

Course Description

Although a universal topic of discussion, globalization is one of the most misunderstood terms in the social sciences. For inhabitants of advanced industrialized countries, globalization usually means a more prosperous lifestyle and the spread of Western commodities, culture, and values throughout the world. For inhabitants of non-Western countries, globalization often means increased poverty, political instability, and cultural domination. The concept of globalization raises important empirical as well as normative questions, many of which will be addressed in the course. To fully understand the process of globalization, we can approach it through four levels of analysis: economic, political, social, and cultural.

The four central questions posed in this course are:

- 1) How do we define and conceptualize the term “globalization”?
- 2) Who are the “winners” and “losers” in this process?
- 3) What can we predict about the future development and effects of globalization?
- 4) How are we, as citizens, affected by the processes of globalization and how can we have an impact on them in our daily lives?

Ultimately, we seek to arrive at an assessment of how globalization is affecting the quality of life of the world’s citizenry, both in advanced industrialized countries and less developed countries (LDCs) in the non-Western world. The emphasis on globalization’s impact on democratic politics, namely political participation, civic consciousness, human rights and issues of social justice, represents our main concern and is what makes this a political science course.

Course Requirements

This class emphasizes *active learning*. Beyond completing course readings and taking notes, students are expected to actively engage in classroom discussions. Course readings and discussions will be supplemented by group projects meant to demonstrate the student’s ability to apply the concepts and knowledge learned. 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.

Because our meetings will rely heavily on discussions of the readings, and critically analyze points and counter-points to many arguments, students are expected to attend class and arrive having completed the required reading. Because participation is an integral part of the learning process, class attendance is *required*. More than *two unexcused absence* will negatively affect your final evaluation, resulting in the reduction of a half grade for each unexcused absence..

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 determined as follows:

- First hourly examination 25%
- Second hourly examination 25%
- Final examination 40%
- Class participation and group project 10%

Please note that *exceptional* efforts in one or more areas of the course may result in additional points being added to the student's final evaluation.

Electronic Mailing List

You will be subscribed to the course email list: polisci_317@email.rutgers.edu under your Rutgers email address. The list is meant for general announcements as well as to facilitate communication among students. Students are welcome to post messages relating to class readings, class discussion, and group projects. Please note that I often email students concerning class matters, including attached files (Word documents) Please set up your Inbox filters to accept these messages, as *they are not SPAM*.

News and current events:

We will frequently use examples from current news sources for our classroom discussions. It is therefore essential that you regularly read a newspaper with good international and economic coverage. If you can read foreign-language newspapers, even better. By sharing what you read, you can help us compare different perspectives on the same event. Here are a few possible online newspaper sites. All can be subscribed to at no cost and no risk of accumulating SPAM mail.

- *The New York Times* www.nyt.com
- *The Guardian* www.guardian.co.uk
- *The Christian Science Monitor* www.csmonitor.com
- *The Washington Post* www.washingtonpost.com
- *The Economist* www.economist.com
- *The Financial Times* www.ft.com
- *CNN* www.cnn.com
- *BBC* <http://news.bbc.co.uk/>

Course Readings

Required readings: The following books are available at the Douglass Cooperative Bookstore, Nichol Ave. (732)932-9017 (near the Douglass Student Center); ask for Deb Nilson:

Eric Davis, *Memories of State: Politics, History and Collective Identity in Modern Iraq* (California)

Lizabeth Cohen, *A Consumer's Republic* (Knopf)

David Held, *A Globalizing World?: Culture, Economics, Politics*, 2nd ed. (Routledge)
V.S. Naipaul, *Guerillas* (Random House)
Saleh, Tayib, *Season of Migration to the North* (Heinemann)

Course Outline

I. Introduction (Sept. 5)

The course begins by introducing the course structure and requirements. It gives a broad overview of what we will be discussing and how you will apply what you learn to real-world examples. The first reading is an exercise in methodology about improving the learning process through “problem posing”, as opposed to simply “banking” information through passive memorization. This reading will better prepare you for the class discussions and course readings.

Required:

Paulo Freire, *Pedagogy of the Oppressed*, Chapter 2, 57-74 (Douglass Electronic Reserve; hereafter referred to as DER)

II. Conceptualizing Globalization (Sept. 8, 12)

The questions raised by the readings in this section ask whether globalization is really a new phenomenon or the name of a process or processes that 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 by isolationists and protectionists? Is the “era of globalization” any different from previous periods of economic expansion? Do we measure globalization solely on the amount of economic change or do we also need to look into political, social and cultural realms 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 industrial and the less developed countries (LDCs) of the non-Western world.

Required:

Held, *A Globalizing World*, 1-21

Berger, “Four Faces of Global Culture”, *National Interest*, 49 (Fall 1997) (DER)

Thomas Friedman, *The World Is Flat*, 3-47 (DER)

Saskia Sassen, *Globalization and its Discontents*, Chapter 1, xix-xxxvi (DER)

Tritch, Teresa, “The Rise of the Super-Rich,” *The New York Times*, July 19, 2006

Film: “India: The Other Side of Outsourcing ”

Recommended:

Benjamin Barber: *Jihad vs. McWorld*, Chapter 19: “Securing Global Democracy in the World of McWorld,” 268 – 292

Thomas Friedman, *The Lexus and the Olive Tree*, xi – 43

*Assign class members to Globalization Project working group

III. Measuring Globalization's Technological and Economic Impact (Sept. 15, 19, 22)

If we are able to define globalization, how do we measure its impact? Does it have a different impact on advanced industrialized countries than on LDCs? How are we to understand the apparent dichotomy between the growth rates and standards of living advanced industrialized countries, on the one hand, and less-developed nations, on the other? What does it mean to differentiate between "core" and "periphery," "North" or "South," "West" or "East"? What role does historical memory play in the globalization process? Why is this concept important for understanding reactions to globalization in the West and non-West?

Required:

Held, *A Globalizing World*, 22-46, 86-123

"Measuring Globalization: The Global Top 20," *Foreign Policy*, May-June 2005: 52-60 (DER)

Robert Gilpin, *The Challenge of Global Capitalism*, Chapter 1, 15-51, and Chapter 10, 293-324 (DER)

Jeffrey Sachs, "International Economics: Unlocking the Mysteries of Globalization," *Foreign Policy* (Spring 1998): 97-111 (DER)

Thomas Friedman, *The World Is Flat*, 225-275, 371-413

Friedman, *Lexus and the Olive Tree*, Chapter 4, 44-72 (DER)

Sassen, *Globalization and its Discontents*, Chapter 10: 195-215 (DER)

Davis, *Memories of State*, Chapters 2-3: 29-81

Recommended:

Barber, *Jihad vs. McWorld*, Chapter 1-3: 23-58

Friedman, *Lexus and the Olive Tree*, Chapter 6, 7: 101-111; 112-117

IV. The Politics of Consumerism: Implications for Democracy and the Global Environment (Sept. 26, 29, Oct. 3)

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.

Required:

Held, *A Globalizing World*, 48-82

Lizabeth Cohen, *A Consumer's Republic*, Chapter 3: 112-165

Eric Schlosser, *Fast Food Nation*, Introduction: 1-10, Chapter 1: 13-30, Chapter 10: 225-252 (DER)

Film: "Consuming Passions"

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*, Chapter 6: 257-289

Barber, *Jihad vs. McWorld*, Chapter 3-4: 59-87

*First Globalization Project workshop (Oct. 3)

- V. Submission of Questions/rationales and Review for First Hourly Examination (Oct. 4)
N.B.: Questions/Rationales must be submitted *both* via email and as hard copies.

VI. First Hourly Examination - October 6

- VII. Globalization, Democratization and Authoritarian Rule (Oct. 10, 13, 17, 20, 24, 27)

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 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?

Required:

Barber, *Jihad vs. McWorld*, Chapter 10: 155-168 (DER)

Tom Friedman, *The Lexus and the Olive Tree*, Chapter 8: 145-166 (DER)

Fareed Zakaria, *The Future of Freedom*, Chapter. 4: 119-159 (DER)

Davis, *Memories of State*, Chapters 4-5: 82-147

Recommended:

Barber, *Jihad vs. McWorld*, Chapter 15: 219-235

Yunxiang Yan, "Managed Globalization: State Power and Cultural Transition in China," *Many Globalizations*, eds. Peter Berger and Samuel Huntington, 19-45

Robin Wright, "Iran's New Revolution", *Foreign Affairs*, February 2000

*Globalization Project workshop - Oct. 20

- VIII. Iraq as a Case Study of Globalization (Oct. 31, Nov. 3)

Iraq represents a critical element of United States foreign policy. However, it can also be

seen as reflective of many of the processes of globalization that we have discussed in the course. It raises the question of what are the actual intentions of the United States and Western countries in Iraq. Did the United States really invade Iraq to bring democracy to the country, or were its motivations more nefarious in nature? As the home to many of the world's largest Trans-national corporations, can the United States play a positive role in the politics of non-Western countries?

What can Iraq tell us about the possibilities for democratization in non-Western countries that have escaped authoritarian rule? Specifically, what role can historical memory play in helping countries like Iraq establish democratic political systems that are not controlled by foreign powers? What role can historical memory play in fighting extremism, ethnic sectarianism and gender inequality? How can the state in non-Western societies mobilize historical memory when such memory reflects many positive qualities in building civil society and democracy?

Required:

Eric Davis, "Domino Democracy: U.S. Foreign Policy in a Post-Saddam Middle East," *Patriotism, Democracy and Common Sense*, ed. Alan Curtis:

<http://fas-polisci.rutgers.edu/~davis>

Davis, *Memories of State*, chs. 4, 5, 6: 148-199, 227-270

Riverbend, *Baghdad Burning: Girl Blog From Iraq*, 5-81 (DER)

Eric Davis, "Past as Prologue: Historical Memory and Building Democracy in Iraq,"

Orbis, Spring 2005: <http://fas-polisci.rutgers.edu/~davis>

Film: "Saddam's Latest War"

Recommended:

"Time to Bid Iraq Farewell? *Foreign Policy*, May/June 2005: 62-68 (DER)

E. Davis, "The New Iraq: The Uses of Historical Memory," *Journal of Democracy*, 16, no. 3 (July 2005) <http://fas-polisci.rutgers.edu/~davis>

IX. Submission of Questions/Rationales and Review for Second Hourly Examination (Nov. 6)

X. **Second Hourly Examination - November 7**

XI. Globalization and Its Impact on the Non-Western World: Cultural-Psychological Dimensions (Nov. 10, 14, 17)

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 two powerful novels that explore the relationship between the West and non-West through the characters created by the authors. We will also examine an area of leisure time activity where peoples in non-Western societies refuse to be suppressed by authoritarian regimes, namely that of sports.

Required:

Tayeb Salih, *Season of Migration to the North* (entire)

Naipaul, *Guerillas*, (entire)
Franklin Foer, *How Soccer Explains the World*, 217-234 (DER)
Film: "Four Women of Egypt"

* Globalization Project workshops - Nov. 21, 28

X. Group Project Presentations (Dec. 1, 5, 8)

XI. Review for Final Examination (Dec. 8)

XII. Submission of Questions/Rationales - Dec. 11

XIII Final Examination - December 19, 8 - 11 a.m. Hickman Hall, Room 214