

## HONORS PROGRAM 113-11:

### INTERNATIONAL ISSUES IN BUSINESS & PUBLIC AFFAIRS

Spring 2013 semester

MW 1:50-3:20 pm in Learning Center (LC) room 379

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Professor: Dr. Lucas McMillan  
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Office Hours: Mondays 8:10-9:10, 10:30-11:30  
Wednesdays 8:10-9:10, 10:30-11:30  
Fridays 8:10-9:10

Tuesdays 11:15-11:45  
Thursdays 11:15-11:45

*For appointments only: Mondays & Wednesdays, 3:20-4:20*

*I am happy to make individual appointments with students. If I am not in my office, please leave me a voicemail message or send me an e-mail. Feel free to ask me questions about assignments and expectations. Students should bring the syllabus and the day's required readings to each class.*



#### **COURSE DESCRIPTION**

This course will examine the politics of globalization. Beginning with the history of globalization, the course will present various perspectives of how scholars have attempted to understand increasing interdependencies and global governance. The course will also examine the intersection of U.S. domestic politics with global issues, such as trade, and pay special attention to the globalization of the American South and South Carolina. One important example of this is the recruitment of BMW to the Upstate in 1992, an event that had far-reaching consequences. We will examine this story and visit the BMW plant in Greer. At the end of the course, students should be able to practically understand the political and economic dimensions of globalization and how globalization has impacted and continues to influence political institutions and movements.

#### **CATALOG DESCRIPTION**

This seminar will take a world wide view of some of the major issues in the fields for which the College of Business & Public Affairs is responsible. The seminar topic will change from year to year but will have an interdisciplinary focus to include economic, social, and political dimensions. The class format will emphasize research, critical analysis, writing skills, and group assignments.

#### **RATIONALE FOR THE COURSE**

You may be taking this course for one or two reasons:

- to complete the Lander University Honors International Program.
- to learn about world politics and globalization, engage as a citizen, and/or develop your personal orientation toward politics.

#### **COURSE OBJECTIVES**

After taking this course, the student will be able to:

- *Describe* the main actors in globalization and the evolution of world political and economic history that has contributed to the globalized world today.
- *Explain* the forces and processes behind globalization, the role of the United States in the modern globalized world, and the globalization of the American South.
- *Apply* an understanding of the main theoretical perspectives from international relations to interpret various strands of globalization.
- *Evaluate* how domestic and international politics are blurred together due to modern globalization and how this leads to difficult policy-making problems.

## LANDER UNIVERSITY POLICIES

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### **STUDENTS' CLASSROOM RESPONSIBILITIES:**

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

**CELL PHONE POLICY:** Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

**ACADEMIC HONOR CODE AND PLAGIARISM:** Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the *Lander University Student Handbook*.

**STUDENTS WITH DISABILITIES:** If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University **Student Wellness Center** at 388-8885 or [studentwellness@lander.edu](mailto:studentwellness@lander.edu). Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester to review their requests for accommodation so that both parties can be clear.*

**INCLEMENT WEATHER:** I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the Lander website, <http://www.lander.edu>. A recorded message will also be provided at 864-388-8000.

## SPECIFIC COURSE INFORMATION

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### REQUIRED READINGS

- Cohn, Theodore H. 2011. *Global Political Economy*. 6th ed. Upper Saddle River, NJ: Pearson.
- Rivoli, Pietra. 2009. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. 2nd ed. New York: Wiley.
- PBS/WGBH-Boston. 2003. *Commanding Heights: The Battle for the Global Economy*. (DVD series). <http://www.pbs.org/wgbh/commandingheights/>
- All assigned articles, book chapters, and essays posted on Lander Blackboard, on reserve in the Jackson Library, or sent to student's e-mail accounts.
- *The New York Times*. Read major stories related to globalization by picking up your copy of the paper each morning by 9:00am in the Student Center. You have full access to the NYT website at <http://nytimes.com/passes>, a link that is also provided on Blackboard.

### GRADING

▪ Internet Research Assignment	5%
▪ 3 Weekly Analytical Papers	20%
▪ Research Paper	25%
▪ Class Participation	10%
▪ 3 Presentations	15%
▪ Final Exam	25%

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions completely, providing facts and evidence, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

▪ A	90-100%	excellent understanding
▪ B	80-89%	good understanding
▪ C	70-79%	satisfactory understanding
▪ D	60-69%	poor understanding
▪ F	below 60%	marginal understanding

### ASSIGNMENTS

An **Internet research assignment** asks students to answer questions about globalization using websites from governments, international institutions, and relevant news organizations. The objectives of this assignment are for students to (a) become more familiar how to do research about globalization (b) which persons currently serve as top-level officials for some governments and international governmental institutions, and (c) stimulate interest in using the Internet as a research tool.

**Weekly analytical papers** get students to synthesize the readings and prepare for in-class discussions. They encourage students to focus on the most important aspects of the arguments presented and provide practice writing professionally for preparation in writing longer assignments. These papers will help students to summarize the main points of the readings as well as sharpen skills of analysis. The summaries may provide help with the research paper and assist in leading class discussions, a part of the participation grade. *Students will be assigned to the three weeks of the course that they are responsible for these papers at the beginning of the semester. No students will be assigned to Weeks 1, 11, or 12.*

The **research paper** assignment asks students to write a letter (5 to 6 pages, double-spaced) from the perspective of a political consultant to either a current U.S. Senator

running for re-election or someone running for U.S. Senate. The paper should address the ways in which U.S. domestic politics and international politics are intertwined in a particular U.S. state due to globalization. The letter should analyze a few issues and provide advice to the politician about how to approach certain issues and explain them to the public.

Students will conduct research on topics to develop their own arguments. This team approach to research should strengthen all papers' research skills. Students must back up their arguments with evidence from relevant and substantiated research from books, magazines, and other current news sources. These letters will be graded on their structure and grammar but also on their use of evidence to support the argument that is presented.

More guidelines about this research paper assignment, such as details about the writing style and accepted methods for citation, will be provided later by the professor. I recommend using the **Lander University Writing Center** in LC 347 for assistance with the briefing paper. Visit <http://www.lander.edu/engfl/writing/writingcenter-home.html> for more information or call 388-8250 to set up an appointment.

***Class participation:*** Students are expected to complete assigned readings prior to class meetings and come prepared to discuss all assigned materials. Since this is a *seminar-style class*, it is vital that students actively engage in discussions because it will help you (and others) better understand course material and amounts to 10% of the final grade.

Students will make three ***presentations*** during the semester: *two team presentations* related to how course topics connect with news in *The New York Times* and *one individual presentation* related to the research paper. Each presentation is worth 5% of the final grade, for a total of 15% for presentations. While the individual research paper presentations will be scheduled, teams will be formed and students will volunteer for their NYT presentations and notify the professor in advance.

A ***final exam*** will consist of essay-style questions covering course material and must be taken by all students. The final exam will be cumulative and should display a mastery of information and concepts from assigned readings and class discussions.

### **COURSE EXPECTATIONS:**

Students are also expected to keep up with major current events in globalization and international politics through regular reading of *The New York Times*. For other global perspectives, I recommend utilizing the following sources: BBC News, <http://news.bbc.co.uk/>; *The Economist*, <http://www.economist.com>, and National Public Radio (NPR)—particularly “The World.” Other resources are available in Jackson Library. I will occasionally send e-mails to students' Lander e-mail accounts with reminders about assignments. Therefore, students should check their Lander e-mail accounts *regularly*.

### **ATTENDANCE**

- Class begins promptly at 1:50pm and students are accountable for all learning that takes place. Students are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.
- After missing 15% of classes (4 classes), a student's final grade will be penalized by a loss of two points from their final grade with each absence thereafter. *Students are responsible for keeping up with the number of classes missed.*

### **LATE POLICY & MAKE-UP ASSIGNMENTS:**

Students are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by the professor or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform the professor about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a make-up exam or accept a late assignment is within the professor's discretion.

**SPECIAL EVENTS & SPEAKERS:** Lander periodically offers special events and speakers discussing topics related to politics in general or specifically to international politics and globalization. When events arise, I will make the class aware of them and may offer some *extra credit* points for response papers to the topics of discussion.

### **MY TEACHING PHILOSOPHY**

Globalization is a word constantly in the news, but not adequately explained and understood. An appreciation for world history and knowledge about the actors and processes involved in globalization will build a greater understanding how globalization has evolved and its different forms—political, economic, environmental, social, and cultural. I seek to create an environment in which students rigorously examine the readings and apply current events to course topics.

While reading assigned material, students should constantly ask themselves these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

Lectures will be used to explain complex material and raise questions to consider, but I hope students will generously participate in discussions to provide new insights about how globalization works. Active learning can increase our general interest and understanding. With class discussions, I hope students will leave the course with the ability to think critically about the challenges faced by policymakers and apply the concepts we learn to make policy assessments and recommendations.

### **IMPORTANT DATES TO REMEMBER**

- |                                    |   |
|------------------------------------|---|
| ▪ Internet research assignment due | Wednesday, Jan. 16                            |
| ▪ Propose a U.S. state to research | Monday, Jan. 28 ( <i>see assignment</i> )     |
| ▪ Weekly Analytical Papers         | Wednesdays ( <i>determined by professor</i> ) |
| ▪ Trip to BMW Manufacturing Plant  | To be arranged                                |
| ▪ Research Paper due               | Wednesday, Mar. 20                            |
| ▪ Research Paper presentations     | Wednesday, April 3 & Monday, April 8          |
| ▪ Final Exam                       | Monday, Apr. 15, 11:00-1:00                   |

### **COURSE SCHEDULE\***

*\*Subject to change with prior notice by the professor.*

**(BB)** = posted on Blackboard; **(R)** = on reserve in the Jackson Library; **(O)** = online

### **PART I: INTRODUCTION**

#### **Week 1: Course Introduction**

Jan. 7 Course Introduction and Syllabus Overview

Jan. 9 What is Globalization?

Social Science Research Council, "Introduction to Globalization" (BB)  
The Levin Institute, "Globalization 101."

<http://www.globalization101.org/> (O)

[NOTE: Students will be assigned different topics to investigate.]



**Week 2: Globalization and International Political Economy**

- Jan. 14 From Small Kingdoms to Today's Modern International System  
 Yale Center for the Study of Globalization, "What is Globalization?"  
<http://yaleglobal.yale.edu/content/about-globalization>  
 Nayan Chanda. 2002. "Coming Together: Globalization Means Reconnecting the Human Community." Nov. 19. (O)  
 Nayan Chanda. 2003. "Globalization in the Mirror of History." (O)  
 Nayan Chanda. 2003. "Globalization After September 11th: An Interview with Thomas L. Friedman. (O)  
 Robert O. Keohane and Joseph S. Nye, Jr. 2000. "Globalization: What's New? What's Not? (And So What?)" *Foreign Policy* (Spring). pp. 104-119. (BB)
- Jan. 16 What is International Political Economy?  
 Cohn, Chapter 1 – Introduction, pp. 2-15  
 Building a Global Economy and the Battle of Economic Ideas  
 "Commanding Heights" film, vol. 1 [begin watching film]  
<http://www.pbs.org/wgbh/commandingheights/>

\*\*\**Internet Research Assignment due*

**PART II: GLOBALIZATION IN THE AMERICAN SOUTH AND THE WORLD****Week 3: Building a Global Economy**

- Jan. 21 *No class—Holiday honoring The Reverend Dr. Martin Luther King, Jr. The inauguration of President Barack H. Obama will occur at noon.*
- Jan. 23 Building a World Economy and the Battle of Economic Ideas  
 Commanding Heights film, vol. 1 [finish watching film]  
<http://www.pbs.org/wgbh/commandingheights/>

\*\*\**Homework*: watch Commanding Heights, vol. 2

**Week 4: The Bretton Woods Institutions and an Interdependent World**

- Jan. 28 Bretton Woods Institutions, U.S. Leadership, and Economic Governance  
 Cohn, Chapter 2 – Managing the Global Economy Since World War II: The Institutional Framework, pp. 18-46
- Jan. 30 Interdependence is Real and Reforms Are Difficult  
 Cohn, Chapter 2 – Managing the Global Economy Since World War II: The Institutional Framework, pp. 18-46  
 Commanding Heights film, vol. 2 [finish watching film]  
<http://www.pbs.org/wgbh/commandingheights/>

\*\*\**Homework*: watch Commanding Heights, vol. 3

**Week 5: Realism, Liberalism, and Marxism**

- Feb. 4 Discuss Commanding Heights, vols. 2 & 3  
 Theoretical Perspectives on IPE: Realism & Liberalism  
 Cohn, Chapter 3 – The Realist Perspective, pp. 56-71  
 Cohn, Chapter 4 – The Liberal Perspective, pp. 77-97

- Feb. 6           Theoretical Perspectives on IPE: Liberalism and Marxism  
                   Cohn, Chapter 4 – The Liberal Perspective, pp. 77-97  
                   Cohn, Chapter 5 – Critical Perspectives, pp. 103-124

### Week 6: Globalization of the American South

- Feb. 11           The American South Goes Global  
                   James C. Cobb. 2005. "Beyond the 'Y'all Wall': The American South Goes Global." In *Globalization and the American South*, eds. James C. Cobb and William Stueck. Athens, GA: The University of Georgia Press. pp. 1-18. (R)  
                   Peter A. Coclanis. 2005. "Globalization Before Globalization: The South and the World to 1950." In *Globalization and the American South*, eds. James C. Cobb and William Stueck. Athens, GA: The University of Georgia Press. pp. 19-35. (R)
- Feb. 13           Globalization in the South and in South Carolina  
                   Alfred E. Eckes. 2005. "The South and Economic Globalization, 1950 to the Future." In *Globalization and the American South*, eds. James C. Cobb and William Stueck. Athens, GA: The University of Georgia Press. pp. 36-65. (R)  
                   Lacy K. Ford, Jr. and R. Phillip Stone. 2007. "Economic Development and Globalization in South Carolina." *Southern Cultures*. 13 (Spring). pp. 18-50. (BB)  
                   Lucas McMillan and Phillip Stone. 2007. "McNair Helped Build State's Global Trade." *The State*. Nov. 20. A9. (BB)

### Week 7: Globalization in South Carolina and Across the United States

- Feb. 18           The Globalization of Spartanburg, South Carolina  
                   Marko Maunula. 2009. *Guten Tag, Y'all: Globalization and the South Carolina Piedmont, 1950-2000*. Athens, GA: The University of Georgia Press. pp. 57-75; 84-92. (R)  
                   Samuel Lucas McMillan. 2012. "Local Leaders and State Supporters in the Global Economy: The Case of Spartanburg, South Carolina." Paper presented at the International Studies Association, Southern Region. October 12-14. Atlanta, GA. (BB)
- Chuck Carroll and Betsy Teter. 1992. "How We Did It." *Spartanburg Herald-Journal*. June 24. Special Section. BMW10-BMW13. (BB)  
                   Douglas P. Woodward and Paulo Guimarães. 2008. *BMW in South Carolina: The Economic Impact of a Leading Sustainable Enterprise*. Columbia: Division of Research, Moore School of Business, University of South Carolina. September. (BB)
- Feb. 20           Dealing with Globalization in Washington, D.C. and in U.S. States  
                   Organization for International Investment, <http://www.ofii.org/> (O)  
                   [see Resources: Insourcing Facts, Jobs by State, & Publications]  
                   Michael Elliott. 2006. "A Backlash Against Globalization?" *Time*, March 20. (BB)  
                   William McGurn. 2009. "Obama and the Clinton Legacy: Governors Understand the Tangible Benefits of Trade." *The Wall Street Journal*. May 12. (BB)  
                   Anthony Faiola and Lori Montgomery. 2009. "Trade Wars Brewing in Economic Malaise." *The Washington Post*, May 15. (BB)  
                   Robert Benzie. 2009. "Premiers Appealing to Governors on Trade." *The Toronto Star*. Aug. 8. (BB)

Samuel Lucas McMillan. 2012. *The Involvement of States in U.S. Foreign Relations*. New York: Palgrave Macmillan. pp. 187-201. (R)

### **PART III: UNDERSTANDING GLOBALIZATION TODAY**

#### **Week 8: International Financial Institutions**

- Feb. 25 International Monetary Fund and Changing Monetary Relations  
Cohn, Chapter 6 – International Monetary Relations, pp. 132-162  
*The Economist*. 2009. “The G-20 and the IMF: Banking on the Fund.”  
April 11. pp. 12-13. (BB)  
*The Economist*. 2011. “The IMF’s New Head—Wanted: A French  
Revolution.” June 30. (BB)  
*The Economist*. 2011. “The International Monetary Fund:  
International Loan Shark.” July 13. (BB)
- Feb. 27 The GATT and the WTO  
Rana Foroohar. 2011. “No More Gentleman’s Agreements.” *Time*.  
June 6. 22. (BB)  
Cohn, Chapter 7 – Global Trade Relations, pp. 168-184

#### **Week 9: The Politics of Trade, Regionalism, & the European Union**

- Mar. 4 Global Trade Issues Between the North and South; NGOs and Trade  
Cohn, Chapter 7 – Global Trade Relations, pp. 184-202  
Cohn, Chapter 8 – Regionalism and the Global Trade Regime,  
pp. 209-217
- Mar. 6 Regionalism and Europe’s Political and Economic Integration  
Cohn, Chapter 8 – Regionalism and the Global Trade Regime,  
pp. 217-234  
Dr. McMillan’s PowerPoint slides on the European Union (BB)

\*\*\*Spring Break – No classes Mar. 11-15

#### **Week 10: Politics and Multinational Corporations with Trade & FDI**

- Mar. 18 IPE Theories on Regionalism; MNCs in the Global Economy  
Cohn, Chapter 8 – Regionalism and the Global Trade Regime,  
pp. 239-242  
Cohn, Chapter 9 – Multinational Corporations and Global Production,  
pp. 249-285  
Alexander Benard. 2012. “How to Succeed in Business: And Why  
Washington Should Really Try.” *Foreign Affairs*. Vol. 91, Issue 4  
(July/August), pp. 91-101. (BB)
- Mar. 20 The Dubai Ports Deal: A Case Study of the Politics of Foreign Investment  
Douglas C. Foyle. 2008. “Anatomy of a Crash: Port Security and the  
2006 Dubai Ports World Controversy.” In *Contemporary Cases in  
U.S. Foreign Policy: From Terrorism to Trade*. Ralph G. Carter, ed.  
Washington, DC: CQ Press. 151-183. (BB)  
Jonathan Weisman and Bradley Graham. 2006. “Dubai Firm to  
Sell U.S. Port Operations.” *The Washington Post*. Mar. 10. A1.  
(BB)



Paul Blustein. 2006. "Overseas Firms Entrenched in Ports."  
*The Washington Post*. Mar. 10. D1. (BB)

\*\*\***Research papers due**

**Week 11: The Politics of Textiles**

Mar. 25 America's History with Cotton; Government Subsidies  
Rivoli, *The Travels of a T-Shirt in the Global Economy*, pp. 1-73

Mar. 27 Made in China  
Rivoli, *The Travels of a T-Shirt in the Global Economy*, pp. 75-139

**Week 12: Contemporary Globalization Seen Through a T-Shirt**

Apr. 1 The Politics of American Textiles and Protectionism  
Rivoli, *The Travels of a T-Shirt in the Global Economy*, pp. 141-211

Apr. 3 Traveling to Africa; Conclusions about Globalization and Trade  
Rivoli, *The Travels of a T-Shirt in the Global Economy*, pp. 213-261

John M. Kline. 2012. "How Colleges Can Improve the Lives of  
Sweatshop Workers." *The Chronicle of Higher Education*. Oct. 29.  
(BB)

\*\*\***Student Presentations, part I**

**Week 13: Big Debates about Globalization**

Apr. 8 Important Debates About Globalization  
Cohn, Chapter 12 – Current Trends in the Global Political Economy,  
pp. 381-404  
Eswar Prasad and Mengjie Ding. 2011. "Debt Burden in Advanced  
Economies Now a Global Threat." *The Financial Times*. July 31.  
(BB)  
International Monetary Fund's 2013 World Economic Outlook  
<http://www.imf.org/external/pubs/ft/weo/2012/02/index.htm> (O)  
The Guardian. 2012. "European Debt Crisis a Bigger Global Threat  
Than U.S. Fiscal Cliff, says OECD." Nov. 27.  
<http://www.guardian.co.uk/business/2012/nov/27/european-debt-crisis-fiscal-cliff-oecd> (O)

\*\*\***Student Presentations, part II**

Apr. 10 Globalization, the Market, the Nation-State, and Hegemony  
Susan Strange. 1996. *The Retreat of the State*. Cambridge: Cambridge  
University Press. pp. 3-14. (BB)  
Ian Bremmer. 2009. "State Capitalism Comes of Age: The End of the  
Free Market." *Foreign Affairs*. Vol. 88, Issue 3 (May/June), pp. 40-  
55. (BB)  
Keohane, Robert O. 2012. "Hegemony and After: Knowns and  
Unknowns in the Debate Over Decline." *Foreign Affairs*. Vol. 91,  
Issue 4 (July/August), pp. 114-118. (BB)

**FINAL EXAM**

Apr. 15 Final Exam (*held from 11:00am-1:00pm*)