

Political Science 2H03
Globalization and the State
Lectures: Monday 7:00-9:00p.m
Tutorials:
Classroom: T13 (Preliminary Laboratory), Room 125

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Tutorials 1 and 2: Monday, 6:00-6:50p.m
Tutorials 3 and 4: Monday, 9:00-9:50p.m

1. Overview:

Globalization is a common, but also difficult concept to define. Simultaneously, however, we are exposed to and hear about its multi-dimensional impacts on the environment, culture, trade, finance, and a litany of other areas every day. Most relevant, we also hear about globalization as a phenomenon in the process of eroding our most important and developed political institution—the nation-state. How true are such assertions? What is globalization’s relationship with the state, and how is it contributing to, or affecting our collective ability to address important contemporary problems?

In order to address questions such as these, this course will treat globalization as a much broader transformation in modernity that is apparent in varying dimensions, from our daily lives and our personal identities, to macro-historical changes in the organization of states and global governance. This transformation involves the erosion of boundaries which are often intuitively assumed and taken for granted, including not only the national/international boundary, but also the boundaries between the public and private spheres, between ideas and the material world and between society and nature. Other important changes that this course touches upon include a widespread shift from hierarchical forms of social organization towards networks, and the growing importance of knowledge and expertise as a source of political power in the contemporary era. All of these transformations have important implications, not only for nation-states, but also for the effectiveness and legitimacy of democracy as a form of governance, and how we approach complex problems such as climate change. The course will examine the presence and impact of these changes through a variety of empirical case studies ranging from globalization’s impact on the nation-state itself, to international trade, and the global governance of the environment, and global finance.

As a second year course, this is a survey of a large topic. The subject of each week’s lectures could easily be expanded into their own courses. In addition to getting an overview of globalization and the state, please pick a particular area that you are interested in and be prepared to learn more about that through your essay and outside reading. The exam will be structured so that you can demonstrate what you have learned rather than quiz you about every area of the course.

2. Course Objectives:

After completing this course students will be able to:

- Define, explain and critically assess the multi-dimensional transformations associated with the process of globalization and its impacts on the state.
- Explain and critically assess the relationship between globalization, states, and global governance in a variety of different empirical areas including the environment, global finance, and trade.
- Develop and present an in-depth argumentative research essay on a topic related to globalization and the state.

3. Course Evaluation:

Tutorial Attendance: 10%

Tutorial Participation: 10%

In-Tutorial Presentations: 10% (To be scheduled by your TA beginning in the month of March)

Research Proposal, 1000-1200 words excluding bibliography: 10% (Due Feb. 12, at the beginning of class)

Research Essay, 2500-3000 words: 30% (Due April 2, at the beginning of class)

Exam: 30%

4. Required Texts

- Manfred B. Steger (2013) *Globalization: A Very Short Introduction*. Oxford: Oxford University Press. [Abbreviated as “MS” below]
- Mark Bevir (2012) *Governance: A Very Short Introduction*. Oxford: Oxford University Press. [Abbreviated as “MB” below]
- Porter, Tony “The changing fabric of transnational governance”, manuscript available on Avenue to Learn [Abbreviated as “TP” below].

4. Syllabus: Topics and Readings:

Week 1- January 8 – What is the state? What is governance?

- MB Chapter 1, “What is governance?”, pp. 1-15

Week 2 – January 15 – What is globalization? What is global governance?

- MS Chapter 1, “Globalization: a contested concept”, pp. 1-16;
- Scholte, J. A. (2008). Defining globalisation. *The World Economy*, 31(11), 1471-1502.
- MS Chapter 4, “The political dimension of globalization”, pp. 60-73.

Week 3 – January 22 – History of globalization and the state

- Nederveen Pieterse, J. (2012). Periodizing globalization: Histories of globalization. *New Global Studies*, 6(2).
- TP Chapter 3

Week 4– January 29 –State sovereignty, security and globalization

- Rudolph, C. (2005). “Sovereignty and Territorial Borders in a Global Age” *International Studies Review* 7(1).
- Weiss, L. (2005). The state-augmenting effects of globalisation. *New Political Economy*, 10(3), 345-353.
- Peter Andreas. “Redrawing the Line. Borders and Security in the Twenty-first Century,” *International Security* 28:2. (2003).

Week 5– February 5– A competition state? A regulatory state? A neoliberal state?

- Cerny, Philip G. ‘The competition state today: from raison d’État to raison du Monde.’ *Policy Studies* 31, no. 1 (2010): 5-21.
- Levi-Faur, D. (2005). The global diffusion of regulatory capitalism. *The Annals of the American Academy of Political and Social Science*, 598(1), 12-32.
- Gill, S. (1995). The global panopticon? The neoliberal state, economic life, and democratic surveillance. *Alternatives*, 20(1), 1-49.

Week 6 – February 12 – The rise of the market and private governance (research proposal due in tutorial).

- TP Chapter 5
- MS Chapter 3, “The economic dimension of globalization,” pp. 37-59.
- MB Chapter 3, “Corporate governance,” pp. 37-56.

Week 7 – February 19 – International and private law: from treaties to soft law

- TP Chapter 6
- Caruso, D. (2006). Private Law and State-Making in the Age of Globalization. *NYUJ Int'l L. & Pol.*, 39, 1. ONLY pages 2-28 and 50-71.
- Harten, G. V. (2005). Private authority and transnational governance: the contours of the international system of investor protection. *Review of International Political Economy*, 12(4), 600-623.

Week 8 – Reading Week!

Week 9 –March 5 – Global institutions

- TP Chapter 7, pg. 1-11.
- MB Chapter 5, “Global Governance,” pp. 80-100.

Week 10 – March 12 – Knowledge and ideas: their global growth and power

- MS chapter 7, “Ideologies of globalization: market globalism; justice globalism; religious globalisms”, pp. 103-130.
- TP Chapter 9

- Sinclair, T. J. (1994). Passing judgement: credit rating processes as regulatory mechanisms of governance in the emerging world order. *Review of international political economy*, 1(1), 133-159.

Week 11 – March 19 – Globalization, the state and climate change (In-class tutorial presentations begin)

- MS Chapter 6, “The Ecological dimension of globalization,” pp. 87-102.
- Andonova, L. B., Betsill, M. M., & Bulkeley, H. (2009). Transnational climate governance. *Global environmental politics*, 9(2), 52-73.
- Betsill, M. M., & Bulkeley, H. (2006). Cities and the multilevel governance of global climate change. *Global Governance: A Review of Multilateralism and International Organizations*, 12(2), 141-159.

Week 12 – March 26 – Depoliticization: New constitutionalism, and global finance

- Major, A. (2012). Neoliberalism and the new international financial architecture. *Review of International Political Economy*, 19(4), 536-561.
- McBride, S. (2016). Working Paper. Constitutionalizing Austerity: Taking the Public out of Public Policy. (revised version appearing in *Global Policy*, 7(1), 5-14).

Week 13 – April 2 – Democracy: from national elections to ?

- TP Chapter 13
- MB Chapter 6, “Good governance,” pp. 101-120.

Week 14 – April 9 – Conclusion and final exam review

- MS Chapter 8, “Global crises and the future of globalization,” pp. 131-8.
- TP Chapter 14

5. Further on the course evaluation requirements:

Tutorial Participation – 20 %

You should come prepared to your tutorials ready to engage with all relevant readings, and participate in class discussion, group work, peer-presentations and activities to the best of your ability. Attendance in tutorials is worth 10% of the final course mark. Furthermore, the quality of contributions is more important than the quantity. This component of the grade is based on active verbal participation and not simply attendance. The teaching assistants will set out a plan for tutorials once tutorials start. In general, the following are important criteria in evaluating participation (in priority order): (a) the degree to which you have demonstrated by your comments that you have read the assigned readings; (b) the frequency of your comments; (c) the degree to which your comments engage and respect the agenda and the comments of others; (d) the originality and insightfulness of your comments. The TA will make every effort to give priority to those who have not yet had as much chance to speak as others. There is, therefore, no reason that everyone should not be able to participate fully. You may be called upon to provide your view on

any of the required readings. In this course we are reading and discussing a variety of perspectives. In engaging with any particular reading it is expected that you should be able to demonstrate your understanding of it on its own terms as well as to criticize it.

Sometimes some students find they have a difficult time intervening in fast-moving tutorial discussions. This is a learnable skill that is an important part of training in political science. You should be sure to speak to the TA or instructor if you are having difficulty intervening for any reason. It is important to do this early to be able to fully participate in the tutorial and to avoid damage to your participation grade.

In-Tutorial Paper Presentations – 10 %: Beginning March 12

Over the month of March, you will be presenting your findings of your research paper to your tutorial group. This presentation will provide you with the opportunity to have your hard work appreciated by the class, to receive additional constructive feedback for your final paper and to practice your presentation skills. Your presentation should be between 8-10 minutes in length. A rubric for mark allocation will be distributed closer to the date.

Conceptual Considerations for Research Papers

One of the goals of the paper assignments is to draw on the concepts and theories covered in the course. There are many interesting theoretically significant questions which can be asked, including (a) Is the state becoming less important relative to other actors? (b) Are domestic policies changing in response to globalization? (c) Are international institutions becoming stronger? (d) Is the role of the state changing? (e) Is power politics being modified? (f) Is there a collective action problem among states? (g) Are new sources and forms of authority emerging at the global level? (h) how effective is global governance in addressing emerging policy problems? (i) what implications does globalization have on democratic forms of government and governance? You should be careful in planning your paper to make sure that a major focus is the role of the state or global governance. In most of the issue areas below one could write a paper without discussing the role of the state or global governance. For instance, on fisheries one could write about migrating fish stocks without commenting on such state initiatives as the North Atlantic Fisheries Organization, the Food and Agriculture Organization, or the Law of the Sea. This might be fine in other fields, but since this is a political science course that is focused on globalization and the *state* it is necessary to address the role of the state or the international institutions in which states are involved.

Research Proposal – 10 %: Due February 5 in Tutorial:

Research proposal due **in tutorial** during February 5 and will be returned in class on February 12. **NOTE: Final essays will not be accepted unless a previous research proposal has been handed in. Final essay must be based upon research proposal. There are NO exceptions to this requirement.**

Before you start your proposal, I encourage you to speak to me about your choice of topic in order to ensure it aligns with the course material and themes. Your research paper must be on a topic with current relevance that involves globalization, and national or global governance. **The essay proposal should be between 1000-1200 words excluding bibliography.**

Your research proposal should begin by including a topic statement, which includes a tentative paper title, and a brief summary outlining you're your topic relates to course themes. It must also include a research plan addressing the following:

- Your research question(s): Pose your *central research questions*. Your research questions should focus on an issue, contradiction, puzzle or dilemma. Usually your question should be a “why” or a “how” question as opposed to a “what” question.
- What is your paper adding to the debate? What are your arguments and why are these of interest?
- Indicate and briefly outline the key developments that are relevant to your topic over the past 2 years.
- Describe your proposed line of inquiry. What do you need to find out in order to be able to answer the question? What theoretical approach or empirical examples do you plan on using?
- A bibliography that may include books, academic journal articles, news articles, government and non-governmental reports. Please use APA formatting for your bibliography. **Your bibliography should have at least 15 sources.**

Remember, your research topic should be about some aspect of globalization and national or global governance and it should have sufficient recent empirical content to allow you to discuss developments over the past two years, as indicated above. A good proposal communicates to the reader in as much detail as possible the problem that you are interested in and the line of investigation that you intend to pursue. The clearer you make this to the reader, the more help the TA can give to you, and the better your final paper will be.

Research Paper – 30 %: Due April 2 at the beginning of class

Your research paper should build on your proposal. In grading the paper the following criteria will be used: (a) Is a thesis or argument clearly stated at the beginning of the paper and is the paper organized around that? (b) Does your paper address course themes? (c) Are the counter-arguments to your own position acknowledged and addressed at some point in your paper? (d) Have you drawn on the best possible scholarly and non-scholarly sources in your paper? (e) Have you brought your research up to date? (f) Is your writing clear, engaging, and adequately proofread? You do not need to include all the sources you cited in your proposal but you should be sure to use those that are most relevant.

6. Privacy Protection

For the protection of student privacy, arrangements for the return of assignments are possible in one of 4 ways:

- Direct return of materials to students in class
- Return of materials to students during office hours
- Students provide a stamped, self-addressed envelope for return by mail
- Submit/grade/return papers electronically

7. Citation Styles:

The Preferred citation style for this course is the American Psychological Association (APA) style of in-text citations. For Basics on this style, see: <https://library.mcmaster.ca/guides/apa-style-guide>

8. Avenue to Learn:

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster

E-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

9. In-Class Technology Policy:

While laptops are permitted in the course to take or consult notes, please respect your colleagues (and me!) by refraining from using the internet for non-course-related matters (Facebook comes to mind). Cell phone usage is **strictly prohibited** during class.

10. Problems or Issues:

Your first point of contact for most issues will be your teaching assistant. I am happy to talk to you in my office during office hours. Alternatively, you can book an appointment to see me at a more convenient time. You may also be able to catch me for a brief chat after the lecture. I also make it a policy to return your emails within 48 hours of receiving them.

11. Grade Appeals, Extensions, and Late Penalties:

You are free to appeal the grade of your exam, research paper, paper proposal, presentation, or tutorial participation mark. However, I will only consider appeals based on substantive reasons. Appeals will consequently require you to provide a half-to-full-page explanation laying out the grounds for your case. If you provide adequate reasons for me to reconsider your grade, I will do so in light of your explanation.

Extensions will only be made to students unable to submit in time due to extraordinary circumstances. If you anticipate requiring an extension, please contact me as early as possible. In cases where you have not discussed alternative arrangements with me, extensions will be made to students based on McMaster University's Student Absence Form Policy (MSAF) <https://socialsciences.mcmaster.ca/current-students/absence-form>. Please submit a Student Absence Form **within 3 days of missing your assignment**. Also, please note that if the assessment is worth 25 % or higher or you have not submitted an MSAF form for assignments worth less than 25% after 3 days, students must present supporting documentation to their Faculty Office. Otherwise, late assignments will be penalized by **5% per day** including Saturday and Sunday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be **no exceptions** to this unless you have arranged in advance for an extension or have submitted an MSAF.

12. Academic Dishonesty:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials earned are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is the students’ responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

13. Course Modification Statement:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

14. Accommodations for Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

15. Faculty of Social Sciences E-Mail Communication Policy:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.