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No Passport Required: Globalization from a Community Perspective
(Capstone Pols 405.001)

Course Description

This capstone is focused on exploring the connections between local communities and global processes. We want to begin to examine how global economic processes transform social relations at the local level. The goal is to recognize how globalization acts to shape and transform society and peoples lives, and vice versa how communities respond to globalization. Issues like international competition, outsourcing, the environment, and regulatory systems affect students' daily lives in many ways, from the price you pay for gasoline to the kinds of jobs available after graduation. In order to dispel the conventional notion that globalization is something happening "*over there*," 5 local low-country case studies (shrimping, energy diversity and consumption, union and worker rights, migrant farm workers, foreign guest workers in the hospitality industry), will be employed to demonstrate the presence of globalization "*here*."

Stakeholders with a vested interests in globalization will be invited to tell their stories to students who will then have the opportunity to reflect upon this information in a collective setting. Shared reflection of the information obtained through intense listening experiences will contribute to the students understanding of issues presented from different social positions and perspectives.

Course objective

The capstone seminar is intended to provide students with a culminating and integrative experience which builds upon and puts into practice the knowledge, skills, and values you have developed thus far as political science majors. As such this seminar creates opportunities for students to develop and enhance their critical analytical skills, active research and active listening skills. Moreover, the seminar seeks to sensitize students to the various ways in which the local and international social, economic and political forces interact and affect South Carolina communities.

Required Course Materials: Available at the College Bookstore

Sarah Anderson et al. 2005. *Field Guide to the Global Economy.* New York: New Press.

Barbara Garson. 2002. *Money Makes the World go Around.* New York: Penguin Books.

All other reading materials are available on ERes. Reading material on ERes will be designated by an *. The password for accessing this material is *community*

One notebook (i.e. binder/spiral 8 1/2 by 11) to be used as a reflection journal

A Digital Camera (*I will be taking photos and storing them on flickr. So if you do not have a digital camera don't go out and buy one just for this class. However, if you have one, taking pictures from your perspective may enhance the quality and convey more appropriately the theme of your blog post. You may upload pictures at anytime to www.flickr.com/photos/pols405 username is **hollisfrance** password is **community**)*

Class Meetings

This class meets for two and a half weeks. Beginning on Tuesday May 12th and ending Thursday May 28th, from 8.30-12 pm. **Due to the intense nature of this course full attendance at every class meeting is required and critical. Missing any day of class, not reporting to class on time, failing to return to class after a break, and or failing to show up to field site visits will result in the lost of one letter grade for each missed or late show.**

During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be **YOUR** responsibility to find out what those adjustments might be.

Summary of Final Grade Calculation

Intellectual Engagement/Participation -----	30 percent
Group Presentation -----	15 percent
Personal Journal/Writing to Learn-----	25 percent
Book Review -----	15 percent
Blog Post-----	15 percent

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

Intellectual Engagement and Active Participation

During the two and a half week period that the course runs, I expect each student to at various times be an active listener, facilitator, recorder, presenter and overall collegial and sensitive member of the learning team for all activities. At the end of the course each person will be required to submit a self evaluation of their performance and learning throughout the process. The self-evaluation will be used for assessing the individual's final grade. Overall, intellectual engagement and active participation will be worth **30 percent** of the final grade.

Self-evaluation

Each student is required to provide a self-evaluation of your participation and learning in the course. I will **consider** your self-evaluation when calculating a final grade for your intellectual engagement and participation throughout the course (**keep in mind, however, that I may not arrive at the same conclusion!**). The self-evaluation will be in the form of a letter addressed to me. The letter does not have to formal, but you need to include comments on your performance from the following areas: How did you do as: an active listener, facilitator, recorder, presenter, participant in debriefing sessions, and as an overall collegial and sensitive member of the learning team. Did you experience intellectual growth which you feel might attribute to your experience with this course. Overall, considering all of these factors, what letter grade would you

assign for yourself using the scale of (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F)? Please submit your evaluation letter along with other materials **no later than 12 noon on Friday May 29th** to the Political Science Department.

Reflection Journal

One of your central learning activities during this course will be keeping a personal journal. You should think of this writing as talking out loud or thinking out loud. And you should realize that some of your most interesting (to you, I mean) and productive journal entries may well begin with questions or notions that you haven't really thought about much. They might also be observations of the stakeholders perspectives/ positions on globalization that make you wonder. If you are used to writing essays and tests only, then you will need a paradigm shift. You will need to lower your standards in order to get the full benefits of your journal. Think about it: essays ask you to be sure, they ask you to write clearly and authoritatively about a topic that you've come to some conclusions about (or even master). Part of the challenge of writing essays and tests lies in deciding for yourself what your conclusions are. No doubt you will come to conclusions during this short course and you can certainly use your journals to reflect on them and examine them. But you can and should also use the journal to try out new ideas. To pick up on some aspects of a stakeholder's concerns or class discussion that you disagreed with or agreed with or that we didn't get to fully air. The journal can and should be your place to continue the class discussions and conversations while out in the field. It can and should be your place to record your reactions to the readings you do. Your entries can agree or disagree with the readings. You can argue with it, or just talk about what might be confusing in your readings. If you end up temporarily lost or at a dead end, that's reasonable and even useful. The point is that you're using the journal to become fully involved in all the issues the course raises and your action learning experience is giving you. Don't forget to go back and re-read earlier entries; sometimes they'll still look accurate, sometimes they'll will look naive, and sometimes you'll find that you now have answers to earlier questions. These insights can become new entries. Finally, use your journal to draw connections between this course and the others you've had.

Grading of Journals

The reflection journal counts for **25 percent** of your grade. It will be evaluated according to three criteria: commitment, ambition, and engagement. Your journals will **NOT** be graded according to correctness or paragraphing or sentence structure. So feel free to write quickly. Punctuate in any way that makes sense at the time. Your journal will need to **include a reflection of each reading, recording, narrative, etc.** off of ERes, **central themes you see emerging from the book chapters** (*Money makes the world go around and Field guide to the global economy*) **and reflections on each stakeholder** are expected. Note, I expect that you will have at least **20 pages of handwritten** commentary in your journal by the time you submit it for grading. **Due Friday May 29th by 12 (noon).**

Writing to Learn— Daily Blog post reflections/comments

Throughout the two and half weeks, in order to foster a sense of community, **each day two/three class members (beginning in alphabetical order)** will post a reflection

on the day's activities before 6 pm on the class blog page <http://blogs.cofc.edu/pols405> The two/three members responsible for the day's posting are required to reflect on a theme from class, a stakeholder's observation, and or a field site experience. Here I am looking to see how well you can begin to make and draw connections between and among discussions, readings, field site experiences and conversations with stakeholders. The daily postings require no more than one to two paragraphs. **Comments:** those not responsible for the day's posting are encouraged to check the class blog page daily, and to leave your comments/responses to the two/three daily postings. Each class member will be responsible throughout the 2 ½ weeks for commenting at least 4 times throughout the course. Of course, you are welcome to comment more than the minimum 4 times.

Book Review (Due Friday May 29th by 12 noon)

Apart from the reflection journal I want you to complete a book review of the required course text: *Money Makes the World Go Around*. The book review can take the form of an examination of the contents in the book in comparison with the themes found in the reading on *ERes* and or from the stakeholders we interact with. I envision the book review will take into consideration: content, theme, insights, and interest in the various areas of the book. The book review is worth 15 percent of your final grade. The book review should be a **minimum of 5 typed pages in length**.

Blog Post

Students will work in pairs to construct a blog post, which will be a part of the class blog. The blog post will have globalization and the impacts on South Carolina communities as its focus. Each post should have a **theme** * which is based on the course readings, classroom discussions and stakeholder issues. Each post also needs to include a personal statement (minimum 4 paragraph) about the learning each individual experienced during the course. In addition students are expected to surf the net and find other sites which discuss the theme they are interested in. These newly discovered sites should be included as links where additional information on the topic can be found. I encourage the inclusion of photographs or other creative links to your blog post. I envision the final class blog page to be one which captures the overall learning experience from the students perspective, Training will be provided on blog posting on Wednesday May 27th in the library Room 120. The Blog Post activity is worth **15 percent** of your final grade.

**A theme is a recurring broad idea or story /message/lesson conveyed by the case studies - ask yourself what have I extracted from the conversations with stakeholders, readings, class discussion and field trips that make up the story of globalization thus far .*

Group Presentation

Throughout this course emphasis is being placed on listening and thinking critically about the social impact of globalization on the community and in turn the community's responses. It is in this spirit that you are asked to present a synopsis of your blog post theme—*What is the overarching story you have come away with about global processes and the impact on local*

communities? What evidence (based on readings, discussions, field trips, stakeholder insights) help to support your overarching story? What evidence (based on readings, discussions, field trips, stakeholder insights) presents a challenge to your overarching story? Provide a conclusion, based on all the evidence, on what future steps need to be taken? Presenters are encouraged to incorporate as many visual mediums as possible to convey your ideas.

Presentations will take place on the examination day for this course Thursday May 28th.

Course Outline

Tuesday May 12th

- 8.30-9.15: Intro to class; nature of class, expectations and assignment
9.15- 10.30: Mapping globalization, in class exercise- and lecture.
10.30- 10.45 Break
10.45-11.45 Interviewing Techniques (Professor David Mann- Political Science Department)
11.45- 12.00 Reflecting and practicing interviewing technique

Homework Assignment: A) Start reflection journal (should consider what did I learn from class discussion about globalization-what is your sense of globalization; about interviewing techniques; your overall impressions.

B) **Readings:** Chapter 1 “*What is Economic Globalization,*” & Chapter 2 “*What’s New About the Global Economy,*” in *Field Guide*:

* Chapter 1, “*The Provocation,*” Chapter 2 “*Strom Rising,*” Chapter 13, “*The Battle to Come,*” Chapter 14 “*Not Just Another Labor Story,*” from **On the Global Waterfront** (on Eres)

View “*State of Unions in the USA,*” on classblog page Garson, “*Money Makes the World Go Around,*” pp 1-24

(Reflect in your journal on readings and video)

C) Start thinking about the kinds of questions you want to find out more about in terms of labor and unions and globalization.

Wednesday May 13th

- 8.30- 9.30 Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholder interview
9.30 -10.00 ***Make way over to ILA Hall***
10.00 -12.00 Tour of ILA hall and conversation with ILA President Ken Riley

Homework Assignment: A) Reflect in journal about ILA experience and conversation with stakeholder; what did I learn about labor, unions, worker’s rights and globalization.

B) **Readings:** * Ford and Stone, “Economic Development and Globalization in South Carolina.” Southern Cultures, Spring

2007.

*Benson, "South Carolina Higher Education: At The Precipice," address to the Charleston Chamber of Commerce 2009

*Editorials "Right to Work Laws Benefit States" and "Right to Work Column just Anti-Union Tripe."

View "*Struggle for Employee Free Choice Act*," on classblog page

* "The Union Effect," Hotel & Motel Management 2009

Garson, "*Money Makes the World Go Around*," pp 25-65

(Reflect in your journal readings and video)

C) Start thinking about further questions you want to find out more about the relationship between workers, unions and globalization.

Daily Class Blog Post By: Sam, Ryan & Felicia

Thursday May 14th

8.30 - 9.45	Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholder interview
9.45 - 10.00	Break
10.00- 11.00	Conversation with George Hopkins, Professor of Labor History and Activist
11- 12.00	Conversation with Ben Glass, Labor & Employment Lawyer and a Management Labor Consultant

Homework Assignment: A) Reflect in journal about conversation with the two stakeholders; what further did you learn about labor, unions, worker's rights and globalization.

B) **Readings:** *David Bacon, "The Political Economy of International Migration." New Labor Forum, Fall 2007

*Jill Findeis, "Hired Farm Labour Adjustments and Constraints," in *Dynamics of Hired Farm Labour*.

* Glenda Laws, "Globalization, Immigration, and Changing Social Relations in U.S. Cities," Annals of the American Academy of Political and Social Science, 1997

*Jose Luis Rios, "Working in the Field - La Fresa," and Julisa Velarde, "Always Moving," in *Voices From the Field*.

(Reflect in your journal on readings)

C) Start thinking about the kinds of questions you want to find about more about in terms of migrant far labor and globalization.

Daily Class Blog By: David & Todd

Friday May 15th

- 8.30 - 9.30 Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholder interview
- 9.30 Make way over to John's Island
- 10.00 - 11.00 Tour and conversation with Director of Rural Missions Maribel Santiago.
- 11.30 - 1.30* Conversation with Sister Amelia of Lady of Mercy Outreach and tour of a labor camp

*** Given we will go beyond the official class time allotted, we will reconvene class on Monday May 18 at 9.45 am.**

- Homework Assignment:** A) Reflect in journal about experience and conversation with stakeholder; what did learn about migrant labor and globalization.
- B) **Readings:** Chapter 3, "Globalization Claims," in Field Guide Garson, "Money Makes the World Go Around," pp 66-173
* John Bowe, "Introduction" and "Florida," in *Nobodies; Modern American Slave labor and the Dark Side of the New Global Economy*
* Susan Gabbard et.al. "Examining Farm Work Images," in *Dynamics of Hired Farm Labour*.
- (Reflect in your journal on readings)
- C) Start thinking about further questions you want to find out about migrant labor and globalization.

Daily Class Blog By: Quinn & Alexis

Monday May 18th

- 9.45 - 10.45 Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholders interview
- 10.45- 11.00 Break
- 11.00 - 12.00 Conversation with Michael Lalich, Lowcountry Labor Company

- Homework Assignment:** A) Reflect in journal about conversation with stakeholders; what did you further learn about migrant labor and globalization
- B) **Readings:*** Bowe, "Tulsa," in *Nobodies; Modern American Slave labor and the Dark Side of the New Global Economy* (Eres)
*Ness, "Forging a Migration Policy for Capital: Labor Shortages and Guest Workers," *New Political Science*, 2007. (ERes)
* Smith, "Guest Workers or Forced Labor?" New Labor Forum, 2007
Chapter 4, "Who's Driving Globalization?" & Chapter 5,

“Responses to Globalization,” in *Field Guide*
(*Reflect in your journal on each reading*)

C) Start thinking about the questions you would like answered regarding Guess Worker programs and globalization

Daily Class Blog By: Sarah(K) & Mark

Tuesday May 19th

8.30 - 9.45 Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholders interview

9.45- 10.00 Break

10.00 - 11.00 Theresa Silo - Human Resources Kiawah Island Resort

11. 00- 12.00 Tom Sponseller – President & CEO Hospitality Association of South Carolina

Homework Assignment: A) Reflect in journal about conversation with stakeholders; what did you further learn about migrant labor and globalization

B) **Readings:** * Martinez- Alier, “Ecological Conflicts and Valuation- Mangroves Vs Shrimp in the late 1990,” 2001

* Amir Sapkota, “Aqauculture Practices and Potential Human Health Risks,” Environment International, 2008

*Barnaby and Adams, “Aqauculture: Opportunity or Threat to Traditional Capture Fishermen? 2002

* The South Carolina Shrimp Industry-Timeline (Eres)

View “ETV Big Picture,” link on classblog. Click on “click here to watch” link on Acquaculture.

Garson, “Money Makes the World Go Around,” pp 177-243

(*Reflect in your journal on readings and video*)

C) Start thinking about the kinds of questions you want to find out more about regarding the shrimping industry and globalization

Daily Class Blog By: Mae & Meredith

Wednesday May 20th

8.30- 9.30 Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholders interview

9.30 – 12 Visit to Swimming Rock Fish farm to meet with Rick Eager

Homework Assignment: A) Reflect in journal about experience and conversation with the representative Rick Eager

- B) **Readings:** *Grimes and Yow, “Contesting Globalization by Reconstructing Markets: Florida’s “Wild & Wonderful Shrimp” Program,” *unpublished article -under review*. ERes
- *Coleman, “Progress in Developing the Global Seafood Trade,” *International Trade and Finance Conference*, 2005.
- *Newspaper articles: “True Cost of Shrimp,” “Shrimpers struggle to compete against imports,” “A Palmetto heritage teetering on the brink,” “Shrimpers Try to Stay Afloat.” (ERes)
- (Reflect in your journal on Readings)**
- C) Start thinking of further questions you want to find out regarding the shrimping industry and globalization

Daily Class Blog By: Charles(M) & Sarah(N)

Thursday May 21st

- 8.30- 9. 45 Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholders interview
- 9.45 - 10.00 Break
- 10.00 - 10.50 Conversation with Megan Westmeyer - Sustainable Seafood Initiative Coordinator South Carolina Aquarium
- 11 - 11.50 Conversation with Eddie Gordon ---- Wild American Shrimp

- Homework Assignment:** A) Reflect in journal about experience and conversation with
- B) **Readings:***Pahl, “BioDiesel 101,” “Biodiesel Politics,” “Recent Developments,” & “Looking Ahead,” in *Biodiesel: Growing a New Energy Economy*
- (Reflect in your journal on readings)**
- C) Start thinking about further questions you would like to pose about the relationship between biodiesel fuel and globalization

Daily Class Blog By: Emma & Daniel

Friday May 22nd

- 8.30-9.45 Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholder interview
- 9.45 Make way over to North Charleston
- 10.15-12.00 Visit to SouthEast Biodiesel Plant

Homework Assignment (Three day weekend)

- A) Reflect in journal about experience and conversation from the

biodiesel plant; what did you learn about bio-diesel fuel and globalization

- B) **Readings:** * Boddiger “Boosting biofuel crops could threaten food security,” *Lancet*, 2007
* Editorial, “The World Food Crisis,” *NYT*, 2008
* Martin, “Fuel Choices and Finger-Pointing,” *NYT*, 2008
* Manuel, “Battle of the Biofuels,” *Environmental Health Perspectives*, 2007
* Owens, “Lowcountry entrepreneurs igniting biofuels industry,” *Charleston Regional Business Journal*, 2008
* Biomass
* Balat and Ayar, “Biomass Energy in the World, use of Biomass and Potential Trends,” *Energy Sources*, 2005
Garson, “Money Makes the World Go Around,” pp 244- 330
(Reflect in your journal on readings)

C) Start thinking about further questions you would like to pose about the relationship between biodiesel fuel and globalization

Daily Class Blog By: Charles(T) & Alexander

Tuesday May 26th

- 8.30- 9.45 Discussion of readings- themes, ideas, concepts - and Brainstorming session preparing questions for Stakeholders interview
9.45 - 10.00 Break
10.00- 11.00 Conversation with John Kern CEO Carolina-Pacific
11.00- 12.00 Conversation with Ian Sanchez (LEEP)

- Homework Assignment:** A) Reflect in journal about conversation with stakeholders: how did their perspectives increase your knowledge about biodiesel fuels and globalization
B) Begin plotting, planning, and drafting what you will include on your Blog post
C) Begin thinking about group presentations on Thursday

Wednesday May 27th

- 8.30 - 10.00 Meet in Library Room 120 – Blog Post instruction by Joey van Arnhem
10.00 10.15 Break
10.15 - 12.00 Completing blog post

Homework Assignment: A) Finalize group presentation preparation :

Thursday May 28th

- 8.30- 9.45 5 Group Presentations

9.45 - 10.00
10.00 11.30

Break
Last 5 Group presentations

Friday May 29th

**All assignments due by 12 noon in the Political Science Department
(Reflection journal, Book review, and letter of self-evaluation)**