

International Studies 356
Introduction to Globalization

The Ohio State University

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Class Description

This course introduces students to the contemporary debate around globalization. It presents fundamental concepts, theories, and actors in this field, and is designed to prepare students for further work in the particular area of international political economy. IPE is distinct from international economics. We will introduce economics frequently, but the political behavior and goals of actors in global economy will be more central. We will also consider the cultural and social aspects of globalization.

The first half of the course will discuss globalization as an IPE phenomenon. We will develop the basic vocabulary of international economics – trade, comparative advantage, economies of scale, development, etc. We examine theories of international economic relations which purport to explain behavior in the global economy – liberalism (multilateralism, neoclassicism), realism & mercantilism, neo-Marxism & exploitation, hegemony stability & trade. The second half of the course examines social and cultural globalization. Globalization is frequently said to be homogenizing and integrating behavior and tastes.

This last concern underscores the normative questions surrounding globalization, which we will discuss throughout the course. Globalization's impact is the greatest in the global South. Southern and developing country perspectives, on issues such as cultural traffic and equity, will be regularly discussed. Also, we will discuss the objections of the various opponents of, and threats to, the global economy, from the left – labor, nongovernmental organizations, and the antiglobalization movement – and the right – religious and nationalist backlashes, including terrorism, and vested interests, including national champions and farmers.

Course Objectives

This course fills the GEC social science and diversity categories. Regarding social science, the university writes:

Goals/Rationale:

Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Regarding diversity, the university writes:

Goals and Rationale:

International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

Learning Objectives:

1. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Students should leave the course with the ability to conceptually analyze the globalization debate. It is a large, poorly bounded discussion; after this course, you should have the ability to cut into it in theoretically meaningful ways. Ideally such knowledge will improve your ability to make informed choices as voters. More practically, students should take away the critical abilities to read moderately difficult international affairs journals such as *Foreign Affairs*, and high quality periodicals such as the *Economist*. Finally, the material presented here is serious, professional-grade research, not textbooks. It is intended to prepare you for future graduate or professional work in this area.

Textbooks

David Balaam and Michael Veset, *Introduction to International Political Economy, third edition*, Prentice Hall: Upper Saddle River, NJ, 2005. ISBN: 0131895095.

Thomas Friedman, *The Lexus and the Olive Tree: Understanding Globalization, updated and expanded edition*, Anchor: New York, 2000. ISBN: 0385499345

William Strunk and E. B. White, *Elements of Style, fourth edition*, Allyn & Bacon: Boston, 2000. ISBN: 020530902X (This is optional but *highly* recommended if you are unsure of your writing skills. All of your work in this class will be in essay format.)

Class Requirements

There is no negative attendance policy. Attendance, however, is not unimportant, for class aims at the discussion of the material, not simply the presentation of information. Lecture will not be an abbreviated version of the texts; much of our time will be discussion of the reading. Also, while missed classes will not lower your grade, I do reserve the right to assist the final letter grade of students who attend and participate regularly. *I assume you are serious enough to realize the importance of attendance.*

Furthermore, not only attendance, but participation as well, is *expected*. Although I do not take formal attendance, you are responsible for and bound to any information and course changes passed along in class. I will conduct our class time as close to a discussion seminar as feasible with a group this size. Lectures will be brief and will ideally be driven by your questions from the assigned reading.

You are obviously responsible for all material discussed in lecture and covered in the assigned reading. Class discussion will test your knowledge of the reading, so you are well-advised to do *all* of it. The two texts have been assigned in their entirety. Lectures will not be posted on the Internet nor shared with students. Outlines, review sheets, etc. will not be distributed. The reading and the class sessions serve that purpose. As some material from the book will not be discussed in class and some class lecture will not come from the book, you are advised to both read and participate regularly in preparation for your essay.

If you do not read, you will fall behind *rapidly*. The reduced reading load is also designed to open time for work on your papers and to read serious international economic journalism. You should begin to read regularly the *Economist*, *Foreign Policy*, *Foreign Affairs*, and *Finance & Development* (yes, all of them). Among the dailies, the most important are the *Financial Times*, the *Wall Street Journal*, and the *New York Times*. This reading serves not only to tie the course material to the actuality of the global economy, but to expose you to potential paper topics. The sooner and more fully you do this, the easier the paper(s) will be to write. If I sense from discussion that students are not completing this reading, I reserve the right to require article summaries from the journals listed above.

Evaluation

Your evaluation in this class will be research papers: one 12-page paper, OR two 6-page papers, OR three 4-page papers. You choose the modality you prefer. The paper may be on any topic you choose in the broad area of IPE or globalization. I highly recommend you email or talk to me about your topic, although you need not do so. The paper is to be an investigation of a problem or puzzle in IPE or globalization (there are lots); they are NOT to be histories, literature reviews, or ‘journalism.’ You must make a *theoretical argument* (foreign aid entrenches dictators, rather than helps the global poor; trade liberalization only benefits the industrialized countries; the Millennium Development Goals are a sham for real development assistance; whatever), but it must be written in general and conceptual language. You must use the tools and concepts developed in the course. It may not be a case study of a country or organization that interests you: your paper may involve the United States as a case, but may NOT substantially turn on the United States in the basic argument without my express consent. This is not an American politics or American foreign policy class. Avoid this common error.

You should begin to think on your topic/s within a few weeks. Use the journalism reading required above. Also use their website search engines, and, obviously, the bibliographies of the texts. Please do not ask me for a topic. This is part of the challenge of the assignment. When you have a topic and an outline, you should write to me.

However, do not send me prose, or otherwise ask me to ‘pre-correct’ your work. This is not appropriate or fair to other students. Consider the Writing Center or other editors.

The papers must be given to me no later than the final day of class. There will be no in-class exams, no final exam, no make-ups. I strongly advise you to think of these papers as serious projects you can follow-up in the future and may consider submitting to graduate program admissions. If you begin this project with just a few weeks or even days before the due date, you will almost certainly do poorly.

Writing is fundamental to your grade in this class. Your product should be a lucid, organized, and edited product. The following are the rules of paper. You deviate from them at substantial risk to your grade.

1. You ***MUST*** use the following spec: 1-inch margins all around, 12-point font, Times New Roman, double-spacing, with a single return carriage between sections, with footnotes (not endnotes) in 10-point TNR font with single-spacing.

2. Do not write much beyond the page limit, or I will cease reading. On the other hand, the page limit does not indicate content. Do not add fluff like excessive margins, bizarre fonts, pointless or oversized graphs, multiple return carriages between sections or inserts, photographs, long quotations, etc. Any long citations must use the footnote spec and must be absolutely necessary for your work. Graphs, charts, photographs, etc. do NOT count toward your final page count, but do not place them in an appendix. Gimmicks will be perceived as such and negatively impact your grade.

3. Bibliographic footnotes are required (no endnotes or in-line citations), but do not use discursive, tedious footnotes to pad your work. *Research-caliber* citations are expected; I would like to see your use of the class texts, but this is not required if your substitutes are adequate and scholarly. Use of general news services from the Internet is highly discouraged, *and Wikipedia is not acceptable*. Seek out more substantial works, such as books or journal articles. Citations to online links must be immediately accessible to me, or this will impact your grade. If the links will time out before I can reasonably look at them do not use the. Also, if you use a paying site (parts of the *WSJ*, *NYT* and *FT*), you must be willing to provide me with the necessary log-in information. If you are not comfortable with this, do NOT use these websites.

4. *Do not write less than the page limit*. This will substantially jeopardize your grade.

5. If you choose to write more than one paper, the topics and works cited must be substantially different. Do not write the same paper two or three times.

6. *This course assumes you know how to write a sustained research paper!* I ***ASSUME*** that you know how to cite properly, use standard written English, develop footnotes, etc. If you do not, consult the optional text and the University Writing Center (<http://www.cohums.ohio-state.edu/cstw/writingcenter.html>) at 485 Mendenhall Labs immediately. Please do not ask me to act as editor or proof-reader of your work. I will NOT answer questions such as ‘how many sources do I need’ or ‘how many footnotes per page,’ etc.

Style and structure are crucial in any written product. Good writing will help your essays enormously. Among other things, an ‘A’-quality term paper will have: a *clearly defined thesis* statement, a plan of organization for the paper presented very early, logical evidence presented as distinct points in support of your thesis, and focused, directed sentences that communicate discrete information and which build upon previous ones. Here are some basic expectations. For all others, consult Strunk and White or the Writing Center.

- have a one- or two-sentence encapsulation of your project (a thesis): the more you think of your topic as a question/puzzle you are answering, the easier this will be
 - *have an outline presented very early and stick to it: don't wander*
 - avoid bombast or poetics: write seriously and scientifically
 - don't write the way you talk: oral English is not social science writing – look at the texts and journalism for examples of solid, clear writing in this field
 - use active verbs
 - quadruple check your grammar – punctuation, spelling, etc: this is a no-brainer
 - avoid run-on sentences: be lucid
 - avoid fluff and drift: each sentence should have a discrete purpose, otherwise cut it
 - avoid wild overgeneralizations: only say what you can prove
 - use data: find some good charts or other numbers, interviews, etc. that support your claims
 - avoid excessive repetition: its just padding
 - have someone else, preferably from the Writing Center, read your work for general readability: if they can't figure it out, then neither can I
7. Your grade will be assigned by the following scale. 25%: compliance with the required spec; 25%: style; 50%: content.

Finally, participation will supplement your essay grade/s. While your course grade will not decline because of nonparticipation, I will raise it by up to one whole letter grade if you participate regularly and intelligently. This is assigned at my discretion.

Class Policies

1. Don't be late. Enter quietly if you are late – hold the door. If you arrive late regularly, I will request to speak to you. If you are more than 15 minutes late, please wait for the break before entering class.
2. Please turn off your phones or beepers in class.
3. Students with disabilities should make any concerns known to me right away.
4. Don't cheat or plagiarize! If you are caught, I will send your work to the Committee on Academic Misconduct. Be responsible for your own work. I reserve the right to ask any student I suspect for an electronic copy of his/her essay, and to submit to the university's anti-plagiarism service if I deem it reasonable. Note also that 'forgetting' or otherwise

improperly citing others' work is considered plagiarism. Avoid excessive 'similarity' to something you found on the web. You are expected to know how to cite properly. Be warned that it is very easy to catch plagiarism now because of cross-referenceable electronic databases. *You will be caught.*

5. Class discussion will be a central part of course. Please raise your hand before speaking and otherwise behave civilly.

6. Do not chat, pass notes, read the newspaper, sleep, or otherwise disrupt class. If you continue to distract, I reserve the right to remove you and then assign your seat in future classes. I reserve the right to permanently separate your seat from those with whom you disrupt class.

7. *Material to be graded must be delivered to me personally in paper on the appropriate date.* Without my *express* permission, nothing will be accepted electronically, nor in my department mail box, nor from students who cut that day of class, nor in any other manner. I will consider any such work to be turned in one day late. Every day (not course meeting) an assignment is late without a documented and accepted excuse, its grade will decline by one full letter grade. If you have any reason why you cannot complete the assignments in the required timeframe, you need to see me *personally* before the due date. Do not tell me on or after the due date that you cannot complete the work. I am sympathetic to external concerns, such as health or family issues, but please do not abuse my generosity. Work, other course projects, 'I just need more time,' etc. are NOT legitimate excuses. You must have legitimate documentation. I highly recommend you complete the work in the timeframe of the quarter. Incompletes tend to be poorer work.

8. As a student, you are ultimately responsible for placing your work in my hands and otherwise communicating *proactively* with me on any necessary issues. I will not email or phone students who miss exams, 'forget' about term papers, discover a 'sudden' illness, etc. Do not assume I received your call, could open your attachments, checked my mail box, whatever. Do not just disappear and then return with an expectation of flexibility or leniency. *You must speak* with me for any relevant issues. Any alterations of expectations must have my *explicit* approval. Please demonstrate the proper care and show the appropriate civility in completing assignments for this course and otherwise engaging with me and your fellow students. Thank you.

Class Schedule

1. Introduction: IPE and IR in the social sciences

I. Globalization as an IPE Phenomenon

Text: *Introduction to International Political Economy*

2. Basics and Paradigms: Realism

Preface, chs. 1-2

3. Paradigms: Liberalism and Dependency
chs. 3-4
4. Paradigms: Others; Introduction to Trade
chs. 5-6
5. Movie Day
6. International Finance
chs. 8-9
7. IPE and Power in International Security
chs. 9-10
8. Regionalization as an Alternative to Globalization ?: EU & NAFTA
chs. 11-12
9. Regionalization as an Alternative to Globalization ?: Japan & Transition States
ch. 13-14
10. Development: North-South Relations
chs. 15-16
11. Development: FDI and Commodities in the South
chs. 17-18
12. Future of IPE/Globalization
Chs. 19-21

II. Globalization as a Social and Cultural Phenomenon

Text: *The Lexus and the Olive Tree*

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13. Globalization as Social Integration
Introduction, Opening Scene, chs. 1-4
 14. The Golden Straitjacket: Harmonization or Homogenization ?
chs. 5-7
 15. Technology as the Driver of Globalization
chs. 8-10
 16. Globalization → Interdependence → Peace ?
chs. 11-13
 17. Pushback: Opponents of Globalization

chs. 14-16

18. US and Globalization: Ready or Not ?

chs. 17-18

19. US and Globalization: Strategies for the Future

chs. 19-20

Web Sites

The following web sites should be useful for your term paper and for general interest in the material of the course. I recommend you use them as we discuss various subjects. Simply typing a topic into many of their search engines will return a myriad of information and interesting links. Citing from the Internet is acceptable for your term papers, provided the source is credible. Please share with me any other websites you find that are relevant to the course.

Data for International Economics

Economist Intelligence Unit: <http://www.eiu.com/>

CIA World Factbook: <http://www.odci.gov/cia/publications/factbook/index.html>

Global Governance/Globalization

Global Governance: <http://www.arts.ualberta.ca/GlobalGovernance/>

<http://www.globalpolicy.org/>

<http://www.aboutglobalization.com/>

International Organizations

International Monetary Fund: <http://www.imf.org/>

World Bank: <http://www.worldbank.org/>

United Nations: <http://www.un.org/>

World Trade Organization: <http://www.wto.org/>

Critics of Globalization

<http://www.globalexchange.org/>

<http://www.ifg.org/>

<http://www.50years.org/>

<http://social.chass.ncsu.edu/soroos/HSS393/AntiglobalizationWebsites.html>

<http://www.afleio.org/issues/jobseconomy/globaleconomy/index.cfm>

Foreign Policy

Council on Foreign Affairs: <http://www.cfr.org/>

(publisher of the journal *Foreign Affairs*)

American Foreign Policy Council: <http://www.afpc.org/>

Chicago Council on Foreign Relations: <http://www.c CFR.org/>

(good public opinion survey work on US attitudes on FoPo issues)

Institute for Foreign Policy Analysis: <http://www.ifpa.org/>

Project for a New American Century: <http://www.newamericancentury.org/>

(neoconservative)

Foreign Policy: <http://www.foreignpolicy.com/>

Think-Tanks

Brookings Institute: <http://www.brook.edu/> (leftish)

Institute for International Economics: <http://iie.com/> (pro-globalization)

Heritage Foundation: <http://www.heritage.org/> (conservative)

American Enterprise Institute: <http://www.aei.org/> (conservative)

Third World

South Center: <http://www.southcentre.org/>

Non-Aligned Movement: <http://www.nam.gov.za/>

Group of 77: <http://www.g77.org/>

Africa: <http://www.africaonline.com/>

Films/Documentaries

The following films are no substitute for the reading, nor should they be taken as accurate history in all cases. However they may help you visualize the subjects we discuss and, more broadly, bring you closer to the mood and feel of our topics. Please alert me to any others you would recommend.

Commanding Heights: The Battle for the World Economy

The Emerald Forest

Roger and Me

The Big One

Life and Debt

The Corporation

Syriana