

Dr. Hollis France

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Spring 2008, T TH 9.25- 10.40 (103.001) & 10.50- 12.05 (103.002)

Office: Rm. 302 Political Science Dept. corner of Wentworth and Coming

Office hours: 11-12 Pm Monday

1.30- 2.30 pm Wednesday

also by appointment

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World Politics (103.001 and 103.002)

Course Description

This semester we will specifically focus on the globalization phenomena and its varying impact on the developed and developing worlds. We will look at the global impact of trade liberalization, investment and capital on labor and work; Global financial and trade organizations as agents of globalization-IMF, WB, & WTO; Cultural globalization and its impact on consumerism and cultural industries; Human Rights and global interdependence; Environmentalism and global consumption habits; Women and global development and participation. In addition to spending the majority of the semester examining globalization, we will also form various country delegations in preparation for the Third Annual College of Charleston Model United Nations (MUN).

Course objectives and skills

This course is designed with three primary objectives in mind. First, to introduce students to the concept of globalization. Secondly, to understand what it means to live in an interdependent world. Thirdly, to develop and enhance the following skills:

- ** reading and critical comprehension (through timely reading of articles using reading guides and in class reading quizzes)
- ** oral communication and presentation abilities (through class discussion, taking-sides debates, and UN simulation)
- ** effective writing and development of arguments (through essay exams, taking sides and UN Simulation)
- ** comprehension of other's views and capacity to formulate, defend one's own position (through Reading, class discussions, extra-credit exercises, taking sides, UN Simulation, and essay exams)
- ** library research and locating relevant sources (through preparing for taking sides presentations and UN simulation)
- ** cooperative work and learning (through taking sides preparation, in class debates and UN Simulation)
- ** time management and personal responsibility (through set-up of entire course)
- ** Critical analysis and thinking (through reading, discussion, and lectures of course material)

Readings:

All readings and assignment handouts, are available on ERes located on the library's web page. The password for accessing this material is wps08

Course Requirements

I. **Class Participation counts for 40 % of your final grade:** 15% counts towards in class reading quizzes (there will be approx. 10 reading quizzes. The ten best scores will be counted). 5% will go towards taking side participation and class video discussions. The other 20% is garnered from your presentation of the taking sides group debate (further details on how to prepare for taking-sides is available on ERes designated as Handout no. 2). **Remember**, active student participation in class discussion is imperative. Students, therefore, are required to come to class having read the assigned readings critically. (Note that you cannot participate if you are not present!)

II. There will be **one in class exam and one take home final exam.**

The in class exam (20 %) will consist 10 term identifications and one essay question. **The take home exam will consist of two essay questions. The First exam is scheduled for Thursday March 13th The take home final exam is due Monday April 28th by 11 AM in the Political Science department on the corner of Wentworth and Coming (no electronic copies of exams will be accepted. All take home final exams are to be submitted in hard copy format.)**

III. **Model United Nations Simulation counts for 20% of your final grade (March 28th and 29th)**– The UN simulation will provide hands-on experience about global interactions between states. The class will be divided up into Six (6) delegations each one of which will represent a sovereign country at a simulated meeting of the United Nations. The Committee and General Assembly Meetings will take place **beginning on Friday, March 28 and will conclude on Saturday, March 29th**. Preparation for the model will take place both in and out of class. The in-class portion will take place beginning on March 18, but students will be assigned countries prior to that time in order to begin research. **Participation in all aspects of the simulation is mandatory and therefore you need to place those dates on your schedule now.** This experience will be assessed based upon your preparation, participation and a short assessment of it in a 3-5 page paper due on Tuesday April 22nd in the Political Science Department by 3 Pm. **Late papers will not be accepted.**

**** Note: Class begins on time. Students entering class 5mins after class has began will not be allowed to take in class reading quizzes. There will be no opportunities to make up missed quizzes.**

****Note: Failure to show up to class on the assigned day for your in class exams, without a valid excuse (which is entirely at the discretion of the instructor), will automatically result in an F. Also failure to notify the instructor within 24 hours of your absence from an exam will also result in an F.**

****Note: Please ensure that all Cell phones, hand-held electronic devices, pagers, and alarms are turned off before entering the class room. Also please be advised that failure to refrain from engaging in text-messaging will automatically require you to leave the classroom. Failure to adhere to any of these rules will result in you being reported to the Honor's Board and the possibility of suspension from the College.**

****Note: If you have a disability of any kind- learning, physical, psychological- which requires accommodation, please let me know early so that your learning needs can be appropriately met.**

**** Note: You are expected to keep abreast of international events and issues by following the news (via national and international newspapers available on the web, and also by reading relevant internet sites)**

****In order to facilitate class discussion and also to ensure you do well on your exams and homework assignments it is strongly recommended that you take notes while you are reading the assigned class material. Noted under each assigned reading for the day of class are reading guide questions that you should be able to answer after you are finish reading the assigned articles. In other words the reading guide serves to highlight the relevant information.**

****Note: Extra Credit; This semester there are a number of events promoting Global Awareness on campus. Extra credit will be offered for attending a maximum of 3 (three) events. For each event you are required to (1) summarize briefly what happened or what you did, what you heard or saw or experienced; (2) relate the ideas discussed or portrayed at the event to a class discussion and or articles read in class; (3) finally you are expected to react to the event by relating what your overall impressions, position, and or strengths and weaknesses of the ideas presented. No less than 2 pages no more than 3 pages typed double spaced (with 1 inch margins) will be accepted. For each extra credit assignment you can receive a maximum of 3 points (providing of course you meet all of the requirements). Hence you stand the chance of receiving 9 extra points**

which will be added on to your final grade at the end of the semester. You may submit extra credit assignment through-out the semester at anytime. However, all extra credit submissions must be made by the last day of class. (Events, times and locations will be announced later)

Grading Scale : A: 100-94, A- : 93-90, B+: 89-87, B: 86- 83, B-: 82-80, C+: 79- 78, C: 77- 73, C-: 70-72, D+: 69-68, D: 67- 63, D-: 62-60, F: 59 + Below

Course Outline (the instructor reserves the right to make changes to this outline)

January

10- (TH) Introduction (course overview)

15- (T) What is World Politics? Why study It?

Reading

Assignment :- *John Rourke “Thinking and Caring about World Politics.”

Reading Guide: What is politics? Why should ordinary citizens be concerned about politics and world politics? What does it mean to live in an intermestic era? What are some of the positive and negative consequences of the global trade for united States Citizens? What are some the ways in which the United States participation in world affairs might affect you as a student? Is it possible as an individual to make a difference in politics?

17 – (TH)

Globalization: What is it?

Video Presentation and discussion

Reading

Assignment:- Mark Kesselman, “Globalization as a Contested Terrain.” Chapter 1

Reading Guide: How would you define globalization? What is the relationship between globalization and capitalism? What are the four sources driving globalization? What is meant by the normative implications of globalization?

22 – (T)

Video Presentation: Maquilapolis :City of Factories

24- (TH) Economic Globalization

Reading

Assignment:- Thomas L. Friedman, “The Lexus and the Olive Tree.”

Thomas L. Friedman, “ It’s a flat World After All.”

Joseph E. Stiglitz, “Globalism’s Discontents.”

Reading Guide: Why are government’s subjected to the Golden Straitjacket in the present globalized world? How does the concept of the Electronic Herd apply to the globalized economy? Do you agree that government’s have no autonomy in today’s globalized world? What factor(s) does Friedman view as the key to the world being flat? How does Stiglitz’s assessment of what the role of government’s ought to be in the present globalized economy differ from Friedman’s assessment of the Golden Straitjacket government’s have been placed in? Which argument do you think is more valid?

29- (T)

Video presentation :Commanding Heights Series or In Class Speaking Lab presentation

31– (TH) Video presentation :Commanding Heights Series or In Class Speaking Lab presentation

February

5– (T) Economic Globalization Continued/ Implications for Inequality

Reading

Assignment:- Paul Krugman, “In Praise of Cheap Labor: Bad Jobs at Bad Wages are Better than No Jobs.”
John Miller, “Why Economists are Wrong About Sweatshops and the Antisweatshop Movement.”

Reading Guide: From an economists point of view why are sweatshops seen as a good thing? What are the perceived negative consequences of imposing global labor standards? What is meant by the concept “living wage?”

7– (TH) **Taking Sides: Should We Sweat About Sweatshops?**

Reading

Assignment:- Richard Appelbaum, “The Campus Anti-Sweatshops .” (Group 1 A) Yes
Nicholas D. Kristoff, “Two Cheers for Sweatshops.” (Group 1 B) No
(Instructions for All *Taking Sides* debates are available on ERes designated by Handout # 1 Taking Sides)

12– (T) **Political Globalization**

Reading

Assignment:- Cohn, “Managing the Global Economy Since World War II,”

Reading Guide: Which three main groups are responsible for managing the global economy? What is the major function of the IMF? What is the major function of the World Bank? What is the major function of GATT? What was it replaced by? Based on the decision-making structure (in terms of voting power) why might developing countries consider the IMF and World Bank undemocratic institutions? What is UNCTAD and the NIEO? Why were they unsuccessful?

14 – (TH) **Video presentation :Life and Debt**

19 – (T) **Political Globalization Continued: Implications for Developing Countries**

Reading

Assignment :- Smith and Moran, “WTO 101: Myths About the World Trade Organization,” pp 60-67.
World Trade Organization, “Seven Common Misunderstandings about the WTO.”
Vandana Shiva, “ Stolen Harvest: The hijacking of the global food supply.”

Reading Guide: According to Smith and Moran why is “It’s About Free Trade,” a myth? How would the WTO respond to Myth #1? According to Smith and Moran why is “It Promotes Equitable Access to a Rule-based Trading System,” a myth? How would the WTO respond to Myth # 2? According to Smith and Moran why is “It’s Democratic,” a myth? How would the WTO respond to Myth # 3 ? According to Smith and Moran why is “ It’s Good for the World’s Poor,” a myth? How would the WTO respond to Myth # 4? According to Smith and Moran why is “Labor and Environmental “Side Agreements” Can Solve the Current Crisis,” a myth? How would the WTO respond to Myth # 5 ? According to Smith and Moran why is ‘There is No Alternative,’ a myth? How would the WTO respond to Myth # 6? Why is free trade in realm of agriculture viewed as a means for the rich to exploit the poor? Are there any benefits when developing countries become integrated into the global economy?

21– (TH) **No class (Professor Attending APSA Teaching and Learning Conference)**
(First half of Country position papers due by 3 PM in the political Science Department)

26 – (T) **Taking Sides: Are Patents on HIV/AIDS Drugs Unfair to Poor Countries?**

Reading

Assignment:- Doctors Without Borders “Equitable Access:...” (Group 2 A) Yes
Alan F. Holmer “The case for innovation...” (Group 2 B) No

(Instructions for All *Taking Sides* debates are available on ERes designated by Handout # 1 Taking Sides)

28– (TH) **Cultural Globalization**

Reading

Assignment: Helena Norberg-Hodge. “The pressure to modernize and Globalize.”
Watson, “ McDonald’s in Hong Kong.”

Reading Guide: How does the experience of McDonald’s customers in Hong Kong resemble and differ from that of their counterparts in the West? How does Watson use his case study to argue that “transnational is the local”? What assumptions about cultural globalization does Watson challenge? What are some of the advantages and disadvantages of traditional cultures, like the Ludakh, coming into contact with the expansion of capitalism on a global scale? Based on the two readings can capitalism tolerate cultural diversity?

March

4&6 – **Spring Break**

11– (T) **Taking Sides: Is the World a Victim of American Cultural Imperialism?**

Reading George Monbiot, from “Thanks to Corporations Instead of Democracy we get Baywatch
Assignment: (Group 3 A) Yes

Philippe Legrain, from “In Defense of Globalization (Group 3 B) No
(Instructions for All *Taking Sides* debates are available on ERes designated by Handout # 1 Taking Sides)

20 Terms Due

13– (TH) **First in Class Exam**

18- (T) **Open Session (begin preparation for Model United Nations)**

20– (TH) **Open Session (preparation for Model United Nations)**

25– (T) **Open Session (preparation for Model United Nations)**

27 – (TH) **Open Session (preparation for Model United Nations)**

28 (Fri) & 29(Sat) Model United Nations
Friday March 28 4pm -7.30pm-General Assembly-Opening Session
Saturday March 29 9am — 5pm Committee Sessions and Closing Ceremony

April

1- (T) No Class

3- (TH) Global/Local Issues

Reading Global / Local Problems // Human Rights

Assignment :- Sen, “Universal Truths: Human Rights and the Westernizing Illusion,”
*Brown , “Introduction; What are Human Rights.”

Reading Guide: How does Brown define Human Rights? Why are Human Rights in the West associated with Negative Rights? And Why are human Rights in the Non-Western countries associated with Positive Rights? Is one more important than the other? What are Asian Values? What are Universal Human Rights? What is meant by Cultural Relativism with regards to human rights? Based on Sen’s article what is the tension that emerges between Universal Human Rights and Cultural Relativism? Can universal human rights ever exist or is everything culturally relative?

8 – (T) Taking Sides: Should Female Genital Cutting Be Accepted as a Cultural Practice?

Reading

Assignment:- Fuambai Ahmadu, from “Rites and Wrongs ” (Group 4 A) Yes
Population Reference Bureau, from “Abandoning Female Genital Cutting” (Group 4 B) No
(Instructions for All Taking Sides debates are available on ERes designated by Handout # 1 Taking Sides)

10- (TH) Global/ Local Problems // Population & Environment

Reading

Assignment :- Kluger , “The Big Crunch.”
Knudson, “Shifting the Pain ,”
Brown and Flavin, “A New Economy for a New Century,”

Reading Guide:- What are the basic characteristics and trends of the world population? How many people are there? How long do people typically live? How can economic and social policies be changed in order to reduce the impact of population growth? How might high consumption rates in the developed world contribute to environmental degradation in the developing world? Why does Brown and Flavin feel that the western economic model (the neo-liberal economic) if followed by the rest of the world (becoming a global model) would led to catastrophe? Why does Brown and Flavin think we need to redefine progress? What is the “blue print for success and why is it necessary?

15- (T) **Taking Sides “Should the International Community Attempt to Curb Population Growth in the Developing World?”**

Reading

Assignment :- Robert McNamara “The Population Explosion.” (Group 5 A) Yes
Steven W. Mosher, “McNamara’s Folly: Bankrolling Family Planning.” (Group 5 B) No
(Instructions for All Taking Sides debates are available on ERes designated by Handout # 1 Taking Sides)

17- (TH) **Women and the Global Political Economy**

Reading

Assignment :- Beneria and Bisnath, "Gender and Poverty."
Jane Jaquette, Women and Power."

Reading Guide: What do Beneria & Bisnath mean by development policies having a "gender bias"?

Why do Beneria & Bisnath argue that development policies are "gender-blind or gender neutral?" According to the Beneria & Bisnath article what does it mean to "engender" efforts to eradicate poverty? According to Jaquette what factors are attributed to why women's representation in politics worldwide has remained low compared to that of men? Why does Jaquette argue that quotas are the surest way to increase the number of women in political office?

22- (T) **Taking Sides: "Is the convention on the Elimination of All Forms of Discrimination Against Women Worthy of Support?"**

Reading

Assignment:- Harold Hongju Koh, "Statement Before the Committee on Foreign Relations." (Group 6 A) Yes
Christina P. Hoff-Sommers, "Statement Before the Committee on Foreign Relations" (Group 6 B)
No

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Last day of class/ Take-home exam handout & U.N . Paper Due