INTERROGATING GLOBALIZATION

INTL 495-01

International Studies Capstone – Fall 2015

TR: 3.05PM-4.20PM

Classroom: Bellsouth 315

Instructor: Prof. Lisa M. Samuel
Office: 9 Glebe Street, Rm. 202
Office Hours: unless otherwise indicated by the Instructor - Wednesdays, 11am – 2pm; and by appointment.
Telephone: 843-953-3389
E-mail: SamuelL@cofc.edu

Course Description

“At the end of the twentieth century, globalization became an all-purpose catchword in public and scholarly debate. Government officials could attribute their country’s economic woes to the onslaught of globalization, business leaders justified downsizing of their companies as necessary to prepare for globalization, environmentalists lamented the destructive impact of unrestrained globalization, and advocates for indigenous peoples blamed the threatened disappearance of small cultures on relentless globalization. As different parties used the term in disparate ways and the concept itself turned into a global symbol, its meaning became inflated. Globalization risked becoming a global cliché” (Lechner, Frank J. and John Boli, eds. 2008. The Globalization Reader. Oxford: Blackwell Publishing). Thus ‘globalization’ is a complex, contested, fluid and flexible concept; what it means, to whom and why will be our focal points of inquiry.

As the capstone course for the International Studies Major, this course takes a critical, multi-disciplinary approach to the topic of international studies and globalization, providing an overview of the vast and ever-increasing literature from the perspectives of international relations, political science, anthropology, sociology, geography, history, international law, and economics.

First, we will address the historical underpinnings and intellectual precedents of globalization. We then turn to the literature concerned with the seeming transformation of social relations brought about by globalization. We will also explore ethnographic and critical approaches to the study of globalization.
Throughout the semester, we will be considering how globalization “works” as a discourse, how globalization is experienced, what its attributes might be, what shifts in political economic power relations the term denotes, and how we might develop a critical approach to its study.

The **International Studies program learning outcomes** for this course are:

- Students will demonstrate global awareness.
- Students will demonstrate an ability to analyze global phenomena from the perspective of multiple disciplines.

Both outcomes will be assessed based on the final research paper in this course.

**Required Texts**

3. Other readings, handouts and supplements which will be posted in OAKS, and/or emailed to you, and/or distributed to you in hard copy throughout the semester. These are marked with an * below.

**Please Note:** This syllabus, including the class schedule, readings, and assigned work and exams, is subject to change as necessary, at the discretion of the Instructor. Changes will be announced in class and by email. It is the responsibility of each student to keep up with all readings and assignments.

**Course Requirements and Grading**

**Class Format**

Our purpose in this class is to create a dynamic and focused intellectual environment in which learning is a collective process. To that end, we will analyze, critique, and debate the weekly readings.

Please note that participation comprises a significant portion of the course grade. There will be little formal lecturing on my part. Instead, class time will be spent in open discussion with the use of a modified Socratic question and response method. During the class, I will call on students at random to respond to questions about the text and/or assigned material. In answering, continued failure to demonstrate that you have read and wrestled with the assigned material will lower your participation grade.

**Class Attendance**

Attendance is **mandatory**. I will record your attendance at every class session. In general, irregular, unexcused absences may lead to the reduction of your overall grade at my discretion (see below for further detail). Furthermore, class participation counts for 20% of your final grade; at the risk of stating the obvious, if you are absent, you cannot participate.
Class Participation
You are expected to read all of the assigned material prior to the class for which it is assigned, and to actively participate in class discussions. Constructive, productive, respectful class discussion is something I take very seriously. I not only encourage it, but require it of each of you (see below re Class Participation and Courtesy in Class). Once we have such discussion going, I will not stifle it. This may mean that there are times when our class appears to go “off topic” – but do not assume this to be the case. Often such discussions lead to the new “ways of seeing” old material and ideas which I consider vital to your learning experience in my class.

Learning should not be viewed as a passive exercise in which you listen to your Instructor lecture on a particular topic. I expect you to participate in class discussions by asking questions and making observations about the readings, and by analyzing the topics critically. Critical thinking is an ongoing process of continuous assessment and reassessment of the dominant views in a field of study. My goal is to engage everybody in a continuing dialogue with the readings and with each other. I value the quality of your comments. Please do not simply repeat what has been said in class. Attempt to provide an analysis of the material covered.

As noted above, part of your final grade will depend upon your class participation. The grade I assign for your class participation will be based on the quality rather than the frequency of your participation during class meetings. To improve the quality of your participation, finish the assigned readings for the week before coming to class and keep yourself informed of current global events by regularly following the news.

If you do not feel confident about expressing your opinion(s) on a particular issue that is taken up for discussion, then ask a relevant question. Often, a thoughtful question that is well-formulated will earn you more points than an unsubstantiated and irrelevant statement. Please do not hesitate to ask for explanations of terms used in class.

Assignments
Details posted on OAKS.

Grading
The final grade will consist of the following:
- Discussion Leadership 10%
- Research Paper Proposal 10%
- Research Proposal Presentations 5%
- Literature Review & Annotated Bibliography 15%
- Research Paper 25%
- Visual representation 20%
- Participation 15%
Grading Scheme

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Your final grade will be determined by the quality of your work as set out above. I grade on a straight scale; I do not curve or otherwise judge your performance against that of your classmates.

If you wish to know your current grade standing in class, inquire with me about this in person. I do not give or “discuss” grades by email; this is to protect your privacy.

Remember that attendance is required and participation is taken into account in your final grade to a significant extent (see above). For some class sessions, you will be given and/or sent discussion questions about the readings by email, which you are expected to prepare for in-class participation.

**Note:** Your grade will be lowered if you have more than 3 unexcused absences. Unexcused absences in excess of 3 will result in grade penalties, and may include removal from the course roll. You are required to report your fourth and any successive absences with appropriate documentation to the Absence Memo Office at 67 George St. You are responsible for obtaining/studying all material, including readings, films, and lectures, whether you are present or absent from class. I will not normally grant extensions for assignments, and late assignments will be penalized. Papers are due on the dates stated at the beginning of class sessions. Emailed or late papers will face grade deductions. Every day a paper is late, your grade will be reduced by 5%; a paper more than 4 days late will receive an automatic grade of F. To reschedule a make-up exam, you must provide a formal excuse and the respective evidence, such as a doctor’s note routed through the Absence Memo Office.
Changes to this Syllabus are at the Discretion of the Instructor

International Studies Capstone
INTL 495-01
Fall 2015
Samuel

Special Circumstances
If you have any kind of special circumstances which I should be aware of, please do let me know early on so that your learning needs may be appropriately met. If you have SNAP accommodations of any kind, please make the appropriate notifications and arrangements with the Center for Students with Disabilities within the very first week of class. Alternatively, if you have any sort of undiagnosed learning disability, a physical impairment of any kind that will require special arrangements for taking class notes, papers, or exams, if you are an athlete or a member of any club or organization which will cause you to travel during our course, please let me know so that the appropriate steps may be taken.

Courtesy in Class
As the semester progresses, you will be exposed to a wide range of perspectives, approaches, practices, and opinions. These you will encounter in your assigned readings, and in the views expressed by your instructor and fellow classmates. You may disagree with these on a personal, religious, or scholarly level. However, you are expected at all times to demonstrate respect for the views of your classmates, your Instructor, and the published scholars whose work you will read. If you wish to discuss perspectives, approaches, practices, and opinions with which you may not agree, you must do so in an informed fashion which demonstrates that you have engaged with the relevant course material, and in a manner which does not belittle or intimidate, or disrupt class. By us all adopting such a posture, it is hoped that you will find our course to be a challenging, inspiring and enlightening experience in which you have the opportunity to revisit and, perhaps, revise, what you believe to be “truth” in the context of International Studies.

Center for Student Learning
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

Academic Honesty: College of Charleston Honor Code and Academic Integrity
When you enrolled in the College of Charleston, you signed an Honor Code. I expect that you will abide by that Code. I have zero tolerance for academic dishonesty.
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.
Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

If you are unfamiliar with the College’s plagiarism policy please consult your student handbook. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Please Note…

…my office hours and contact information as set out at the start of this syllabus. Please do not hesitate to let me know if you have any questions, concerns, special circumstances, or problems. If a crisis arises which will impact your ability to fully participate in our class, please contact me ASAP so that we can work towards a resolution. Last, but not least, please know that if you attend classes, complete your preparations, and attempt to participate in class, but still have some difficulty, I will do my utmost to help you understand and engage the material – that said, you must be sure to attend fully to your own responsibilities as part of our class.

NOTE: Changes to this syllabus are at the discretion of the Instructor

Course Schedule

Aug. 25 – Introductions & expectations
No assigned reading

Aug. 27 – Overview of Course Material
Please read and review our syllabus carefully, and come prepared with any questions you may have re the course requirements and/or material.
Changes to this Syllabus are at the Discretion of the Instructor
International Studies Capstone
INTL 495-01
Fall 2015
Samuel

Reviewing Concepts and Connections

Sept. 1 – Globalization – An Economic Phenomenon?
Steger, chap. 3 & *Mingst, Economic Liberalism - excepts
Reading Guide: What does the economy have to do with globalization? What is economic globalization? What role do governments play in this context? And international economic institutions? And transnational corporations? What is the IMF? What was it created to do? What does it do now? What are structural adjustment programs? What characteristics do they have? What is the GATT? And the WTO? What were they created to do? What is the World Bank? What was it created to do? What does it do now? What is neoliberalism? Give examples of neoliberalism in practice. Are the benefits of free trade distributed evenly among all countries? If not, why not? Is it correct to assume that markets will regulate themselves? Have we learned anything about this from the financial situation facing the world today?

Sept. 3 – The Globalization of Politics?
Steger, chap. 4
Reading Guide: What, in general, is political globalization? What, in general, does political globalization involve? What is the extent of political globalization, i.e., how far has this process” gone? Discuss Steger’s 3 “fundamental questions”: (a.) is it really true that the power of the nation-state has been restricted by huge flows of capital, people, and technology across territorial boundaries? (b.) are the main causes of these flows found in politics or economics? (c.) are we now living in an age of “global governance”? Why might it be argued that the power of the state is being eroded? What patterns might we identify which suggest this? On the other hand, why might we say that the state is still powerful in its own right? And on another hand (!), could we say that the role of the state has changed? If so, how? What is “global governance”? Is global governance challenging the traditional power of the state?

Sept. 8 – Defining Globalization, Complicating Globalization
Steger, chap. 1
* Sen, Amartya. 2002. How to Judge Globalism. The American Prospect, 13, 1

Sept. 10- Library Day
Begin research for your Final Research Paper
Sept. 15 – Experiencing Globalization: Inequality

* Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* – extracts
* Wolf, Martin. 2004. *Incensed About Inequality* – extracts
* Milanovic, Branko. 2012. *Global Income Inequality by the Numbers: In History and Now.* Extracts

Listen in class to *WEF India Economic Summit – “Inequality is the Issue of Today,”* AND Class discussion

1) Consider possible connections between globalization and inequality.
2) What is the “neoliberal” argument about the world distribution of income?
3) Does a country’s integration into the world economy help its poor?
4) Is inequality a global problem, or is it confined to one or more regions of the world?
5) Are there cities which are “sites of protest” by the very fact of the existence of extreme inequality therein? Examples?
6) How is gender inequality connected with global inequality?
7) Consider whether governments making their countries attractive to foreign investors = governments “selling their people.”
8) Now – let’s move beyond the figures and the conceptual discussions: Consider and discuss the very real consequences for real people who experience poverty and inequality. Can we reconcile the concepts with their experiences?

Sept. 17 – Experiencing Globalization: Knowledge Construction and Representation


Sept. 22 – Research Proposal Presentations I

Sept. 24 – Research Proposal Presentations II

Sept. 29 – Experiencing Globalization: Institutions I

Changes to this Syllabus are at the Discretion of the Instructor

International Studies Capstone
INTL 495-01
Fall 2015
Samuel

Oct. 1 – Experiencing Globalization: Institutions II

Oct. 6 – Experiencing Globalization: Institutions III-Structural Adjustment
Jamaica and Greece
*Greece, Jamaica, and the IMF. From www.guardian.co.uk
AND
You will have viewed the documentary Life and Debt prior to coming to class – on reserve in the library; AND
FOR THIS CLASS, EVERYONE IS REQUIRED TO BRING IN ONE (1) NEWSPAPER ARTICLE THAT DEALS WITH the current indebtedness of GREECE and its consequent relations with the EU and the IMF (OTHER THAN ASSIGNED MATERIAL), AND COME PREPARED TO DISCUSS SAME.

Oct. 8 – Globalization: What Have We Learned So Far?
No assigned reading - Class discussion

Oct. 13 – The Elephant in the Room: Neoliberalism

Oct. 15 – Neoliberal Governmentality

Oct. 17-20: FALL BREAK - Enjoy and Be Safe!
Oct. 22 – Africa, China and Globalization
*Ffrench, Howard. The Next Empire.
AND

Oct. 27 – Globalization: Women in the World Economy
*Enloe, Cynthia. The Curious Feminist, pp. 43-68

Oct. 29 – Globalization: Women in the World Economy, continued
View in Class Documentary Maquilapolis
And class discussion:
1) What issues, if any, might we identify when MNC’s come into a town and “set up shop”, and what issues might we identify when MNC’s subsequently leave town?
2) What are the human experiences (both positive and negative) of and under globalization in the context of industrialization? Please think in terms of the raw details here, especially based on what you see in the documentary.
3) Does “free trade” affect women in a negative manner disproportionately vis-à-vis men?
4) What jobs do women tend to hold under the free trade scenario of MNC’s, and why?
5) What are the pluses of foreign direct investment and free trade agreements, such as NAFTA?
6) What is the relationship between governments and corporations in the context of #5 above?
7) Note the theme of the stereotyping of women workers.
8) Note the theme of remittances. What role do remittances play in national developing economies?
9) Are factories such as the ones seen on the documentary sites of resistance against the “ills” of globalization? If so, how so?

Nov. 3 – Globalization: Visual Representations
Visual Representation Assignments due!

Nov. 5 – Globalization: Art Walk
*Our Art Walk!
Changes to this Syllabus are at the Discretion of the Instructor
International Studies Capstone
INTL 495-01
Fall 2015
Samuel

**Nov. 10 – Globalization and Global Culture**

Steger, chap. 5


**Nov. 12 – Globalization: Responses and Resistance I**


**Nov. 17 – Globalization: Responses and Resistance II**


**Nov. 19 – Globalization: Responses and Resistance III**

Steger chap. 7


**Nov. 24 – Globalization: Responses and Resistance**

Review of Literature to date.

**Nov. 25-29: HAPPY THANKSGIVING!**

**Dec. 1– Interrogating Globalization: Lessons Learned**


**Dec. 3 – Interrogating Globalization**

Wrap-up