Globalization: Politics, Culture & Governance

UNH Course Code: IRS331
Subject Areas: International Relations, Political Science, Sociology
Level: 300
Prerequisites: Introduction to International Relations, Political Science or Sociology
Language of Instruction: English
Contact Hours: 45
Credits: 3

Description:
The word Globalization is one of the more fashionable additions to the lexicon of international relations pundits have made since the end of the Cold War. Widely used, frequently abused and generally misunderstood, the term today has however become so clouded in cliche and indeterminacy that it risks meaning almost nothing at all. To remedy this situation, you set out in this course to investigate, analyze and reassess the elusive historical and social concept of globalization, looking closely at its manifold forms, varied content and troubling consequences. Employing the tools of sociology and the analytical methods of political science, you embark on an interdisciplinary investigation of the theory and practice of globalization. You will simultaneously develop the requisite skills for identifying this phenomenon in current events, for situating it in the larger context of international relations, and for understanding the meaning and role of global governance as a logical and appropriate response to this phenomenon.

Your investigation begins with a definitional and historical analysis of the term globalization, one that clearly explains and differentiates among the many interrelated key constituent concepts. At this juncture, you will also survey the more important theories formulated to account for this intangible phenomenon we call globalization as well as analyzing its impact on politics and culture.

With this foundation in place, you then organize the coursework into two main areas of reflection. The first concerns the major actors on the stage of globalization, of both state and non-state varieties. The former includes old traditional Westphalian states as well as more recent ones resulting from the process of “exporting” state structures to the developing world. The latter includes what American Political Scientist James Rosenau calls the “sovereign-free actors” or non-state entities (trans-national firms, IGOs, NGOs, mafias, terrorist organizations, individuals, informal groups, trans-national networks, regional constructions, etc.). Each very different from the other in both power and influence and all with values and interests impossible to reconcile, these actors nevertheless interfere with and interrupt the course of state action, all the while striving to gain in the stakes of globalization as well as to shape the form an incipient global governance might take.

In the second part of the course you take up the international agenda the phenomenon of globalization so relentlessly imposes and that so dangerously entangles state and non-state actors alike. Among the high stake items are:
Global Flows of Value (people, information, culture, and ideas)
- Systems of Global Trade (among & between Developed & Less-Developed economies)
- Global Public Goods (resources, sustainability, global warming, bio-diversity, etc.)
- Transcendent Ideological Forces (religious fanaticism, criminal violence, terrorism)
- Humanitarian Public Law (genocide, war crimes, crimes vs. humanity, the ICC)
- Global Security (Cold War security, human security & multilateralism)

In short, this course provides you with a detailed analysis of the meaning, players, processes, and consequences of contemporary globalization and global governance, serving as a complement to your area of concentration or as a foundation to further work in international relations, political science, sociology and related fields.

Learning Objectives:
- to identify and evaluate the structure of the international system
- to define & interlink the concepts of actor, diplomacy, culture and politics
- to trace & describe the main chronological lines of the historical process of globalization
- to use the tools of political science & interdisciplinary approaches to this study
- to develop a conceptual framework for understanding globalization & global governance
- to analyze sociologically, systematically & empirically the main issues of globalization
- to develop and demonstrate use of analytical and critical thinking skills on these issues
- to present orally and in a standard format a specific topic on globalization
- to research, write and defend a sociological essay on an pressing issue of globalization

Instructional Format:
Course work is comprised of in-class lectures and discussions, group exercises, student exposés, documentary films, extensive outside readings, independent group and individual onsite study, a research project, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning. Classes meet twice weekly for 1¼ hours.

Form of Assessment:
The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. However, you must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the CEA Academic Integrity Policy to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Class Participation 10%
Oral Presentation 10%
Midterm Examination 20%
Onsite Excursion Reports 20%
Class Participation: When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. And whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

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<tr>
<th>Criteria for Assessing Class Participation</th>
<th>Grade</th>
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<tbody>
<tr>
<td>You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.</td>
<td>A+ 9.70-10.00</td>
</tr>
<tr>
<td>You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.</td>
<td>A-/A 9.00-9.69</td>
</tr>
<tr>
<td>You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.</td>
<td>B/B+ 8.40-8.99</td>
</tr>
<tr>
<td>You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.</td>
<td>C+/B- 7.70-8.39</td>
</tr>
<tr>
<td>You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.</td>
<td>C 7.40-7.69</td>
</tr>
<tr>
<td>You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.</td>
<td>D+/C- 6.70-7.39</td>
</tr>
<tr>
<td>You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.</td>
<td>D-/D 6.00-6.69</td>
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<tr>
<td>You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.</td>
<td>F Below 6.00</td>
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Oral Presentation: Many classes will include an individual presentation or exposé to last no more than 15 minutes and which conforms to specific organizational and methodological criteria. This exercise in analysis and presentation needs to be accurate, detailed and, most of all, extremely well structured and organized. The sources of the presentation should be selected from the required and recommended course literature. The instructor will guide you through the requirements of this exercise.

Onsite Excursion Reports: The purpose of these assignments is to link the more academic and abstract in-class lectures and assigned readings to the outside world of concrete international organizations, private corporations or institutes, NGOs or museums that are manifestations of the process of globalization. Following each study excursion you will write a report responding to a number of specific questions related to the issues and significance of the site. The instructor will explain in class the specific approach and requirements of these reports.

Research Paper Guidelines: The instructor will explain in detail the specific approach, methodology and content that will be integrated into your research project. But as a quick checklist of things to begin thinking about, the following guidelines will help you in deciding on a research topic and in planning its execution.
1. Make a clear and compelling link between your topic and course themes.
2. Link your subject to the learning objectives listed above.
3. Search out a wide variety of bibliographical and visual sources.
4. Show personal involvement in your subject in a demonstrable way.
5. Make your finished project one that couldn’t be done at your home institution.

You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work. In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your research.

Midterm & Final Examinations: The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

CEA Attendance Policy:
Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings:

The required course textbook listed above is available for purchase at the CEA Paris Center. Buy your texts from our locally affiliated book merchant who is onsite during academic orientation. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy of each. Additional copies will be placed on-reserve in the Academic Affairs office for short-term loans. Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located here in the city and accessible to
CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

**Recommended Readings:**
See the bibliographical listings on the course content section below for the suggested additional readings for each topic. Many of these are full books and studies more appropriate for research than actual daily readings.

**Online Reference & Research Tools:**
There is an extensive list of pertinent websites and online resources at the end of each chapter in the Baylis and Smith course textbook: *The Globalization of World Politics: An Introduction to International Relations*. Survey and use these web links in conjunction with the week’s readings, lectures and class discussions.
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**Recommended Readings:**  
|         | The Requirements of Studying Globalization: A sociological survey of the international relations Using a mixed micro-macro level of analysis | Lecture & Discussion |  |
|         | Definition of Key Concepts | Study Problems: 1. On the necessity of using an interdisciplinary approach to grasp and scrutinize the global process.  
2. Epistemological precautions to keep in mind & the reasons why. |  |
|         | Globalization, global liberalism, capitalism, “structural power” |  |  |
| 2       | Globalization in Historical Perspective | Lecture & Discussion | **Text Readings:** Baylis & Smith: *Globalization*, Chaps, 2-4, pp. 35-90.  
**Recommended Readings:**  
|         | What is Globalization? The principal criteria | Study Problems: 1. What is Globalization?  
2. How new is it? |  |
<p>|         | Fernand Braudel’s concepts: “World economy: the successive phases” |  |  |</p>
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<td>3</td>
<td>I. Actors on the Globalized Stage</td>
<td>Lecture &amp; Discussion</td>
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|         |       | Study Problems: 1. Sub-Saharan States, Tradition, Acculturation, Modernity & Fake Institutions | Recommended Readings:  

| 4       | The Process of Importing the State Model to the Third World:  
**Weak States:** Collapsed-, Failed-, Kleptomania-, & “Quasi-States”: Causes & Indicators of Such Situations  
|         |       | Lecture & Discussion | Recommended Readings:  
private & public spheres
The Weberian Neo-Patrimonialism concept and its use in analyzing developing countries
The Socio-genesis Process of State: Both historically dated & Geographically Situated

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<td>Onsite Report #1 Due: <em>The Swedish Cultural Center</em></td>
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| 6 | **Non-Governmental Organizations: NGOs**  
Definition; Specific ways of acting; Capacity to set the international agenda;  
Their huge contribution to a silent revolution: the transformation of international public law into a law of globalization, which is a work in progress. |
|---|---|
|   | **Film Documentary:**  
*The Nobel Peace Prize; The Marshall Plan*  
**Debates:**  
Davos summits: how to deal with alter-globalization movement. |
|   | **Text Readings:** Baylis & Smith: *Globalization*, Chap 17, pp. 296-311; Chap. 19, pp. 330-349.  
**Recommended Readings:**  
### B. Non-State Actors (cont.):

#### Transnational Firms: MNCs
- **Definitional Problems**
  - Policies of Investment is equal to a power of discrimination between different public authorities around the world

#### Individuals:
- Semi-autonomous decision-makers

#### Transnational Networks:
- A new type of political power
- A new form of collective mobilization & action

### Session 7

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<tr>
<th>Activity</th>
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<tr>
<td><strong>Lecture &amp; Discussion</strong></td>
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<tr>
<td><strong>Study Problems:</strong></td>
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<tr>
<td>1. What is the balance sheet on MNCs?</td>
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<td>2. What are today’s new networks of power &amp; influence?</td>
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<td>3. Who is “opposed” to Globalization?</td>
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<tr>
<td><strong>Case Studies:</strong></td>
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<td>(Lafarge-Amnesty international; Total-Greenpeace partnerships)</td>
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<tr>
<td><strong>Student Presentation</strong></td>
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### Session 8

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<tr>
<td><strong>Lecture &amp; Discussion</strong></td>
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<tr>
<td><strong>Study Problems:</strong></td>
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<tr>
<td>1. What is the role of ideology in the evolution of Globalization?</td>
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<tr>
<td>2. What does gender have to do with Globalization?</td>
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<tr>
<td><strong>Student Presentation</strong></td>
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### Text Readings:

### Periodical Literature:

### Recommended Readings:
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<tr>
<th>Major resolutions and recommendations</th>
<th>Origin and Spread of Nationalism.</th>
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<tbody>
<tr>
<td>The UN Commission on Human Rights &amp; the UNHCR</td>
<td>• Gellner Ernest, <em>Nations et Nationalismes</em>.</td>
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</table>
| 9       | C. Actors & Ideology (cont.)  
Reshaping States & Nations:  
Nationalism, Minorities, Secession,  
Right of Self-determination | Onsite Study Excursion#2:  
Recommended Readings:  
| 10      | C. Actors & Ideology (cont)  
Functionalism & Integration:  
Regionalism in a Globalized World  
European Union, ALENA, MERCOSUR, ASEAN, APEC, African Union  
Political & Economical Integration?  
The EU Process of Integration:  
An exemplary process?  
Common Points & Differences Among Regional Bodies | Onsite Report #3 Due:  
European Commission in Paris  
Recommended Readings:  
Onsite Report #2 Due: Delegation of the Nagorno-Karabakh conference |
| 11      | Midterm Exam | Exam | Review All Class Materials & Readings |
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### II. The Stakes of Globalization

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**Recommended Readings:**  
**Onsite Report #3 Due:** European Commission in Paris |
|         | South-North & East-West flows & restrictions  
The question of political refugees  
The stakes of North-South “brain drain”  
European Union: Fortress or “passoire”?  
The case of Mexican illegal immigration to the US | Study Problems:  
1. Analyzing the connection between world population, global poverty & human rights.  
   **Student Presentation** |
| 13      | Global Populations & Migrations  
Current Case Studies | Onsite Study Excursion #4: INED  
(National Demography Institute)  
Lecture by a senior officer | **Readings:** UNESCO Website: [http://portal.unesco.org/en](http://portal.unesco.org/en) |
| 14      | 2. Global Communications  
**Recommended Readings:**  
|         | Its consequences on the diffusion of knowledge  
Managing overwhelming flows of information  
Controlling the “noise of info flows”  
Cultural inequalities | Study Problems:  
1. “Small is beautiful”: Problems of too much information. | |
<table>
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<tr>
<th>The Stakes of International News Channels</th>
<th>CNN, BBC world, France24.</th>
<th>Student Presentation</th>
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**Onsite Report #4 Due:** The INED
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<td>15</td>
<td>Global Communications</td>
<td>Onsite Study Excursion #5: UNESCO or France 24 International</td>
<td>Readings: INED Website: <a href="http://www.ined.fr/">http://www.ined.fr/</a>; Class handouts</td>
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<td>Globalized Celebrity: How Symbolic Resources Become Political Tools</td>
<td>Student Presentation</td>
<td>Onsite Report #4 Due: UNESCO or France 24 International</td>
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**Onsite Report #5 Due:** UNESCO or France 24 International |
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Recommended Readings:  
Onsite Report #6 Due: The OECD Headquarters |
|         | The Inequality of Trade | Study Problems:  
1. Fair trade: a transnational solidarity made of what?  
2. What does the G8 display of power mean?  
3. Reforming the G8 to what end? (Illusions, “solutions” & harsh realities) |  
Student Presentation |
|         | Historic Debates: What is the responsibility of the colonial powers in this contemporary question? |  |
| 19      | Global Trade/Global Discord: Current Case Studies | Onsite Study Excursion #7:  
*ACF Action Contre la Faim* Lecture | Readings: ACF Website:  
http://www.actioncontrelafaim.org/; Additional class handouts. |
| 20      | 4. Protection of Global Public Goods Global Public Good (GPG)  
A human resource connected to human rights or a commercial product whose cost must be paid by all? Sustainable Development?  
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- Litvak Meir (Ed.), *Middle Eastern Societies and the West: Accommodation or Clash of Civilizations?* Moshe Dayan Center for Middle Eastern and Afr., 2007. **Onsite Report #8 Due: The World Wildlife Federation** |
|         | The decline of Christian faith in the western countries | Student Presentation | **Onsite Report #8 Due: The World Wildlife Federation** |
|         | What does this mix mean in terms of political interaction? | | **Onsite Report #8 Due: The World Wildlife Federation** |
|         | Revivalist movements across the globe | | **Onsite Report #8 Due: The World Wildlife Federation** |
|         | Organized Crime: | Lecture & Discussion | **Onsite Report #8 Due: The World Wildlife Federation** |
| Drug trafficking, child labor trafficking, infringement acts, corruption, tax havens | **Study Problems:**  
1. What is “show and shame”?  
2. The strategy of GAFI & Transparency International  
**Recommended Readings:**  
**Field Research Project Due:** |
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<p>| <strong>25</strong> | <strong>7. Humanitarian Affairs</strong>&lt;br&gt;Considerations on the reinforcement of humanitarian international public law: a work in progress&lt;br&gt;The International Criminal Court:&lt;br&gt;The specificity of the ICC&lt;br&gt;General characteristics&lt;br&gt;(supranational power, individual pursuit, etc.)&lt;br&gt;The ability of the US to say “NO”&lt;br&gt;The recurrent US strategy of “the free rider”&lt;br&gt;Crimes Against Humanity:&lt;br&gt;How the ICC deals with Genocide &amp; War Crimes (Case Studies: Pinochet, Milosevic, Omar Hassan al | <strong>Onsite Study Excursion #10:</strong>&lt;br&gt;The Museum of Jewish History &amp; Culture&lt;br&gt;<strong>Lecture &amp; Discussion:</strong>&lt;br&gt;Study Problems:&lt;br&gt;1. The Nuremberg &amp; Tokyo War Crimes trials (Film)&lt;br&gt;2. The creation of the ICC (Film)&lt;br&gt;Text Readings: Baylis &amp; Smith: Globalization, Chap. 30, pp. 522-541; Chap. 29, pp. 490-505. | <strong>Periodical Literature:</strong>&lt;br&gt;Touko Piiparinen, “The Lessons of Darfur for the Future of Humanitarian Intervention”, Global Governance, v.13, n.3, July-Sept 2007, pp. 365-390. <strong>Recommended Readings:</strong>&lt;br&gt;• Brems Tony Knudsen, Humanitarian Intervention: Contemporary Manifestations of an Explosive Doctrine, Routledge, 2008. |</p>
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**Recommended Readings:**  
**Onsite Report #10 Due:** The *Shoah/The Holocaust* |
|         | Westphalian Security | Study Problems:  
1. What are the different types of war we’ve seen since WWII? (Film)  
**Historic Debates:**  
The cold war: origin & principal events  
Concepts of alliance, balance of power, bipolarity and of deterrence: the balance of terror between the two blocs  
**Student Presentation** |
|         | Strategic Security & Nuclear Doctrine |  
“American Gulliver enmeshed” (Stanley Hoffman)  
Flexible response  
The “impotency of supreme power” (Aron)  
Brinkmanship |
| 27      | Global Security: Current Case Studies | Onsite Study Excursion #11:  
Memorial to Marshall Leclerc & Museum of Jean Moulin | **Readings:** WWII Websites: TBA; Additional class handouts. |
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<td>Student Presentation</td>
<td>Review All Class Materials &amp; Readings</td>
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<td><strong>Final Examination</strong></td>
<td>Exam</td>
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