

## POSC 362: Globalization and the State

Carleton College, Spring 2008

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**Spring Office Hours:** Tuesdays, 10:00-12:00pm  
Wednesdays, 1:00-3:00pm  
And by appointment



### COURSE DESCRIPTION

Globalization is a fashionable word to use these days, but there is little agreement about what the term means and even less agreement about whether its impact on the economy and society is, on balance, a good thing, a bad thing, or a mixed thing. This course will not resolve such questions, but it will provide some conceptual and methodological tools with which we can analyze and evaluate these debates. Though there are a number of ways to approach the study of globalization, in this course we will primarily examine how and to what extent processes of globalization, including economic integration, the communications revolution, and the development of a global civil society are (re)shaping states.

The course is roughly divided into two sections. In the first, we will consider definitional issues and various theoretical lenses that can be used to understand globalization and its impact on the state. We will then build on these foundational ideas when we move into the second section where we consider the political and economic ramifications of globalization in a number of different policy areas. Here, we will explore how globalization influences state behavior in the international realm and within its own borders. We will also explore some of the normative arguments surrounding globalization, including the extent to which globalization affects our ideas of justice, equity, and community.

### REQUIRED TEXTS

There are four required books for this class. All are on order at the Carleton bookstore.

Susan Strange (1996). The Retreat of the State: The Diffusion of Power in the World Economy. Cambridge, UK: Cambridge University Press.

Dani Roderick (1997). Has Globalization Gone Too Far? Washington, DC: Institute for International Economics.

James H. Mittelman (2000). The Globalization Syndrome: Transformation and Resistance. Princeton, NJ: Princeton University Press.

Sheila L. Croucher (2004). Globalization and Belonging: The Politics of Identity in a Changing World. Cambridge, UK: Rowman and Littlefield.

Additional readings will be available on either Moodle (noted with an “M” on the reading list) or on e-reserve at the library (noted with an “E” on the reading list).

### **COURSE REQUIREMENTS**

Your grade in this course will be based on the following components:

Participation	20%
Response papers	20% (2 @ 10% each)
Take-home midterm	20%
Final paper	30%
Peer review of final paper	10%

#### ***Participation***

This is a seminar, and as such, your regular, active participation and involvement is not only expected, but required for the success of the course. As a result, you should come to class having read the assigned material carefully and critically and ready to engage in discussion with me and with your peers. Please note that simple attentiveness in class will not be enough to earn a good participation grade! If you are someone who finds it difficult to speak in class, PLEASE come see me early in the term so we can discuss strategies to put you at ease. Unexcused absences, habitual lateness to class, and disruptive or discourteous behavior during discussions will all count against you.

As part of your participation grade, you will all take a turn serving as a discussion leader for one class session. As discussion leader, it is your responsibility to (a) briefly present the core ideas from the reading to the class, (b) develop a list of questions based on these ideas to generate discussion and a closer examination of the material, and (c) assist me in moderating and developing the subsequent discussion. You are expected to post your discussion questions on the course Moodle page no later than 10am of your designated discussion day. Everyone else is expected to take a look at those questions before coming to class.

#### ***Response Papers***

Response papers are short (1-2 page, double-spaced) critiques of one of the assigned readings from the syllabus. They are not article or chapter summaries, though the very first paragraph should briefly review the main ideas that the authors advance. The remainder of the response paper should involve your critical reactions and reflections on the piece, its strengths and its weaknesses. You might want to consider the following kinds of questions as you write these response papers: what is the quality of the evidence presented? Are the assumptions or logical arguments defensible? How do the arguments fit in with other theories or arguments we have encountered in class? Are there conflicting points of view or claims, and if so, which have more merit? Is there a way to reconcile such conflicts? Has the argument changed the way you think about the issue?

*Please note: there is no possible way you can entertain all of these questions in such a short paper! Use the above prompts to guide your thinking about the piece, even if you don't address all of them in your writing.*

Readings that are eligible for response are indicated with an asterisk. You may choose any two readings that are of interest to you; **however, you are not permitted to choose readings that are from your assigned discussion leader day.** Papers are due in class on the day when that reading is assigned. Late papers will not be accepted; if you are unable to turn in a response paper on a given day, you will have to choose another reading later in the course.

### ***Take-home Midterm***

On Tuesday, April 29<sup>th</sup>, you will be given a take-home midterm essay exam that will require you to submit a response of between 4-6 double-spaced pages. The exam will measure how well you understand the material and readings from the first part of class and how effectively you can use these ideas to develop and support an argument. The midterm will be open-note and will not require any additional research. The essay is due in class on Tuesday, May 6<sup>th</sup>.

### ***Final Paper***

The culmination of the seminar is the final research paper, which will involve a substantial piece of original analysis tied to one of the themes or ideas from this class. Students should plan to consult with me early in the course to devise a suitable research question and research plan. Given the length of the term and how quickly it goes by, you are advised to start thinking about this paper as soon as possible. To pace your work, the following timetable indicates when you should plan to have intermediary steps completed. You are expected to complete all of these steps by the specified dates. Failure to do so will affect your final paper grade.

By Thursday, April 17	Have your topic approved by me (verbally or in writing). Please note: you <u>should not</u> proceed with your research without having your topic approved!
By Tuesday, April 29	Submit an <u>initial</u> research bibliography of at least one single-spaced page containing scholarly sources AND a one-page (double-spaced) appraisal of the sources you have consulted thus far (e.g., what sources seem to be most/least helpful or relevant, areas where you are confident in the depth of material, and topics where you are having difficulty finding sufficient research or data).
By Thursday, May 15	Submit a draft of your hypotheses, thesis, and overall paper outline (approximately 2-3 pages in length)
By Thursday, May 29	Submit a <u>complete</u> working draft to your peer reviewer
By Tuesday, June 3	Submit your peer review comments in writing to the original author with a copy to me
By Monday, June 9***	Submit your <u>final</u> draft electronically (to Moodle) <b>BY NOON</b> .

\*\*\* Seniors should turn in their final papers by midnight on Saturday, June 7<sup>th</sup> in order to allow sufficient time to evaluate your work and submit grades before graduation.

### ***Peer Review***

Part of the research process is giving and getting feedback from your peers. You will each be assigned to serve as a reviewer for someone else in the class. On May 29<sup>th</sup>, you will be given a complete draft of your partner's paper. You are expected to read it carefully and provide critical, constructive feedback on all aspects of the draft—argument, evidence, organization, writing style. You will type up your comments and submit one copy to me and return one copy to the original author on June 3<sup>rd</sup>. Your score for the peer review will be based on how thoughtfully, conscientiously, and thoroughly you comment on your partner's draft.

## **COURSE POLICIES**

***Policy on late work:*** late work will not be accepted without documentation of extenuating circumstances; for the reading response papers, late work will not be accepted for any reason at all. For the midterm, peer review comments, and final paper, late work will be penalized by 1/3 of a grade per day late (e.g., a B+ will drop to a B).

***Policy on plagiarism and academic dishonesty:*** Both are serious offenses. Anyone caught cheating will automatically receive a zero for the assignment. To avoid any semblance of impropriety, please take pains to cite your sources correctly. You are also strongly encouraged to keep any outlines or rough drafts of your papers to document the evolution of your work. For more information on Carleton's policy on academic honesty, please consult

[http://apps.carleton.edu/campus/dos/handbook/academic\\_regs/?policy\\_id=21359](http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359)

***Policy on special needs:*** If you require special accommodation due to a documented physical or learning disability, please come see me during the first week of class to discuss how I might best assist you in meeting the objectives and requirements of this course.

## **SCHEDULE OF READINGS**

As an upper-level seminar, the work required for this class is intended to be challenging, which means that in some weeks, you will have to process quite a few pages of reading. If we wish to do some semblance of justice to this topic, the situation is, to a large extent, unavoidable. My advice to you, therefore, is plan ahead: I have given you all your due dates for all assignments, and you have full control over when you submit the reaction papers. Don't wait until the last minute to start working on the reading or the written work – leave yourself sufficient room to read, take notes, and think about the material.

E = reading is available on e-reserve (password=posc)

M=reading is available on Moodle

\* = reading is eligible for a response paper

### **Tuesday, April 1: Course Overview; Foundational concepts**

- Janice E. Thomson (1995). "State Sovereignty in International Relations: Bridging the Gap Between Theory and Empirical Research." *International Studies Quarterly*, 39: 213-233. (M)

### **Thursday, April 3: What is globalization? Definitions and measurement**

- Mittelman, ch. 1-3
- Robert Keohane and Joseph Nye (2000). "Globalization: What's New? What's Not? (And So What?)" *Foreign Policy*, 118: 104-119. (M)
- Torbin Anderson and Tryggvi Thor Herbertsson (2005). "Quantifying Globalization." *Applied Economics*, 37(10): 1089-1098. (M) \*

### **Tuesday, April 8: Studying globalization through different theoretical lenses, pt. I**

- Kenneth Waltz (1999). "Globalization and Governance." *PS: Political Science and Politics*, 32(4): 693-700. (M)
- Robert Gilpin (2000). *The Challenge of Global Capitalism: The World Economy in the 21<sup>st</sup> Century*. Princeton, NJ: Princeton University Press. Introduction, ch. 1 (E) \*
- Anders Wivel (2004). "The Power Politics of Peace: Exploring the Link Between Globalization and European Integration from a Realist Perspective." *Cooperation and Conflict*, 39(1): 5-25. (M) \*

### **Thursday, April 10: Studying globalization through different theoretical lenses, pt. II**

- Thomas Risse (2004). "Social Constructivism Meets Globalization." In *Globalization Theory: Approaches and Controversies*, David Held and Anthony McGrew, eds. London: Wiley. (M) \*
- Immanuel Wallerstein (2000). "Globalization or the Age of Transition? A Long-Term View of the Trajectory of the World System." *International Sociology*, 15(2): 249-265. (M) \*
- Ronnie Lipshutz (1992). "Reconstructing World Politics: The Emergence of a Global Civil Society." *Millennium*, 21(3): 104-120. (M) \*

### **Tuesday, April 15: Globalization and traditional state authority**

- Strange, ch. 1-5 \*

### **Thursday, April 17: The emergence and influence of non-state actors**

- Strange, ch. 6-12

**Tuesday, April 22: No class!**

**Thursday, April 24: No class!**

**Tuesday, April 29: Globalization and policy convergence**

- Daniel Drezner (2001). "Globalization and Policy Convergence." *International Studies Review*, 3: 53-78. (M) \*
- Debora L. Spar and David B. Yoffie (2000). "A Race to the Bottom or Governance from the Top?" In *Coping with Globalization*, Aseem Prakash and Jeffrey A. Hart, eds. London: Routledge. (M) \*
- David Vogel (1995). *Trading Up: Consumer and Environmental Regulation in a Global Economy*. Cambridge, MA: Harvard University Press. Ch. 2 (E) \*

**Thursday, May 1: Regionalism and multi-level governance**

- Mittelman, ch. 6-8
- Gary Marks and Liesbet Hooghe (1996). "European Integration from the 1980s: State-Centric vs. Multi-Level Governance." *Journal of Common Market Studies*, 34(3): 341-378. (M) \*

**Tuesday, May 6: Globalization and human rights**

- Robert McCorquodale and Richard Fairbrother (1999). "Globalization and Human Rights." *Human Rights Quarterly*, 21(3): 735-766. \*

**Thursday, May 8: Globalization, poverty, and inequality**

- Branko Milanovic (2007). "Globalization and Inequality." In *Global Inequality*, David Held and Ayse Kaya, eds. Cambridge, UK: Polity. (E) \*
- David Dollar (2007). "Globalization, Poverty, and Inequality since 1980." In *Global Inequality*, David Held and Ayse Kaya, eds. Cambridge, UK: Polity. (E) \*
- James K. Galbraith (2007). "Global Inequalities and Global Macroeconomics." In *Global Inequality*, David Held and Ayse Kaya, eds. Cambridge, UK: Polity. (E) \*

**Tuesday, May 13: Globalization and social protection**

- Roderik, entire. \*

**Thursday, May 15: Globalization and the environment**

- Jeffrey A. Frankel (2003). "The Environment and Globalization." Working Paper #10090. Washington, DC: National Bureau of Economic Research. (M) \*
- Kristine Kern, Helge Jörgens, and Martin Jänicke (2001). "The Diffusion of Environmental Policy Innovations: A Contribution to the Globalisation of Environmental Policy." Discussion Paper #FS-II-01-302. Berlin: Social Science Research Center Berlin. (M) \*

**Tuesday, May 20: Globalization and crime**

- Mittelman, ch. 11
- Willem van Schendel and Itty Abraham, eds (2005). *Illicit Flows and Criminal Things: States, Borders, and the Other Side of Globalization*. Bloomington, IN: Indiana University Press. Introduction, ch. 1 (E).\*

**Thursday, May 22: Globalization, identity, and nationalism**

- Croucher, ch. 1-3 \*

**Tuesday, May 27: Globalization, security, and conflict**

- Amy Chua (2004). *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. New York: Anchor. Read ch. 1-4 (E).

**Thursday, May 30: Protest and backlash**

- Thomas Friedman (2000). *The Lexus and the Olive Tree*. New York: First Anchor. Read ch. 18 (E).
- Jackie Smith (2001). "Behind the Anti-Globalization Label." *Dissent*, Fall 2001 (M)

**Tuesday, June 3: Don't call it a comeback? The future of the state (wrap-up session)**