

HTS 3055
Globalization in the Modern Era
12pm-1:15pm Tues/Thurs
D. M. Smith 203

Instructor: Dr. Kate Pride Brown

Office Hours: Thursday 2:30 – 4:30pm, and by appointment

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Course Description

This class examines a defining phenomenon of our time—globalization—a world-historic dynamic that has shaped and continues to shape political, economic, and socio-cultural change worldwide. We will examine both the causes and consequences of globalization (intended and unintended), ranging from debates about national sovereignty, capitalism and development, corporate and global governance, hybrid identities and cultural forms, alternative globalization(s) and global social movements, and finally the potential for “Great Retreat” from globalization. Overall, you should leave this course with a sound basis on the causes and consequences of the current era of globalization, and for further study of the dilemmas and opportunities posed by a globalizing world.

This course is part of Georgia Tech’s Serve-Learn-Sustain (SLS) initiative, which provides students with opportunities to combine their academic and career interests with their desire to make worthwhile contributions to the world and build sustainable communities where people and nature thrive: in Georgia, the United States, and around the globe. More information about SLS can be found at www.serve-learn-sustain.gatech.edu. Visit the website to sign up for the SLS Email List, view the full list of affiliated courses and projects, and find links to Facebook, Instagram and Twitter.



Readings

The following books are required:

The Globalization Reader, edited by Frank Lechner and John Boli

Breaking the WTO, by Kristen Hopewell

Saving the Sacred Sea, by Kate Pride Brown

Other readings will be made available to students electronically on Canvas.

Grading

10% Participation
10% Weekly Reading Questions
20% Current Affairs Reflections
30% Final Exam
30% Final Paper

Assignments & Evaluation

Participation: Students are expected to come to class having completed all assigned readings and prepared to engage in discussion of covered content. Regular attendance, evident preparedness, small assignments, in-class exercises and class discussion will together comprise the participation grade. Participation begins the semester at 100 percent. Points are only deducted for evident deficiency. Repeated deficiencies result in exponentially increasing point penalties.

Weekly Reading Questions: Throughout the semester, students should post questions on the designated Canvas discussion board related to the readings. Prior to posing a question, students should write a few lines to explain the general concept of the reading, and what issues prompted the question. Students may submit online questions as often as they like, but to receive full credit, they must post at least four questions during the semester. These should be posted not less than 12 hours before the class period scheduled for the reading in question.

Current Affairs Reflection: Students are to complete three short writing assignments throughout the semester wherein they tie the themes examined in the readings or in class discussion to a recent news article. Please use only actual news articles – not opinion pieces. Articles may only be drawn from major daily print newspapers (e.g. *The New York Times*, *The Washington Post*, *The Los Angeles Times*, *The Chicago Tribune*, *The Wall Street Journal*, *The Atlanta Journal-Constitution*.) Students may not submit more than one current affairs reflection per week. No reflections will be accepted during Week 5. Students should briefly summarize the news article and explain how it relates to concepts covered in class that week. Students should use this opportunity to begin to analyze current events in light of sociological theory, assessing the implications, considering what is at stake, and positing future outcomes or opportunities. The current affairs reflection should not be less than three pages and should not exceed five pages.

Final Exam: The final exam will consist of three essay questions. A list of five questions will be distributed prior to the end of the semester. Of those five questions, three will be selected and distributed to students on the date of the final exam. Responses will be completed in class on the date of the final exam.

Final Paper: Students will turn in a final paper (about 15-20pgs) that represents the culmination of a semester-long research project. The project may involve research on secondary sources (i.e. a literature review), a research proposal (a literature review and a plan for executed research), or a small, executed primary research endeavor. The project itself may be group or individual, but each student must turn in his or her own paper.

Grade Explanation for Qualitative Assessment

A: Receiving an A demonstrates full mastery of the material. It marks exceptional work that goes beyond the basic requirements of the assignment. Such work displays full comprehension, excellent execution, and offers high-order analysis of the implications of the theory or case at hand. Receipt of an A on an assignment suggests that, if the student were to teach the material to another student, the second student would come away with a thorough comprehension of the subject.

B: Receiving a B suggests that the student adequately completed the assignment with no major errors. Full comprehension of the subject, such as understanding of how the topic interrelates to other topics or grasping larger sociological implications, may be lacking.

C: Receiving a C suggests a need for improvement. This work falls short of adequacy. There are significant errors in knowledge, comprehension or execution.

D: Receiving a D means that, while something was turned in, it shows only a minimal understanding of the subject at hand or largely fails to fulfill the stated requirements of the assignment.

F: A student receiving an F either did not do the assignment at all, or did it so poorly as to display no knowledge of the subject matter whatsoever.

+/- : Receiving a plus or minus on any letter grade indicates a little more or a little less of the same.

Grade Point Breakdown

A: 100-90, B: 89-80, C: 79-70, D: 69-60, F: 59-0

Attendance Policy

Students are allowed three unexcused absences without penalty. Each subsequent absence will result in a minimum three point drop in the participation grade and a meeting with the professor. Failure to attend the meeting will result in additional lost participation points. Coming late to class will also result in a loss of participation points.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity and honor. Students are expected to act according to the highest ethical standards. For more information on Georgia Tech's academic Honor Code, visit: www.catalog.gatech.edu/policies/honor-code. Any student suspected of cheating or plagiarizing will be reported to the Office of Student Integrity for investigation. But regardless of any potential penalty imparted by that body, always bear in mind the underlying premise: you are called upon to conduct yourself in a manner worthy of the knowledge and capabilities that you are striving to attain.

Accommodation of Disabilities

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Georgia Tech will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the Institute to provide reasonable accommodations for the disability during the course, please notify the Office of Disability Services as soon as possible (www.disabilityservices.gatech.edu). Please make sure that I am provided a reasonable accommodation request letter as soon as possible, and definitely well in advance of any necessary accommodation.

Area E Approved Learning Outcome:

- Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

Explain how the course satisfies the Core Area E learning outcome:

This course focuses on theories and substantive issues in the study of globalization. To demonstrate that they have met the Area E learning outcome, students will be able to describe different forms of globalization (e.g. economic, political, cultural) and the main empirical tendencies associated with each, compare the major theories assessing the causes and consequences of globalization, and analyze.

Course Learning Outcomes

By the end of the semester students should be able to:

- Identify major turning points in world history that periodize distinct trends in types of global integration
- Analyze the mechanisms that foster or inhibit global integration: economically, politically, socially, or materially.
- Assess how particular policy choices differentially impact distinct groups around the globe
- Pinpoint frictions and conflicts wrought by globalization and hypothesize potential societal movements to reconcile them.

SLS Learning Outcomes Addressed in This Course

SLO 1 - Students will be able to identify relationships among ecological, social, and economic systems

Course Schedule

Week One: Welcome!

Aug 21 & 23

No reading. Instead, students should write 2-3 pages reflecting on whether/how globalization impacts their own lives. The assignment should be turned in by 5pm on Wednesday, Aug 22.

Students will receive extra credit for attending Sven Beckert's talk, "Empire of Cotton," on Monday Aug 27 at 4pm in the Student Success Center, Presidential Suite C&D)

Week Two: What came before?

Aug 28 & 30

"The State as Container: Territoriality in the Modern World-System," by Peter Taylor
Imagined Communities, by Benedict Anderson (excerpts)

Week Three: When Did Globalization Begin?

Sept 4 & 6

"The End of History," by Francis Fukuyama

"The New System," (Chap 1 in *TL&TOT*) by Thomas Friedman

** Students should turn in a description of their final paper topic (not more than 1 pg.)**

Week Four: The Economic Origins of Globalization

Sept 11

"The Communist Manifesto, Part 1" by Karl Marx and Friedrich Engels

Sept 13

"The Modern World System as Capitalist World-Economy" chap 6 in Lechner & Boli

"Does Manufacturing Matter for Economic Growth in the Era of Globalization?" by
Roshan K. Pandian

Week Five: Movie Week!

Sept 18 & 20

In class, students will be watching the documentary series, "The Commanding Heights."
[Read ahead for next week – it's a lot!]

Week Six: Global Economic Governance & Neoliberalism I

Sept 25

Chap 2-3 of *Breaking the WTO*, by Kristen Hopewell

"The Emergence of the Washington Consensus, Chap 5 of *Behind the Development Banks*, by Sarah Babb

Sept 27

Chapter 3-4 of *A Brief History of Neoliberalism* by David Harvey

Week Seven: Global Economic Governance & Neoliberalism II

Oct 2

“Who Lost Russia?” Chap 5 in *Globalization and Its Discontents*, by J. Stiglitz

Oct 4

Chap 4-5 of *Breaking the WTO*, by Kristen Hopewell

Week Eight: Global Economic Governance & Neoliberalism III

Oct 9: FALL BREAK

Oct 11

Chap 6-8 of *Breaking the WTO*, by Kristen Hopewell

Students should turn in a progress report (no more than 1 pg), describing the direction that the final paper is taking, chronicling efforts made thus far, and appending a short bibliography of references

Week Nine: New Geographies of Globalization I

Oct 16

“The City as Post-Industrial Production Site” by Saskia Sassen

Oct 18

“Nairobi: The Squatter Control,” Chap 2 in *Shadow Cities* by Robert Neuwirth

Week Ten: New Geographies of Globalization II

Oct 23

“Prologue” of *Shadow Cities* by Robert Neuwirth

“Illusions of Self-Help,” Chap 4 in *Planet of Slums* by Mike Davis

“Poverty Capital: Microfinance and the Making of Development,” chap. 45 in L&B

Oct 25

“The Transnational Villagers,” chap. 15 in L&B

“The Globalization of Migration: Has the World Become More Migratory?” by Mathias Czaika and Hein de Haas

Week Eleven: Cultural Consequences of Globalization

Oct 30

“World Society and the Nation-State,” chap 9 in Lechner & Boli

“Cultural Imperialism,” chap 46 in Lechner & Boli

“Why Hollywood Rules the World, and Whether We Should Care,” chap 51 in L&B

Nov 1

“Global/Indian: Cultural Politics in the IT Workplace,” chap 59 in Lechner & Boli

“Strategic Inauthenticity,” chap 60 in L&B

“Orange Nation: Soccer and National Identity in the Netherlands,” chap 61 in L&B

Week Twelve: Transnational Social Movements

Nov 6 & 8

Saving the Sacred Sea, Chapters 1-3

Week Thirteen: Transnational Social Movements II

Nov 13 & 15

Saving the Sacred Sea, Chapters 4-6

Week Fourteen: The Great Retreat from Globalization?

Nov 20

Saving the Sacred Sea, Chap 7 and Conclusion

****Students should turn in an outline of their final paper****

Nov 22: Happy Thanksgiving!

Week Fifteen: The Great Retreat from Globalization?

Nov 27

“The Backlash,” chapter 15 in TL&TOT by Thomas Friedman

“A New World Order,” chap 35 in Lechner & Boli

Nov 29

“The Clash of Civilizations” by Samuel Huntington, chap. 5 in Lechner & Boli

Last Day of Class: Dec 4

Exam: Monday, Dec 10, from 11:20 a.m. to 2:10 p.m.