

**Dr. Hollis France**

**Email: [franceh@cofc.edu](mailto:franceh@cofc.edu)**

**Fall 2016 : MWF 1.00 -1.50**

**Maybank 307**

**Office Rm. 302 Political Science Department Corner of Wentworth and Coming**

**Office Hours: 9-10 am Monday**

**2-3 pm Wednesday**

**Also by appointment**

**Tele- 953-6324**

### **Politics of Globalization- POLI 369**

#### Course Description

We live in an increasingly interdependent world. The cars we drive, the clothes we wear, the jobs we have, and the stock and mutual fund investment decisions we make affect the wages paid to women in Indonesia and Mexico, the destruction of the rainforest in Brazil, and the stability of financial networks in Asia and Latin America. The point of departure for such an examination will be the complex and multifaceted process referred to as globalization. Is globalization, as advocated by the western industrialized countries, the **key** to progress and prosperity for the world or does it intensify global inequalities between the haves and have nots? This question, and many more, will be explored through such topics as:- The role of the consumer, Liberalization of world markets, the power of the nation-state, the international division of labor, the feminization of the global production workforce, environmental degradation, human rights, anti-systemic protest movements, and production and consumption practices.

#### **Learning outcomes**

1. Demonstrate a generalized understanding of the capitalist ideas, values, norms and practices governing and guiding the process of globalization
2. Recognize and explain how and why the successes and problems accompanying globalization affect them directly and indirectly in their daily lives.

1) Richard Robbins, **Global Problems and the Culture of Capitalism**, 6<sup>th</sup> edition  
Allyn and Bacon.

All additional information, in the form of readings and assignment handouts, are available on OAKS

Accompanying Robbins' book is an On-Line Reader. The web site address is

[https://urldefense.proofpoint.com/v2/url?u=https-3A\\_web.archive.org\\_web\\_20160314050224\\_http-3A\\_faculty.plattsburgh.edu\\_richard.robbyns\\_legacy\\_default.htm&d=DQMFaQ&c=7MSSWy9Bs2yocjNQzurxOQ&r=dx0Q6hgu5evYh4990-mMBw&m=qPea8hJ5v7\\_xCA2fxguSC2Yr-GbUQOsuNTodhmXSD2Q&s=Roi3IsOhsWW5EfidVEv6945mZ0BSG\\_Ku1yrAub2FIA4&e](https://urldefense.proofpoint.com/v2/url?u=https-3A_web.archive.org_web_20160314050224_http-3A_faculty.plattsburgh.edu_richard.robbyns_legacy_default.htm&d=DQMFaQ&c=7MSSWy9Bs2yocjNQzurxOQ&r=dx0Q6hgu5evYh4990-mMBw&m=qPea8hJ5v7_xCA2fxguSC2Yr-GbUQOsuNTodhmXSD2Q&s=Roi3IsOhsWW5EfidVEv6945mZ0BSG_Ku1yrAub2FIA4&e)=At this web-site you can find additional readings and tools for research.

## **Course Requirements**

### **I. Class Participation counts for 15% of your final grade.**

The course will employ both lecture and discussion. However, for the most part it will be conducted like a seminar. **Each student is required to turn in Responses to the thesis/question posted on OAKS for each class session, based on your readings, to me at the end of class. Failure to turn in and show up to class will significantly lower your participation grade (which is 15% of your final grade).** 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!) The readings require careful attention as they raise many complex questions for us to consider. Mutual respect and open-ness are minimum guarantees for any discussion. See **Handout #.1 (Thesis/Discussion Questions)**

**II. Individual Concept Media and presentations** – To connect course material with the world beyond the classroom, another component of the course is finding and discussing real-world items that illustrate concepts, ideas, or issues from the assigned readings. After each class unit, on the day indicated **Individual Presentations**, all students are required:

1. To define a concept/idea from the readings in the unit just covered (*no more than one paragraph*);
2. Find a **video/song/picture/cartoon/painting** that illustrates that concept/idea;
3. Explain (not just describe) how the concept and the media piece are connected (*no more than one paragraph*);
4. You are required to submit these **two paragraphs** along with your media source to the OAKS dropbox tagged **thesis/discussion questions**
5. During that day of the individual presentations 4 students will present their concept media.
6. You will find the question that will help guide how you select both your concept and media piece in the Thesis/ Discussion Question Handout on OAKS.

The individual concept / media presentations count towards **10% of your grade**. See **Handout “Evaluating Concept and Media Presentations”** for the specific guidelines that I will use to evaluate your work on OAKS (note: each student will do individual presentations approximately 3-4 times during the semester (everyone will make at least 2 presentations before the mid-term exam).

SPECIAL NOTE: Failure to conduct your presentation on the date scheduled will result in a zero for that presentation. **No make-ups will be issued.**

### **III. Mid-Term Exam counts for 20% of your final grade.**

The mid-term will consist of 5 T/F questions that you will be responsible for answering T/F and then defending why your answer is T/F. The entire exam will draw on all class discussions, presentations, and

readings done prior to October 10<sup>th</sup> . **The scheduled date for the mid-term is October 10<sup>th</sup>.**

**IV. Blog Post Project counts for 25% of your final grade (Draft (10 % and Post (15%)).**

Perhaps the greatest change of the last 30 years has been the global integration of economic, political, and cultural life, a process known as “globalization.” The goal of this project is to gain a better understanding of how these new global relations have impacted our sense of local identity, of what it means to be South Carolinian and or an American. You will do this by identifying and studying one tangible way in which the processes of globalization, specifically economic globalization, touch our lives in South Carolina/United States. You will produce a Blog post that addresses this global connection and its impact on local social relations. Specifically, your Blog post will explain the nature of the global connection and then consider how it requires South Carolinians and/or Americans to reconceptualize their sense of themselves as a people (i.e. their identity). **YOU MUST INCORPORATE REFERENCES TO AT LEAST FOUR SECONDARY SOURCES DEALING WITH YOUR TOPIC IN THE TEXT THAT COMPRISES THE BODY OF THE BLOG PAGE.** That is, you must quote, summarize, or paraphrase these sources to lend authority to your claims about the impact of globalization on South Carolina/United States. Additionally, you are required to provide a draft to me of your research plan (including your topic) and an annotated bibliography. *(I will provide a more detailed handout on the expectations and guidelines for this project)*

**V. Blog Post Project Oral Presentation counts for 20% of your final grade.**

You will present a synopsis of your blog post final project 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 and class discussions) help to support your overarching story? What evidence (based on readings and discussions) presents a challenge to your overarching story? Provide a conclusion, based on all the evidence, what future steps need to be taken? Presenters are encouraged to incorporate as many visual mediums as possible to convey your ideas. ***Presentations will begin November 21<sup>st</sup>.*** (Guidelines posted on OAKS)

**VI. Final Exam (take-home counts for 15% of your grade.)**

The final is a take home exam which will consist of two essays. Exams are due Friday December 9<sup>th</sup>. by 3 pm Via OAKS under the tag Final Exam.

**Summary of Final Grade Calculation of Grade**

<b>Thesis/question responses</b>	<b>15 %</b>
<b>Individual Concept Media Presentation</b>	<b>10%</b>
<b>Mid-Term Exam</b>	<b>20 %</b>
<b>Blog Post Project (draft and post)</b>	<b>25% (10% &amp; 15%)</b>
<b>Blog Post Project Oral Presentation</b>	<b>15%</b>
<b>Final Exam (take home)</b>	<b>15%</b>

**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**

**Class Policies**

**\*\* 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: Please ensure that all Laptops, Cell phones and other electronic devices are turned off before entering the class room. Failure to adhere to this rule will result in you being reported to the Honor Board and the possibility of suspension from the College.**

**\*\* Note: I will take role each class period. Three unexcused absences will result in you being dropped one letter grade for each absence thereafter. If you also develop a pattern of showing up to class late (5 mins after class has started) you will also be dropped one letter grade for each late attendance thereafter.**

**\*\*Note: Failure to show up to class on the assigned day for your mid-term exam, 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 the exam will also result in an F.**

**\*\*Note: There will be a series of extra-credit opportunities on campus this semester. You are allowed to attend 2 of them for extra credit. Should you be inclined to attend I will grade you based on the following criteria (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 (s), concepts 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/ how they challenged and or reinforced the ideas/concepts learnt in class. 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 6 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) If there are events that you think fit this requirement please feel free to pass them by me for my approval.)**

**Course Outline:** (the instructor reserves the right to make changes to the syllabus)

August 24<sup>th</sup>

**Introduction ( Nuts and Bolts of the Course)**

August 26<sup>th</sup>

**Explaining Globalization: What is Globalization?**

**Have Read:**

1. Mark Kesselman : Globalization as Contested Terrain (OAKS)
2. David Harvey: A brief history of Neoliberalism (OAKS)

**Have Done:**

DQ1 : Check for Thesis/Questions on OAKS respond and submit

August 29<sup>th</sup>

**Explaining Globalization: What is Globalization? Cont/d**

**Have Read:**

1. Amartya Sen: How to Judge Globalism (OAKS)
2. Arjun Appadurai: Disjuncture and Difference in the global Cultural Economy(OAKS)

**Have Done:**

DQ2 : Check for Thesis/Questions on OAKS respond and submit

August 31<sup>st</sup>

**Explaining Globalization: What is Globalization? Cont/d**

1. Individual presentations

**Have Done:**

DQ3 : submitted two paragraphs on concept media to OAKS dropbox

September 2<sup>nd</sup>

**Debating Globalization!**

**Have Read:**

1. Thomas Friedman: The lexus and the olive tree (OAKS)
2. Thomas Friedman: It's a flat world after all (OAKS)

**Have Done:**

DQ4: Check for Thesis/Questions on OAKS respond and submit

September 5<sup>th</sup>

Labor Day- no formal class. In liue of class you are requested to attend CofC's Annual Labor Day Celebration (Alumni Center 86 Wentworth St: 3.4.30 pm. ***(this may be used as an extra credit opportunity)***)

September 7<sup>th</sup>

**Debating Globalization!Cont/d**

1. Joseph E. Stiglitz: Globalism's Discontents
3. Vandana Shiva: The Hijacking of the global Food Supply

**Have Done:**

DQ5 : Check for Thesis/Questions on Oaks respond and submit

September 9<sup>th</sup>

**Debating Globalization! Cont/d**

1. Individual Presentations

DQ6 : submitted two paragraphs on concept media to OAKS dropbox

September 12<sup>th</sup>

## **What Drives Globalization : The Culture of Capitalism**

### **Constructing the Global Consumer and its Consequences**

#### **Have Read:**

1. Robbins: Introduction and Chapter 1 (pg. 1-25 )
2. R. Cronk: Consumerism and the New Capitalism  
<https://web.archive.org/web/20160403185623/http://www.westland.net/venice/art/cronk/consumer.htm>
3. Affluenza Diagnosis (Take the Quiz and share the results with the class)  
<http://www.pbs.org/kcts/affluenza/diag/have.html>

#### **Have Done:**

DQ7 : Check for Thesis/Questions on OAKS respond and submit

September 14<sup>th</sup>

## **What Drives Globalization : The Culture of Capitalism**

### **Constructing the Global Consumer and its Consequences cont/d**

1. Robbins Chapter 1 : pg. 25- (*the social construction of childhood*) 34.
2. Emulation and Global Consumerism  
<http://www.indiana.edu/~wanthro/nrc2.html>

#### **Have Done:**

DQ8 : Check for Thesis/Questions on OAKS respond and submit

September 16<sup>th</sup>

## **What Drives Globalization : The Culture of Capitalism**

### **Constructing the Global Consumer and its Consequences cont/d**

1. Individual Presentations

DQ9 : submitted two paragraphs on concept media to OAKS dropbox

September 19<sup>th</sup>

## **Role of Labor and Women in the Global Economy**

#### **Have Read:**

1. Robbins Chapter 2 – *pg. 35-45*
2. Our Fruit Their Labor and Global Reality:  
<http://www.globalexchange.org/news/our-fruit-their-labor-and-global-reality>

DQ10 : Check for Thesis/Questions on OAKS respond and submit

September 21<sup>st</sup>

**Role of Labor and Women in the Global Economy cont/d**

**Have Read:**

1. Robbins Chapter 2 – pg. 45-(*the growth of overseas assembly plants*) 56.

**Have Done:**

DQ11 : Check for Thesis/Questions on OAKS respond and submit

September 23<sup>rd</sup>

**Role of Labor and Women in the Global Economy cont/d**

1. Individual Presentations

**Have Done:**

DQ12 : submitted two paragraphs on concept media to OAKS dropbox

**(1<sup>st</sup> and 2<sup>nd</sup> Choice for Blog Post Due today)**

September 26<sup>th</sup>

**Role of the Capitalist – Growth of Corporations and the implications for Globalization.**

**Have Read :**

1. Robbins Chapter 3: pg. 57-83.
2. Growth of Slavery in North America:

<http://www.pbs.org/wgbh/aia/part1/1narr5.html>

**Have Done:**

DQ13 : Check for Thesis/Questions on OAKS respond and submit

September 28<sup>th</sup>

**Role of the Capitalist – Growth of Corporations and the implications for Globalization cont/d**

1. Robbins Chapter 3 : pg. 83- (*the era of the corporation...*) 98.
2. Global Debt and Third World Development:

<https://www.mtholyoke.edu/acad/intrel/globdebt.htm>

**Have Done:**

DQ14 : Check for Thesis/Questions on OAKS respond and submit

September 30<sup>th</sup>

**Role of the Capitalist – Growth of Corporations and the implications for Globalization cont/d**

1. Individual Presentations

**Have Done:**

DQ15 : submitted two paragraphs on concept media to OAKS dropbox

October 3<sup>rd</sup>

**Role and Future of the Nation State in the era of Globalization**

**Have Read:**

1. Robbins Chapter 4 : *pg 99-112.*
2. Susan Strange: The Declining Authority of States (OAKS)
3. Parker and LeTendre: World Culture and the future of schooling (OAKS)

**Have Done:**

DQ16 : Check for Thesis/Questions on OAKS respond and submit

October 5<sup>th</sup>

**Role and Future of the Nation State in the era of Globalization cont/d**

**Have Read:**

1. Robbins Chapter 4 : *pg. 113- 125*
2. Dani Rodrik: Has Globalization Gone too Far? (OAKS)

**Have Done:**

DQ17 : Check for Thesis/Questions on OAKS respond and submit

October 7<sup>th</sup>

**Role and Future of the Nation State in the era of Globalization cont/d**

1. Individual Presentations

DQ18 : submitted two paragraphs on concept media to OAKS dropbox

October 10<sup>th</sup>

**Mid Term In Class Exam**

October 12<sup>th</sup>

**The Global Impact of the Culture of Capitalism (Population Growth, Migration and Urbanization)**

**Have Read:**

1. Robbins Part 2 Introduction and Chapter 5: *pg 127 - 154*

**Have Done:**

DQ19 : Check for Thesis/Questions on OAKS respond and submit

October 14<sup>th</sup>



**Have Done: Blog Post Project Plans submitted Via OAKS**

October 17<sup>th</sup>

**The Global Impact of the Culture of Capitalism (Population Growth, Migration and Urbanization) Cont/d**

**Have Read:**

1. Robbins Chapter 5 : *pg. 154-(Issues of Immigration) 167*

**Have Done:**

DQ20 : Check for Thesis/Questions on OAKS respond and submit

October 19<sup>th</sup>

**The Global Impact of the Culture of Capitalism (Population Growth, Migration and Urbanization) Cont/d**

1. Individual Presentations

**Have Done:**

DQ21 : submitted two paragraphs on concept media to OAKS dropbox

October 21<sup>st</sup>

**Global Hunger, Poverty and Economic Development**

**Have Read:**

1. Robbins Chapter 6 : *pg. 168- 184*
2. The Politics of Hunger:

<http://mondediplo.com/1998/11/01leader>

3. The global hunger quiz (take as many of the quizzes. For each quiz you take the organization donates) <http://www.worldhunger.org/hunger-quiz/>

**Have Done:**

DQ22 : Check for Thesis/Questions on OAKS respond and submit

October 24<sup>th</sup>

**Global Hunger, Poverty and Economic Development Cont/d**

**Have Read:**

1. Robbins Chapter 6: *pg. 184-( Solutions and Adaptions..) 196*
2. Poverty and Globalization:

[http://news.bbc.co.uk/hi/english/static/events/reith\\_2000/lecture5.stm](http://news.bbc.co.uk/hi/english/static/events/reith_2000/lecture5.stm)

**Have Done:**

DQ23 : Check for Thesis/Questions on OAKS respond and submit

October 26<sup>th</sup>

**Global Hunger, Poverty and Economic Development Cont/d**

1. Individual Presentations

**Have Done:**

DQ24 : submitted two paragraphs on concept media to OAKS dropbox

October 28<sup>th</sup>

**Global Environment and Consumption**

**Have Read:**

1. Robbins Chapter 7: *pg. 197-213*

**Have Done:**

DQ25 : Check for Thesis/Questions on OAKS respond and submit

October 31<sup>st</sup>

**Global Environment and Consumption Cont/d**

**Have Read:**

1. Robbins Chapter 7 : *pg. 213- (the impact of production) 219*
2. Speech of the IPCC Chairman, Rajendra K. Pachauri (OAKS)

**Have Done:**

DQ26 : Check for Thesis/Questions on OAKS respond and submit

November 2<sup>nd</sup>

**Global Environment and Consumption Cont/d**

1. Individual Presentations

**Have Done:**

DQ27 : submitted two paragraphs on concept media to OAKS dropbox

November 4<sup>th</sup>

**Antisystemic Protest : Resisting Globalization from Below**

**Have Read:**

1. Robbins Chapter 11: *pg. 306- 321*
2. Peter Evans: Counterhegemonic Globalization (OAKS)

**Have Done:**

DQ28 : Check for Thesis/Questions on OAKS respond and submit

November 7<sup>th</sup>

**Fall Break –No class**

November 9<sup>th</sup>

**Antisystemic Protest : Resisting Globalization from Below: Nix it or Fix it? Cont/d**

**Have Read:**

1. Robbins Chapter 11: *pg. 321-( strategies of protest) 328*
2. Subcomandante Marco: Tomorrow begin Today (OAKS)
3. International Forum on Globalization: A Better World id Possible (OAKS)

**Have Done:**

DQ29 : Check for Thesis/Questions on OAKS respond and submit

November 11<sup>th</sup>

**Antisystemic Protest : Resisting Globalization from Below: Nix it or Fix it? Cont/d**

1. Individual Presentations

**Have Done:**

DQ30 : submitted two paragraphs on concept media to OAKS dropbox

November 14<sup>th</sup>

**Constructing the Citizen Activist – WHAT CAN I DO?**

**Have Read:**

1. Robbins Chapter 13: *pg. 353- 371*
2. Money as a Social Disease: <http://www.converge.org.nz/pirm/money.htm>

**Have Done:**

DQ31 : Check for Thesis/Questions on OAKS respond and submit

November 16<sup>th</sup>

**Constructing the Citizen Activist – WHAT CAN I DO? Cont/d**

**Have Read:**

1. Robbins Chapter 13: *pg. 372- 377*

**Have Done:**

DQ32 : Check for Thesis/Questions on OAKS respond and submit

November 18<sup>th</sup>

**Constructing the Citizen Activist – WHAT CAN I DO? Cont/d**

1. Individual Presentations

**Have Done :**

DQ33 : submitted two paragraphs on concept media to OAKS dropbox

November 21<sup>st</sup>

Blog Post Research Presentation + (*Class Evaluations*)

November 28<sup>th</sup>

Blog Post Research Presentation

November 30<sup>th</sup>

Blog Post Research Presentation

December 2<sup>nd</sup>

Blog Post Research Presentation

December 5<sup>th</sup>

Blog Post Research Presentation