

GLOBALIZATION AND THE STATE

Winter 2021

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Lectures: Tue 4:30pm-5:20pm, Thu
3:30pm-4:20pm

Room: Online
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Course Description

Globalization has been both celebrated and criticized. Some people welcome more global connections and flows of people, ideas, and products, while others worry that these threaten local or national communities and the security and sense of belonging associated with these. The Brexit vote in the UK and the coming to power nationalist populists signals an upswing in scepticism and anger about the effects of globalization. Together with the role of newly elected US President regarding the retreat of the US under Trump administration from the multilateral institutions and norms that have enabled globalization, impacts of COVID-19, climate change, the lingering negative effects of the 2007 global financial crisis, and other stresses, these developments have raised serious questions about whether globalization will continue or go into reverse. The relationship between globalization and the state is central to all these issues.

This course treats globalization as one aspect of a much broader transformation of modernity that is apparent at varying scales, 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 of all types, including not only the national/international boundary, but also the boundaries between public and private, between ideas and the material world, and between the individual and the social, and between society and nature. Other changes include a shift from hierarchies to networks, an acceleration of time, and a shift in orientation from the past to the future. The course will examine the presence and impact of these changes in states and in traditional and new emerging forms of global governance, and how these are connected to the larger transformations in modernity. The course will present an alternative to older conceptions which emphasize hierarchical bounded organizations, whether nation-states or multinational corporations, as the only source of power in international affairs. It will examine how power operates through networks that are often informal, and therefore underestimated in their importance. It will consider the implications of this for democracy, which has traditionally been dependent on formal procedures in hierarchical bounded states.

Course Objectives

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

- Explain and critically assess the transformations associated with globalization.
- Explain the relationship between the globalization, the state, and global governance.
- Identify key policy problems that have been associated with globalization and how these might be addressed.
- Carry out original research on a question or problem associated with globalization and the state.

- Develop and express arguments and analysis about globalization and the state verbally and in written form

Required Materials and Texts

- Manfred B. Steger (2020) *Globalization: A Very Short Introduction*. Oxford: Oxford University Press, Fifth edition. **Ebook**. [Abbreviated as “MS” below]. Buy the book.
- Mark Bevir (2012) *Governance: A Very Short Introduction*. Oxford: Oxford University Press. **Ebook**. [Abbreviated as “MB” below]. Buy the book.
- Porter, Tony (2020) *The changing fabric of transnational governance*, manuscript available on Avenue to Learn [Abbreviated as “TP” below].
- Journal articles and newspaper articles will be made available to the students prior to each lesson via Avenue to Learn.

Class Format

In **week 1**, we will meet in two online classes via Zoom on January 12, Tuesday (4:30pm-5:20pm), and 14, Thursday (3:30pm-4:20pm). We will discuss about the course, its assignments and expectations from the student and instructor.

From **week 2 to 14**, this course involves **eleven lessons** in total, and **eleven tutorials** (one-hour tutorial each week).

The **eleven lessons** have been divided into 14 weeks as follows.

Week 1: Jan 12,14	Introduction to the course
Week 2: Jan 19,21	Lesson 1: What is governance?
Week 3: Jan 26,28	Lesson 2: What is globalization and global governance?
Week 4: Feb 2,4	Lesson 3: Globalization and history
Week 5: Feb 9,11	Lesson 4: From government to governance
Week 6: Feb 16,18	Reading Week: No Reading
Week 7: Feb 23,25	Lesson 5: The market and private governance
Week 8: Mar 2,4	Lesson 6: International law: from treaties to soft law
Week 9: Mar 9,11	Lesson 7: Global Institutions
Week 10: Mar 16,18	Lesson 8: Knowledge and governance
Week 11: Mar 23,25	Lesson 9: Time, personal identity and culture
Week 12: Mar 30, Apr 1	Lesson 10: Digitization and numbers
Week 13: Apr 6,8	Lesson 11: US hegemony and its future
Week 14: Apr 13	Course overview

Each lesson contains PowerPoint slides, and pre-recorded audio lectures. The PowerPoint slides and audio lectures on each lesson will be uploaded on the Avenue to Learn on each Tuesday. As the audio lectures are pre-recorded, you can listen to it

anytime conveniently. So, you do not have to attend any online classes (exception: Week 1) but must check Avenue to Learn for all these resources.

The **eleven tutorials** will start in **week 2**. Teaching assistants (TAs) will conduct the tutorials. Students will meet TAs once a week for the one-hour tutorial via zoom. Each tutorial will contain discussions on each week's lesson. TAs will provide details in your first meeting.

Course Evaluation – Overview

1. Discussion Participation- 20%, due in weekly tutorials
2. Reflexive Journal- 30%, due on each Sunday
3. Research Proposal- 10%, due in week 6 (February 23)
4. Research Essay- 40%, due in week 14 (April 13)

Course Evaluation – Details

1. Discussion Participation- 20%, due in weekly tutorials

Teaching assistants (TAs) will meet students each week for a one-hour tutorial. The tutorials will be conducted via zoom meeting calls with students.

TAs will set out a plan for discussion participation 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 and listened the audio lectures; (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. Participation will be possible in conversation and in chat to ensure that all students are able to participate in the discussions.

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.

2. Reflexive Journal- 30%, due on each Sunday.

There will be eleven lessons in this course. We will learn a lesson each week. You will write a 300-words (approx.) report on each lesson a week and submit it in the specific folder on the Avenue to Learn by the end of Sunday each week.

The report is NOT just a summary of the lesson but an answer to the question that the instructor will post to the Avenue to Learn each week on Tuesday.

Although there are eleven lessons, you are required to submit ten reports in total. So, you can skip one journal on any lesson. Each report consists of three marks, and so, ten reports consist of 30 marks.

DUE: One journal per week (due on each Sunday)

LENGTH: 300 words (approx.), 10 in total.

WEIGHTING: 30% of final grade

3. Research Proposal- 10%, due in week 6 (February 23).

You will submit a 600-words (excluding annotated bibliography) research proposal and annotated bibliography to the Avenue to Learn by the end of week 6.

A research proposal is a plan of your research. Make sure you have a topic that is doable and that fits with course themes. So, you should choose a topic with current relevance that involves globalization and the state. Any of the current topics discussed in the course outline, or other similar topics, are likely to be acceptable. A list of suggested optional topics will also be posted on Avenue.

A good proposal communicates to the reader in as much detail as possible the problem you are interested in and the investigation line that you intend to pursue. The clearer you make this to the reader, the more help I can give to you, and the better your final paper will be.

Your research proposal should contain the followings:

1. A title for your proposed research (it means, you must give a name of your research)
2. A brief description of the problem that you are investigating.
3. A central research question (with a question mark “?”) for which you will search evidences in support of answering your research question in your main essay. This should be a single sentence focusing on a single issue, contradiction, puzzle or dilemma. Usually, your question should be a “why” or a “how” question as opposed to a “what” question.
5. A description on how the proposed topic is related to the subject matter of the course. Indicate which lesson(s)— from lesson one to eleven— are connected to your research topic. Failure to do this will result in a grade of 0/10.

6. A line of inquiry. What do you need to find out in order to be able to answer the question? List any secondary questions that you need to answer to move toward answering your main question. Describe your plan for finding evidence.
7. An annotated bibliography that includes the main or most important sources relevant to your topic. This is like a regular bibliography, but it also includes short *summaries* of the article/book (2 sentences) and why it would be useful for your project. An easy way to find articles and abstracts is to use one of the library's online databases such as [ProQuest Political Science](#). For articles, you can use the abstracts. You need five *academic* journal articles and five books.

NOTE: Final essays will not be accepted unless a previous research proposal has been submitted. Final essay must be based upon research proposal. There are NO exceptions to this requirement.

DUE: In week 6 (February 23)

LENGTH: 600 words proposal + annotated bibliography (5 books + 5 articles)

WEIGHTING: 10% of final grade

4. Research Essay- 40%, due in week 14 (April 13)

You will submit the 3500 words (excluding bibliography) research essay to the Avenue to Learn in week 14 (April 8).

Guidelines for writing the research essay: The purpose of the research paper is to communicate to others what you have learned. Your paper's topic must follow the research proposal that you have submitted in earlier, as modified by the comments you received and any discussions you have had with your instructor and Tas subsequently.

Your paper should include:

1. A title.
2. An introduction which contains: a description of the intellectual problem you are investigating; a thesis statement in the introduction which sets out your argument; a brief description of the plan or parts of the paper.
3. A body of the paper. In the paper's body, you should include sections such as literature review, methodology, discussion/findings, and conclusion. You can use headings and subheadings for using those sections. The purpose of including the sections is to develop your argument. It offers an interpretation of the evidence you have uncovered. It weighs evidence in favour and against of your particular argument.

4. A conclusion. The conclusion will discuss your argument's implications and suggest new research questions that arise from your paper.
5. A bibliography (not annotated!). Papers must be properly referenced following a major style such as APA, MLA or Chicago Manual of Style. For more information, see the '[Citation and Style Guides](#)' tab.

In grading the paper, the following criteria will be used:

1. Is a thesis or argument clearly stated at the beginning of the paper and is the paper organized around that?
2. Does your paper address course themes?
3. Are the counter-arguments to your position acknowledged and addressed at some point in your paper?
4. Have you drawn on the best possible scholarly and non-scholarly sources in your paper?
5. Have you brought your research up to date?
6. 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.

DUE: In week 14 (April 13)

LENGTH: 3500 words + bibliography

WEIGHTING: 40% of final grade

Weekly Course Schedule and Required Readings

Week 1 January 12, 14/ Introduction to the course

No Reading

Week 2 January 19, 21 / Lesson 1: What is governance?

Readings:

- MB Chapters 1, “What is governance?”
- TP Chapter 1

Week 3 January 26, 28 / Lesson 2: What is globalization and global governance?

Readings:

- MS Chapter 1, “What is globalization?”; MS Chapter 4, “The political dimension of globalization”
- TP Chapter 2

Week 4 February 2, 4 / Lesson 3: Globalization and history

Readings:

- MS Chapter 2, “Globalization in history”
- TP Chapter 3

Week 5 February 9, 11 / Lesson 4: From government to governance

Readings:

- MB 2, “Organizational governance”; and 4 “Public governance”.
- TP Chapter 4

Week 6 February 16, 18 / Reading Week

No class.

Week 7 February 23, 25 / Lesson 5: The market and private governance

Readings:

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

Note: Research Proposal due this week.

Week 8 March 2, 4 / Lesson 6: International Law: from treaties to soft law

Readings:

- TP Chapter 6

Week 9 March 9, 11 / Lesson 7: Global institutions

Readings:

- TP Chapter 7
- MB Chapter 5, “Global Governance,”

Week 10 March 16, 18 / Lesson 8: Knowledge and governance

Readings:

- Jaworsky, Bernadette Nadya, and Runya Qiaoan. 2020. "The Politics of Blaming: the Narrative Battle between China and the US over COVID-19." *Journal of Chinese Political Science*: 1-21.
- Manzanedo, Rubén D., and Peter Manning. 2020. "COVID-19: Lessons for the climate change emergency." *Science of the Total Environment* 742: 140563.

Week 11 March 23, 25 / Lesson 9: Time, personal identity and culture

Readings:

- TP Chapter 8
- MS Chapter 5, “The cultural dimension of globalization”

Week 12 March 30, April 1 / Lesson 10: Digitization and numbers

Readings:

- TP Chapter 9
- Tufekci, Zeynep. 2017. “[Twitter, Tear Gas, Revolution. How Protest Powered by Digital Tools Is Changing the World.](#)” *Wired*. May 22, 2017.
- Deibert, Ronald, and Rafal Rohozinski. 2010. “[Liberation vs. Control: The Future of Cyberspace.](#)” *Journal of Democracy* 21(4): 43–57. [14 pages]

Week 13 April 6, 8 / Lesson 11: Us Hegemony and its future

Readings:

- Wallerstein, I. 1983. [The Three Instances of Hegemony in the History of the Capitalist World-Economy.](#) *International Journal of Comparative Sociology* 24 (1–2): 100–108.
- Colgan, Jeff D., and Robert O. Keohane. 2017. [The Liberal Order Is Rigged: Fix It Now or Watch It Wither Essays.](#) *Foreign Affairs* 96: 36–44. [8 pages]

- Acharya, Amitav. 2017. “[After Liberal Hegemony: The Advent of a Multiplex World Order.](#)” *Ethics & International Affairs* 31(03): 271–285. [14 pages]
- McKinney, Jared. 2018. “[How stalled global reform is fueling regionalism: China’s engagement with the G20.](#)” *Third World Quarterly* 39(4): 709–726. [17 pages]

Week 14 April 13 / Course overview

No reading

Course Policies

Submission of Assignments

Written assignments should be submitted through the Avenue to Learn. Students who need accommodation or who cannot submit it via Avenue to Learn can submit the assignments via email to the instructor.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late papers will be accepted subject to a late penalty of 1 mark per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. (One mark per day means that an assignment worth 20/35 handed in on time would get a mark of 19/35 if handed in one day late). Weekends count as 2 days. In the interest of fairness to all students, there will be **no exceptions** to this unless you have arranged **in advance** for an extension. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided. **Late penalties are real and damaging, so plan ahead to have your work in on time!**

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Courses with an On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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.

Course Modification

Elements of this course outline may change prior to the start of classes in January, 2020. 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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

2H03 Specific Rules and Regulations Summary

1. **If you have an SAS accommodation, communicate with the course instructor at tabasn@mcmaster.ca** at the beginning of term or as soon as it is granted to discuss the mechanics of the accommodation.
2. **If you are falling behind on your work or are experiencing difficulties, consult with the course instructor immediately.** We are unable to help you if things are brought to our attention a week after you miss the deadline.
3. As stated in the syllabus, **essays will not be accepted unless a prior proposal on the same topic has been submitted.** No exceptions.
4. **All the papers must be submitted in the specific folders on the Avenue to Learn.**
5. **There are NO makeup assignments for missed proposal or essay.** You have been set clear tasks and will be evaluated on your ability to complete those tasks in a timely manner and the quality of work you hand in. Failure to complete those tasks on time results in grade penalties.
6. **Students should wait for 48 hours to receive responses of their emails to the instructor. One student should not send more than one email a day to their instructor.**

Nowrin Tabassum

Revised on December 1, 2020