GLOBALIZE THIS?
FEAR AND LOATHING IN THE AGE OF PROGRESS AND PROSPERITY

HONR 492-005 (11066)

SPRING 2019
UNIVERSITY HONORS PROGRAM
COLORADO STATE UNIVERSITY

12:30-1:45 – Academic Village C 141

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COURSE DESCRIPTION:

In this course we will explore both the perils and promises of globalization. For better or worse, the process of globalization is fundamentally transforming the economic, cultural and political foundations of the globe. While globalization holds out the promise of progress – providing significant opportunities for the emancipation of much of the world’s population from the tyranny of poverty, ignorance and political repression – it simultaneously evokes a sense of fear and loathing throughout much of the globe. Globalization is a contentious process -- its meaning almost entirely dependent on who is talking about it. Pro-market economic reformers, displaced workers, environmental and human rights activists, security experts and cultural nationalists, to name a few, all compete for the right to stake claim to the idea of globalization and shape public perceptions about its potential impact on the world in which we live. In a very real sense globalization has become the buzzword that serves to crystallize disagreements concerning the speed and direction of social and political change in the world at-large. While both the meaning and merits of globalization have become highly politicized in recent years, with intellectual debate about this topic sometimes transforming itself into contentious political action and legislation, in this class we will seek to evaluate the origins, nature and impact of this phenomenon by using insights and analytical tools from the humanities (e.g., history and philosophy) and the social sciences (e.g., economics, political science, psychology and sociology).

OVERVIEW OF THE COURSE:

I want to stress that this course will be challenging. In addition to the relatively heavy reading load for this course (on average, plan 2-3 hours of class preparation per week), throughout the semester I will stress the importance of critical thinking and argumentation -- both in written and oral forms. Given the seminar structure of this course, it is your responsibility to do the assigned readings prior to each seminar and be prepared to discuss these readings in a free-form group discussion led by myself. The issues with which we will wrestle with in this class are not easy but if you are willing to put forth the effort I am confident that you will find it a worthwhile endeavor.

Your final grade for this course will be assigned on the basis of your performance on three (3) criteria that are weighted in the following manner:

1. Seminar Contribution = 30%
2. Seminar Writing Assignments = 60% (3 x 20%)
3. Persuasive Speech = 10%

SEMINAR CONTRIBUTION:

Assignment and Evaluation: Seminar contribution is worth 30% of your final grade. This is an integral, albeit difficult to quantify, component of the course. It is my firm belief that true learning requires active participation. For you to simply sit back and assume that the words that leave my mouth will somehow make an indelible mark on your brain is a doubtful (and somewhat scary) proposition. If you are to get anything out of this course you must engage fellow students, the topic and me! This requires asking questions, offering observations and voicing your support or disagreement with the arguments that I, or your fellow classmates, are presenting. This does not require that you be a skilled orator, only that you make an effort to posit logically sound and coherent arguments, questions and observations. I recognize that this is not a skill that many of you feel that you excel at (and may, in fact, dread), yet it is essential for the success of the seminar experience. Not surprisingly, evaluation of seminar contribution is a somewhat inexact science.
In an effort to add a quantitative dimension to this enterprise, I will evaluate your seminar contribution based on three criteria: class preparation (60%), class attendance (20%), and class participation (20%). In other words, your overall seminar contribution will be assessed on the “three Ps”: (1) your intellectual preparedness, (2) your physical presence and (3) your active participation.

Seminar Preparation:

In an effort to measure your level of preparation for our seminar meetings, I have incorporated a series of written seminar discussion assignments directly into your participation grade. These seminar discussion assignments require you to provide a short answer (350-500 words) to a series of questions that deal directly with the material and topics that we will be discussing in class. The goal of these writing assignments (a.k.a., SDQs) is to prepare you for our seminar discussions by making you think about the material prior to our scheduled class meetings. This preparation, in turn, should allow you to feel more confident in voicing your opinions during the seminar meetings. You are required to turn in one SDQ per week (excluding Week 9 the semester). These assignments will be evaluated on the basis of the following criteria:

- If you turn your SDQ in on time and demonstrate that you put some serious intellectual effort into your answer, you will receive “full credit” (1.2 points) for the assignment.
- You will receive only “partial credit” (0.60 points) if you turn your response in on time but fail to answer the question in an intellectually rigorous manner (e.g., fail to effectively engage the required material or demonstrate a lack of understanding of this material).
- Finally, you will receive “no credit” (0 points) if you do not complete the assignment or attempt to turn it in late.

It is important to note that there is a significant penalty incurred if you fail to do the assignment or fail to give it the requisite intellectual attention that is required to facilitate our seminar discussion. Remember, the goal of these assignments is to help prepare you for the seminar discussions (where the real learning takes place!), not for you to develop and defend a fully formed thesis. So, while the success of our seminar discussions requires that you take these assignments seriously, nonetheless, you should think of these assignments as the start, rather than the culmination, of your learning experience.

Important Information Regarding SDQs:

- Your overall performance on this criterion constitutes 60% of your seminar contribution grade (18% of your overall course grade: 1.2 points x 15 assignments = 18 points).
- You are permitted to complete only one seminar discussion assignment per week;
- You must submit these weekly assignments to the corresponding assignment page found on the Canvas site for this course;
- Your posts to the Canvas site must be submitted by 12:30 p.m. on the day of our scheduled seminar meetings. After the 12:30 p.m. deadline has passed, I will not accept any further posts for the day’s seminar.

Seminar Attendance:

It goes without saying that it is difficult to participate in a seminar if you are not there. So, attendance has to be factored into your overall participation grade to some degree. Recognizing the randomness and volatility of life, 100% attendance is not my goal. However, given that this is a seminar, where your participation is essential to the overall learning experience, I do have relatively high expectations for your attendance. I generally expect that students will miss three (3) or fewer classes over the course of the semester (approximately 10% of scheduled seminars) due to unforeseen events. If you
need to miss more than this due to scheduling conflicts or protracted illness/hardship, you will need to let me know and provide me with the necessary documentation for your absenteeism. I do not call roll every day, however, if I notice that your attendance is becoming sporadic, I will take note of this and begin to log your attendance (or, more precisely, your lack thereof).

Your overall performance on this dimension of the class constitutes 20% of your seminar contribution grade (or 6% of your overall course grade). I will grade your attendance in the following manner:

- If you miss less than 10% of the scheduled class meetings (or 3 class periods) due to unforeseen events, you will be marked as “meeting expectations” and will receive full credit for attendance (6 points). However, if you miss more than this, and fail to provide me with appropriate documentation for your absenteeism, you will be penalized.
- Students that miss between 4 and 6 class meetings (10-20% of scheduled seminars) will receive “partial credit” for attendance (3 points).
- Finally, those students who have been identified as having a chronic absenteeism problem and miss more than 6 classes (more than 20% of scheduled seminars) will receive “no credit” (0 points) for attendance.

Active Class Participation:

Finally, student contribution to the seminar will be evaluated by your willingness to let us hear your ideas. While I will make some effort to assess the quality of your contribution to class discussions, nevertheless, this dimension will largely be determined by the quantity of your contribution. I will use the following criteria as my guide:

- You actively contribute to every seminar meeting (providing multiple “insightful” comments/questions) (6 points);
- You regularly contribute to class discussion: on average, once per seminar meeting (5.5 points);
- You only periodically contribute to class discussion: on average, every other seminar (5 points);
- You infrequently contribute to class discussion: once a month (4.5 points);
- You seldom, if ever, contribute to class discussion: for all intents and purposes you have chosen not to actively participate in the seminar but you seem to be listening intently and appear to be intellectually engaged (4 points).
- You seldom, if ever, contribute to class discussion: for all intents and purposes you have chosen not to actively participate in the seminar and you seem to be bored to be there or otherwise disengaged from the seminar discussion (2 points).

It is also important to note that I will factor in the consistency of your participation into your grade. If you participate a lot at the beginning of the semester but then chose not to involve yourself in class discussion later in the semester, this will impact your overall grade. Your overall performance on this criterion constitutes 20% of your participation grade (or 6% of your overall course grade).

SEMINAR WRITING ASSIGNMENTS:

Assignment and Evaluation: You will be required to complete three (3) -- out of a possible thirteen (13) -- writing assignments over the course of the semester. These essays should be 7 typed pages in length and will deal with the topics that we will be discussing in our seminar meetings. Your papers will be evaluated on your ability to identify, summarize and critique the key points of the assigned
readings as well as on your ability to use this information to write a persuasive (albeit short) argument. Persuasive arguments bring both logic and evidence to bear on the topic at hand as well as demonstrate both originality and creativity in their construction and presentation. It is also important to note that the more directly you utilize the assigned readings in developing your argument, the better your grade. While I encourage you to present your opinions in these papers, it is vital that you use the assigned literature to help organize, inform and motivate your essays. In particular, be careful not to simply ignore the readings that do not conform to your ideological position or the argument that you are making. These papers are due at the beginning of each scheduled seminar – see below for specific dates -- and are worth 60% of your final course grade (20% for each paper).

**Seminar Writing Assignment Due Dates:**

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<tr>
<th>Assignment #1 -- 1/31/19</th>
<th>Assignment #2 -- 2/05/19</th>
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**Important Information Regarding Writing Assignments:**

- You will **not** be able to turn in these assignments after the assigned due dates.
- At least two (2) of the three required essays must be turned in to me by **4/16/19**. While it is possible for you to write all three of your essays prior to this date, I will only accept one essay from you after this time! In other words, you **must** complete at least two essays from Assignments 1-10 (and, by extension, are only permitted to write one from Assignments 11-13).
- You are **not** permitted to write a seminar paper on the same date/topic as your assigned speech.

**PERSUASIVE SPEECH:**

The course requires each student to participate in a two-person “debate” in which you will deliver an extemporaneous 10-minute speech that argues in support of a persuasive claim. I will assign debate topics during the first week of class and provide you with a detailed written overview of this assignment at this time. This assignment is taken very seriously and will constitute 10% of your final course grade. This assignment will be graded on the overall persuasiveness of your argument, the credibility and confidence of your delivery and the structure and completeness of your outlines (which must include a detailed bibliography).

**Important Information Regarding Speeches:**

1. In order to fulfill the Speech Department requirements for this assignment you will need to provide me with two (2) copies of your “full sentence outline” (one electronic and one paper) and one (1) copy of your “topic outline” (a paper copy which you will use when presenting your speech). The **paper copies of your full sentence and topic outlines are due at the start of class on the day of your assigned speech.** The electronic version of your full sentence outline must be submitted to me submitted to the Canvas site by 5:00 p.m. two (2) days prior to your speech **date.** Thus, if your debate is scheduled for a Tuesday seminar, the electronic version of your full sentence outline must be submitted to me by 5:00 p.m. the preceding Sunday; or, if you are presenting on Thursday, it must be uploaded by 5:00 p.m. on the Tuesday of that same week. I will forward this copy of your full sentence outline to the Speech Department for review and evaluation (Note: their evaluation of this document will not factor in to your course grade).
2. Your “full sentence” outline must be thoroughly documented with citations from at least six (6) sources.
3. You are not permitted to write a seminar paper on the same date/topic as your assigned speech.

**DEADLINES FOR REQUIRED ASSIGNMENTS**

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**IMPORTANT INFORMATION:**

- You must answer one (1) Seminar Discussion Question per week for the entire semester (excluding Week 9).
- You must turn in three (3) Seminar Writing Assignments over the course of the semester.
- At least two (2) of the three Seminar Writing Assignments must be turned in to me by 4/16/19.
- You cannot write a Seminar Writing Assignment paper on the same topic/date as your assigned speech.
COURSE SCHEDULE

UNLESS OTHERWISE NOTED IN THE SYLLABUS, ALL READINGS ARE AVAILABLE ON THE CANVAS SITE FOR THIS COURSE. ALL REQUIRED VIDEOS AND AUDIO FILES FOR THIS CLASS ARE HYPERLINKED IN THE SYLLABUS (just click on the title of the video/audio and it will take you to the site).

CONCEPTS AND CONTEXT:
IT’S THE END OF THE WORLD AS WE KNOW IT AND I FEEL … CONFUSED & ANXIOUS!

1/22/19 – Course Overview and Expectations

➢ Take-Home Class Assignment
✓ Email me at kjaggers@colostate.edu (or bring to class) a preference ranking of speech topics by Thursday (1/24/19). In this email provide me with a preference ranking of the speech topics (1 = “I’ll sell my first born for the chance to talk about this topic”; … 9 = “Please, oh dear God, please...just kill me if I have to discuss this topic”). Here is a list of the speech topics that we will cover over the course of the semester:

- Climate Change (3/05/19)
- Poverty Reduction/Aid (3/14/19)
- War on Drugs (3/28/19)
- Corporate Responsibility (Shareholder vs. Stakeholder) (4/09/19)
- Wal-Mart (4/11/19)
- International Labor Standards (4/16/19)
- American Dream (4/18/19)
- Globalization and American Culture (4/30/19)
- Immigration and American Society (5/09/19)

1/24/19 – Goodbye Cold War, Hello Globalization: The Lexus, the Olive Tree and the (False?) Promise of a World without Walls

➢ Required Material
✓ Matthews, Dylan “23 Charts that Show the World is Getting Much, Much Better,” Vox, 17 October 2018.

➢ Seminar Discussion Question – Assignment 1
• Friedman makes the argument in The Lexus and the Olive Tree that “globalization” has replaced the Cold War, and its central metaphor of “the wall”, as the defining international system of our time. What does he mean by this? Do you accept his argument that the new world order that you have grown up in is fundamentally different from the one in which your parents were raised? In what ways is it different and in what ways is it not different at all? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course. NOTE: Everyone must submit this SDQ!
1/29/19 – If the World is “Flat” then Why Can’t I See Past the Skyscrapers and Walls? Exploring How Globalization is Reshaping the Social Geography and Politics of the World

- **Required Material**
  - Take the Political Compass Test online and bring your scores to class.

- **Seminar Discussion Question – Assignment 2.1**
  - Evaluate your own political belief system by taking the Political Compass Test online. Record your test scores and think about the ways in which your political belief system informs your opinion about the process of globalization. How does your ideological orientation, as captured by the Political Compass Test, inform your understanding of the strengths and weaknesses of the social, economic and political transformations associated with globalization (as documented by Florida and Stratou and Varoufakis)? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

1/31/19 – From the Ivory Tower to the Hole in the Wall: Conceptualizing Globalization in Theory and Practice

- **Required Material**
  - Watch the short Frontline/World video, India: A Hole in the Wall, on your computer.
  - Watch the short Frontline/World video, Ghana: Digital Dumping Ground, on your computer.

- **Seminar Discussion Question – Assignment 2.2**
  - Digital information technology is a driving factor in the process of globalization. Improvements in the early 1990s in computer hardware, software, and telecommunications greatly increased people’s ability to access information and economic potential. Advancements in Internet-based tools, such as social networking websites, twitter, and other Web2.0 applications are changing the way people use and share information for personal, political, and commercial purposes. Use the two short films assigned for class today to find examples of the way in which IT is changing the world in which we live. Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

- **Writing Assignment #1 is Due on 1/31/19**

2/05/19 – Living in a Material World or: Why Life Gets Better but I Can’t Stop Worrying and Learn to Love Globalization

- **Required Material**
  - Watch the School of Life video, First World Problems, on your computer.
  - Watch the 2005 TED lecture by Barry Schwartz, The Paradox of Choice, on your computer.

- **Seminar Discussion Question – Assignment 3.1**
  - Globalization has long been associated with both increased economic prosperity and freedom of choice. Are these economic and social outcomes of globalization conducive to the expansion of happiness? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

- **Writing Assignment #2 is Due on 2/05/19**
The Great Neo-Liberal Transformation and the Mounting Backlash against Globalization: What Insights do the Social Sciences Have to Offer Us about Life in the Globalization Era?

2/07/19 – The Battle of Ideas: The Rise of Neo-Liberalism in the 20th Century

- **Required Material**
  - Watch the first 50 minutes of the PBS film, *The Commanding Heights: The Battle of Ideas – Episode One*, on your computer.

- **Seminar Discussion Question – Assignment 3.2**
  - Proponents of the modern global economy often find intellectual refuge in the ideas of the Austrian economist Friedrich Hayek while globalization skeptics tend to stand on the shoulders of the British economist John Maynard Keynes. What are the fundamental differences between these two intellectual schools of thought? What, in your opinion, is the proper balance between markets and government at the turn of the 21st century? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

2/12/19 – Neo-Liberalism and the Politics of Economic Discontent: Exploring the Past, Present and Future of the Populist Backlash Against Globalization in the Developed World

- **Required Material**

- **Seminar Discussion Question – Assignment 4.1**
  - Starting with the Regan revolution in American politics in the 1980s, both the Republican and Democratic parties have come to fully embrace the ideas of globalization and free trade. That is, until the 2016 election cycle when the anti-globalization forces supporting both Donald Trump and Bernie Sanders have unmoored both parties from their 35-year embrace of neo-liberal economics. Explain the socioeconomic forces at work in the global economy that have resulted in the re-emergence of anti-globalization populism in the advanced industrial economies? In your opinion, is this movement away from our country’s commitment to free trade a good thing for America? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.


- **Class Assignment**
  - Complete the Honor’s Program self-evaluation requirement at [www.honors.colostate.edu/picc](http://www.honors.colostate.edu/picc) by 2/14/19.
- **Required Material**
  - Watch the short Frontline/World film, *Bolivia: Leasing the Rain* ([part 1](#) and [part 2](#)) on your computer.

- **Seminar Discussion Question – Assignment 4.2**
  - In your opinion, is water a human right or a market commodity? Given your position on this question, do you think that water privatization is a better policy than government-run public utilities in developing countries around the world? What are the strengths and weaknesses of each? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

- **Writing Assignment #3 is Due on 2/14/19**

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**2/19/19 - 2/26/19 – Three Two Cheers for Global Capitalism: International Trade, Market Ideology and the Quest for Sustainable Development**

**2/19/19 – Seminar 1 – In Pursuit of Prosperity: Simulating the Prospects for Development in the New Global Economy**

- **We will be conducting an in-class simulation on global trade on 2/19/19.**
  - **NOTE:** Please do your best to attend this seminar – the success of the simulation is dependent on your active participation! Let me know as early as possible if you will not be able to participate in the simulation.

- **Required Material**
  - Watch the video documentary by the Danish writer, Johan Norberg, *Globalization is Good*, on your computer.

- **Seminar Discussion Question -- Assignment 5.1**
  - According to Norberg in his film, *Globalization is Good*, the main problem facing the developing world is not the exploitive nature of global capitalism but the fact that many of these societies are effectively being shut out of the process of globalization by vested economic and political interests (both at home and abroad) and by well-intentioned but “misguided” anti-globalization activists. What evidence does Norberg use to support his claim that “globalization is good” and do you find it persuasive? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

**2/21/19 – Seminar 2 – Globalization for Whom? Reconsidering International Trade and the “Magic” of the Market**

- **Required Material**
  - Watch the feature film documentary, *Life and Debt*, on your computer. You can access this video [here](#) (enter your e-name and e-password, fill in the title of the film and then click on the “Access Online Resource” link).

- **Seminar Discussion Question -- Assignment 5.2**
  - Unlike Norberg’s positive interpretation of global capitalism presented in *Globalization is Good*, Stephanie Black, in her film, *Life and Debt*, makes the opposite case. Far from being a source of development and prosperity, Black argues that global capitalism is a destructive force that exploits workers and keeps people mired in poverty. What evidence does Black use to support her claim that globalization is counterproductive to development and do you find it persuasive? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.
2/26/19 – Seminar 3 – Looking Beyond the Neo-Liberal Mantra: Can We Rescue Globalization from its Critics -- and Itself?

- **Required Material**

- **Seminar Discussion Question – Assignment 6.1**
  - For much of the past 70 years, the United States has lead a concerted effort to structure the international system around the ideas and institutions of global trade. By the mid-1970s, however, the ascendency of the ideas of “free trade” and “globalization” became dominate in economic and public policy circles in America under the intellectual banner of “neo-liberalism” (or, the “Washington Consensus”). Why did we promote the neo-liberal agenda and has it been successful in both securing our economic interests and promoting “development” in the world? Who were the “winners” and who were the “losers” in this process and what are the benefits and costs associated with moving away from this agenda? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.
  - Writing Assignment #4 is Due on 2/26/19

ONE WORLD OR MANY?
RETHINKING OUR SOCIAL IDENTITIES, ETHICS & INSTITUTIONS IN A SHRINKING WORLD


- **Required Material**

- **Seminar Discussion Question -- Assignment 6.2**
  - According to cosmopolitan theorists, every person has global stature as the ultimate unit of moral concern and is therefore entitled to equal respect and consideration no matter what his or her citizenship status happens to be. As such, a cosmopolitan argues that all of us have duties and responsibilities towards others no matter where they live. Do you accept this ethical position? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this class.
  - Writing Assignment #5 is Due on 2/28/19

3/05/19 – “It’s a Small World After All ... It’s a Small, Hot World”: Global Warming, Global Ethics and the Tragedy of the Commons

- **Required Material**
  - Watch Dan Gilbert’s 2007 lecture at Pop! Tech, on your computer.
Seminar Discussion Question -- Assignment 7.1

According to Dan Gilbert, human beings are psychologically ill-equipped to effectively meet their ethical obligation to address the issue of global climate change. On what grounds does he arrive at this pessimistic conclusion? Do you think that the dissemination of new scientific evidence concerning the severity of this problem (see McKibben’s article) will do anything to rouse our collective power to overcome the ethical and psychological obstacles that prevent us from addressing the problem of climate change? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

Student Debate #1 – “Climate Change”

Affirmative Position: “The decision of President Trump to renege on America’s commitment to the Paris Climate Accord is justifiable and represents the best strategy forward for America.”

Writing Assignment #6 is Due on 3/05/19

3/07/19 - 3/14/19 – Global Poverty as an Ethical Issue: Inequality, Global Ethics and the Fate of the World's Poor

3/07/19 – Seminar 1 – Living on a Lifeboat (While the Orchestra Plays on the Deck of the Titanic): A Malthusian Response to Global Poverty

Required Material


Seminar Discussion Question -- Assignment 7.2

Hardin uses the metaphor of a lifeboat to evaluate the ethics of providing foreign aid to the world’s most vulnerable citizens. From Hardin’s perspective, what are the options available to us under these extreme conditions and what ethical conclusion does he derive from his thought experiment? Are you persuaded by both the logic and ethics of his position? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

3/12/19 – Seminar 2 – The Life You Can Save: Global Poverty and Moral Responsibility

Required Material


Seminar Discussion Question – Assignment 8.1

Singer argues that citizens of affluent nations are behaving immorally if they do not act to end the poverty they know to exist in developing nations. How does he arrive at this conclusion? Do you agree with his argument? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

3/14/19 – Seminar 3 – Moving the Foreign Aid Debate Forward: What Can Political Science, Economics and Psychology Tell us about the Causes of Poverty, the Limits of our Compassion and the “Best Way” to Meet our Moral Obligations?

Required Material

- Watch the School of Life video, Why Some Countries are Poor, Others Rich, on your computer.

Blattman, Christopher, “Bill Gates Wants to Give the Poor Chickens. What they Need is Cash” (Vox, 14 March 2017).


**Seminar Discussion Question -- Assignment 8.2**

- In recent years the policy debate concerning the eradication of global poverty has been hijacked by vocal proponents either in favor of increased foreign aid distribution to the developing world or those who argue that such aid is counterproductive and wasteful. While this is a useful debate, nonetheless, it has typically been conducted in such a way that a middle ground between the two camps, which is founded on insights from the social sciences, typically goes unexplored. Examine the material for today’s seminar and derive three lessons from the social sciences that can be used to better help us create policies that effectively address the needs of those suffering from poverty around the world. On the whole, are you optimistic or pessimistic about the prospects of eradicating absolute poverty in the world in your lifetime? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

**Student Debate #2 – “Poverty Reduction”**

- Affirmative Position: “The citizens of the advanced industrialized countries of the globe should seek to reduce the level of human suffering in the world by increasing their level of foreign aid commitment – both public and private – to the globe’s poorest nations.”

**Writing Assignment #7 is Due on 3/14/19**

**3/19/19 & 3/21/19 – SPRING BREAK (NO CLASS)**

**3/26/19 & 3/28/19 – Smugglers, Traffickers and Mafia States – Oh My!!!**

Exploring How Illicit Networks Have Hijacked the World Economy, Undermined State Sovereignty and Threatened Public Safety

**3/26/19 – Seminar 1 – Tony Soprano Goes Global: Illicit Trade and the Practical Limits of State Sovereignty in the Age of Globalization**

- We will be conducting an in-class simulation on illicit trade on 3/26/19
  - NOTE: Please do your best to attend this seminar – the success of the simulation is dependent on your active participation! Let me know as early as possible if you will not be able to participate in the simulation.

- **Required Material**

- **Seminar Discussion Question -- Assignment 9.1**
  - Naim identifies five “wars” that are currently being waged by illicit agents and networks against the sovereignty of nation-states in the modern global economy. What are these “wars” and why does Naim think that nation-states are having such a difficult time defeating the international criminal networks behind them? Are you optimistic or pessimistic about our ability to “win” these wars? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

**3/28/19 – Seminar 2 – Narcotics Incorporated: Is it Possible to Win the “War on Drugs”?**

- **Required Material**
Lopez, German. “I Used to Support Legalizing All Drugs. Then the Opioid Epidemic Hit,” Vox, 12 September 2017.

Seminar Discussion Question – Assignment 9.2
If you were in charge of US drug policy, what type of policies would you employ to “win” the war on drugs? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

Student Debate #3 – “War on Drugs”
Affirmative Position: “The United States has effectively lost its global “war on drugs” and should decriminalize both the production and consumption of illegal narcotics.”


4/02/19 – Seminar 1 – What’s Good for General Motors is Good for... America? Making Sense of Work and Society in the Post-Fordist Era
We will be watching Michael Moore’s documentary, Roger and Me, in class.
Required Material
Seminar Discussion Question -- Assignment 10.1
During America’s so-called “Golden Age,” roughly between 1945 and 1975, the socioeconomic order of our country was shaped by the idea of “democratic capitalism.” What does Reich mean by this term? What were the strengths and weaknesses of this social order? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

4/04/19 – Seminar 2 – Disaster in Detroit: What Went Wrong in America’s Industrial Heartland and What’s Next?
Required Material
Listen to the excellent radio report by the folks at This American Life on the GM-Toyota NUMMI experiment.
Seminar Discussion Question -- Assignment 10.2
“What’s good for G.M. is good for America” – so went the widely cited mantra of post-war America. Bolstered by the greatest manufacturing sector in the history of mankind, the industrial Midwest of the United States dominated the global economy and ushered in a middle class prosperity that was the envy of the world. So, what went wrong with America’s economic engine and are we likely to recapture our former economic power in the new world economy? What do the experiences of General Motors (as reflected in the NUMMI auto plant radio story) and Apple (as demonstrated by Freeland’s ipod story) tell us about the state of the
American economy and society in the age of globalization? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.


- **Required Material**

- **Seminar Discussion Question – Assignment 11.1**
  - What are the core characteristics of the “shareholder model” of business management? What are the strengths and weaknesses of this model and do you think that it is well suited for producing economic prosperity to America in the globalization era? Summarize your ideas in a 350-500 word essay and post it to the Canvas site for this course.

- **Student Debate #4 – “Corporate Responsibility”**
  - Affirmative Position: “The only social responsibility that a law-abiding corporation has is to increase the profits of its shareholders.”

- **Writing Assignment #8 is Due on 4/09/19**

4/11/19 – 4/23/19 – Identifying the Winners and Losers in the New Global Economy: Does Economic Globalization Cause a “Race to the Bottom,” a “Ladder to the Top” or a “Pact with the Devil”?

4/11/19 – Seminar 1 – From Democratic Capitalism to the Wal-Mazon Economy: Calculating the Societal Costs and Benefits of “Everyday Low Prices”

- **Required Material**
  - Watch the Frontline video, *Is Wal-Mart Good for America?*, on your computer.

- **Seminar Discussion Question -- Assignment 11.2**
  - For many Americans, Wal-Mart -- and its economic legacy, Amazon -- has come to represent the corporate face of globalization. What is it about corporations like Wal-Mart and Amazon that makes them so easily identifiable as the poster children for the globalization era? For those who fear globalization, on what grounds do they criticize these corporations? For those who embrace globalization, why do they praise them? What is your view of the “Wal-Mart model” (which includes Amazon) of capitalism? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

- **Student Debate #5 – “Wal-Mart”**

- **Writing Assignment #9 is Due on 4/11/19**

4/16/19 – Seminar 2 – Should We Sweat the Sweatshops? International Labor Standards & the New Global Division of Labor

- **Required Material**
  - Watch the short *We The Economy* film, *Supply Chain Reaction*, on your computer.
  - Listen to the following NPR *Planet Money* audio files: *Next Stop Bangladesh as We Follow Planet Money's T-Shirt*; and *Two Sisters a Small Room and the World Behind a T-Shirt*. 

Seminar Discussion Question – Assignment 12.1
✓ In recent years the use of low wage labor in the international economy has generated the development of a global anti-sweatshop movement that seeks to improve the labor standards of workers in the developing world. Do you think that the efforts by the anti-sweatshop movement to regulate corporate behavior through media awareness campaigns and consumer boycotts, as well as through the monitoring of corporate codes of conduct and the enactment of labor protection laws, is a positive development or do they have the potential to do more harm than good? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

Student Debate #6 – “Labor Standards”
✓ Affirmative Position: “The global community (i.e., international organizations, nation-states, corporations and consumers) should actively seek to improve international labor standards in an effort to prevent a “race to the bottom” promoted by economic globalization.”

Writing Assignment #10 is Due on 4/16/19

4/18/19 – Seminar 3 – Exploring the Middle Class Squeeze: Pursuing the “American Dream” in an Increasingly Flat, Digitized and Unequal Global Economy

Required Material
✓ Watch the documentary, Inequality for All, on your computer.
   • You can access this video here (enter your e-name and e-password, the title of the film and then click on the “Access Online Resource” link).

Seminar Discussion Question – Assignment 12.2
✓ Reich argues that the notion of the middle class “American Dream” that was forged in the post-WWII era has slowly given way to a rising inequality in both wages and opportunities in the globalization era. What are the causes behind these changes in class structure and what, if anything, do you think we should do to reenergize and reinforce America’s middle class? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

Student Debate #7 – “American Dream”
✓ Affirmative Position: “Globalization has killed the American Dream.”

Writing Assignment #11 is Due on 4/18/19

4/23/19 – Seminar 4 – The Devils Are All Here: Exploring the Reasons Behind the 2008 Financial Crisis

Required Material
✓ Watch the 2010 documentary, Inside Job, on your computer.

Seminar Discussion Question – Assignment 13.1
✓ In Charles Ferguson’s documentary, Inside Job, he attempts to explain the forces at work behind the financial crisis of 2008. From his perspective, this global financial meltdown that cost over 20 trillion dollars and resulted in millions of people losing their jobs and homes, was completely avoidable. In your opinion, what, if anything, do you think we should do to minimize the risk of this type of economic crisis in the future? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.
WHO’S AFRAID OF RONALD McDONALD?
EXPLORING CULTURAL ADAPTATION AND DESTRUCTION IN THE 21ST CENTURY

4/25/19 – Tales from the Diminishing Ethnosphere: Is Globalization Just a Polite Word for Western Imperialism and Cultural Homogeneity?

- **Required Material**
  - Watch the short Frontline/World documentary, *Bhutan: The Last Place*, on your computer.

- **Seminar Discussion Question – Assignment 13.2**
  - Through the Frontline/World documentary on Bhutan, the Brown article about the Kayapo people of Brazil and Freudenberg’s analysis of the export of America’s consumer culture, we are provided insights into the larger clash of civilizations phenomenon that is being played out across the world between “traditional” and “modern” cultures. In all three of these examples we see people and communities visibly struggle with the decision to abandon their time-honored cultural values and social structures in the pursuit of more “modern” cultural interpretations and goals? What is gained and what is lost in this culture shift from “tradition” to “modernity”? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

4/30/19 – One Culture or Many? “Glocalization” and the Case for Cultural Contamination

- **Required Material**
  - Watch the first 28 minutes of Thomas Friedman’s Discovery Channel documentary, *The Other Side of Outsourcing*, on your computer.
  - Listen to the NPR/Planet Money radio report, *Rethinking the Oreo for Chinese Consumers*, on your computer.
  - Listen to the NPR/Planet Money radio report, *Gangnam Style: Three Reasons K-Pop is Taking Over the World*, on your computer.

- **Seminar Discussion Question – Assignment 14.1**
  - The assigned material for today’s seminar makes the case that globalization is a more complicated social phenomenon than typically described by its critics and cannot simply be described as being a one-way street for American cultural domination and indoctrination. Are you persuaded by the evidence provided in the Friedman documentary and the two NPR audio files that the threat of cultural homogeneity is overblown? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

- **Student Debate #8 – “Globalization and American Culture”**
  - Affirmative Position: “The exportation of American ideals, institutions and products throughout the globe erodes distinct national identities and represents a direct threat to the cultural diversity of human society.”

- **Writing Assignment #12 is Due on 4/30/19**

5/02/19 – Would You Like to Biggie Size That? Rationalization, Modernity and the McDonaldization of Global Society

- **Required Material**
Seminar Discussion Question – Assignment 14.2
✓ According to Ritzer, the rapid and ubiquitous expansion of fast food chains in the globalization era is a metaphor for some general trends found in American society. What defines the McDonaldization process and how has this phenomenon affected your life? Do you find this to be a largely positive or negative phenomenon? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this course.

5/07/19 – People on the Move (and the Walls that Seek to Stop Them):
Migration in the Age of Economic Globalization

Required Material
✓ Watch the documentary, The Immigration Paradox, on your computer.
  • Using Kanopy, you can access this video here (enter your e-name and e-password to enter the site and then search for the film).

Seminar Discussion Question – Assignment 15.1
✓ Outline the core reasons behind the migration of people from the developing world to the advanced industrial societies in the globalization era. How has the industrialized world responded to these migrants and will the building of walls stop them from moving? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

5/09/19 – Globalization from Below and the Nativist Response: Debating the Nature of Cultural Identity and Assimilation in the Age of Globalization

Required Material

Seminar Discussion Question – Assignment 15.2
✓ The readings for today’s seminar focus on the cultural impact of Hispanic immigration on American society. Do you believe that Hispanic immigration is a threat to the American way of life and that we should force immigrants to assimilate into our traditional culture? Summarize your ideas in a 350-500 word essay and post it on the Canvas site for this class.

Student Debate #9 – “Immigration and American Society”
✓ Affirmative Position: “The recent wave of Hispanic immigration to our country represents a threat to both our cultural identity and to the American way of life.”

Writing Assignment #13 is Due on 5/09/19