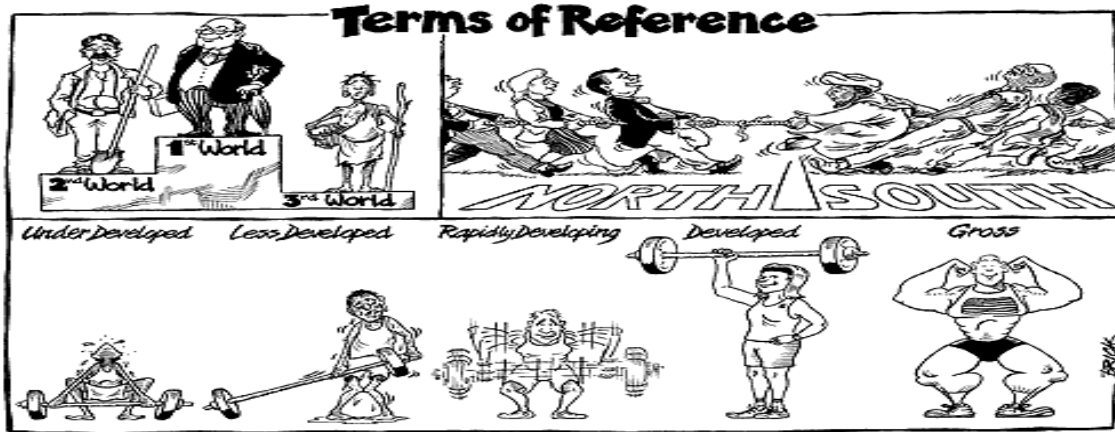


Lewis-Clark State College

- Fall Term 2022 -

GEOG/POLS 465.01/01V Globalization, Geography, & State



Course Description:

Through this course students will gain an understanding of the political, social, cultural, economic, technological, and environmental aspects of globalization. The emphasis is on the implications of the conception and power of the state and the role spatial processes play in globalization and development.

General Course & Contact Information:

| | |
|---|---|
| <p>Instructor: Leif Hoffmann Class Dates: M & W 10:30am – 11:45am</p> | <p>Office: Spalding Hall, Rm. 206 Advising Hours: Mondays noon to 1pm; Wednesdays 8am to 9am; Thursdays 10:30am to noon; or by appointment Zoom Office Hour Info: Zoom ID: 885 4308 6763 Zoom Code: 164401</p> |
| <p>Classroom: Activity Center West (ACW), Rm 136 and remote synchronously via Zoom Zoom Class Info: Zoom ID: 894 9854 8509 Zoom Code: 173657</p> | <p>Phone: 208-792-2818</p> |
| <p>Credits: 3</p> | <p>Email: lshoffmann@lsc.edu</p> |
| <p>Prerequisites: ENGL 102 or ENGL 109, or permission of instructor</p> | |

Course Objectives:

"It has been said that arguing against globalization is like arguing against the laws of gravity."
 Kofi Annan, UN Secretary General, 2000

International relations have historically been dominated by the study of great power politics. During the Cold War our attention has primarily focused on the East-West relationship, marginalizing the South. In recent years, though, it has become clear that some of the most important challenges in the international system come from the developing world – by and large, countries south of the equator. From an economic perspective, financial crises in Asia and Latin America have surprised investors and policymakers alike and have destabilized the international economy. From a humanitarian perspective, the persisting poverty of the majority of the world's citizens remains a problem that we cannot conscientiously ignore. Public figures ranging from Joseph Stiglitz to Bono have tried steering our attention to a world plagued by incredible economic and political inequality. From a security perspective, the world's poor appear to have little stake in the international order we dominate and so have every incentive to destroy it.

The politics of development, globalization and the state are huge topics that could occupy many years of study and still not cover all the issues. This course will serve as an introduction to the changing perspectives and current controversies concerning development politics and globalization. After briefly discussing the concept and meaning of development we will explore two theoretical approaches to development in political science which have held prominence in the first decades after WWII: modernization theory and dependency theory. In addition, our attention will be drawn to debates surrounding the role of the state and neoliberal structural adjustment programs as regards the success or failure of countries to develop and the recently increasing attention given to women in developmental politics and studies.

Upon the completion of this course, students will be able to engage questions such as:

- ❖ What do we mean by development? How can we define development?
- ❖ What role has the North had and continues to have in the development of the South?
- ❖ Should developing countries be given special consideration in trade and financial agreements?
- ❖ Do international financial institutions (IFIs) like the IMF, the World Bank and the WTO act in the interest of the world as a whole or serve the narrower interest of the powerful North?
- ❖ What role should the state play in development?
- ❖ What role should free trade play in development?
- ❖ Is it an advantage to have developed early?
- ❖ Is there only one path to development?
- ❖ What is globalization? Is it a new phenomenon?
- ❖ Why do some countries or regions appear to develop more quickly or successfully than others?
- ❖ In what ways have women attempted to help themselves in developing countries and what is their role in the development process?

By the end of the course students should have also started to build skills in the following areas:

- ❖ Conduct social science research
- ❖ Think analytically about social and political phenomena
- ❖ Understand and apply social scientific theories, concepts and categories
- ❖ Read and analyze works dealing with social science issues
- ❖ Write a clear, concise, and organized paper
- ❖ Give a clear, concise and organized oral presentation
- ❖ Demonstrate a knowledge of major periods and trends in international politics

Required Texts:

Only one book is required for the course. Additional readings will be made available. **All** the readings are **REQUIRED** and I retain the right to examine you on issues raised in any of the readings. A few additional readings for future study or personal interest are listed at the end of the syllabus.

Required Book:

- ❖ Bodley, John H. (2013). *The small nation solution : how the world's smallest nations can solve the world's biggest problems*. Lanham, Maryland: AltaMiraPress.

All other readings will be made available on Canvas.

To stay abreast of recent events regarding globalization, development, states and international governmental and non-governmental organizations and to apply your knowledge gained in class, the daily and weekly reading of major national and international news sources, such as *The New York Times*, *The Economist*, *Foreign Policy*, *The Wall Street Journal*, *BBC NEWS*, is **HIGHLY** recommended and encouraged.

A non-exhaustive list of some major news sources with internet links can be found at the end of the syllabus. In any case, make **ABSOLUTELY** sure to follow the news in one way or another (newspapers, TV or internet). Ignorance is not always bliss.

Expectations & Requirements:

This is a 400-level course, which involves a mixture of lectures and discussions and a **substantial** amount of reading. Political science, like physics or chemistry, attempts to arrive at a rigorous understanding of the world it studies. In that sense, you can expect this course to be as difficult as any other science course you have taken. But unlike chemistry or physics, in political science we are the subjects we are studying. We have the unique opportunity to know just how the phenomena we are examining under our microscope feel about being examined. In some ways this simplifies our tasks as political scientists, and in some ways it renders it more difficult.

Consequently, throughout the term I expect you to come to class having read and thought about the assigned readings *in advance*, to demonstrate an understanding of the material, actively participate in the class discussions and make thoughtful contributions that benefit the class.

Further, it is important to recognize that while many issues we are exploring are contentious and there are often no right or wrong answers per se, there are, however, good and bad arguments. In other words, when making arguments in writing or in class discussions **ALWAYS** make certain that your arguments are logically sound and supported by the available evidence.

Students are expected to attend **ALL** class sessions in order to receive full credit for taking this course. I retain the right to take class attendance on a regular basis. If a class date is problematic for you or unforeseen circumstances hinder you to attend class, please come see me. I will be more than happy to talk to students during office hours and will be available to talk after class. Please do not email me with technical questions that can be answered with a more careful reading of the syllabus and the assignment sheets.

Term Paper:

This assignment requires that you select a country. Informed by the main concepts illustrated in this course, try to explain why you think your country has developed or not. The written assignment should be between 6 and 8 pages long. Papers should be double-spaced with margins of 1 inch to

each side and include a cover page with abstract, an introduction with a clear thesis statement, a conclusion as well as a bibliography page.

You must refer to **at least three readings from the course as well as to A MINIMUM of three additional academic sources**, i.e. peer-reviewed articles or books, other than those in the required reading list for the class. The best papers, of course, usually contain far more than the minimum number. The use of Wikipedia is ***strongly*** discouraged beyond employing it as a starting point similar to an encyclopedia. It does not count as an academic source. Do ***NOT*** cite lecture notes as sources.

To write a good research essay, and especially to come up with an interesting research question and/or puzzle, you will need to spend some time in the library researching your topic and to use citations properly where appropriate. In other words, **writing a research paper is quite time intensive**. Plan accordingly!

Writing a research paper from start to finish is a big endeavor. While being important skill to learn, many students tend to dread such an assignment and don't know where to start. Others simply say to themselves "no problem" I will just turn a report in on something I am interested in. Neither of these approaches is beneficial to you as a student or to me as an instructor. Indeed, it will only lead to endless frustrations on all sides. Thus, I strongly recommend, if you haven't done so yet, to read and maybe acquire a book, which describes in detail how to write a good research paper in political science, e.g.

- ❖ Baglione, Lisa A. (2016). *Writing a research paper in political science: a practical guide to inquiry, structure, and methods* (3 ed.). Thousand Oaks, Calif.: CQ Press.
- ❖ Johnson, Janet Buttolph, Reynolds, H. T., Mycoff, Jason D. (2016). *Political Science Research Methods* (8 ed.): Thousand Oaks, Calif.: CQ Press.
- ❖ Powner, Leanne C. (2015). *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks, California: CQ Press.

One copy of these three books on writing a research paper in political science will also be on hand for a 3-day loan period at the library's course reserve.

Moreover, many students tend to think that a research paper in political science or geography is a long, descriptive report of some event, phenomenon, person or country. This is a dangerous misconception and nothing could be further from the truth. Descriptive reporting is only a small part of a political science research paper. You need, above all, to think and write analytically and make a clear argument. Consequently, while acknowledging that other possible explanations exist, you need to show that both your preferred logic and the data supporting it are stronger than any competing perspective's framework and its sustaining evidence. It is pretty *difficult* to develop a clear research paper and to make an argument concisely in taking into account not only what *you* think but also what *other people* (might) argue. In other words, spend some time discussing the most prominent contending explanations and demonstrate why your privileged explanation is the most persuasive one. Thus, make sure to start early on your project.

Meeting with a librarian:

In preparation of your research project, you are required to talk with a research librarian before Sunday, October 9, 2022 the latest and provide some form of documentation, such as an email confirmation, that you met. Research appointments can be scheduled far in advance via the LCSC library's website: <http://lsc.libcal.com/appointments/> .

Term paper drafts:

A **fully developed** draft of your research essay needs to be submitted on Canvas by Sunday, October 30, 2022 (Week 10) at 11:59 pm the latest.

Commenting on term paper drafts:

You are required to comment on **at least** two term paper drafts posted by your fellow students by Sunday, November 6, 2022 at 11:59 pm. **Each of your two comments needs to be at least 200 words long.**

This will enable your fellow students to learn from your expertise and analysis and hopefully contribute to a more collaborative learning environment. Hence, I **strongly recommend** that you take your commenting duties very seriously. *Please make sure when making suggestions for improvements or providing criticism for future assignments that your comments are constructive and realistic.* You will notice that commenting on other students' work will help you as much as them. Moreover, *avoid platitudes and generalities along the lines of "I got excited about your topic" or "Right of the bat, I got drawn in "*. In other words, take a moment to reflect whether your comments actually contribute to improve your colleague's work. Thus, **be very specific** in what the shortcomings and the strengths of the particular paper are.

Naming of Files:

Be very clear and specific when saving and posting a file, especially when communicating with others via email, such as sending drafts for comments. Many students tend to name their files only "TermPaper.doc" or "Mauritania.doc". Of course, this is very confusing for the recipient of your document (be it a fellow student, an instructor or future employer). Try to develop a consistent and clear system over time. This will help you to remember what the file is about months and years down the road and make communication with others easier. **Make certain that your file name includes your last name, year, title of your document and course number/name and the type of assignment:**

Smith(2022)-POL5465-Malawi-LackofInstitutionBuilding-Finished[1]

Detailed instructions and a list with some suggested media sources will be handed out in class.

Self-reflection paper:

When submitting your final version of the term paper, you also have to submit an attached one to two-page self-reflection paper. These pages need to state briefly what you have learned from the feedback received from your fellow students and instructor on your draft paper and in-class presentation and what changes you have made accordingly to your final version.

In-class presentation:

This assignment requires that you present your research paper to the entire class. This will enable you to talk about your area of research interest as well as again solicit valuable feedback and criticism from your peers before submitting the final version of your research paper at the end of the term. Your presentation will take place during one of the two class sessions set aside for in-class presentations (cf. course schedule).

You will need to have signed up for an in-class presentation by the end of week 2. As part of your presentation, you are required to provide each student in the class with a two to three-page summary of the main points and arguments of your research paper and to suggest **at least two** discussion questions at the end of your hand-out. Your oral presentation should last between 10 to 12 minutes with another 5 minutes reserved for discussion. **Your handout needs to be uploaded to Canvas BEFORE the start of the class session for which you are scheduled to present.**

Additional information regarding the in-class presentation assignment will be provided in the first class session.

Book Summary & Criticism:

An one-page summary and criticism of the book “Small Nation Solution” is required to be posted on Canvas by Sunday, November 6, 2022 at 11:59pm the latest. This is in preparation of our conversation with the author of the book on November 9. ***NO LATE SUMMARY WILL BE ACCEPTED!*** Your summary and criticism will be shared with the author.

Documentary Critique:

Throughout the semester we will be watching three documentaries (*Pray the devil back to hell*, *Poverty, Inc.*, and *A powerful noise*) dealing with different aspects of globalization and development. You are required to upload on Canvas an one to two-page summary and critique of one of the three documentaries by Sunday, December 4, 2022 at 11:59pm the latest. Your documentary summary and critique needs to provide at least a brief answer to the following questions:

- 1) How is development being defined and/or portrayed in this documentary?
- 2) According to the documentary, why are countries/people poor or rich? In other words, what are seen as the major barriers to development and what solution(s) is/are suggested? To what concepts and theories talked about throughout the semester does this documentary connect?
- 3) What are major shortcomings and/or oversights of the documentary?
- 4) Did anything surprise you, and if yes, what surprised you the most and why?

Three Reading Responses:

This course will heavily rely on your contributions in the classroom. Instead of being only lecture-focused, we will frequently discuss each of the day’s readings together. Thus, it is imperative that you have done the readings before the beginning of the class. Consequently, as an extra incentive, there will be three reading quizzes throughout the term asking questions about the assigned readings for the day and/or prior readings.

General advice:

The use of Wikipedia or a related site is ***unacceptable*** beyond employing it as a starting point similar to an encyclopedia. It is a bad idea to cite Wikipedia in any of your courses. Additionally, don’t cite lecture notes as sources. ***Make sure to proofread!*** Spell checks can and do fail. ***If there are significant spelling and grammatical mistakes throughout an assignment, you will be graded down.*** A good paper is a well-written paper which avoids grammatical errors and spelling mistakes.

Give 24 hours advance notice or formal doctor’s letter for excused absence or assignment extension. No other extensions or absences will be excused. Late assignments lose a half letter grade each day. First half-grade is deducted on day of deadline for assignments turned in after class.

Check your email every day. This is not optional at a modern university. I will often send you information on scheduling, corrections to lectures, and other messages that you need to see. It is your responsibility to check your LCMail account. Further, by college policy, I will only respond to email that you send to me from your LCMail account. Once I have sent you a message, I assume that you have that information.

Do not hesitate to contact me for assistance with assignments or for other questions. I am there to help you to succeed and make the best out of your learning experience. In short, come see and talk

to me during office hours or send me an email. Be active in class, ask questions, and share your concerns. Chances are if you are confused about an issue, there are other students in the class that share your confusion. Last but not least, **find a study partner**. This will pay off in the long run. You can study together, share notes, and help each other with the assignments, e.g. help each other proofread or constructively critique the structure and information provided in your assignments.

To stay informed about LCSC Social Sciences activities beyond the regular classroom consider to “like” us on Facebook at <https://www.facebook.com/LCSCSocScienceDiv> .

Disability accommodations:

Students with learning disabilities will be accommodated in accordance with university guidelines. Please speak with me during the first two weeks of class and consult the LCSC Student Counseling Center immediately (Reid Centennial Hall, Room 111; phone: 208-792-2211).

Moreover, if you are having difficulty writing or just want to improve your paper, you might want to take advantage of the services offered by the LCSC Writing Center, Library, Room 172 (<http://www.lcsc.edu/writing-center>).

Classroom Etiquette:

Students are expected to conduct themselves professionally as adults. You are expected to be in class on time. If due to unforeseen circumstances, you arrive late or need to leave early, please do so with the least amount of interruption for the class, e.g. take the first seat available / sit close to the door. The central premise regarding classroom etiquette is to respect others by practicing simple manners.

Taking the class via virtual remote:

When joining the class via virtual remote, be in a quiet place when possible. Please dress like you are coming to the classroom and make sure to **have your camera on** so that everyone in the classroom can see you as well. Mute your microphone when you are not talking. This helps eliminate background noise. Consider using a headset when possible. Should you use a virtual background, ensure that the background you select is not distracting. Distracting backgrounds can disrupt the concentration of others participating in the class.

Cell phones:

Please remember to turn off your cell phone before class and exams. If your cell phone rings in class it is not the end of the world, just try to turn it off as soon as possible. If you need to take an important call, please leave the room. **DO NOT text, check Facebook or listen to music with headphones during class.** When doing so you are obviously not participating in the class or contributing to the learning environment. Most importantly, however, you are doing yourself a disservice by dividing your attention and giving your colleagues and the instructor the impression that you are rude.

Laptops:

Feel free to bring your laptops to class for taking notes. However, out of courtesy, please refrain from playing on-line games, surfing the net non-stop or sending emails to the instructor during lecture. In doing so, you might easily distract your fellow students sitting beside or behind you and portray yourself as unprofessional.

Please treat the other students in the course with the utmost respect. If you are participating in a debate, please criticize your opponent’s arguments rather than the opponent’s identity. If you come to class late or need to leave early, please do so in a quiet manner so as not to disrupt the classroom

environment. If you need to say something to your neighbor, whisper it or write a note – those sitting nearby will thank you for your courtesy.

Grading Procedures:

Please be aware that minimum requirements are as the term indicates **MINIMUM requirements** to not fail an assignment. In short, do NOT expect to receive an outstanding grade for simply having done the minimum. There is no curve in this course. All assignment and exam grades throughout the term and the overall course grade will be calculated on a 100 point scale and calibrated as follows:

| Letter Grade | | A | 100 - 92.50 | A- | 89.50 – 92.49 |
|--------------|---------------|---|---------------|----|---------------|
| B+ | 87.50 – 89.49 | B | 82.50 – 87.49 | B- | 79.50 – 82.49 |
| C+ | 77.50 – 79.49 | C | 72.50 – 77.49 | C- | 69.50 – 72.49 |
| D+ | 67.50 – 69.49 | D | 59.50 – 67.49 | F | Below 59.49 |

| Activity | When Due | % of Course Grade |
|---|---|---|
| Participation | On-going | Varies; being quiet can't hurt you, but strong participation can bump up your grade |
| Term Paper | <i>Meeting with librarian:</i> Due before October 9 <i>Draft Version:</i> Due by October 30 <i>Comments on Drafts:</i> Due by November 6 <i>In-Class Presentation:</i> November 14 or November 16 based on sign-up <i>Final Version:</i> Due by December 13 | <i>Meeting with librarian:</i> 2% <i>Draft version:</i> 5% <i>Comments:</i> 5% <i>In-Class Presentation:</i> 10% <i>Final Version:</i> 18% |
| Self-Reflection Pages | Due on Canvas by December 13 | 10% |
| Summary & Criticism of <i>Small Nation Solution</i> | November 6 | 10% |
| Documentary Critique | December 4 | 10% |
| 3 Reading Responses | September 7, October 3, October 24 | 30% (10% each) |

To avoid any confusion, please note once more that the overall course grade is weighted. Thus, as shown above, each assignment contributes differently to your course grade. You can also calculate your own grade by using the following formula: Course Grade = .02 (x) + .05 (x) + .05 (x) + .10 (x) + .18 (x) + .10 (x) + .10 (x) + .10 (x) + 10 (x) + .10 (x) + 10 (x).

Regrading of assignments:

You may request the regrading of materials that have been graded by the instructor. Any request has to be made in writing by providing a brief explanation of why you wish to have the assignment regraded.

Incompletes:

Incompletes will only be granted in exceptional emergency situations (such as death in the immediate family or serious illness – family visits, weddings, etc., do not count), when the relevant assignment(s) cannot be completed in time. In all other cases the grade will be based upon the

work completed by the end of the semester, which may result in a failing grade. The grade “I” for an incomplete may be assigned only after instructor and student have completed and signed a Contract for Grade of Incomplete which makes arrangements for the unfinished work to be completed.

Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:

Any form of plagiarism or cheating will not be tolerated. When you hand in an assignment, make sure that everything in it is your own work and that you have made the appropriate references where necessary. It is your responsibility to understand what constitutes plagiarism. Neither ignorance nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Violations will be punished to the full extent possible, including flunking of the course and a referral to the Dean of Student Services. Raise any questions and concerns you have with the instructor before problems arise. To learn more about LCSC’s Policy on Academic Dishonesty, read it at <http://www.lcsc.edu/student-affairs/student-code-of-conduct/> .



Course Schedule:

| Date | Class | Assignment for Class |
|---------------|---|--|
| Week 1 | | |
| August 22 | Syllabus review / Introduction to class | No reading required |
| August 24 | Developing the concept of development | Buck, David. D. "Was It Pluck or Luck That Made the West Grow Rich?" <i>Journal of World History</i> 10, no. 2 (1999): 413 - 30. Escobar, Arturo. <i>Encountering Development : The Making and Unmaking of the Third World</i> . Princeton, N.J.: Princeton University Press, 1995. Chapter 2 (pp. 21- 54) Olopade, Dayo. 2014 The End of the ‘Developing World’, <i>NYT</i> , February 28, 2014 Randall, Vicky. "Using and Abusing the Concept of the Third World: Geopolitics and the Comparative Political Study of Development and Underdevelopment." <i>Third World Quarterly</i> 25, no. 1 (2004): 41-53. |

| Week 2 | | |
|-------------|---|--|
| August 29 | Developing the concept of development (continued) | <p>Rist, Gilbert. 2002. <i>The history of development: from western origins to global faith</i>. Translated by P. Camiller. London: Palgrave. - Chapter 1 (pp. 8 – 24)</p> <p>McCarthy, Julie. 2018. The birthplace of ‘Gross National Happiness’, <i>NPR</i>, Feb. 12, 2018</p> <p>Schultz, Kai. 2017. In Bhutan, Happiness Index as Gauge for Social Ills. <i>NYT</i>, Jan. 17, 2017</p> <p>Sen, Amartya. 2000. <i>Development as freedom</i>. New York: Anchor Books. – Introduction and Chapter 1 (pp. 3 – 34)</p> <p>Weiner, Eric. 2006. "Be Like Bhutan; Forget Gdp." <i>Los Angeles Times</i>, November 13, 2006 (p. 17).</p> <p>Check out website: https://ophi.org.uk/policy/gross-national-happiness-index/</p> |
| August 31 | Modernization Theory | <p>Organski, A.F.K. 1967. <i>The stages of political development</i>. New York: Alfred A. Knopf. – Chapter 1 (3 – 17)</p> <p>Rostow, W.W. 1990. <i>The Stages of Economic Growth: A Non-Communist Manifesto</i>. 3rd edition ed. Cambridge: Cambridge University Press. – Chapter 1 & 2 (pp. 1 – 16)</p> <p>Wiarda, Howard J. 2004. <i>Political development in emerging nations: Is there still a Third World?</i> Belmont, CA: Thomson/Wadsworth – Chapter 2 (pp. 29 – 46)</p> <p>Recommended: Leys, Colin. 1996. <i>The rise & fall of development theory</i>. Bloomington, Indiana: Indiana University Press. Chapter 1 (pp. 3 – 44)</p> <p>Reid-Henry. 2012. US economist Walt Rostow and his influence on post-1945 development. <i>The Guardian</i>, October 8, 2012</p> |
| Week 3 | | |
| September 5 | LABOR DAY | NO CLASS |
| September 7 | Rethinking Modernization Theory | Bendix, Reinhard. 1967. Tradition and Modernity Reconsidered. <i>Comparative Political Studies in Society and History</i> 9 (3):292-346. |

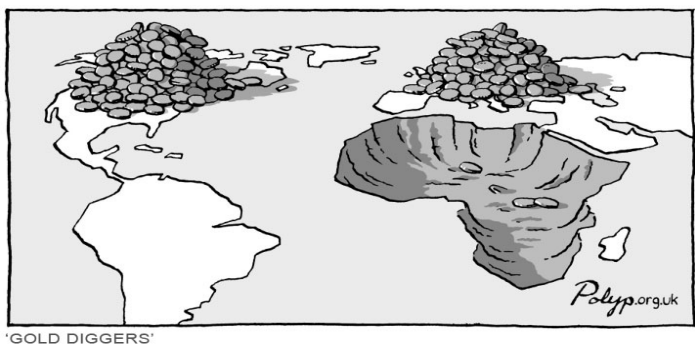
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| | | <p>Leys, Colin. 1996. <i>The rise & fall of development theory</i>. Bloomington, Indiana: Indiana University Press. Chapter 3 (pp. 64 – 79)</p> <p>Rudolph, Lloyd I., Rudolph, Susanne H. <i>The Modernity of Tradition: Political Development in India</i>. Chicago: University of Chicago Press, 1967. – Chapter 1 (pp. 3 – 14)</p> <p>Gerschenkron, Alexander. 1962. <i>Economic Backwardness in Historical Perspective: A Book of Essays</i>. Cambridge, Massachusetts: The Belknap Press of Harvard University Press – Chapter 1 (pp. 1 – 30)</p> <p><i>Recommended:</i></p> <p>Huntington, Samuel P. <i>Political Order in Changing Societies</i>. New Haven: Yale University, 1968. (pp. 1 - 92)</p> <p>Miner (1956). <i>Body Ritual among the Nacirema</i>.</p> |
| Week 4 | | |
| September 12 | Dependency Theory & Structuralism | <p>Valenzuela, J. Samuel; Valenzuela, Arturo. "Modernization and Dependency: Alternative Perspectives in the Study of Latin American Underdevelopment." <i>Comparative Politics</i> 10, no. 4 (July 1978): 535-57.</p> <p>Frank, Andre Gunder. "The Development of Underdevelopment." In <i>Dependence and Underdevelopment: Latin America's Political Economy</i>, edited by James Cockcroft, Frank, Andre, Johnson, Dale, 3-17. New York: Doubleday, 1972.</p> <p><i>Recommended:</i></p> <p>Cohn, Theodore H. 2003. <i>Global political economy: theory and practice</i>. 2 ed. New York: Addison Wesley Longman, Inc. – Chapter 5 (pp. 119 – 145)</p> |
| September 15 | Dependency Theory & Structuralism (continued) | <p>Evans, Peter. <i>Dependent Development: The Alliance of Multinational, State, and Local Capital in Brazil</i>. Princeton, New Jersey: Princeton University Press, 1979. Chapter 1 (pp. 14 – 54)</p> <p>Spero, Joan Edelman, Hart, Jeffrey A. <i>The Politics of International Economic Relations</i>. 6th ed. New York: St. Martin's Press, 2002. – Chapter 5</p> <p><i>Recommended:</i></p> <p>Reid-Henry (2012) – <i>Dependency Theory</i></p> <p>Beaudufe (2014) – <i>China pillages Africa like colonialists</i></p> |
| Week 5 | | |
| September 19 | The Neoliberal Paradigm | <p>Wiarda, Howard J. 2004. <i>Political development in emerging nations: Is there still a Third World?</i></p> |

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| | | <p>Belmont, CA: Thomson/Wadsworth – Chapter 6 (pp. 115 – 135)</p> <p>Friedman, Thomas. 2000. <i>The Lexus and the Olive Tree: Understanding Globalization</i>. New York: Anchor Books. – Chapter 5 and 6 (pp. 83 – 119)</p> <p>North, Douglass, Thomas, Robert. 1973. <i>The Rise of the Western World: A New Economic History</i>. Cambridge: Cambridge University Press. – Chapters 1 – 3 (pp. 1-24)</p> <p><i>Recommended:</i></p> <p>Cohn, Theodore H. 2003. <i>Global political economy: theory and practice</i>. 2 ed. New York: Addison Wesley Longman, Inc. – Chapter 4 (pp. 93 – 118)</p> <p>Hershey Jr. (2015). <i>Obituary on Douglass C. North</i></p> |
| September 21 | The Neoliberal Paradigm (cont.) | Catch up with reading or read ahead |
| Week 6 | | |
| September 26 | The Developmental State | <p>Wade, Robert. 2003. Introduction to the 2003 Paperback Edition: Creating Capitalisms. In <i>Governing the Market : Economic Theory and the Role of Government in East Asian Industrialization</i>. Princeton: Princeton University Press. (pp. xiii-liv)</p> <p>Gilpin, Robert. <i>Global Political Economy</i>. Princeton, NJ: Princeton University Press, 2001. – Chapter 12 (pp. 305 -340)</p> <p><i>Recommended:</i></p> <p>Williamson (2022). <i>Did the Washington Consensus Fail?</i></p> |
| September 28 | The Developmental State (cont.) | Catch up with reading or read ahead |
| Week 7 | | |
| October 3 | Discussion: Excerpts of “Why nations fail” | <p>Acemoglu, Daron Robinson James A. (2012). <i>Why nations fail : the origins of power, prosperity, and poverty</i>. New York: Crown Publishers. Chapters 1 – 3 & 15 (13 recommended)</p> <p>Garrett (2012). <i>It's the Politics</i>.</p> |
| October 5 | Film: <i>Pray the devil back to hell</i> (2008) | Catch up with reading or read ahead |
| Week 8 | | |
| October 10 | Globalization: A new phenomenon? | Keohane, Robert O., Nye Jr., Joseph S. 2000. <i>Globalization: What's New? What's Not? (And</i> |

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| | | <p>so what?). <i>Foreign Policy</i> 118 (Spring):104 - 119.</p> <p>Brawley, Mark R. 2003. <i>The Politics of Globalization: Gaining Perspective, Assessing Consequences</i>. Petersborough, Ontario: broadview press. – Chapters 1, 4 and 8 (pp. 11 – 34; 75 – 105; 177 – 194)</p> <p>Tomlinson, John. 2000. Globalization and Cultural Identity. In <i>The Global Transformations Reader - An Introduction to the Globalization Debate</i>, edited by D. Held, McGrew, Anthony. 269 – 277</p> <p><i>Recommended:</i> Held, David, et al. 1999. <i>Global transformations: politics, economics and culture</i>. Stanford: Stanford University Press. – Conclusion (pp. 414 – 452)</p> |
| October 12 | Globalization: A new phenomenon? (cont.) | Catch up with reading or read ahead |
| Week 9 | | |
| October 17 | Globalization & its discontents | <p>Stiglitz, Joseph E. 2003. <i>Globalization and Its Discontents</i>. New York: W.W. Norton & Company. Preface and Chapters 2, 3 and 9 (pp. IX-XXII; 23 – 88; 214-252)</p> <p>Rodrik, Dani. 2001. Trading in Illusions. <i>Foreign Policy</i> 123 (March / April):54-62.</p> <p><i>Recommended:</i> Stiglitz, Joseph E. 2003. <i>Globalization and Its Discontents</i>. New York: W.W. Norton & Company. Chapter 4 (pp. 89-132)</p> |
| October 19 | Film: <i>Poverty, Inc.</i> (2014) | <p><i>Recommended:</i> Bearak & Gamio. 2016. The U.S. foreign aid budget, visualized. <i>Washington Post</i>. Oct. 18, 2016:</p> <p>https://www.washingtonpost.com/graphics/world/which-countries-get-the-most-foreign-aid/</p> |
| Week 10 | | |
| October 24 | Defending Globalization | Bhagwati, Jagdish N. 2004. <i>In defense of globalization</i> . New York: Oxford University |

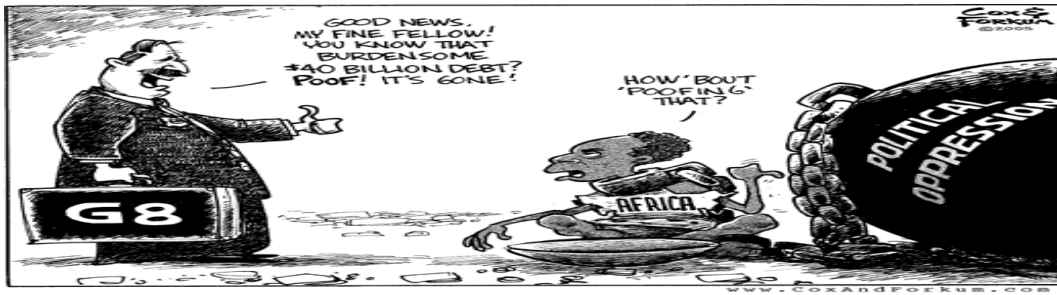
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| | | Press. – Chapters 1, 6, and 9 (pp. 3 – 27; 68 – 72; 106 – 121) Micklethwait, John, Wooldridge, Adrian. 2001. The Globalization Backlash. <i>Foreign Policy</i> (126):16-26. |
| October 26 | Globalization & Cultural Relativism: Discussion | Barber, Benjamin R. (1992). Jihad vs. McWorld. <i>The Atlantic Monthly</i> (March). Crothers, Lane. (2013) Globalization & American Popular Culture. – Chapter 6 (pp. 219 – 245) Fluehr-Lobban, Carolyn. (1995). Anthropologists, Cultural Relativism and Universal Rights. Pp. 549 - 552 Rachels James. (2002). The Elements of Moral Philosophy. Bosto: McGraw-Hill. pp. 20 – 36. Reprinted: pp. 553 - 563 <i>Recommended:</i> Crothers, Lane. (2013) Globalization & American Popular Culture. – Chapter 1 (pp. 1 – 36) |
| Week 11 | | |
| October 31 | The Small Nation Solution | Bodley, John H. (2013). <i>The small nation solution</i> . Part I: pp. vii – 57 |
| November 2 | The Small Nation Solution (cont.) | Bodley, John H. (2013). <i>The small nation solution</i> . Part II: pp. 59- 147 |
| Week 12 | | |
| November 7 | The Small Nation Solution (cont.) | Bodley, John H. (2013). <i>The small nation solution</i> . Part III: pp. 149 - 245 |
| November 9 | <i>Guest Speaker:</i> Prof. John H. Bodley, Author of “The Small Nation Solution” | Catch up with reading or read ahead |
| Week 13 | | |
| November 14 | IN-CLASS PRESENTATION | Catch up with reading or read ahead |
| November 16 | IN-CLASS PRESENTATION | Catch up with reading or read ahead |
| Week 14 | | |
| November 21 – November 25 – FALL BREAK – NO CLASS | | |
| Week 15 | | |

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| November 28 | Women & Development | <p>Bhagwati, Jagdish N. 2004. <i>In defense of globalization</i>. New York: Oxford University Press. – Chapter 7 (pp. 73 – 91)</p> <p>Handelman, Howard. <i>The Challenge of Third World Development</i>. 6th ed. Boston: Longman, 2011. Chapter 5: Woman and Development. (pp. 133 – 165)</p> <p>Everett, Jana; Charlton, Sue Ellen M. 2014. <i>Women Navigating Globalization: Feminist Approaches to Development</i>. Lanham, Maryland: Rowman & Littlefield. Chapters 1 - 2 (1 - 46)</p> <p>Scott, Catherine V. <i>Gender and Development: Rethinking Modernization and Dependency Theory</i>. Boulder: L. Rienner Publishers, 1996. (23-32)</p> <p><i>Recommended:</i></p> <p>Jaquette, Jane S., and Gale Summerfield. <i>Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization</i>. Durham, N.C.: Duke University Press, 2006.</p> <p>Karl, Marilee. <i>Women and Empowerment: Participation and Decision-making</i>. London: Zed Books Ltd., 1995. Chapter 5 (94-120)</p> |
| November 30 | Film: <i>A Powerful Noise</i> (2008) | Catch up with reading |
| Week 16 | | |
| December 5 | Globalization: Beyond the Nation-State or not? | <p>Mathews (1997). <i>Power Shift</i></p> <p>Krasner (2001). <i>Sovereignty</i></p> <p><i>Recommended:</i></p> <p>Lutz, Brenda & Lutz, James. (2014) Economic, Social and Political Globalization and Terrorism. <i>The Journal of Social, Political, and Economic Studies</i>. (Summer 2014): pp. 186 – 218</p> <p>Articles on Corona and impacts on globalization</p> |
| December 7 | Globalization: Beyond the Nation-State or not? (cont.) | Catch up with reading |



Additional Recommended Readings:

- Clapp, Jennifer. "What the Pollution Havens Debate Overlooks." *Global Environmental Politics* 2, no. 2 (2002): 11-19.
- Enloe, Cynthia. 2016. *Globalization & Militarism: Feminists make the link*. 2nd ed. Lanham, Maryland: Rowman & Littlefield
- Evans, Peter B. *Embedded Autonomy: States and Industrial Transformation*. Princeton: Princeton University Press, 1995.
- Frank, Andre Gunder. 1998. *ReOrient : global economy in the Asian Age*. Berkeley: University of California Press.
- French, Hilary. 1993. *Costly tradeoffs : reconciling trade and the environment*. Washington, DC: Worldwatch Institute.
- Friedman, Thomas. 2005. *The world is flat: a brief history of the twenty-first century*. New York: Farrar, Straus and Giroux.
- Fukuyama, Francis. "The End of History?" *The National Interest*, no. Summer (1989).
- Haggard, Stephan. 1990. *Pathways from the Periphery: The Politics of Growth in the Newly Industrializing Countries*. Ithaca: Cornell University Press.
- Jaquette, Jane S., and Gale Summerfield. *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization*. Durham, N.C.: Duke University Press, 2006.
- Kwong, Jo. 2005. Globalization's effects on the environment. *Society* 42 (2):21-28.
- Landes, David. 1999. *The wealth and poverty of nations: why some are so rich and some are so poor*. New York: W.W. Norton & Company Ltd.
- Lerner, Daniel. 1958. *The passing of traditional society: modernizing the Middle East*. Glencoe, Ill.: Free Press.
- Milner, Helen. "Globalization, Development, and International Institutions: Normative and Positive Perspectives." *Perspectives on Politics* 3, no. 4 (2005): 833 - 54.
- Pomeranz, Kenneth. 2000. *The Great Divergence*. Princeton: Princeton University Press.
- Porter, Gareth. 1999. Trade Competition and Pollution Standards: "Race to the Bottom" or "Stuck at the Bottom"? *Journal of Environment & Development* 8 (2):133-151.
- Rodrik, Dani. 1997. *Has Globalization Gone Too Far?* Washington, DC: Institute for International Economics.
- Schaeffer, Robert K. 2016. *Understanding globalization: The social consequences of political, economic, and environmental change*. 5th ed. Lanham, Maryland: Rowman & Littlefield
- Stromquist, Nelly P. *Women in the Third World: An Encyclopedia of Contemporary Issues*. New York: Garland Pub., 1998.
- Wade, Robert. 1992. East Asia's Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence. *World Politics* 44 (2):270 - 320.
- Westra, Richard. *Confronting Global Neoliberalism: Third World Resistance and Development Strategies*. Atlanta, GA: Clarity Press, 2010.
- Wheeler, David. 2002. Beyond Pollution Havens. *Global Environmental Politics* 2 (2): 1-10
- Wong, Roy Bin. 1997. *China transformed: historical change and the limits of European experience*. Ithaca, N.Y.: Cornell University Press.
- Vreeland, James. *The IMF and Economic Development*. New York: Cambridge University Press, 2003.
- Vries, P.H.H. 2001. Are Coal and Colonies Really Crucial? Kenneth Pomeranz and the Great Divergence. *Journal of World History* 12 (2):407-446.



Useful Websites:

Websites listing hundreds of newspaper from around the world:

- ❖ <http://www.onlinenewspapers.com/>
- ❖ <http://www.refdesk.com/paper.html>

The Wall Street Journal:

- ❖ <http://online.wsj.com/home-page>

The New York Times:

- ❖ <http://www.nytimes.com/>

Foreign Policy:

- ❖ <http://www.foreignpolicy.com/>

BBC News:

- ❖ <http://www.bbc.co.uk/news/>

Al Jazeera:

- ❖ <http://www.aljazeera.com/>

France24:

- ❖ <http://www.france24.com/en/>

The Economist:

- ❖ <http://www.economist.com>

Federation of American Scientists:

- ❖ <http://www.fas.org/>

Freedom House:

- ❖ <http://www.freedomhouse.org/>

OECD:

- ❖ <http://www.oecd.org/>

World Values Survey:

- ❖ <http://www.worldvaluessurvey.org/>

Links to many IR data sets and websites:

- ❖ <http://www.paulhensel.org/data.html>

Worldwide Governance Indicators:

<http://info.worldbank.org/governance/wgi/index.asp>

Association for Women's Rights in Development:

- ❖ <http://www.awid.org>

Grameen Bank:

- ❖ <http://www.grameen-info.org/>

International Monetary Fund:

- ❖ <http://www.imf.org/>

World Bank

- ❖ <http://www.worldbank.org/>

World Trade Organization:

- ❖ <http://www.wto.org/>

The Whirled Bank:

- ❖ <http://www.whirledbank.org/>

Jagdish Bhagwati discusses, *In Defense of Globalization*, at the Carnegie Council, Oct. 28, 2004, – Audio File

- ❖ <http://www.carnegiecouncil.org/studio/multimedia/20041028/index.html#section-10843>

Thomas Friedman discusses, *Lexus and the Olive Tree* and *The World is Flat*, at the Carnegie Council, April 6, 2005, – Audio File

- ❖ <https://www.carnegiecouncil.org/studio/multimedia/20050406/index.html>

World Happiness Report:

- ❖ <http://worldhappiness.report/>

Gross National Happiness:

- ❖ <https://www.grossnationalhappiness.com/>

Additional websites will be introduced throughout the term.

