



POLS 161: The Politics of Globalization

Spring 2021

MTH 11:10am - 12:30pm

Professor Craig Borowiak

Student Hours: M/Tu 2:30 – 3:30pm (or by appointment)

Office: Hall 214

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Course Description

The concept of “globalization” burst on the scene in the 1990s and has continued to define many academic, policy, and social debates. In this course we will examine the politics of globalization. What does globalization mean? What are its economic, cultural, environmental, and social justice dimensions? How are the dynamics of globalization transforming economies and eliciting political backlash? How do political institutions govern global flows of money, goods, people, and waste? What happens to state sovereignty in a globalizing world? Can we distinguish “global government” from “global governance,” and if so, when? Is globalization “good” for democracy? Does global economic interdependence generate unique social justice obligations? Do our consumption practices make us complicit in the sweatshop conditions and environmental injustices perpetrated by some multinational corporations? What are we to make of the recent upsurge of anti-globalization sentiment in many countries, including the US? This course will critically examine these and other questions while also introducing students to the political science discipline.

Course Aims

- Introduce students to the political science discipline and to subfields of political economy and global governance
- Introduce students to transnational modes of production, trade and finance
- Teach students about the differences between key international organizations such as the IMF, the World Bank, and the World Trade Organization

- Introduce students to how economic globalization has affected race, class and gender relations
- Encourage students to think about the nature of justice and social and political responsibility in light of global interdependence.
- Guide students in conducting original independent and collaborative social science research that makes use of library resources
- Some key concepts:
 - Global Governance, Global Justice, Sovereignty, Global Governance, Neoliberalism, Capitalism, Sweatshops, Commodity Chains, Trade Regimes, Global Finance, Bretton Woods, Neoliberalism, Deterritorialization, Transnational Social Movements, Cosmopolitanism, Time-Space Compression

Course Dynamics

Readings

The type and length of readings for this course will vary considerably from class to class. Some readings will be very detailed and factual. Others will be more conceptual. Some will be academic. Others will be journalistic. While the details of any given reading assignment are important, you are especially encouraged to be attentive to the general themes and ideas that frame the arguments made in the texts. In simpler terms: *pay attention to details but don't get lost in them.*

In all cases, you are expected to do all of the readings prior to class but know that we may not cover all texts during class meetings. Sometimes I like to be spontaneous and dig into conversations in more depth as the need arises. Other times we will need to play catch-up with the syllabus as circumstances dictate. Make sure you are always using the most recent version. Be prepared to be flexible on occasion.

Respect for Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor here at Haverford. Students are expected to respect individual differences, which may include: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. Let's engage in passionate yet respectful discussion of diverse worldviews and ideas, including – and especially – those at odds with personal beliefs and values.

Plagiarism

Cheating and plagiarism are offenses against academic integrity. Plagiarism is copying someone else's work and presenting it as your own without attributing it to its real source. There will be no exceptions for cases of cheating or plagiarism, and disciplinary action will be taken. If you have any questions about what constitutes plagiarism, please speak with me. It is assumed that you are familiar with Haverford's policies regarding plagiarism.

E-mail policy

I will respond to all emails, but expect that it may sometimes take between 24-48 hours.

Access and Disability Accommodations

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at:

<https://www.haverford.edu/deans-office-student-life/offices-resources>.

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability

Services and then must speak to me. Other class members need to be aware that this class may be recorded.

Grade Appeals

Faculty sometimes make mistakes. If you feel that the grade you received on a particular assignment is not warranted due to an error in grading, please feel free to discuss this situation with me. Please know, however, that I retain the discretion to determine the worthiness of the appeal. Additionally, you must adhere to the following grade dispute policy:

- Contact me after 24 hours but within 7 days of receiving your grade
- Write out the substance of your disagreement
- Arrange a meeting with me

Assignments

A. PARTICIPATION

a. General Discussion

The participation aspect of your grade will reflect the quality of your contribution to in-class discussion. This includes both vocal participation and your assistance in creating an atmosphere that encourages all voices to be heard. The class is large, which will constrain discussion in some ways, but know that participation is vital to the experience of this course. For some of you, this will mean speaking up more than you otherwise would. For others of you, it will mean holding back more than you otherwise would. Participation can take multiple forms—it can involve careful listening and thoughtful reflection as well as careful speaking and attentive interaction with other students. But bear in mind that it isn't participation if you are keeping your thoughts entirely to yourself and merely soaking in what others have to say.

b. Reading Responses

Each student will be assigned to two class periods during which they are expected to come prepared with a set of thoughtful commentary and discussion questions related to the course readings

c. Slack Channel

A Slack Channel has been created for this course. This will be an alternative way for you to participate in the course. This will be a place to continue discussion outside of class and also to draw attention to events in the world that resonate with course material. Everyone is expected to post at least once to the Slack channel.

d. WORLD NEWS

At the beginning of the semester you will be asked to pick a country that you will be profiling and whose news you will follow over the course of the semester. **Three times during the semester** you will be given a prompt to guide your research into your country. These will correspond to themes we are discussing in class. You will then turn in

a **roughly 700-word overview** of your findings. For these overviews, your research must include resources *from the country itself* (e.g., news headlines from the country’s own news sources). On the day these are due we will incorporate your findings into class discussion. There are numerous portals with links to foreign news websites. Here are a couple:

<http://www.worldpress.org/gateway.htm>

<http://www.abyznewslinks.com/allco.htm>

B. MIDTERM EXAM

You will be given a midterm exam before spring break. We will decide the format of the exam in class.

C. CITYSCAPES OF GLOBALIZATION

For this project you will work in pairs to research a city and how it has been transformed by globalization and racial capitalism over the past two decades. You may choose any city, small or large, inside or outside the U.S. You should investigate how the city is situated relative to global forces and to racialized systems of economic transformation. You might look at changes in the city’s labor force or in its industrial composition. Alternatively, you might look at migration or cultural conflict or the influence of foreign powers. It will be up to you to identify and narrate the most interesting patterns. You may choose to take either a more theory-driven or a more empirics drive approach. I am currently conceiving this project as a series of annotated podcast or video episodes, but we will decide in class what format the final project will take.

D. FINAL EXAM

The final exam will be a 3-hour, self-scheduled, closed-book, closed-notes, anonymous, open “cheat sheet” exam run through the registrar. You are expected (with the honor code) to conduct the exam without relying on outside sources (including your notes, books, and internet) with the exception of a one-page cheat sheet that you can prepare for the exam.

Evaluation (approximate)

Participation and World News	20%
Midterm Exam	30%
Cityscapes of Globalization Project	20%
Final Exam	30%

*****All major assignments must be completed to pass the course*****

Teaching Assistants

I’m delighted to have two teaching assistants (both class of 2021) for this course. They will help with class discussions and will be a resource for you throughout the semester. Please feel free to

reach out to them at any time to discuss anything related to course dynamics and course content.

Noorie Chowdhury (nchowdhury@haverford.edu)

Althea Sellers (asellers@haverford.edu)

Readings

All articles will be available on Moodle, unless otherwise indicated. The following required book is available at the bookstore. It is also available online through the Haverford library.

- **Andrew L. Barlow**, *Between Fear and Hope: Globalization and Race in the United States* (Rowman & Littlefield Publishers, 2003)

We will also be reading extensively from the following book, which is available online through the Haverford library. Although I have not ordered it for the bookstore, some of you might find it useful to acquire a physical copy.

- **Matthew Sparke**, *Introducing Globalization: Ties, Tensions, and Uneven Integration* (Wiley-Blackwell, 2013)

- Feb 22 M [**A Divided World**](#)
**Stuart Elden, “Why is the world divided territorially?” *Global Politics: A New Introduction*
Jan Scholte, “What is ‘Global’ about Globalization”

Ruth Gilmore on geography of racial capitalism (16 minutes)
<https://www.youtube.com/watch?reload=9&v=2CS627aKrJI>
- Feb 25 Th [**Globalization and Sovereignty: Some Competing Perspectives**](#)
**Stephen Krasner, “Globalization and Sovereignty”
Susan Strange, “The Declining Authority of States”
Michael Hardt and Antonio Negri, “Globalization as Empire”
- Mar 1 M [**From International Law to Global Governance**](#)
Christian Reus-Smit, “International Law” (278-293)
Rorden Wilkinson, “Global Governance” in Encyclopedia of Governance

1st country assignment due. Come prepared to discuss your country research

ECONOMIC GLOBALIZATION: TRADE AND FINANCE



- Mar 4 Th [**Introducing Global Political Economy**](#)
Robert O'Brien & Marc Williams, *Global Political Economy*
• Chapter One: “Approaches to Global Political Economy,” 9 – 29

Frieden, Jeffrey, and Lisa L. Martin. 2002. "International Political Economy: Global and Domestic Interactions." (for this reading, students will be assigned in groups to different portions of the reading to focus on)

Theory Talks #37. "[Robert Cox on World Orders, Historical Change, and the Purpose of Theory in International Relations](#)"

Mar 8 M **Capitalism**

Jeffrey Frieden, "The Modern Capitalist World Economy: a Historical Overview," in *The Oxford Handbook of Capitalism*, ed. Dennis C. Mueller (Oxford UP, 2012): 17-38

Mar 11 Th **The principles of trade**

Dani Rodrik, *The Globalization Paradox*, "Why Doesn't Everyone Get the Case for Free Trade?" 47-66

Pierre Lemieux, *What's Wrong with Protectionism?* 7-20



Mar 15M **The WTO**

WTO, Understanding the WTO (excerpts)

****Second country assignment due****

Mar 18Th **The IMF and The World Bank**

***Ngairé Woods. "A Short Introduction to the IMF and the World Bank"

**Listen: [Planet Money Episode 553: The Dollar At The Center Of The World](#)

**Watch: [“What's the difference between the IMF and the World Bank? | CNBC Explains”](#)

Film: “Life and Debt”

Browse Webpages:

World Bank: <http://worldbank.org> (“Who We Are” & “What We Do” tabs)

IMF: <http://www.imf.org/external/about.htm>

Mar 22M

[Globalization and Economic Inequality](#)

***Branko Milanovic, “Global Income Inequality in Numbers: in History and Now,” *Global Policy*, 4(2). May 2013

Paul Cammack, “Why are some people better off than others?” *Global Politics: A New Introduction*, 405-428

[ECONOMIC GLOBALIZATION: LABOR & TRANSNATIONAL PRODUCTION](#)



Mar 25Th

[Multinational Corporations and Global Commodity Chains](#)

**Matthew Sparke, “Commodities,” *Introducing Globalization*, pages 57-84
(pages 85-95 are recommended but not required)

For more information on commodity chains, check out:

Duke Global Value Chains Center: <https://gvcc.duke.edu/>

***** Midterm Exam due Friday, March 26, 11:59pm *****

March 27-30: SPRING PAUSE

Apr 1 Th **Labor**

Sparke, "Labor," *Introducing Globalization* (99-129)

For more on tracing labor conditions, check out [Labour Behind the Label](#)

Apr 5 M **DISCUSSION: Sweatshops and Consumer Responsibility**

**Pun Ngai and Jenny Chan, "The Spatial Politics of Labor in China: Life, Labor, and a New Generation of Migrant Workers," *South Atlantic Quarterly*, Winter 2013: 179-190

**Leslie Chang, "[Do Chinese Factory Workers Dream of Ipads?](#)"

**Leslie Chang, Ted Talk: "The Voices of China's Workers"

*Nicholas Kristof, "Where Sweatshops Are a Dream," *The New York Times* (14 January 2009)

Watch NPR Planet Money's t-shirt project and listen to related NPR radio segments

Watch "[the iPhone Economy](#)"

Apr 8 Th **Racialization of Global Labor**

Bonacich, Edna, Sabrina Alimahomed, and Jake Wilson. 2008. "The Racialization of Global Labor." *American Behavioral Scientist* 5(3): 342-355.

Barry Sautman & Yan Hairong (2016) The discourse of racialization of labour and Chinese enterprises in Africa, *Ethnic and Racial Studies*, 39:12, 2149-2168

Edward M. Olivos and Gerardo F. Sandoval, "Latina/o identities, the racialization of work, and the global reserve army of labor: Becoming Latino in Postville, Iowa"

Shanshan Lan, "Reconstructing Blackness in Grassroots Interactions Between Chinese and Africans in Guangzhou"



Apr 12 M **Global Cities, Divided Cities**
Sassen, “The Global City Model”
Sparke, “Space” (297-312)

Apr 15 Th **Globalization and Race in the US I**
Andrew L. Barlow, *Between Fear & Hope: Globalization and Race in the United States*, 1-82 (Chapters 1-3)
https://tripod.haverford.edu/permalink/01TRI_INST/4mqjv1/alma991019132495704921
****final country assignment due****

Apr 19 M **Globalization and Race in the US II**
Andrew L. Barlow, *Between Fear & Hope: Globalization and Race in the United States*, 83-132 (Chapters 4-5)
https://tripod.haverford.edu/permalink/01TRI_INST/4mqjv1/alma991019132495704921

THE ANTHROPOCENE AND THE PANDEMOCENE



Apr 22 Th

Waste in the Global Economy

**Jennifer Clapp, “The Distancing of Waste: Overconsumption in a Global Economy,” 155-176

*Pietra Rivoli, *Travels of a T-Shirt* (selections)
E-Waste: The Digital Dump (skim)

Apr 26 M

Sinking Islands and Lifeboat Earth

Simon Donner, “Kiribati Slide Show”: The Kiribati People Battle Sea Level Rise
Simon Donner, “Fantasy Island” *Scientific America*, March 1, 2015.

Paul Harris, “What’s Wrong with Climate Politics,” *Global Environmental Politics: From Persons to Planet*, 137-143

Will Steffen, “A Truly Complex and Diabolical Problem,” *The Oxford Handbook and Climate Change and Society*, 22-37

Jennifer Clapp and Peter Dauvergne, “Brief History of International Environmental Cooperation,” *Global Environmental Politics: From Persons to Planet* (121-136)

Apr 29 Th

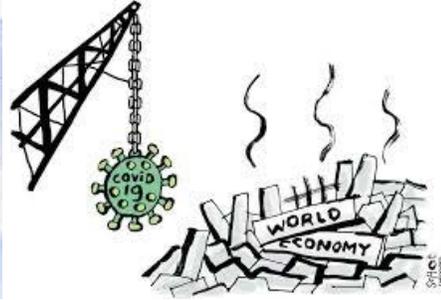
Discussion: Global Climate Governance

Felix R. FitzRoy & Elissaios Papyrakis, *Introduction to Climate Change Economics and Policy*:

- Chapter 5: “Development in a Changing Climate”
- Chapter 7: “Kyoto, Paris, and Other International Environmental Agreements”

Michael Jacobs (2016), “High pressure for low emissions: How civil society created the Paris climate agreement” *Juncture* 22 (4):314-323

****Provisional due date for Cityscapes of Globalization assignment****



May 3 M

Global Pandemic

**[The Big Reveal: COVID-19 and Globalization's Great Transformations](#)

**[What COVID-19 Reveals About Twenty-First Century Capitalism: Adversity and Opportunity](#)

David Frum, "[The Coronavirus Is Demonstrating the Value of Globalization](#)"

Tanisha Fazal, "[Health Diplomacy in Pandemical Times](#)"

The Economist: [Has covid-19 killed globalisation?](#)

Brookings: [Reimagining the global economy: Building back better in a post-COVID-19 world](#)

Brookings: [The future of global supply chains: What are the implications for international trade?](#)

RESISTANCE



May 6 Th

Right Wing Populism

Sebastian Rotella, “Global Right-Wing Extremism Networks Are Growing. The U.S. Is Just Now Catching Up” *ProPublica*. (Jan 22, 2021)

Cas Mudde, “[How populism became the concept that defines our age](#)” *The Guardian*, Nov 22, 2018.

Matt Golder, “Far Right Parties in Europe,” *Annual Review of Political Science* Vol. 19:477-497 (2016)

Jordan Kyle and Limur Gultchin, *Populists in power around the world*

Quinn Slobodian, “Trump, Populists and the Rise of Right-Wing Globalization,” *NY Times*, Oct 22, 2018.

Paul Jackson, “Extreme Right Transnationalism: International Networking and CrossBorder Exchanges”

Josh Vandiver, “The Radical Roots of the Alt-Right”

[BBC: Europe nationalism guide](#)

May 10 M [Global Justice / Racial Justice](#)

Cristina Flesher Fominaya. (2014). “Arab Spring, Indignados, Occupy: A Global Wave of Protest?” pp. 148-93

Borzou Daragahi, “[Why the George Floyd Protests went Global](#)”

Video on global BLM: <https://www.youtube.com/watch?v=jlYnQXheup4>

Brett Bowman, “On the biopolitics of breathing: race, protests, and state violence under the global threat of COVID-19,” *South African Journal of Psychology* 50(3): 312-315

Christopher Barrie, “Searching Racism after George Floyd,” *Socius: Sociological Research for a Dynamic World*, Vol 6.
<https://doi.org/10.1177/2378023120971507>

CNN: “[Protests across the globe after George Floyd's death](#)”

May 13 Th [Last Class—Catch up, Wrap up](#)

STOP SAYING THAT WE'RE ALL IN THE SAME BOAT.

**WE'RE ALL IN THE
SAME STORM.**

**BUT WE'RE NOT
ALL IN THE
SAME BOAT.**

