

POLS 361-08: THE POLITICS OF GLOBALIZATION

Fall 2011 semester

TTH 1:15-2:45 in Learning Center (LC) room 272

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Office: Carnell Learning Center M63 E-mail: smcmillan@lander.edu

Office Hours: Mondays & Wednesdays 8:45-11:45am
Tuesdays & Thursdays 11:15am-12:15pm (for appointments only)

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 political scientists have attempted to understand increasing interdependencies and global governance. The course will also examine the intersection of U.S. domestic politics with global issues and pay special attention to the globalization of the American South. At the end of the course, students should be able to practically understand the political dimensions of globalization and how globalization has impacted and continues to influence political institutions, structures and movements.

RATIONALE FOR THE COURSE

You may be taking this course for one of four reasons:

- to complete the three hour General Education requirement in global issues
- as an elective course for your major in political science
- as a course for your minor in political science or international studies
- to learn about world politics and globalization, engage as a citizen, and/or develop your personal orientation toward politics.

This course is part of Lander's General Education program, designed to expose students to a wide variety of course content. The goals are for students to develop:

- university-level knowledge and comprehension shown specifically through understanding the primary actors in globalization and the role of the U.S. in the world economy; identifying key individuals, groups, organizations, and/or events; and recognizing a chronology of events;
- the ability to apply the information to specific situations and policy problems;
- the ability to analyze the information in comparative situations; and,
- the ability to communicate effectively and appropriately about the information.

COURSE OBJECTIVES

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

- *Describe* the main actors in globalization today and the major evolutions of world political and economic history that have contributed to changes since 1492.
- *Explain* the forces and processes behind globalization and the hegemonic role of the United States in the modern globalized world.
- *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

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. 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

REQUIRED READINGS

- Spero, Joan E. and Jeffrey A. Hart. 2010. *The Politics of International Economic Relations*. 7th ed. Belmont, CA: Wadsworth/Cengage Learning.
- 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 textbooks are available at Lander's Bearcat Shop and online (especially as used copies).

GRADING

▪ Internet Research Assignment	5%
▪ Online Quizzes	10%
▪ Mid-Term Exam	25%
▪ Paper	20%
▪ Class Participation	10%
▪ Final Exam	30%

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.

Four online quizzes will be given on Blackboard. They will usually consist of five questions covering main topics from assigned readings, previous class material, or a major current events story from the previous week. If a student cannot take a quiz on the assigned date, a grade of zero is given. Students with one absence or less may drop their two lowest quiz grades.

A **mid-term exam and final exam** will consist of some multiple-choice questions, but primarily be composed of short answer and essay-style questions covering course material. Exams will be cumulative and should display a mastery of information and concepts from assigned readings and class discussions. All students are required to take the Final Exam. The **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 be *paired together* to do research on topics but must develop their own arguments and write their own papers. 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 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 & COURSE EXPECTATIONS:

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

Students are also expected to keep up with major current events in international relations through periodic reading of *The New York Times*. Other sources are encouraged such as (a) watching an evening news program, (b) reading news magazines in print or online, and (c) listening to National Public Radio (NPR). For a global perspective, I recommend BBC News, <http://news.bbc.co.uk/> and *The Economist*, <http://www.economist.com>. Other resources are available online and at the 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 1:15pm 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 20% of classes (5 classes), a student will FA the course (failure to attend). It is the student's responsibility to keep up with how many classes have been missed.
- Students with one absence or less may drop their two lowest quiz grades.

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 international politics. 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

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|------------------------------------|------------------------------|
| ▪ Quizzes | Announced by professor |
| ▪ Internet research assignment due | Thursday, Sept. 8 |
| ▪ Mid-Term Exam | Tuesday, Oct. 11 |
| ▪ Paper due | Tuesday, Nov. 22 |
| ▪ Final Exam | Tuesday, Dec. 13, 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

*The schedule gives an overview of topics we consider each week and all assigned readings. Students are expected to have read assigned materials and are divided into **two reading groups** (Groups A and B). Please pay attention to your assigned readings to actively participate in discussions.*

PART I: COURSE INTRODUCTION**Week 1: Course Introduction**

Sept. 1 Course Introduction and Syllabus Overview

Week 2: What is Globalization?

Sept. 6 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.]

Sept. 8

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)

*****Internet Research Assignment due**

PART II: THE HISTORY OF GLOBALIZATION IN THE AMERICAN SOUTH AND IN THE WORLD

Week 3: Globalization and the American South

Sept. 13 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)

Sept. 15 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)

Lucas McMillan and Phillip Stone. 2007. "McNair Helped Build State's Global Trade." *The State*. Nov. 20. A9. (BB)

Group A Reading:

Lacy K. Ford, Jr. and R. Phillip Stone. 2007. "Economic Development and Globalization in South Carolina." *Southern Cultures*. 13 (Spring). pp. 18-50. (BB)

Group B Reading:

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)

Week 4: Building a Global Economy

Sept. 20 Globalization: Political, Military, Economic, Environmental and Social

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)

Building a World Economy and the Battle of Economic Ideas

"Commanding Heights" film, vol. 1 [begin watching film]
<http://www.pbs.org/wgbh/commandingheights/>

Sept. 22 Building a World Economy and the Battle of Economic Ideas

"Commanding Heights" film, vol. 1 [finish watching film]
<http://www.pbs.org/wgbh/commandingheights/>

Week 5: The Bretton Woods Institutions and an Interdependent World

Sept. 27 Bretton Woods Institutions, U.S. Leadership, and Economic Governance

Henry R. Nau. 2011. "Global Governance: International Economic

Institutions.” In *Perspectives on International Relations: Power, Institutions, and Ideas*. 3rd ed. Washington, DC: CQ Press. pp. 499-503. (R)

Spero and Hart, Ch. 1 – From Management to Governance in International Economic Relations, pp. 1-11

Spero and Hart, Ch. 2 – Governing the International Monetary System, pp. 12-20

Sept. 29 Growing Financial Interdependencies and the G-7
Spero and Hart, Ch. 2 – Governing the International Monetary System, pp. 20-40

Week 6: Communism Collapses, the Washington Consensus, and the EU

Oct. 4 The Collapse of Communism and Rise of the Washington Consensus
Spero and Hart, Ch. 10 – East-West Economic Relations: From Isolation to Integration, pp. 378-405
Spero and Hart, Ch. 5 – The North-South System and the Possibility of Change, pp. 204-207

Oct. 6 Europe’s Political and Economic Integration
Spero and Hart, Ch. 2 – Governing the International Monetary System, pp. 40-54
Dr. McMillan’s PowerPoint slides on the European Union

Week 7: Mid-Term Exam

Oct. 11 **Mid-Term Exam**

****Fall Break – No classes Oct. 13-14*

Week 8: Political and Economic Consequences from Reforms

Oct. 18 Interdependence is Real and Reforms Are Difficult
“Commanding Heights” film, vol. 2 [begin watching film]
<http://www.pbs.org/wgbh/commandingheights/>

Oct. 20 New Rules of the Game and Economic Crises of the 1990s
“Commanding Heights” film, vol. 2 [finish watching film]
<http://www.pbs.org/wgbh/commandingheights/>
“Commanding Heights” film, vol. 3 [begin watching film]
<http://www.pbs.org/wgbh/commandingheights/>

PART III: UNDERSTANDING GLOBALIZATION TODAY

Week 9: The Politics of Trade: New Regionalism, NGOs and MNCs

Oct. 25 The Global Debate About Globalization
“Commanding Heights” film, vol. 3 [finish watching film]
<http://www.pbs.org/wgbh/commandingheights/>
Trade, New Regionalism, and the Power of NGOs After Seattle
Spero and Hart, Ch. 3 – International Trade and Domestic Politics, pp. 72-86, 98-116

Oct. 27 MNCs in the Global Economy: Engines of Trade and Investment
Spero and Hart, Ch. 4 – The Multinational Corporation and Global Governance, pp. 128-157

George Ritzer. 2011. "McDonaldization" In *Globalization: The Essentials*. Malden, MA: Wiley-Blackwell. pp. 167-171. (BB)

Week 10: Different Views of Globalization in the U.S. and Around the World

- Nov. 1 Dealing with Globalization in Washington, D.C. and in U.S. States
 Organization for International Investment, <http://www.ofii.org/>
 [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)
- Nov. 3 Multinational Corporations in the Global North and Global South
 Spero and Hart, Ch. 4 – The Multinational Corporation and Global
 Governance, pp. 157-175
 Spero and Hart, Ch. 8 – Multinational Corporations in the Third
 World, pp. 298-312; 325-328

Week 11: The Politics of Foreign Investment and the Politics of Textiles

- Nov. 8 The Dubai Ports Deal: A Case Study of the Politics of FDI
Group A Reading:
 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)
- Group B Readings:
 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)

- Nov. 10 America's History with Cotton; Government Subsidies
 Rivoli, *The Travels of a T-Shirt in the Global Economy*, pp. 1-73

Week 12: Contemporary Globalization Seen Through a T-Shirt, part I

- Nov. 15 Made in China
 Rivoli, *The Travels of a T-Shirt in the Global Economy*, pp. 75-139
- Nov. 17 The Politics of American Textiles and Protectionism
 Rivoli, *The Travels of a T-Shirt in the Global Economy*, pp. 141-211

Week 13: Contemporary Globalization Seen Through a T-Shirt, part I

- Nov. 22 Traveling to Africa; Conclusions about Globalization and Trade
 Rivoli, *The Travels of a T-Shirt in the Global Economy*, pp. 213-261
 ****Papers due*

Thanksgiving Holidays—no class on Nov. 23-25

Week 14: IR Theories and the Relationship of Globalization and the State

- Nov. 29 IR Theories: Realism, Liberalism, and Marxism
 Jeffrey A. Frieden and David A. Lake. 1991. "International Politics and International Economics." In *International Political Economy: Perspectives on Global Power and Wealth*. 2nd ed. New York: Bedford/St. Martin's Press. (BB)
- Dec. 1 Debates about Globalization and the Nation-State
Group A Reading:
 Susan Strange. 1996. *The Retreat of the State*. Cambridge: Cambridge University Press. pp. 3-14. (BB)
- Group B Reading:
 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)

Week 15: Globalization and the IMF after the Financial Crisis

- Dec. 6 The Future of U.S. Influence, G-20, and International Monetary Fund
 Spero and Hart, Ch. 11 – Conclusion: Globalization and Governance, pp. 427-438.
- Group A Readings:
The Economist. 2009. "The G-20 and the IMF: Banking on the Fund." April 11. pp. 12-13. (BB)
The Economist. 2009. "The IMF: Mission: Possible." April 11. pp. 69-72. (BB)
- Group B Readings:
 Rana Foroohar. 2011. "No More Gentleman's Agreements." *Time*. June 6. 22. (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)
- Dec. 8 What Have We Learned? Final Exam Review
 Eswar Prasad and Mengjie Ding. 2011. "Debt Burden in Advanced Economies Now a Global Threat." *The Financial Times*. July 31. (BB)
 Moises Naim. 2009. "Think Again Globalization," *Foreign Policy* (March/April). (BB)
 Guillen, Mauro F. 2001. "Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature." *Annual Review of Sociology*. 27. [excerpts] (R)

FINAL EXAM

- Dec. 13 Final Exam (*held from 11:00am-1:00pm*)