

PSC 498
Globalization and Development
MSSU, Spring 2015
MWF 10:00 - 10:50 AM

1 Class Information

- ⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.
- ⇒ **Office:** 212 Webster Hall (The Center for Law and Politics)
- ⇒ **Phone:** (417) 625-9572¹
- ⇒ **Email:** nicoletti-n@mssu.edu
- ⇒ **Class Time:** Monday, Wednesday, and Friday 10:00 - 10:50 AM
- ⇒ **Room:** 223 Webster Hall
- ⇒ **Office Hours:** MWF from 11:00 AM - 2:30 PM

2 Course Description

This course focuses on economic Globalization, which Bhagwati (2004, p. 3) defines as, “the integration of national economies into the international economy through trade, direct foreign investment (by corporations and multinationals), short-term capital flows, international flows of workers and humanity generally, and flows of technology...” Globalization is not a new phenomenon. In fact, there have been two recognized eras of Globalization. The first began in 1846 when Great Britain repealed the Corn Laws. The Corn Laws were a series of trade protections (tariffs) on grain which prevented domestic grain prices in Britain from dropping. Once these laws were repealed an era of free trade ensued. However, with the onset of World War I this era of unprecedented trade collapsed into autarky. The second era of Globalization begins shortly after World War II. However, this era was different in that the winners of WWII institutionalized global trade with the introduction of the Bretton Woods System. This system brought about a new gold standard and several intergovernmental organizations including, the General Agreement on Tariffs and Trade (now the World Trade Organization), the International Monetary Fund, and the International Bank for Reconstruction and Development (now the World Bank). This new system began the Globalization era we know today, but has changed significantly since 1945. Most recently, in the 1980s and 1990s Globalization became quite controversial as nations and businesses began to reap the extreme benefits of comparative advantage, free trade, and the free flow of goods and services. This course will explore the various issues concerning Globalization and economic development. Students are encouraged to develop their own ideas regarding the subject and debate various points of view in class discussion.

¹If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

3 Objectives

1. Students will be introduced to the major questions, concepts, theories, and methodologies regarding Globalization and Development.
2. Students will improve in their verbal communication skills by orally discussing issues raised by the assigned readings and by presenting the findings of their research to the class for critique.
3. Students will analyze selected topics and issues in Globalization from a historical and contemporary perspective.
4. Students will hone writing, speaking, and critical thinking skills.
5. Students will compare and contrast political institutions within the global trade system.
6. Students will demonstrate the ability to describe the interrelationship between social, political and economic institutions and how Globalization has influenced and altered these traditional structures.
7. Students will develop skills in utilizing historical and contemporary political science sources and techniques to gain a better understanding of Globalization and Development.

4 Course Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, much of what is read in this course is difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class and especially on examinations.

Taking attendance is required by university policy and by U.S. federal government regulations. Attendance will be taken regularly at the start of class. However attendance is not enough to earn credit. I expect that students participate in class. Participation is worth 10% of your final grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.** Part of your participation grade will be calculated using the *Top Hat Monocle* Internet software. See the section on *Top Hat* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for "Did I Read Today". *D.I.R.T.* quizzes are given at the very beginning of class via the *Top Hat* system. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions.

I never allow makeup quizzes for any reason. Thus, there are consequences for being late. Please give the class and I the courtesy of refraining from perpetual late arrivals.

Unexcused absences on exam day will result in a forfeiture of all points for that exam. Make-ups can be scheduled only for students who pre-excuse their absences (that means before the exam, **not after**). An absence is only excused if supported by documentation from either University personnel or your physician. **There are absolutely no make-ups for pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, SnapChating, Yik Yaking, Whispering, using any other computer application (mobile or otherwise), or typing assignments for other courses during this class. Cell Phones should only be used for the Top Hat software. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussion Board" tab in Blackboard, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address** and announcements via Blackboard. Students are expected to use their school email address when sending messages to the professor. I will NOT make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken

in my class.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window. *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible educator I can be. I will often ask for your feedback during the course and I take your input seriously.

5 Required Texts

- ◇ Lechner, Frank J., and John Boli. (2015) *The Globalization Reader, 5th Edition*. Malden, MA: Oxford University Press. [ISBN: 978-1-118-73355-4].
- ◇ Bhagwati, Jagdish. (2007). *In Defense of Globalization*. New York, NY: Oxford University Press. [ISBN: 978-0-19-533093-9].
- ◇ TopHat Monacle Subscription - \$20 for the semester. To use this software you will need a mobile device such as, a laptop, tablet, smart-phone, or a cell phone with texting capabilities (Subscription card purchased at Bookstore).²
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Blackboard. A “+” indicates that the reading is posted on Blackboard. A “∇” indicates that the reading is in the physical Course Reserve in the MSSU Libraries.
- ◇ I reserve the right to add readings at any time during the semester.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

5.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: nicoletti-n@mssu.edu

From: Your Email Address Here

Subject: Always Include a Subject Line with Your Class Title and Time of Day

Dear Professor Nicoletti,

²While this subscription card is available in the Bookstore, they mark up the price considerably. If you purchase the subscription directly from the TopHat website the price is locked in at \$20.00.

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),
Jane/John Doe Student

6 Grading

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 60 points can be earned from the four examinations, which are worth 15 points each. Up to 10 points can be earned from participating in class throughout the semester and participating in *Top Hat* participation questions. Finally, up to 15 points can be earned by completing the MyPoliSciLab assignments. This means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, by mid-semester students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simply divide 41 by 50 ($\frac{41}{50} = 82$). This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could have possibly earned in the course. Thus, if you earned 75 points out 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade just like regular points do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means that there was a possible 105 points that students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

- * D.I.R.T. Quizzes on the Readings Due that Day worth 15% of the Final Grade.
- * Simulations and Simulation Response Papers each worth 15% for a total of 30% of the Final Grade.
- * Midterm and Final Examinations each worth 20% of the Final Grade, for a Total of 40% of the Final Grade.
- * Participation: 15%.

7 Grading Distribution

- ✓ A = 90-100
- ✓ B = 80-89
- ✓ C = 70-79
- ✓ D = 60-69
- ✓ F = 0-59

8 Academic Honesty

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all quizzes, except for the use of the Tot Hat software. Students using electronic devices during quizzes for anything other than Top Hat will fail the assignment. If you are taking a quiz and are found using an electronic device inappropriately, I will be forced to fail your assignment and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment. The MSSU's policy on Academic Integrity and the plagiarism judicial process is as follows:

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

My policy on cheating is simple, but severe. Any student found to be cheating will fail the course, not just the assignment. MSSU leaves the consequences of plagiarism and cheating up to the professor. I take academic integrity very seriously and the consequences of cheating in my course are most severe.

9 Similarity Detection Software

To prevent and detect plagiarism, I may require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student

paper previously submitted to the detection software. When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

10 Special Needs (ADA Statement)

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or Lori Musser, Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725. Students with special needs should bring their requirements to my attention in the first week of classes. I will make every effort to assist students with special needs. Students dealing with stress-related or other medical issues should visit the Willcoxon Health Center, Billingsly Room 242.

11 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. Participation is worth approximately 10% of your grade. This will be a combination of your personal in-class participation and your participation in *Top Hat Monocle* exercises given during class.

11.1 TopHat Monocle Subscription

TopHat Monocle Software is a digital subscription for students that cost approximately \$20 for the semester. The software allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text.

The first week of classes I will send each person an email inviting them to access the TopHat Software. When you receive the email please use the subscription code purchased in the bookstore to access and enroll in the course.

12 Course Schedule

12.1 Week 1: January 12 — 16, 2015

12.1.1 ⇒ Monday, January 12: Course Introduction

- ★ Course Introduction and Administrative Review.
- ★ Acquire Texts.
- ★ Acquire Access to Top Hat Monocle Internet Participation Account.

12.1.2 ⇒ Wednesday, January 14: What is Globalization?

- ★ Lechner and Boli (2015), “General Introduction” (pp. 1-5).
- ★ Bhagwati (2007), Chapter 1: Anti-Globalization: Why? (pp. 3-27).

12.1.3 ⇒ Friday, January 16: Turkish Presentation

- ★ Students must attend the presentation: **Bliss: A Novel**, by O.Z. Livaneli. The presentation is at 10:00 am in Corley Auditorium in Webster Hall. This presentation takes the place of class.
- ★ I will be at the Southern Political Science Association Conference and thus cannot attend the presentation. However, attendance is mandatory and I will be keeping track via the student card swipe at the auditorium. Please make sure you use your ID card to check-in before the presentation.
- ★ **Description of the Talk:** O.Z. Livaneli, one of Turkey’s most prominent and popular authors, makes a special appearance at MSSU to discuss his international best-seller, *Bliss*, selected as the common reader for use in all sections of the University Experience 100 course for 2014-15. The book tells the stories of Meryem, a young girl sentenced to death because she is believed to have dishonored her family; Cemal, a soldier who returns from fighting the PKK in the Ghabar Mountains to find that he’s been given the task of killing his cousin, Meryem; and Professor Irfan, a well-known intellectual in the midst of an existential crisis. The three, brought together by fate, embark on a turbulent journey to the depths of themselves, of each other, and of the soul of the country.

13 Part One: Debating and Explaining Globalization

13.1 Week 2: January 19 — 23, 2015

13.1.1 ⇒ Monday, January 19: Martin Luther King Day - No Class

- ★ Martin Luther King Jr. Day, No Class. Students are encouraged to attend the MLK Day events at MSSU. A list of events can be found here: <http://www.mssu.edu/resource-center/martin-luther-king/martin-luther-king-invitation.php>.

13.1.2 ⇒ Wednesday, January 21: Debating Globalization

- ★ Chapter 1: Micklethwait and Wooldridge, “The Hidden Promise: Liberty Renewed” (pp. 11 -18), in Lechner and Boli (2015).
- ★ Chapter 2: Sen, “How to Judge Globalism” (pp. 19-24), in Lechner and Boli (2015).
- ★ Chapter 3: Hamelink, “The Elusive Concept of Globalisation” (pp. 25-31), in Lechner and Boli (2015).

13.1.3 ⇒ Friday, January 23: MSSU Mock Trial Tournament - No Class

- ★ MSSU is hosting its 2nd annual Mock Trial Tournament. I will be helping host this event and thus there will be no class.

13.2 Week 3: January 26 — 30, 2015

13.2.1 ⇒ Monday, January 26: The Clash of Globalization

- ★ Chapter 4: Barber, “Jihad vs. McWorld” (pp. 32 -40), in Lechner and Boli (2015).
- ★ Chapter 5: Huntington, “The Clash of Civilizations?” (pp. 41-49), in Lechner and Boli (2015).

13.2.2 ⇒ Wednesday, January 28: Explaining Globalization

- ★ Frieden, Lake, and Broz (2010), “Introduction: International Politics and International Economics” (pp. 1-19).†

13.2.3 ⇒ Friday, January 30: Realism, Power, and International Trade

- ★ Krasner, “State Power and the Structure of International Trade” (pp. 23-41), in Frieden, Lake, and Broz (2010).†

13.3 Week 4: February 2 — 6, 2015

⇒ Monday, February 2: Marxists and Neoliberal Perspectives

- ★ Chapter 6: Wallerstein, “The Modern World-System as a Capitalist World-Economy” (pp. 56-62), in Lechner and Boli (2015).
- ★ Chapter 8: Harvey, “A Brief History of Neoliberalism” (pp. 71-76), in Lechner and Boli (2015).

⇒ Wednesday, February 4: Brief History of Globalization

- ★ Schonhardt-Bailey, “Free Trade: The Repeal of the Corn Laws” (pp. 87-97), in Frieden, Lake, and Broz (2010).†
- ★ Lechner, “Waves in the History of Globalization” (pp. 109-115), in Lechner and Boli (2015).

⇒ **Friday, February 6: Globalization and the World Economy**

- ★ Frankel, “Globalization of the Economy” (pp. 63-81), in Frieden, Lake, and Broz (2010).†
- ★ Fallows, “China Makes, the World Takes” (pp. 169-174), in Lechner and Boli (2015).

13.4 Week 5: February 9 — 13, 2015

13.4.1 ⇒ Monday, February 9: The Institutions of the Global Economy

- ★ Vreeland, “The International Monetary Fund” (pp. 270-276), in Lechner and Boli (2015).
- ★ Capling and Higgott, “The Future of the Multilateral System - What Role for the World Trade Organization?” (pp. 277-282), in Lechner and Boli (2015).

13.4.2 ⇒ Tuesday, February 11: The WTO in More Detail

- ★ Deardroff and Stern, “What You Should Know about Globalization and the World Trade Organization” (pp. 404-421), in Frieden, Lake, and Broz (2010).†

13.4.3 ⇒ Friday, February 13: Developing Nations and Free Trade

- ★ Sally, “The Political Economy of Trade Policy Reform: Lessons from Developing Countries” (pp. 486-504), in Frieden, Lake, and Broz (2010).†

13.5 Week 6: February 16 — 20, 2015

13.5.1 ⇒ Monday, February 16: Simulation - The Doha Round

- ★ Simulation Starts. **Country Position Paper is due at the start of class, uploaded to the Safe Assign Drop Box.**

13.5.2 ⇒ Wednesday, February 18: Simulation Continued

- ★ Simulation Continues.

13.5.3 ⇒ Friday, February 20: Simulation Continued

- ★ Final Day of the First Simulation.

14 Part 2: Globalization and the World Economy

14.1 Week 7: February 23 — 27, 2015

14.1.1 ⇒ Monday, February 23: Back to the Debate

- ★ Bhagwati (2007), Chapter 2: Globalization, Socially, Not Just Economically, Benign (pp. 28-32).
- ★ Bhagwati (2007), Chapter 3: Globalization is Good but not Good Enough (pp. 32-35).
- ★ Bhagwati (2007), Chapter 4: Non-Governmental Organizations (pp. 36-48).

14.1.2 ⇒ Wednesday, February 25: Experiencing Globalization

- ★ Watson, "McDonald's in Hong Kong" (pp. 121-129), in Lechner and Boli (2015).
- ★ Korzeniewicz, "Commodity Chains and Marketing Strategies: Nike and the Global Athletic Footwear Industry" (pp. 175-185), in Lechner and Boli (2015).

14.1.3 ⇒ Friday, February 27: Economic Issues with Globalization

- ★ Milanovic, "Global Income Inequality by the Numbers: In History and Now" (pp. 197-201), in Lechner and Boli (2015).
- ★ Collier, "The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It" (pp. 202-207), in Lechner and Boli (2015).
- ★ Stiglitz, "Globalism's Discontents" (pp. 217-226), in Lechner and Boli (2015).
- ★ **Midterm Exam TBA.**

14.2 Week 8: March 2 — 6, 2015

14.2.1 ⇒ Monday, March 2: Defending Globalization

- ★ Bhagwati (2007), Chapter 5: Poverty: Enhanced or Diminished (pp. 51-67).

14.2.2 ⇒ Wednesday, March 4: Globalization - The Nation State in Jeopardy?

- ★ Strange, "The Declining Authority of States" (pp. 232-238), in Lechner and Boli (2015).
- ★ Rodrik, "Has Globalization Gone Too Far?" (pp. 245-251), in Lechner and Boli (2015).
- ★ Eichengreen, "Hegemonic Stability Theories of the International Monetary System" (pp. 246-272), in Frieden, Lake, and Broz (2010).†

14.2.3 ⇒ Friday, March 6: No Class, Professor is a History Day Judge

- ★ No Class, History Day.

14.3 Week 9: March 9 — 13, 2015

14.3.1 ⇒ Monday, March 9: Globalization and the Human Face

- ★ Bhagwati (2007), Chapter 6: Child Labor - Increased or Reduced? (pp. 68-72).
- ★ Bhagwati (2007), Chapter 7: Women - Harmed or Helped? (pp. 73-91).

14.3.2 ⇒ Wednesday, March 11: Is Globalization a Threat to Democracy?

- ★ Bhagwati (2007), Chapter 8: Democracy at Bay? (pp. 92-105).
- ★ Bhagwati (2007), Chapter 9: Culture - Imperiled or Enriched (pp. 106-121).

14.3.3 ⇒ Friday, March 13: Wages and Labor Standards

- ★ Bhagwati (2007), Chapter 10: Wages and Labor Standards at Stake? (pp. 122-134).

14.4 Week 10: March 16 — 20, 2015 - SPRING BREAK, NO CLASS

14.4.1 ⇒ Monday, March 16: Spring Break No Class

- ★ Spring Break, No Class.

14.4.2 ⇒ Wednesday, March 18: Spring Break No Class

- ★ Spring Break, No Class.

14.4.3 ⇒ Friday, March 20: Spring Break No Class

- ★ Spring Break, No Class.

14.5 Week 11: March 23 — 27, 2015

14.5.1 ⇒ Monday, March 23: Global Governance!

- ★ Slaughter, "A New World Order" (pp. 283-288), in Lechner and Boli (2015).
- ★ Dodgson, Lee, and Drager, "Global Health Governance: A Conceptual Review" (pp. 296-301), in Lechner and Boli (2015).

14.5.2 ⇒ Wednesday, March 25: NGOs and Civil Society

- ★ Boyle, "The Evolution of Debates over Female Genital Cutting" (pp. 319-325), in Lechner and Boli (2015).
- ★ Boli and Thomas, "World Culture in the World Polity: A Century of International Non-Governmental Organization" (pp. 334-341), in Lechner and Boli (2015).

14.5.3 ⇒ Friday, March 27: The Case of the EU

- ★ CQ Researcher *Debates in American Foreign Policy*. The Future of the Euro. By Glazer (pp. 192-219). † (2015).

14.6 Week 12: March 30 — April 3, 2015

14.6.1 ⇒ Monday, March 30: European Union Simulation

- ★ Simulation Begins. **Country Position Paper is due at the start of class uploaded to the Safe Assign Drop Box.**

14.6.2 ⇒ Wednesday, April 1: European Union Simulation

- ★ Simulation Continues.

14.6.3 ⇒ Friday, April 3: European Union Simulation

- ★ Last Day of the Simulation.

15 Part 3: Global Problems, Global Entities, and Global Identities

15.1 Week 13 April 6 — 10, 2014

15.1.1 ⇒ Monday, April 6: Globalization and the Environment

- ★ Keck and Sikkink, “Environmental Advocacy Networks” (pp. 510-518), in Lechner and Boli (2015).
- ★ Khagram, “Toward Democratic Governance for Sustainable Development: Transnational Civil Society Organizing around Big Dams” (pp. 519-525), in Lechner and Boli (2015).

15.1.2 ⇒ Wednesday, April 8: Can Globalization Help the Environment?

- ★ Bhagwati (2007), Chapter 11: Environment in Peril? (pp. 135-145).

15.1.3 ⇒ Friday, April 10: Can Globalization Help the Environment?

- ★ Bhagwati (2007), Chapter 11: Environment in Peril? (pp. 145-161).
- ★ Chasekm Downie, and Brown, “Ozone Depletion” (pp. 519-530), in Lechner and Boli (2015).

15.2 Week 14: April 13 — 17, 2015

15.2.1 ⇒ Monday, April 13: Multinational Corporations

- ★ Caves, “The Multinational Enterprise as an Economic Organization” (pp. 157-168), in Frieden, Lake, and Broz (2010).†.

15.2.2 ⇒ Wednesday, April 15: Are Corporations Bad?

- ★ Bhagwati (2007), Chapter 12: Corporations - Predatory or beneficial? (pp. 162-182).

15.2.3 ⇒ Friday, April 17: Or are Corporations Good?

- ★ Bhagwati (2007), Chapter 12: Corporations - Predatory or beneficial? (pp. 182-195).

15.3 Week 15: April 20 — 24, 2015

15.3.1 ⇒ Monday, April 20: Globalization and Religion

- ★ Kurzman, “Bin Laden and Other Thoroughly Modern Muslims” (pp. 418-422), in Lechner and Boli (2015).
- ★ Casanova, “Globalizing Catholicism and the Return to a ‘Universal’ Church” (pp. 443-448), in Lechner and Boli (2015).
- ★ Lechner, “Religious Rejections of Globalization” (pp. 449-455), in Lechner and Boli (2015).

15.3.2 ⇒ Wednesday, April 22: Money and Human Flows Across Borders

- ★ Bhagwati (2007), Chapter 13: The Perils of Gung-ho International Financial Capitalism (pp. 199-207).
- ★ Bhagwati (2007), Chapter 14: International Flows of Humanity (pp. 208-218).

15.3.3 ⇒ Friday, April 24: Appropriate Governance

- ★ Bhagwati (2007), Chapter 14: Appropriate Governance - An Overview (pp. 221-227).

15.4 Week 16: April 27 — May 1, 2015

15.4.1 ⇒ Monday, April 27: The Anti-Globalist Alternative

- ★ Pleyers, “The Global Justice Movement” (pp. 555-560), in Lechner and Boli (2015).
- ★ International Forum on Globalization, “A Better World is Possible” (pp. 583-595), in Lechner and Boli (2015).

15.4.2 ⇒ Wednesday, April 29: Coping with the Downsides

- ★ Bhagwati (2007), Chapter 16: Coping With the Downsides (pp. 228-239).

15.4.3 ⇒ Friday, May 1: Are You A Globalist or Anti-Globalist

- ★ Class-Wide Debate - Globalization, A Force for Good or Evil? You tell me!

15.5 Week 17: May 4 — 8, 2015

15.5.1 ⇒ Final Exam Week

- ★ **Official Test Time:** Friday May 8, 2015 from 10:00 AM - 12:00 PM.

16 Simulations and Country Position Papers

There will be two week-long simulations in this course focusing on international governmental organizations or institutions. The first will center around the latest round of trade talks in the World Trade Organization - the Doha Round. The second will be about the European Union and its current economic crises. Each student will randomly choose a country from a lottery drawing and represent that nation during our week long simulation of an international negotiation. Each student will be responsible for writing a Country Position Paper, which is due at the start of the simulation. This will involve researching you nation's policy and preferences regarding the issues outlined in the simulation proposal. During the simulation the class will debate the merits of the proposal, amend the original proposal as necessary, and (hopefully) pass a resolution and/or treaty that is unanimously voted upon by each member of the class representing their nation-state. I expect that each student is present during these simulations and each absence during the week of the simulation will result in the loss of 2 points on your Country Position Paper.

16.1 The Country Position Paper

Each Country Position Paper will be no longer than 10 double-spaced pages. Each paper must contain the following sections: (1) A brief background of the country, specifically focusing on the material in the negotiation proposal; (2) How the proposal can *both* help and harm the country you have chosen, with detailed explanations; (3) The official position of the country you have chosen based upon the research you have completed; (4) Your negotiation strategy for the simulation, specifically what must be included in the proposal for you to vote yes on the final resolution, and (5) Based on class material and your research, what position do you think your country should pursue - this may, or may not, be different or similar to your official stance, but must include a reference to class material in your explanation. Below you will find a more detailed explanation of each section of the paper.

16.2 Brief Background (1-2 Pages) - Worth 3 Points

This section should outline the historical background of the country you have chosen in the context of the simulation. For example, if you have chosen Greece for the Euro-

pean Union simulation, this section should include background information for how the economic crisis in Greece began, what mechanisms Greece put into place to fix and heal their economy, and how Greece's relationship with the European Union contributed to its economic issues. In this section it is incumbent upon each student to fully outline their country's place in the negotiation based on events that have already unfolded.

16.3 How Will The Proposal Help and Hurt The Country (1-2 Pages) - Worth 3 Points

Each student will research the substance of the proposal (provided by the Professor) in regards to their chosen country. Based on the content of the proposal you will explain how its elements will affect your chosen country. What would be the positive consequences? What would be the negative consequences? Let's use the Greece example again. Let's say that the proposal had an article that would place penalties on any EU country that exceeds the public debt to GDP ratio of 60%. Let's say the specific article planned to fine EU nations that went beyond the 60% limit. Given that Greece has a public debt to GDP ratio of 175%, this article would negatively impact Greece. In this case you would explain how that portion of the proposal would negatively affect Greece and why. You will do this for the proposal in its entirety and give detailed explanations for your reasoning.

16.4 The Official Position (1-2 Pages) - Worth 3 Points

Based upon your research you will outline your country's official position on the proposal. This section can discuss an aggregate position or discuss where the country stands on the different elements of the proposal. In some cases the country you have researched may have advocated an official position in real life. In other cases you will have to specify an official position based on your research and your country's preferences regarding the proposal. In many cases you will need to infer their position based on actions the country has taken or public statements the country has made. You will need to find this information in your research.

16.5 Negotiation Strategy (1-2 Pages) - Worth 3 Points

In this section each student will outline what outcomes they will be fighting for during the simulated negotiation. What arguments will you make for against certain proposal provisions? What will you vote for and what will you vote against? What specific elements will you try to add to, or remove from, the proposal and why? Write this section as if you were an adviser to a head of government and they tasked you with explaining what they want to accomplish during the negotiation. Be sure to include the reasons why you are advocating for these outcomes.

16.6 Your Position (1-2 Pages) - Worth 3 Points

In this section you are free to advocate your own position, outside of the official position in the previous section. For example, if your country is a developing nation in the World Trade Organization simulation, your research may lead you to believe that your country wants lower restrictions on international intellectual property laws. However, you may strongly believe that protecting intellectual property is important for international trade. In this section you may break with the country's official position and explain your own arguments. However, this section must include citations and references to material we have read in class. If your position is the same as the official position, you still need to explain why, using citations from course material.

16.7 Paper Format and Specifications

All papers must follow these strict formatting guidelines. Your grade will be impacted if you do not follow these standards.

- ✓ The paper should be 7-10 pages, with No more than 10 double spaced pages of text (not including your endnotes or reference sheet).
- ✓ The paper must cite at least 10 sources, outside of class material and at least 3 of those sources must be peer-reviewed scholarly articles.
- ✓ The last section of the paper must cite at least 2 different sources from the course texts.
- ✓ Times New Roman, 12 Point Font.
- ✓ 1 inch margins top and bottom.
- ✓ 1 inch margins left and right.
- ✓ Minimal grammatical and spelling errors (no internet/texting slang please).
- ✓ The paper is segmented into the appropriate sections.

The last bullet is important. I want the papers to be broken up into each question/section listed above, just like this syllabus is broken-up into sections. In addition, all papers should be edited for appropriate spelling and grammar. Formatting, grammar, and spelling count toward your grade.

References

- Bhagwati, Jagdish. 2004. *In Defense of Globalization*. New York, NY: Oxford University Press.
- Frieden, Jeffrey A. and ands J. Lawrence Broz David A. Lake. 2010. *International Political Economy: Perspectives on Global Power and Wealth*. New York, NY: Norton.
- Issues for Debate in American Foreign Policy*. 2012. Washington, D.C.: CQ Press.

Lechner, Frank J. and John Boli. 2015. *The Globalization Reader*. Malden, MA: Oxford University Press.