

Course Description

(Provisional syllabus- some readings will be changed)

The world is in crisis. An unstable global economy, increasing environmental degradation, and growing income inequality are exacerbated by civil strife, massive trans-national migration, terrorism and the erosion of national identities. Throughout the world, nationalism is under threat as nation-states see traditional forms of communal identity eroded. These problems cry out for conceptual, empirical and policy analysis. Why is the global arena facing these challenges and how can we both explain them and find solutions to them?

This seminar examines how developments in the global arena - embodied in the processes of globalization - are affecting the quality of life of the world's citizenry, both in advanced industrialized countries and in *less developed countries* (LDCs) of the non-Western world. Globalization's impact on democratic politics, namely political participation, civic consciousness, human rights and issues of social justice, represents a central concern. Without participatory and transparent governance based on the rule of law, there can be no rational and systematic approach to solving the world's crises. On the other hand, democratic politics cannot be sustained without sustainable development, equitable income distribution, gender equality, protection of the environment, adequate public health services, and preservation of local heritage and traditions.

Beginnings Having delineated an important set of problems, where do we begin? Where do we start our "intellectual voyage"? The approach used in this course argues that there is an analytic sequence that we all must address if we are to grasp the issues and problems raised in this seminar. This sequence entails incorporating the following components into our analytic model: 1) a focus on the *normative*; 2) being explicit about our *ontological assumptions*; 3) addressing *epistemological issues*; 4) constructing a comprehensive *conceptual framework*; 5) generating *hypotheses*; 6) *articulating conclusions*; and 7) *formulating policy prescriptions*.

Normative concerns First and foremost, we need to examine our normative frameworks. Simply put, the term normative connotes values, the "should," rather than the "is." What norms and values do we, as policy analysts, bring to the "learning table?" How do we think the problems raised in this course *should* be addressed and why do we think that way? What is the nature of our "moral compass," and is it accurately and appropriately situated to address the problems facing the global arena? To use another formulation, what is our "imaginary" of the global arena? What, in our view, would an "ideal" world look like?

A concrete example of the normative can be seen in the issue of *income inequality*. For most of human history, disparities in wealth and access to material resources were not a societal concern. This condition was assumed to represent the "natural" order of things. Religion, a highly normative construct, posited that those who lived a virtuous life – whether rich or poor – would receive their just rewards in the afterlife. Thus the materials conditions of this world should not be of concern.

It was only after the Industrial Revolution, which began in the 16th century - with the growth of urban *areas* and the concentration of large numbers of workers in manufacturing - that people began to raise the idea of inequality and the greater access that some in society had to wealth and opportunity compared to the lack of that access by others. As a result, the concept of *social class* acquired prominence. However, many social theorists, government policy-makers, and entrepreneurs pushed back against this idea by arguing that, in the modern world with its market economy, anyone who wanted to become prosperous could achieve that end through hard work. In this view, the spread of the *market* provided new opportunities for wealth which had not heretofore been seen or imagined.

Ontological assumptions Ontology is perhaps one of the most difficult concepts that we will address in this seminar. It is defined as the “science of being.” More concretely, it encompasses our assumptions about the structure of reality and how it functions. Perhaps the concept of ontology can be best addressed by posing the following questions: Is the world made up of random and fixed “facts” or “data” which are simply waiting to be discovered if we just develop the appropriate tools of quantitative measurement? Or is the world, as another ontological tradition claims, always in a process of “becoming” – namely, in a continuous process of change? In the former model, the focus is on *stasis*, whereas in the latter the focus is on *change*.

Why are our assumptions about reality important? Because adopting one ontological position leads us to assume an unchanging model of reality in which discrete empirical data are there to be measured and analyzed, while the other model sees “data” as more difficult to measure, in large part because reality is constantly in a state of flux. In the latter model, facts do not exist as random data but rather are part of larger structures which are the causes of economic, social, political and cultural change. If we accept an ontology in which the objects are simply facts to be measured and analyzed, our task is less *conceptual* than *methodological*. If we see facts as constantly in flux, because they are part of larger structures which are responsible for continual change, then our focus must become more conceptual in nature.

To try and clarify matters still further, let’s return to our example of income inequality. If we assume a more “atomistic” ontology – one that largely or completely ignores structural analysis - then we should focus on individuals who are poor and how they can improve their living conditions through their individual actions, such as hard work. If we assume a “structural” ontology, then we assume that individual behavior must account for material and institutional impediments and that individual action must be grounded in social and political movements if any meaningful societal change is to occur. In this latter approach, individual behavior is important, but usually only effective if situated within a larger social context.

Epistemology is the science of knowledge. It poses the question: how do we know what we know? Throughout our seminar, all of us – instructor and class members alike – will be making knowledge claims in the form of declarative statements about the global issues which we will be studying. On what basis do we make such statements? While it is impossible to answer this question in a definitive manner, we will spend time trying to arrive at a more satisfactory way of coming to conclusions about the phenomena and issues which we will analyze.

Developing a conceptual framework One of the main tasks of our intellectual activity this semester will be to create a comprehensive conceptual framework for understanding the structure and direction of global affairs. To raise the issue of the “global” implies a juxtaposition to the “local.” Put differently, to discuss the global suggests that we already have within our consciousness a concept of the local. As a concept, globalization alone will not allow us to comprehend global affairs unless we understand them in relation to local affairs. And to understand the local requires us to integrate yet another level of analysis into our conceptual framework, namely that of the self. In short, our conceptual framework must encompass the *global*, the *local* and the *self*.

How do we, as analysts, situate ourselves within this complex process of analysis and understanding of global affairs? Unlike many courses, this one requires you, the student, to examine the normative predispositions which you bring to the study of global affairs. It asks you to consistently integrate into the learning process your own values and norms, and to examine the extent to which you are part of a local community, and part of a global community. You will be asked to examine the impact of your normative framework on the conceptual prisms through which you view global affairs.

Generating hypotheses A hypothesis is an “educated guess.” It draws upon previous experiences which allow an individual to explain reality and predict future events and behavior. A hypothesis relates two or more variables which are categorized as “independent” (causal) or “dependent” (caused by - the result of - an independent variable). For example, you could hypothesize that on Wednesdays evenings from 6 to 8:40 p.m., during Rutgers University’s 2017 Fall Semester, a class on “Theory and Method in the Study of Global Affairs” will be offered in specific rooms in Hickman Hall and at Marymount Manhattan College. That hypothesis could then be tested over the course of the semester in question.

You could hypothesize that the course will meet on a regular basis due to two independent (causal) variables. First, the instructor fears losing his salary if he does not show up and teach the course, and/or second, he maintains extensive interest in the subject matter of the course, desires to interact with his students, and thus does not want to miss a class. Both these causal variables result in (cause) a regular pattern, namely that the course meets each week at a regular time and place, and for discrete (well defined) reasons.

Articulating conclusions The empirical study of global affairs – conducted within a well-developed conceptual framework - provides the basis for generating conclusions about the structure and direction of the phenomena which constitute the core of global affairs. These conclusions are arrived at via hypothesis testing which, in turn, links a set of independent and dependent variables. The ultimate goal of hypothesis testing is to formulate theories. A theory is defined as a set of interrelated set of propositions which explain and predict a particular phenomenon, e.g., sustainable development or the lack thereof.

Formulating policy prescriptions In the MA Program in Political Science – United Nations and Global Policy Studies (UNMA), our purpose is not just to explain the world but to offer well-designed policies that can address the problems it faces. This task means that we cannot end our efforts at theory construction but must proceed beyond theory to offer ways to address the issues

raised by these theories. We require not only theory but *praxis*, namely the application of the knowledge we generate to creating solutions.

Policy prescriptions bring together all of the prior 6 components of our intellectual model. Policy is always highly normative and builds in ontological and epistemological assumptions. To be effective, policy must be grounded in a well-thought through conceptual framework, carefully formulated hypotheses, and theories which are constantly subject to revision and reformulation.

Methodology As the course title implies, we need to take seriously the question of methodology. Which methods will allow us to arrive at the types of understanding of global affairs on which to base sound policy prescriptions? What mechanisms will allow us to gain access to and comprehend the beliefs, norms and aspirations of people and the societies in which they live who are not part of American or Western societies?

In political science, there are 3 types of methodology: quantitative methods, qualitative methods, and interpretive methods. Each approach offers particular types of benefits and are more appropriate for certain types of analysis compared to others. An example of quantitative analysis would entail conducting survey (public opinion) research or measuring the distribution of income in a particular society. Qualitative analysis could involve the comparative historical study of the development of democratic societies. For example, how was the development of democracy in Great Britain similar to and different from that of the United States? Interpretive methodology is more difficult to describe. However, a good example would be an ethnography of a particular political elite which entails considerable observation of their behavior and open-ended discussions with them about why they behave in the way which they do.

Key concepts in the study of global affairs The number of concepts which we need to address when studying global affairs is extensive. In this seminar, we will only have the opportunity to study those concepts which relate to the most pressing issues of the day. Returning to our concern with ontology, we can either investigate and deploy concepts as individual (and largely isolated) constructs or we can situate them within a larger structural nexus.

Unfortunately, the structural approach often fails to offer an improvement over the former atomistic approach because analysts are fond of posing binaries. Binary thinking has its benefits: love vs. hate, good vs. evil, democracy vs. authoritarianism are all mental constructs which play important roles in our daily lives and help orient us to, and situate us in, the larger social environments in which we live. Let's begin with a number of critical concepts, and associated binaries, which have informed many of the debates regarding the structure and direction of change in the global arena.

Global vs. the local This binary is at the core of the study of global affairs. While I would agree that such a binary is significant, it begs an important question: where does the "local" end and the "global" begin? Think of your own lives – which aspects of your lives are local and which are global? Can you separate and compartmentalize these two aspects in a discrete manner? Can you define your own lives in binary terms?

The division of labor One of the most important concepts ever devised in the social sciences is Adam Smith's notion of the division of labor. Ask yourself the following questions: Do you know who produced the articles of clothing that you are wearing, the computer or tablet that you are using in class, or the food which you've eaten today? Clearly the answer is no.

The concept of division of labor, which is so important to understanding economic growth and many other processes related to global affairs, assumes multiple dimensions, all of which can be posed in binary terms. It juxtaposes efficiency to inefficiency, cost-benefit analysis to a lack of concern with time, specialization to more general skills, a concern with profit as opposed to the non-monetarization of life, and a focus on individual interests as opposed to those of the larger community in which one lives.

The concept of division of labor was developed by the great Scottish political economist, Adam Smith, in his great work, *An Inquiry into the Wealth of Nations*. It captures the key outcome of the Industrial Revolution – namely economic interdependence. For Smith, the division of labor was the tide that would lift all ships. As the economy became more specialized, products would be manufactured more efficiently. As products were manufactured more efficiently, their cost would go down because more could be produced in the same period of time. The division of labor would result in the spread of the market, especially if the state did not interfere with the forces of *supply* and *demand*. Thus Smith offers a powerful hypothesis – the less the state interferes with the functioning of the market, the more rapidly the market expands and the more prosperous those who operate in the market become. Smith's theory - the basis of modern neo-classical economic theory – is elegant in its parsimony and explanatory power.

Interdependence While Smith saw the development of the market and market forces as the touchstone of modern society, many analysts today see the interdependence created by the market as fraught with danger. Market forces have not brought about uniform prosperity but, in many instances, have resulted in great disparities in income (think in the United States, for example, of the “1% vs. the 99%” movement). Indeed, globally, poverty remains a pressing issue for millions of the world's population.

One of the main problems facing the world today is its increasing economic integration, on the one hand, and the lack of political integration through international political institutions, on the other. Even a small economic downturn in one part of the world can have global implications. For example, the collapse of the Thai currency, the *baht*, in the late 1990s, or, more recently, the seizure of large parts of Syria and Iraq by the so-called Islamic State, can seriously disrupt nations-states, if not regions of the world, which are far away from the scene of the problem. Larger economic recessions, such as the near collapse of the US and global economies in 2008, or the serious decline of the Chinese economy, seen in the massive losses of the Shanghai Stock Exchange in 2015, can threaten major international financial chaos.

But we would be remiss if we limited our purview of interdependence to the economic level of analysis. Social and cultural integration are also key facets of the processes which we will study in this course. Only 1 in 5 people on the planet currently live in the country in which they were born. The movement of large numbers of people from the nation-states in which they were born and raised to other countries can have a positive impact but a negative one as well.

For example, immigrants were needed and welcomed in Europe in the late 1950s and early 1960s during the rapid economic expansion that characterized the German and Italian “miracles.” However, the European Union (EU) has recently been experiencing an extended period of economic recession accompanied by a significant decline in the population of its member states. The influx of immigrants today is not caused by Europe seeking to accelerate its economic growth but by migrants attempting to escape from countries where civil strife has made life intolerable. Migrants to Europe seek not only employment but political asylum and a wide variety of social services which EU member states are finding difficult to provide. Are we local or global citizens or both? If the latter, how do we reconcile our commitments to local traditions, memories, symbols rituals and myths, and the inexorable penetration of the “local” by the “global” which all too often involves the domination of the former by the latter?

Rapid and unpredictable change (“combined and uneven development”) Another feature of the global arena which complicates our ability to bring analytic rigor and comprehension to it so we can engage in logical and effective policy analysis is the unpredictability of the global system. Only recently, Brazil represented the “B” in the so-called “BRIC” countries - Brazil, Russia, India and China. Currently, Brazil is involved in a massive national oil corruption scandal which has already toppled one government and has led to a decline of more than 2% of its Gross Domestic Product (GDP).

China, accustomed to extraordinary annual growth rates of 7% or more since the turn of the century, suddenly finds that its economy is experiencing a dramatic slowdown. As workers have become scarcer with the aging of its population, putting upward pressure on wages, many foreign investors have moved to other countries in South East Asia or elsewhere, where labor conditions are more favorable. China has discovered that its production of industrial products exceeds the capacity of its economy to absorb them. This problem has been exacerbated by declining international demand for its goods which has only made the current local economic slowdown worse. Meanwhile, China faces a “debt bubble” due to speculation in an overheated real estate market which could have a severe impact similar to the US in 2008 if not addressed.

Russia, one of the world’s largest oil exporters, is suffering from the collapse of global oil prices. This problem is exacerbated by its authoritarian political system in which the assets of successful Russian entrepreneurs (and sometimes foreign corporations) are seized by the state on trumped up charges of tax evasion. Russia also suffers from the international sanctions which have been imposed on it by the seizure of Crimea and its illegal intervention in eastern Ukraine.

Even India, which is experiencing impressive economic growth, faces the problem of sustaining that growth given the country’s need for massive infrastructure development. Without the improvement of roads, its national rail system and improved municipal services, India will not be able to reach its potential for economic growth. India’s highly vaunted “Green Revolution” has reached its limit given the severe stress that dramatically higher crop yields, achieved through massive fertilizer usage, have placed on its agricultural system. India suffers from massive corruption which also impedes economic growth and sustainable development.

All the BRIC (or BRICI if we include Indonesia) countries are economically interdependent. As the Chinese economy has slowed, its demand for Brazilian goods has dropped, further stunting

Brazil's economic growth. Indeed, the current Brazilian government has been criticized for being too reliant on China for the export of its mineral and agricultural crops. As we see, interdependence can have positive effects on economic growth. However, conditions can change quickly, transforming these positive effects into economic liabilities.

Theory and method in the study of global affairs: a summary What is local and what is global? To fully understand how the global arena is affected by the processes of globalization, we approach the issues in the course through four levels of analysis: *social, political, economic* and *cultural* (SPEC). One way to effectively approach course readings is to ask: in which of these analytic areas does a specific reading fit? Does the reading encompass more than one analytic level?

What is the structure of the global arena? How has it been shaped in the modern era? When did the concept of globalization become prominent? What benefits has it brought to the global arena and what problems has it created? We will be looking at what role the United Nations and United Nations institutions and agencies can play in fostering a more equitable and integrated global society.

What does it mean to speak of the “global arena”? How is the “global” different from the “local”? How can the concept of “place” assist in better understanding this distinction? To use this binary is to suggest the existence of *boundaries*. If we juxtapose the global to the local, then at some point we must cross a boundary that separates the two.

There is no question that we all live in a globalized world. Massive changes in *information technology* have facilitated contact between all regions of the world. What Thomas Friedman has called the “democratization of information” has undermined the ability of authoritarian rulers to control the information available to those they rule.

To speak of the global implies *interdependence*. What happens in one part of the world increasingly has a significant impact on other parts of the world, often far away. Think for example of terrorism and pandemics such as the Ebola outbreak in West Africa. How should we understand this increasing interdependence and the causal factors that influence it? What are the best indicators to measure this interdependence?

To speak about the global implies is to simultaneously speak about a *power relationship*. The use of the terms “global” and “local” suggests many things but one of the most important is the juxtaposition of the *nation-state* to the *global political-economic system*. Many LDCs, in particular, feel that their national interests are subordinated to the international political-economic system. One question that we will address is the extent to which economic and social development in developing or non-Western countries is impeded by policies that originate in advanced industrialized countries.

From a different perspective, many economists and political scientists argue that the most important institution for economic and social development is the *market*. Without free markets, nation-states cannot develop efficient economies and thus cannot raise their citizens' standard of living. Others argue that markets are highly correlated with *democracy and good governance*.

Still others argue that unregulated markets can cause great *income inequality* which, if unaddressed by the state, can produce economic and political instability, e.g., the global recession of 2008.

A key concept which we will confront in this seminar is that of *globalization*. This term is used with great frequency, in the media and academic circles, but few who use it define it in a precise manner. The question of whether globalization is beneficial or detrimental to human progress has been widely debated. The perspective adopted in this course is that globalization's impact cannot be reduced to either a wholly positive or entirely negative effect. From a *policy perspective*, it is critical that the economic, social, political and culture processes influenced by globalization be channeled in directions that benefit all sectors of society.

The questions raised in this seminar also ask whether globalization is really a new phenomenon or captures processes which have been underway for a long period of time. It raises the question of whether globalization is a unitary process or whether the concept subsumes many different processes. How do we know that globalization is not some "fad" created by the media or a catch-all phrase promoted by isolationists and protectionists? Is the "era of globalization" any different from previous periods of economic expansion? Do we measure globalization solely in terms of economic change or do we also need to examine political, social and cultural change as well? The importance of answering these questions is to gain a better grasp on both defining the concept and understanding its impact both on advanced industrialized countries and LDCs.

One of the most important questions about globalization is its impact on the practice of *democracy*. Does globalization enhance or hinder democratic practices? If globalization is directly linked to advancing the economic and political power of advanced industrialized countries at the expense of Less Developed Countries (LDCs), what impact do Western trans-national corporations have on political processes in the non-Western world? To what extent is authoritarian rule in the non-Western world the West's responsibility? To what extent do non-Western societies unfairly blame the West for their own failings, including local dictators and despots, and lack of economic growth?

It is well known that the populaces of advanced industrialized countries use a disproportionate amount of the world's energy and material resources. What are the implications of these consumption patterns for democracy and the global environment? How can citizens of advanced industrialized countries continue to enjoy prosperity and technological advancements without having serious negative effects on other countries and the global environment? Is there a relationship between one's everyday behavior, including food and energy consumption, and the well-being of people elsewhere in the world? Can change in individual behavior, however small it seems, potentially have a global impact?

One of the most important levels at which globalization's impact needs to be understood is what we might refer to as the cultural-psychological level. How do citizens of Western and non-Western societies interact under the impact of globalization? To examine this question, we will read works which examine *identity* and *cultural difference*. We will also examine the ways in which cultural heritage interacts with historical memory and provides a basis on which a society can develop political stability and a sense of community and belonging.

Course Objectives

This class emphasizes *active learning*. Beyond completing course readings and taking notes, students are expected to actively engage in classroom discussions, and critically analyze points and counter-points to arguments in which the class engages. Course readings and class discussions will be supplemented by a *Group Project* meant to demonstrate the student's ability to apply the concepts and knowledge learned. Students will also be asked to analyze a newspaper or short journal article as part of the *Final Examination*. Students are encouraged to challenge all conceptual formulations and arguments presented in course readings, and to develop their own approaches to the problems and issues we discuss.

Grading rubric

The student's *final evaluation* is computed in the following manner:

- 1) *Final examination* = 50% of the final grade
- 2) *Critical Reading Notes (CRNs)* = 30% of the final grade
- 3) *Class Participation* (including the *Group Project*) = 20% of the final grade

The Final Examination will be a take home examination. Students will be asked to submit 3 Questions for the Final Examination, together with 3 Rationales, namely a rationale (*not* an answer) indicating why each question submitted would be appropriate to include on the Final Examination. Students who submit excellent questions will possibly see one of their essay questions used on the examination.

The form CRNs should take is described below. Class Participation involves: 1) serving as a Class Discussant; 2) active involvement in class discussions; 3) contribution to the *Group Project*; and 4) regular attendance of class sessions throughout the semester.

Assessment rubric

The following rubric will be used in assessing your performance. It sets the most basic criteria of assessment, but it should give you the basic idea of what is expected of you. Should you decide to challenge any part of your evaluation, please refer to this rubric in arguing your appeal.

		A	B	C	D/F
Essays and other written work	Argument and analysis	Makes clear and compelling argument. Solid reasoning. Offers insightful analysis	Makes clear argument, based on plausible readings. Some effort to sustain argument throughout the analysis.	Attempts to offer a cogent argument and analysis, but argument and analysis are based on faulty reasoning.	Fails to make a cogent argument or to offer sound analysis.
	Writing and grammar	Writes well, making appropriate word choices and avoiding grammar and spelling mistakes.	Writes well, but may include a handful of grammar, spelling, or word choice mistakes.	Makes multiple errors, but still writes in a clearly intelligible manner.	Makes multiple errors that interfere substantially with comprehension.
	Organization and structure	Presents clear, navigable structure with introduction, body, and conclusion. Provides reader with a "road map"	Offers clear organization with some road map for reader.	Makes some effort to structure the paper, but organization is problematic or difficult to follow.	Structures the paper in a way that is disorganized and difficult or impossible to follow.

		of essay.			
	Mastery and use of readings	Uses multiple readings and demonstrates mastery of facts and arguments made in readings.	References multiple readings and demonstrates a good degree of understanding.	Makes minimal use of readings and/or fails to demonstrate adequate mastery of readings.	Fails to use readings
	Conceptual analysis	Knows the analytical concepts, provides their definition(s), and applies them precisely and systemically in the analysis of specific problems.	Knows most of the concepts. Makes minor definitional errors.	Makes some headway toward knowing and applying the relevant concepts.	Fails to know and apply basic concepts.
	Empirical analysis	Marshals appropriate evidence to describe, understand, and explain political problems.	Marshals appropriate evidence to describe, understand, and explain political problems, with small errors.	Attempts to provide and explain evidence but with substantial omissions or errors in interpretation.	Fails to provide relevant evidence.
	Theoretical analysis	Explains the relevance and applicability of a wide range of theoretical analyses to specific political problems.	Is able to apply successfully some of the course's theoretical analyses to selected political problems.	Has difficulty connecting theoretical analyses to the political problems.	Fails to connect the course's theoretical analyses to analyzed political problems.
	"Political literacy"	Exhibits a nuanced understanding of the relationship between the analytical tools learned in class and "real life" global/comparative political problems.	Demonstrates a general understanding of the relevance of political scientific theories for the analysis of the global political world.	Has difficulty connecting the theories to actual issues of global/comparative politics.	Fails to connect the theories to actual issues of global/comparative politics.

Instructor expectations

- Attend **all** classes (students are allowed *one* unauthorized absence per term; additional absences will lead to a diminution of your final grade, i.e., a half a grade for each unexcused absence).
- Silence and put away your cell phone for the duration of the class. Reading or sending text messages is inappropriate behavior during class.
- A laptop can be used during class **ONLY** to take notes. Please remember that your chatting, and web-searching is distracting, not only to you but also to your neighbors.
- Complete each day's reading assignment **before** coming to class. I will ask questions in lecture about the reading. I will presume as I lecture that you have at least read the assignment carefully, if not fully mastered it.
- Arrive in class on time.

Academic integrity

Every Rutgers student needs to be familiar with the details of the university's academic integrity policy: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Rutgers University takes academic integrity very seriously and has no hesitation about pursuing charges against offenders. You cannot offer any words copied from a published article, book, report, or the Internet without presenting the proper form of citation. Copying texts without citing them, and claiming the words as you own, is plagiarism. I draw your attention to the following section of this policy:

Level Three Violations

Level three offenses involve dishonesty on a significant portion of coursework, such as a major paper, an hourly, or a final examination. Violations that are premeditated or involve repeat offenses of level one or level two are considered level three violations.

Examples: Copying from or giving others assistance on an hourly or final examination, plagiarizing major portions of an assignment, using forbidden material on an hourly or final examination, using a purchased term paper, presenting the work of another as one's own, altering a graded examination for the purposes of regaining.

Recommended Sanctions: Suspension from the university for one or more semesters, with a notation of "academic disciplinary suspension" placed on a student's transcript for the period of suspension, and a failing grade in the course.

By September 14th of the current semester, each student must upload to her/his Drop Box, a statement indicating that s/he has read the Rutgers University Academic Integration Policy, and understands what constitutes plagiarism. In this document, the student should also indicate that s/he has read the entire seminar syllabus and is aware of all course expectations. Please note that the MA Program submits all take-home quizzes and examinations (mid-term and final) to Turnitin to make sure that the document does not contain any plagiarism.

Course Requirements

Critical Reading Notes

Students must write Critical Reading Notes (CRNs) for *each* required course reading. CRNs should be structured according to the following criteria. This analysis should take the form of a document of 1-2 pages which should be *uploaded regularly* to your Sakai Drop Box. Students should pose and be able to answer the following questions for each seminar reading:

- First, what is the main question (and derivative questions) posed by the author(s)?
- Second, why are these questions important for an understanding of global affairs?
- Third, how does the author frame her/his/their arguments? What is the conceptual framework?
- Fourth, what types of relationships/hypotheses does the author test in her/his/their study?
- Fifth, what types of conclusion does she/he/they reach and do you find them convincing?
- Finally what is your assessment of the author(s)' arguments? Has s/he/they proved the arguments in a convincing manner?

Visual Learning

To teach students how visual imagery can help better comprehend global affairs, students are required to upload one visual image to their Drop Box for each of the XI sections of the syllabus.

This image should elaborate on the content of one or more of the ideas in the readings in that section. This exercise will be evaluated as part of the weekly CRNs assignment.

Quizzes

Pop quizzes will be given from time to time to insure that students comprehend core concepts in the course.

Group Project

A key component of the course will be the *group project*. The class will be divided into groups that will present a project at the end of the course. This group project should address two issues. First, students will be asked to focus on one or more aspects of globalization which they feel is/are affecting their daily lives, either positively or negatively. Second, the group project should address how its members feel that they can have an impact on globalization, either by enhancing the impact of a positive aspect(s), or resisting an aspect(s) which they feel is having a negative impact. The final evaluation of the course will be a comprehensive exam at the end of the course.

Semester meetings with the instructor

Each student is required to meet twice during this semester – once in mid-October and once in late November – to discuss the her/his progress in the course. These meetings can be held in my office in 512 Hickman Hall or via a Skype meeting. Please be sure to schedule these meetings in early October and mid-November respectively with our Program Coordinator, Ms. Lindsey West (lwest@polisci.rutgers.edu), or (848)932-1765.

Office hours: I will hold office hours in Hickman Hall 512 on Wednesday from 5-6 pm prior to class, and, when I teach at Marymount Manhattan College, from 5-6 pm (by appointment). I can also meet with students on Skype and by telephone. I am also available Monday-Thursday by contracting Ms. Lindsay West at lwest@polisci.rutgers.edu, or at (848)932-1765.

Course Outline

I. Introduction

Freire, Paulo, *Pedagogy of the Oppressed*, 57-74

Crawford, Matthew, *The World Beyond Your Head: On Becoming an Individual in an Age of Distraction*, 3-27 (optional: 31-68)

Sen, Amartya, *Development as Freedom*, 13-53

Taylor, Charles, *Modern Social Imaginaries*, 23-30

Friedman, Thomas, *The Lexus and the Olive Tree*, 29-43

Sharma, Ruchir, *The Rise and Fall of Nations*, 1-21

Rich, Roland, "The Three UNs at Three Score Years and Ten," Occasional Paper 1, *Global Futures*, April 2016

http://polisci.rutgers.edu/images/MA_UN_program/OS1.pdf

Recommended:

Davis, Eric, "Global Citizenship: Theoretical and Pedagogical Perspectives," *Civic Education for Diverse Citizens in Global Times: Rethinking Theory and Practice*, 133-145

Weiss, Thomas and Sam Dawes, *The Oxford Handbook on the United Nations*, 3-38

Core discussion questions:

- 1). What is each student's status in relation to the global arena and how does s/he envision studying it?
- 2). How do we define education and under what circumstances can it bring about meaningful change in the world?
- 3). What impact does technological change have on the learning process? Does it always improve that process or
- 4). What does it mean to use the terms "modernity" and "tradition"? Do these terms represent a *binary* or are they *interdependent*?
- 5). To what extent has the United Nations fulfilled expectations that it would be able to solve the core problems facing the global arena? Will the new UN Sustainable Development Goals (SDGs) produce better results than in the past?
- 6). What is the difference between "linear" and "dialectical" thinking?

*Assignment: Watch film – *Humanity From Space* (PBS), and write a 2 page critical review, and upload to your Drop Box before 9/13 class

II. Conceptualizing Globalization

Smith, Adam, *An Inquiry into the Nature and Causes of the Wealth of Nations*, 3-23

"Definitions of Globalization," Word Press,

Berger, Peter, "Four faces of global culture," *The National Interest*, 49 (Fall 1997): 23-27

Bhagwati, Jagdish, *In Defense of Globalization*, 3-27, 51-91

Sassen, Saskia, *Deciphering the Global*, 1-39

Friedman, Thomas, *Thank you for Being Late*, 37-84

Huntington, Samuel, *The Clash of Civilizations*, 207-265

Recommended:

Cochrane, Allan and Kathy Pain, "A globalizing society?," David Held, ed., *A globalising world: culture, economics, politics*, 6-45

Gilpin, Robert, *The Challenge of Global Capitalism: The World Economy in the 21st Century*, 15-51

Friedman, Thomas, *The World is Flat*, 49-103

Core Discussion Questions:

- 1) What forms does globalization take in the contemporary global arena?
- 2) Is globalization a new phenomenon or does it represent the intensification of processes which have been part of the global arena for decades, if not centuries?
- 3) What does it mean to "defend globalization"?
- 4) What are the institutions of globalization?
- 5) What is meant by the term "clash of civilizations"?

- 6) What role does technology play in the global arena? Is globalization a result of “technological determinism”?
- 7) *Assignment: Watch 1 hour of news on a commercial television, and 1 hour of public television news (local Channel 13 or 21), and upload a 1-2 page critical review of the programs you watched.

III. The Global and Local

Cresswell, Tim, *Place: A Short Introduction*, 1-14

Long, Colin and Sophia Labadi, “Introduction,” to *Heritage and Globalisation*, 1-16

Axtmann, Roland, “Collective Identity and the Democratic Nation-State in the Age of Globalization,” *Articulating the Global and the Local: Cultural Studies in Globalization*, 33-54

Smith, Michael Peter, “Looking for Globality in Los Angeles,” *Articulating the Global and the Local: Cultural Studies in Globalization*, 55- 71

Recommended:

Mazlish, Bruce, “The Global and the Local,” *Current Sociology*, 2005

Alfasi, Nurit & Tovi Fenster, “Between the ‘Global’ and the ‘Local’: On Global Locality and Local Globality” *Urban Geography*, 30/5 (2009): 543-566.

Calcutt, Lyn, Ian Woodward and Zlatko Skrbis, “Conceptualizing otherness: An exploration of the cosmopolitan schema,” *Journal of Sociology*, 2009.

Gunesch, Konrad, “Intercultural understanding via local and global educational citizenship: A contribution to international education via a lived-in substantiation of multilingualism and cosmopolitanism,” *Journal of Research in International Education*

<http://jri.sagepub.com/content/12/2/173.abstract?etoc>

Guy, Jean-Sebastian, “What is Global and What is Local? A Theoretical Discussion Around Globalization,” *Parsons Journal for Information Mapping*, 2009.

http://piim.newschool.edu/journal/issues/2009/02/pdfs/ParsonsJournalForInformationMapping_Guy-JeanSebastian.pdf

Hale, Thomas & Denise Mauzerall, “Thinking Globally and Acting Locally: Can the Johannesburg Partnerships Coordinate Action on Sustainable Development?” *Journal of Environment & Development*, 2004.

Hongladarom, Soraj, “Negotiating the Global and the Local: How Thai Culture Co-opts the Internet,” *First Monday*, 5/8 (August 2000)

<http://firstmonday.org/ojs/index.php/fm/article/view/782/691>

Liedgren, Pernilla, “Transfer of Teaching Styles: Teaching Social Work in Iraqi Kurdistan as a Swede,” *International Social Work*, 2013.

http://www.researchgate.net/publication/275005610_Transfer_of_teaching_styles_Teaching_social_work_in_Iraqi_Kurdistan_as_a_Swede

Core Discussion Questions:

- 1) What do we mean by the concepts of “space” and “place”?
- 2) What do we mean by the concepts of the “global” and the local”?
- 3) In what ways does a “sense of place” define our memory and identity?
- 4) What is the relationship between globalization and locality?

- 5) Is the local and global to be understood as a binary or are the two concepts inter-dependent?

IV. The Rise of the Global Market

Acemoglu, Daron and James Robinson, *Why Nations Fail: The Origins of Power, Prosperity and Poverty*, 7-69

Bhagwati, Jagdish, *In Defense of Globalization*, 199-207

Heilbruner, Robert, *The Worldly Philosophers*, 42-74

Sassen, *Globalization and its Discontents*, 195–215

Stiglitz, Joseph, *Globalization and its Discontents*, 3-52

Recommended:

Hale, Thomas, David Held and Kevin Young, *Gridlock*, 18-48

Krugman, Paul, *The Return of Depression Economics and the Crisis of 2008*, 9-29, 166-196

Core Discussions Questions:

- 1) What is the role of the market in economic development?
- 2) Why has the concept of *laissez-faire* been challenged since the 1930s?
- 3) Why have state-controlled economies been unable to bring about sustained economic growth? Does China challenge this model?
- 4) What have banks played such a prominent role in the global economy during the first part of the 21st century?

V. Global Governance – Past, Present and Future

Knight, W. Andy, “Good Governance,” Weiss and Dawes, *The Oxford Handbook of the United Nations*, 623-633

Marx, Karl, “Estranged Labor,” *Economic & Philosophic Manuscripts of 1844*, 106-119

Bocock, Robert, *Hegemony*, 21-39, 55-102

Held, David, *A globalising world*, 128-167

Sassen, Saskia, “The Repositioning of Citizenship and Alienage: Emergent Subjects and Spaces for Politics,” *Globalizations*, 2/1 (May 2005): 79-94

Davis, Eric, “Sectarianism: How long will it continue to poison Middle East politics?,”

The New Middle East, August 16, 2017; <http://new-middle-east.blogspot.com/2017/08/sectarianism-how-long-will-it-continue.html>

Recommended:

Lipset, Seymour Martin, “Some Social Requisites of Democracy: Economic Development and Political Legitimacy,” *American Political Science Review*, 53 (Mar. 1959): 69-105

King, Mervyn, *The End of Alchemy: Money, Banking and the Future of the Global Economy*, 1-50

Hale, Thomas, David Held and Kevin Young, *Gridlock*, 113-188

Yunxiang, Yan, “Managed Globalization: State Power and Cultural Transition in

China,” *Many Globalizations*, eds., Peter Berger and Samuel Huntington, 19-45

Berggruen, Nicholas, and Nathan Gardels, *Intelligent Governance for the 21st Century: A Middle Way between East and West*, 48-74

Benjamin Barber: *Jihad vs. McWorld*, “Securing Global Democracy in the World of McWorld,” 268–292

Core Discussion Questions:

- 1) Why is global governance so difficult to implement?
- 2) Why is the world increasingly integrated economically but not politically so?
- 3) What is the role of the nation-state in the global economy?
- 4) Where does political power lie in the world today – in the nation-state or the global economy? What indicators can we use to measure the power and sovereignty of the nation-state as opposed to power at the global level?
- 5) What factors are impeding the development of global governance and what factors are promoting their development?

VI. Income Inequality and Global Poverty

Acemoglu, Daron and Robinson, *Why Nations Fail*, 428-462

Chayes, Sarah, *Thieves of State*, 67-90

Piketty, Thomas, *Capital in the 21st Century*, 1-35

Sachs, Jeffrey, *The End of Poverty: Economic Possibilities for our Time*, 1-50

Recommended:

Sassen, Saskia, “Whose City is It? Globalization and the Formation of New Claims,” *Globalization and its Discontents*, ix-xxxvi

Bhagwati, *In Defense of Globalization*, 122-134

Held, David, *A globalizing world*, 86-126

Acemoglu and Robinson, *Why Nations Fail*, 246-273, 335-367

Core Discussion Questions:

- 1) What causes inequality in society?
- 2) Does economics or politics play a greater role or must we combine both economic and political variables to understand the process?
- 3) Why are some nations unable to escape from poverty?
- 4) Can the existence of poverty be understood on a “nation to nation” basis, or must it be understood relationally in a broader global context?
- 5) What policies are needed to reduce income inequality and poverty world-wide?

VII. Trans-national labor migration and human trafficking

Hepburn, Stephanie and Rita J. Simon, *Human Trafficking Around the World*, 1-72

Bain, Christiana, “Entrepreneurship and Innovation in the Fight Against Human Trafficking,” *Social Inclusion*, 5/2 (June 2017): 81–84

Otten, Cathy, “Slaves of ISIS: the long walk of Yazidi women,” *The Guardian*, July 25, 2017; <https://www.theguardian.com/world/2017/jul/25/slaves-of-isis-the-long-walk-of-the-yazidi-women>

Recommended:

Collier, Paul, *Exodus*, 11-53, 145-176

Kreidenweiss, Alex and Natalie Hudson, "More than a crime: Human trafficking as human (in)security," *International Studies Perspectives*, 16 (2015): 67-85

Core Discussion Questions:

Is human trafficking a new phenomenon or did it precede globalization of the late 20th and early 21st centuries?

How has globalization affected human trafficking?

What strategies can be used to combat human trafficking, slavery and sex slavery?

VIII. Gender Equality and Globalization

Davids, Tine and Francien Van Driel. 2009. "The Unhappy Marriage between Gender and Globalisation." *Third World Quarterly* 30: 905-920.

Krook, Mona Lena and Pippa Norris, "Beyond Quotas: Strategies to Promote Gender Equality in Elected Office," *Political Studies*, 62 (2014): 2-20.

UN Development Programme - *Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability* (2012)

Transforming Our World: The 2030 Agenda for Sustainable Development (2015), New York: United Nations

<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

Recommended:

Eschle, Catherine. 2004. "Feminist Studies of Globalisation: Beyond Gender, Beyond Economism?" *Global Society: Journal of Interdisciplinary International Relations* 18:97-125.

Portrafke, Niklas and Heinrich Ursprung, "Globalization and gender equality in the course of development," *European Journal of Political Economy*, 28 (2012): 399-413.

Geertsema, Margaretha, "Women and News: Making Connections Between the Global and the Local," *Feminist Media Studies*, 2009: 149-172.

Core Discussion Questions:

- 1) How should we study gender inequality? Why has it been such a continuous process throughout history?
- 2) What type of conceptual framework do we need to accurately understand it?
- 3) What role can women organizing politically and economically play in combating gender inequality?
- 4) What is the relationship between sustainable development and gender inequality?

IX. The Politics of Consumerism: Implications for Democracy and the Global Environment

Cohen, Lizabeth, *A Consumer's Republic*, 112-165

Schlosser, Eric, *Fast Food Nation*, 1-10, 13-30

Kütting, Gabriela, *The Political Economy of the Environment and Tourism*, 37-61

Singh, J.P., "Cultural Politics and Global Anxieties," *Globalized Arts: The Entertainment Economy and Cultural Identity*, 1-20

Recommended:

Niall Fitzgerald, "Harnessing the Potential for Globalization for the Consumer and Citizen," *International Affairs*, 73, no. 4: 739-746.

Cohen, *A Consumer's Republic*, 257-289

Barber, *Jihad vs. McWorld*, 59-87

Hale, Held and Young, *Gridlock*, 201-272

X. Environmental Challenges and Sustainable Development

Pappas, Stephanie, "What is Global Warming?," *Live Science*, August 10, 2017

<https://www.livescience.com/37003-global-warming.html>

Bradford, Alina and Stephanie Pappas, "Effects of Global Warming," *Live Science*, August 12, 2017

<https://www.livescience.com/37057-global-warming-effects.html>

Sachs, Jeffrey, *The Age of Sustainable Development*, 1-44

Collier, Paul, *The Plundered Planet*, 3-62, 207-243

United Nations – *Agenda 2030: UN Sustainable Development Goals 2015*

Hill, Barry, "Apocalypse or Epiphany," *Environmental Journal*, March 1, 2017

<http://eds.a.ebscohost.com.proxy.libraries.rutgers.edu/eds/pdfviewer/pdfviewer?vid=4&sid=f146f601-b4a3-4f7a-9f9c-131ca37b0fde%40sessionmgr4006>

Larr, Allison S. and Matthew Neidell, "Pollution and Climate Change," *The Future of Children*, 26/1, Children and Climate Change (Spring 2016): 93-113

Easterly, William, *The Tyranny of Experts*, 239-305

Recommended:

Henson, Robert, *The Rough Guide to Climate Change*, 3-25

Blewitt, John, *Understanding Sustainable Development*, 98-126, 185-220, 221-248

Marlon, Jennifer et al, "Majorities of Americans in Every State Support Participation in the Paris Agreement," *Yale Program on Climate Change Communication*, May 8, 2017

http://climatecommunication.yale.edu/publications/paris_agreement_by_state/

McKibben, Bill, *Economics as if the World Mattered*, 177-226

Core Discussion Questions:

- 1) How do we define "climate change"? Is it the same as "global warming"?
- 2) What is meant by "sustainable development"? How is the concept defined and by who?
- 3) What is the relation between sustainable development and climate change?

X. Protecting Traditions and Cultural Heritage

Harrison, Rodney, *Understanding the Politics of Heritage*, 5-39, 154-196

Benton, Tim, *Understanding Heritage and Memory*, 7-43

Recommended:

Maalouf, Amin, *In the Name of Identity: Violence and the Need to Belong*, 9-43, 6-77

Bevan, Robert, *The Destruction of Memory: Architecture at War*

Core Discussion Questions:

What is heritage and why is it important to the study of global affairs? What is the difference between *cultural* heritage, *natural* heritage and *intangible* heritage? What role does heritage play in international politics? What are the consequences to societies and cultures if their heritage is destroyed?

XI. Course Wrap-up

Group Project presentations

Course Evaluation and Review for Take-home Final Examination

Announcement of dates for distribution and submission of Take-Home Final Examination

XII. Submission of 3 Questions and 3 Rationales for Take-Home Final Examination