiki/tiki-index.php>, for some of the course output.

<sup>4</sup> I refer to the Midterm and Final Review Workshops as 'Parts' of the course because they, and the processes they will involve, will be major learning points in themselves, both in preparation and in implementation.

<sup>5</sup> For a description as well as a critical and reflexive review of OWOG1, the first edition of this course, where I first tried out this approach, see : Hayes, Nelson, and Sen, October 2009 - 'Open Space as a Learning Environment : Engaging Critically with the Pedagogical Aspects of Critical Courses @ Carleton'.

<sup>6</sup> Just as examples, and even though both of these just fall outside the period of the course, course participants may like to note from now that :

- During June 22-27 2010, the 'g8/20 Toronto Community Mobilisation' is going to take place in Toronto, around the g8/20 meetings scheduled to be held in the city at that time, including on Indigenous Sovereignty and on Migrant Justice; see <http://g20.torontomobilize.org/>; and -
- During June 22-26, the second US Social Forum - where many of the issues we will be looking at in the course will be discussed - will take place in nearby Detroit; see <http://www.ussocialforum.org/>.

<sup>7</sup> From : , forthcoming - 'Creating Open Spaces', in Jai Sen, ed, 2010 - *Imagining Alternatives*, Book 3 in the *Are Other Worlds Possible ?* series. New Delhi. Also see [www.mundi.org.uk](http://www.mundi.org.uk) and <http://www.osdemethodology.org.uk>; or contact her directly, @ [vanessa.andreotti@gmail.com](mailto:vanessa.andreotti@gmail.com). See also : Vanessa Andreotti and ors, nd, c.2006 - 'Critical Literacy & Global Issues'. OSDE Methodology, Centre for the Study of Social and Global Justice, The University of Nottingham, [osde@osdemethodology.org.uk](mailto:osde@osdemethodology.org.uk). Available @ <http://www.osdemethodology.org.uk>; and : Hayes, Nelson, and Sen, December 2007.