

McGill University

International Political Economy: Special Topics Globalization and its Dis/Content

Course Outline 2nd Draft

Course #:	POLI 444.006; Poli 670.002
Term Winter:	Fall
Year:	2024
Pre-Requisite:	Any Course in IPE
Course schedule	Tuesday - Thursday: 4:05 – 5:25 p.m..
Location	LEA 721
Credits	3

INSTRUCTOR

Mounir Katul

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Office Hours: Location: LEA 423, Schedule: Monday: 10:15 – 11:30 am; Thursday: 2:00 – 3:30, and by appointment via Zoom

Teaching Assistant:

Just me!

COURSE DESCRIPTION

This course, a follow-up to earlier IPE courses, is designed to introduce students to various themes in International Political Economy. Understanding the negative phenomena that emerged from the post-Cold War era is crucial, and this course will delve into diverse issues. With the absence of a single definition of Globalization, we will explore the ever-growing influence of the Internet on politics and economies, the might of Multinational Corporations and their capitalization on the liberalization of economies, the World Social Forum (Porto Allegre) vs. the World Economic Forum *Devos), Intellectual Property Rights in the era of services, empire and its counter social movements, the Peaceful Rise of the Dragon (China) and its subsequent trade wars, the winners/losers from wars in the global age, Gender and the globalized division of labor, etc.

Throughout this course, we will tackle the debates of Neo-Classical Liberalism and their critiques, the impact of economic liberalization on the politics and industries of Southern nations, changing the rules of the political game through mass communication, among others.

LEARNING OUTCOMES:

By the end of the semester, the students should:

- understand the various facets of power, globalization, structures, and stakeholders.
- Students should understand the diverse impacts of Globalization on the political level, its intended and unintended consequences on knowledge production and capital accumulation
- be able to view international relations from sophisticated lenses, depending on their interests, and utilize the course content for different courses in International Relations.
- Students should be able to acquire analytical and critical skills when tackling the approaches and day-to-day events in the arena. The Critical Reviews and Exams are there to enhance your capacity towards a perfect Literature Review for future papers or research.

COURSE DELIVERY

Lectures: This course will be delivered in person as a **series of lectures**. **The lectures will be recorded for this class. I will do a live recording on Zoom and upload them to MyCourses on the same day.** The lectures will be uploaded to MyCourses in the Course Lectures section. Depending on the themes and availability, I may invite specialists to engage the students in current topics.

Slides and videos: Lectures will be accompanied by PowerPoint presentations and small online videos; both **will be available** to students via MyCourses in the “Course Lectures” section.

Key Words Section: Based on popular demand from students in past courses, I will also upload a Word document section that lists the keywords I discuss in lectures. Of course, these will be uploaded to MyCourses in the **Keywords** Section.

Course Readings: There is no textbook for this course. All readings will be accessible via the McGill Library or scanned and uploaded to MyCourses. All the required readings will be available on MyCourses under the “Links to Readings: Start Here” section to save students time when searching for them manually in the library. The sub-sections for the links are organized chronologically by the ‘Part’ series to be covered for each theme/week (check the course outline below). A second section, titled “**Library Uploads**,” will be available for required links without functioning permanent links. These readings are still accessible if you search the books and articles through the McGill Library’s search engine –ensure you are logged in to your library account.

Assignments: All assignments, instructions, and submissions will be handled through MyCourses, and grades will also be released through MyCourses.

Communication: I can be reached via email, during office hours, and (should time allow it) before and after class. I usually answer my emails within six hours; however, I will require no more than 28 hours to respond if something pops up (I’m often offline on weekends but try your luck and email me). If you have a lengthy question, please ask it during my office hours instead of emailing. Further details about remote office hours will be posted on MyCourses (in case more than one student needs to Zoom it out, I will announce extra office hours for the week online). The

MyCourses discussion board will be used to address Frequently Asked Questions. I am also available by appointment; however, such meetings take place through Zoom.

WHAT THE COURSE OUTLINE INCLUDES:

- Required Readings: These readings are mandatory for the week. The students must prepare for the lectures by reading those assigned texts. All of the required readings can be accessed through MyCourses.
- Mode of Grading and Grading rubrics
- I reserve the right to change the course materials, method of evaluation, and deadlines within a reasonable time frame. In the case of the Method of Evaluation, I reserve to change the method of Evaluation till August 1 or student consent within reasonable time.

Mode of Evaluation (not final, flexible after discussing the details with the class):

This course is shared between Pol 670 students (graduates) and Poli 444 students (undergraduates). The mode of grading is different for each class. You will also notice in the readings some Parts (I designate each week as a Part) will contain additional readings for Poli 670 students. The grade markup might change by August 28, 2024:

For Poli 444 (Undergraduates):

Participation:	15%
Take-Home Mid-Term (See section)	35%
Case Study Application – Paper (theoretical)(Nov 25)	20%
Final Take Home Exam (TBA)	30%

For Poli 670 (Graduates):

Participation	10%
Critical Review x 2 (first attempt Oct 15, rest flexible)	40% (highest 2 out of 3)
1 Peer review (Depends on critical review submission)	10%
1 Take-Home Mid-Term	20%
Case Study-based Final Exam (essay-based)	20%

Participation (15% for Undergraduates, 10% for MA Students)

This is a Seminar, meaning participation is essential for obtaining the perfect grade. Of course, too many absences will affect your class engagement grade.

Grade: 9-10: The student leads the debates, provides in-depth analysis, and cites the assigned readings to back the argument. During office hours, students sometimes surprise me with an in-depth analysis of the course material and often obtain extra points (within the 10% parameter). To provide concrete examples, students at this level must maintain participation, which becomes a solid foundation for class discussions. Other ways to obtain an entire grade include mastery of the class materials and applying such arguments to our day-to-day events.

Grade 6-8: Student has an idea of the debates, did the readings, offers somewhat in-depth analysis, and contributes qualitatively to class. Over here, students' participation grade includes the implementation of the theories, arguments, and empirics; however, it barely satisfies the requirements. As such, students who memorize the arguments without critical analysis or respond to small questions I ask in class can also obtain a respectable grade.

0.5 – 5: This section ranges from a lack of discussion in class and a lack of interest in the lectures to limited participation based on opinions or comments. The grade goes closer to five as the student shows that he/she read the materials. Students in this category sometimes rely on what is taught in class and provide examples from their lives rather than the readings themselves. Because I encourage critical thinking in class, students who provide a rare lens on their own during lectures without reading the class also approach the 5 points mark because they critically engage the material in class without preparing for them.

Please Note: Respectful and constructive discussions are the primary themes of the classroom discussions, including respect for your instructor, teaching assistant (if available), and fellow students. Any form of discrimination will not be accepted in class. Students are also not allowed to interrupt each other disrespectfully. We will, sometimes, deal with tough topics, and I expect McGill's students to show the highest form of respect in class.

Other Means of Boosting the Participation Grade:

Given that my objective is for students to learn the course materials, I reward students who put effort into discussing them. Below are two ways to boost your participation marks. The difference is that they are not prerequisites for a full grade. If the student does a beautiful job during my lectures engaging with the literature, he/she/they can acquire a complete 10% for their grade.

Feedback: I appreciate students giving me feedback on the lecture before or in general. I highly encourage students to share suggestions on improving my presentations, or if they have comments, to share them with me. In other instances, if you didn't understand a key concept, ask me before class to revisit it in the forthcoming lecture: odds are, if you didn't understand it, others didn't understand it.

Office Hours: Students who attend my office hours and discuss their papers or ideas also gain momentum in boosting their participation marks (as part of progress in participation).

Warning: A Student's absence from more than 40% of the lectures will result in an automatic F. Please get in touch with me if you miss many lectures.

Critical Review (2x20%) for Poli 670

While the course has no 25-page long papers, there are critical reviews, each accounting for 20% of your grade. These are essential reviews, and the scope focuses on the articles we studied for the week. The student must complete at least two of them and has two weeks to achieve each

separately. The terms generally require a maximum of 4 pages (unless specified otherwise in the instructions) and rigorous mastery of the readings. All assignments need to be double-spaced, font 12, and preferably (but not limited to) Times New Roman.

In the spirit of fairness and learning from earlier mistakes, the student can submit up to three reviews, and I will consider the highest two. A primary rule for the assignments is that you cannot take a second assignment while another is due. They are potential assignments because you may choose the week to write your critical review. Nevertheless, to avoid the issue of all 40 students submitting their papers in the last three weeks of the semester, you have a limited window to submit each critical review attempt (thus, the deadline will be two weeks after the last lecture about the Part you want to do a literature review – Yes, the counting days begin when the final lecture of the part finishes (ex. Thursday, mostly), the deadline will be mid-night of the Thursday lecture – aka 11:59 pm of the second Thursday → Two Weeks). Review the Course outline thoroughly, considering the data below:

- 1) Phase One: Part 2 to Part 6 (First Attempt – Part Six Included)
- 2) Phase Two: Part 7 to Part 10 (Second Attempt)
- 3) Phase Three: Part 12 to Part 14 (Third Attempt but requires Professor's approval)

Reminder: You can also take the chance with two attempts (any of the three Phases); however, Phase One is Mandatory (**deadline Oct. 15**). I highly suggest you make all three attempts to maximize your chances for a better grade (top two out of three). It goes without saying that if you are pleased with the first two attempts, then you do not need to take the third. Submitting one attempt or less will result in an instant zero for the designated grade quota. I highly recommend you contact me if you are facing unusual or health problems submitting on time because I am here to support you. If you are unsure if you want to ask me questions regarding the deadlines, please fire away (you can email me or ask me during office hours).

Acquiring a good grade (/100%)

- a) Getting the main idea of each author (20%)
 - a.1) Primarily: what is the overall argument that the scholar/s
 - a.2) Avoid picking a tree rather than the forest
- b) Identifying strengths and weaknesses with in-depth analysis (40%)
 - b.1) No Paraphrasing: doing so means you missed analyzing the article
 - b.2) Reminder: This is a critical review and NOT a summary
 - b.3) In general, this subsection goes hand in hand with the next one
- c) Comparing different aspects (40%)
 - c.1) You should compare the strengths and weaknesses with the readings of the week
 - c.2) you can also utilize earlier readings to boost your argument
 - c.3) In general, reading weaknesses are often limitations to explaining specific events that appear in another required reading; strengths are the opposite: what type of phenomenon do they explain? Do they counter or explain an idea or a phenomenon like what the reading missed out on?
 - c.4) The priority of the grade is to go through the readings for the week

- d) If your required week has four required sources to read, you may choose three; however, make sure that you discuss it with me during class.
- e) Avoid normative writings like: “I think” or “I believe” (etc.); instead, write: etc. X argues this or Scholar Y demonstrates that ...etc.
- f) Also, when comparing strengths/weaknesses, avoid having a conversational comparison (Scholar X said this, but Scholar Y said no, but Scholar X insisted...etc). My suggestion: stick to key ideas per scholar and expand on I (or a common idea for more than one reading but stress how they disagree).
- g) Editing, language, bibliography (the bibliography is not part of the page count – yes, you need to cite your sources)
- h) I repeat: Not Paraphrasing: If you consider a critical review to be simply summarizing two or more readings for the week or paraphrasing, you need to ask me in class (or during office hours) how to proceed.
- i) Finally, I usually suggest (but not limited to a page distribution for a review) as :
 - i.1) Half a page on what you are writing about (main theme of the class, few follow-up sentences on that one), then a few sentences on how the critical review will unfold (ex. Analyzing different aspects of a central theme, then comparing/contrasting...etc).
 - i.2) 1 to 1.5 pages: Main argument of each scholar
 - i.3) 1.5 – 2.5 pages: strengths/weaknesses
 - i.4) Should I deem the week's readings not practical for 4 pages; I will increase the readings by a page in class (and in Courses)

You can upload the attempts to sections on Moodle (I will open sections for you to upload on MyCourses – The Assignment section). You can also track the deadline of each attempt you want to do there – pending on the part of your choice. Late penalties (generally 10/100 grade points per day pot - deadline) will also be implemented.

Mid-Term Take-Home Exam (20% for Poli 670 & 35% of Poli 444):

Take-Home Mid-Term Commences: two options (Final Weekend+ Monday prior to Pre-Thanksgiving/Reading Week break or first Weekend after the holidays above)

The mid-term will be take-home with several essay questions and a word limit. Understanding the course materials and lectures is more important than memorizing them. You may not consult with other people. I will not be available to answer exam-related materials during the exam period; however, I can answer issues relating to ongoing lectures or critical reviews. You can use the lessons, lecture slides, class notes, and readings to assist you in answering the questions. However, you must answer the questions and not just paraphrase whatever you see in the texts. To earn an excellent grade, you need to synthesize the materials, let them talk to each other, and analyze them critically. Depending on the questions, some will require locating weaknesses or strengths (or both) per theme or theory. The arguments are limited to those we discuss in class. Finally, you will need to upload the response before the deadline. The date is flexible if all other professors decide to do their mid-terms in the same week as mine. So, if this is the case, check other course outlines and contact me ASAP via email or in class if you have conflicting exam dates. From my perspective,

I believe that you will master the course materials. The Content covered will be From Part II to Part VII. Detailed instructions will be discussed in class and uploaded to MyCourses when you take the exam. Like Critical Reviews, the exams and the responses will have a special section in Assignments.

The exam is tentatively scheduled for the Week of Part VII. It will include all the earlier parts discussed in seminars (Parts II to VI). Once the semester starts, I will finalize the mid-term date by providing you with options and choices of when to take the exam. Students will choose one week before the option on an individual basis. This tactic provides the students the perfect opportunity to fully see where they are standing in terms of workload and mid-term exam pressures.

The Possible formats of the mid-term (Poli 444 - Undergraduates)

- Analysis section that often includes a text or video, and you will be required to answer questions about the theories we studied. Each question will have short-based questions that need (in general) no more than half a page.
- Possibly one short essay question (this type of question, if utilized, will require no more than a page).
- One Essay question (Usually 50% of the grade) (no more than 4-5 pages double-spaced).
- Students are expected to cite the sources of the ideas they are utilizing; however, unlike a paper, they do not need to give me a bibliography.
- In general, the exam is taken home, and you, the student, have three days to solve it.
- All questions, answers, and instructions will appear in MyCourses.
- Or you may have the option to choose 2 out 5 essay questions (each 6 pages long).

The Format of the mid-term Poli 670 - (Graduates):

The Mid-term will be essay-based, and you can choose two out of three questions to answer. You are expected to have a mastery of the knowledge. The essay question can be about the advantages/disadvantages of a theory, argument, or case study implementation. You must demonstrate your knowledge of the material and synthesize the readings. Depending on the question, you will have open-ended space to answer each question; however, I will factor in that each question will not require more than five pages of double space to complete it for an entire grade).

Final Exam Take-Home Exam 30% for Undergraduates, 20% for the Graduates

TBA through the exam office

Each exam will follow a format similar to the designated class's (Poli 444), such as the mid-term. The sole difference is that I might give you an extra option for a question to choose from based on each category of the question format since the material will include more parts than the mid-term.

For Poli 670 students, your final exam will be similar to the final exam but with a minor twist. Your Final exam will include four cases and the choice of two. You will apply the readings from

Part VII and onwards. Depending on the questions and the case, you will be expected to use a Part's (or more) readings, criticize them, or compare them. The parts of b-d in the critical review section provide an excellent guide for obtaining the grade.

Generally, any good requires mastery of the texts and their main arguments. If you are asked about a specific scholar or theme, you are expected to know the texts because this is where sub-arguments matter fully.

Peer Review for Poli 670 Graduate Students (10%)

Deadline: Open-ended in the sense of when I receive a critical review and who wants to do it

I will allocate one of the critical reviews for Poli 670 students to another graduate student. This is a simple exercise to apply the Swedish Model for Peer-Reviewing. You will peer-review a critical review of a colleague and write a two-page review highlighting each review's strengths and weaknesses. Afterwards, you will allocate a grade.

Traditionally, the Swedish Model Peer Review finishes with the peer reviewer (or more) discussing the paper with the author. We will not do this in class. Neither the author nor the peer-reviewer will know each other's identity. I will evaluate your level of analysis of the submitted assignment, and your grade will vary based on how close your grade is to mine. A grading scheme will be uploaded early in the semester. The feedback you provide will be based on evaluating the approach to the review of your colleague and whether they committed an error in method, theory, or argument advanced in the review.

To obtain an excellent grade, you need to

- a) See if your colleague grasped the main ideas of the readings for the week
- b) Explained them clearly
- c) Was able to identify strengths/weaknesses when comparing the readings
- d) Absence of clarifying or simple paraphrasing

Case Study Application – Paper (theoretical) for Poli 444 Students (20%)

This assignment is for undergraduates, and it is the equivalent of a semester's final paper. I will list a case study (text or video), and you have to apply multiple relevant theories or arguments to that case. The deadline will be November 24, 2024. You can use all theories from Part II to Part VIII.

The topics will be posted on September 30, and you will choose one topic and have open-ended time to finalize the assignment. You can complete up to 7-10 pages (Font 12, Times New Roman, Double-Spaced). A good grade will require you:

- a) Identifying what readings apply to the case (5%)
- b) Your ability to explain the argument and its relevance will be the bulk of the grade. (5%)

- c) Go through the course outline, see if some readings further down the line are relevant to your assignment, and start early (that way, you can have ample time to discuss the readings with me).
- d) Similar requirements to the Critical Review (you can find it for Poli 670 students) in terms of depth (check sections b-d sub-sections). More details will be provided in MyCourses regarding a detailed grade evaluation. (10%)

Please see the FAQ page for uploading assignments and other features for MyCourses:
[FAQs for students using myCourses: Assignments](#)

PLEASE NOTE: Late work submitted without a doctor's note will be accepted with a penalty of 10% per day late. Excuses without a doctor's note will not be accepted. Make-up assignments will be offered ONLY if a student misses an exam for a valid medical reason backed by a doctor's note.

REQUIRED COURSE MATERIALS

All readings will be posted on MyCourses. There is no course textbook for this course. All course materials, except possibly one book chapter, can be accessed online through the library. Several articles and book chapters that do not have a functioning permanent library link can also be accessed through my courses in Course Contents. I have highlighted the readings on MyCourses.

Poli 670 students will have additional readings to cover for some lectures. You will see designated readings for the graduate students to read in the readings section. Poli 444 students are not required to do these readings (although they are very welcome if they want to).

COURSE AND UNIVERSITY POLICIES

Procedure for contesting grades: Students who wish to contest a grade for any assignment must require it in writing (by email to the instructor) with the reasoning behind the request. The student must submit a page explaining where the grader (myself) missed the point and base it on a provided grading rubric for the disputed paper. The student has one week to submit a grade dispute.

Academic Integrity: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offenses under the [Code of Student Conduct and Disciplinary Procedures](#)" (Approved by Senate on 29 January 2003) (See [McGill's guide to academic honesty](#) for more information).

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le [Code de conduite de l'étudiant et procédures disciplinaires](#) » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#).)

Usage of ChatGPT and other content-generated AIs: This course does not allow any form of content-generated AI that produces students' work. The student must put in the effort for research and intellectual/writing work to complete the assignments without using Chat GPT or any other form of AI (ex., Grammarly Premium subscription essay writing...others). Failure to apply for such a role will fall into the category of 'Outside Help' and cheating. Please refer to the Cheating section in the Academic Integrity link below.

Assessment: The [University Student Assessment Policy](#) ensures fair and equitable academic assessment for all students and protects them from excessive workloads.

Basic needs: If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the [Dean of Students](#), who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.

Special Needs: As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities 514-398-6009 (See more data here: <https://www.mcgill.ca/ugme/student-affairs/academic-support/office-students-disabilities>).

Language of Submission“In accord with McGill University’s [Charter of Students’ Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

Course Evaluations: Mercury course evaluations: [Mercury course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students. Course evaluations are important so that your instructor receives feedback on his/her/their teaching style and course materials.

Copyright of Lectures: All slides, video recordings, lecture notes, etc. remain the instructor’s intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. ***You are not permitted to disseminate or share these materials;*** doing so may violate the instructor’s intellectual property rights and could be cause for disciplinary action.

Online Etiquette Guidelines: The University recognizes the importance of maintaining teaching spaces that are **respectful and inclusive** for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action.

Note: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. **Additional work privilege will not be granted.**

Content warning: Please be aware that some of the course content, especially as it relates to various forms of **violence and discrimination, may be disturbing** for some students. This content has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this. I will flag readings in the course outline to highlight a reading with a possibility of such language or place trigger warnings on the day of the lecture.

Recording privacy: I will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in MyCourses to students registered in the course. Please consult me if you have concerns about privacy and we can discuss possible measures that can be taken.

Respect: The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the [Office of Sustainability](#).

Land acknowledgment: McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant

Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.

Workload management skills: If you feel overwhelmed by your academic work and/or would like to develop your time and workload management skills further, don't hesitate to seek support from [Student Services](#).

[Course Readings and Schedule are in the next section](#)

Lectures, Assigned and Suggested Readings, Assignments Due

(Please note that I reserve the right to change some readings and deadlines within a logical time limit; often discussed with the class first)

Part 1: Introduction

(August 29)

Suggested Readings and Notes:

Throughout the semester, we will read about the World Trade Organization (WTO), the General Agreement on Tariffs and Trade (GATT), and the rounds of negotiations that led to the birth and evolution of both organizations. Some readings tackle a round or two of talks. Listed below, the WTO and BBC websites offer a brief chronology of events and a summary of each round. Even though I will discuss those rounds in detail as they appear throughout the semester, I suggest you bookmark these pages to understand the period of these rounds above better.

World Trade Organization. “The Multilateral Trading System: 5 years of Achievement,” *The World Trade Organization*:

https://www.wto.org/english/thewto_e/minist_e/min98_e/slide_e/slide019.htm

BBC. 2012. “Timeline: World Trade Organization: A Chronology of Events,” *BBC* 15 February 2012:

http://news.bbc.co.uk/2/hi/europe/country_profiles/2430089.stm

And the Ongoing Doha Round since 2001:

The World Trade Organization. Updated 2024. “The Doha Round,” *The World Trade Organization 2024*: https://www.wto.org/english/tratop_e/dda_e/dda_e.htm

Part 2: Globalization: What is it? Why is it a Double-Edged Sword?

(September 3 - 5)

Barber, Benjamin. 1992. “Jihad vs. McWorld,” *The Atlantic* (March): pp. 53 – 63

Harold James. 2021. *The War of Words: A Glossary of Globalization*. New Haven: Yale University Press. Read Chapter 11: “Globalization and its Neologisms,” pp. 205 – 236.

Ghosh, Peu. 2023. *International Political Economy: Contexts, Issues, and Challenges*. New York: Routledge. Read Chapter 5: “The State in the Era of Globalization,” pp. 105 – 131.

Part 3: The Free Market and Liberalization: IR Theories

(September 10 & 12)

International Hub. “Foreign Direct Investment Explained,” *International Hub* and *YouTube* 13 September 2021: <https://www.youtube.com/watch?v=QI8zEyplFn4>

(FDI is an integral component of Globalization; understanding what it is is crucial for the course)

Norberg, Johan. 2003. *In Defense of Global Capitalism*. Cato Institute. Read: “Poverty Reduction,” pp. 25 – 30.

Omae, Ken’ichi. 2005. *The Next Global Stage: Challenges and Opportunities in our Borderless World*. New Jersey: Wharton School Pub. Read Chapter 3: “The End of Economics,” :

Keohane, Robert O., and Joseph S. Nye. 2000. “Globalization: What’s New? What’s Not? (and So What?).” *Foreign Policy* 118: 104 – 119.

Part 4: Critics of Neo-Liberalism and Globalization: IR Theories

(September 17 & 19)

Amin, Samir 2004. “Globalism or Apartheid on a Global Scale?” pp. 5 – 35. In Immanuel Wallerstein. Eds. 2004. *Modern World – System in the Longue Duree*. Florence: Taylor and Francis.

Dunn, Bill. 2009. *Global Political Economy: A Marxist Critique*. London: Pluto Press. Read Chapter 1: “Liberalism,” pp. 9 – 30.

Cox, Robert. 1997 [1983]. Chapter 7: “Gramsci, Hegemony, and International Relations: An Essay in Method,” pp. 124 – 143. In Robert W. Cox and Timothy J. Sinclair. Eds. E-book. 2012. *Approaches to World Order*. Cambridge: Cambridge University Press.

For MA Students:

Klein, Naomi. 2009. *The Shock Doctrine: Rise of Disaster Capitalism*. New York: Picador. Read Chapter 2: The Other Shock Doctrine: Milton Freedman and the Search for the Other a ‘Laissez-Faire’ Laboratory,” pp. 59 – 87.

Part 5: Multi-National Corporations Week 1: Good or Bad?

(Sept 24 – 26)

Foley, Fritz C., James R. Hins Jr., Raymond J. Mataloni Jr., and David Wessel. 2021. Chapter 1: “Multinational Activity in the Modern World,” pp. 1 – 32. In Foley, Fritz C. 2021. *Global Goliaths: Multinational Corporations in the 21st Century*. Washington: Brookings Institution Press.

Meyer, William H. 1996. "Human Rights and MNCs: Theory versus Quantitative Analysis," *Human Rights Quarterly* 18, no. 2: 367 – 397.

Skinner, Gwynne L. 2020. Chapter 2: "Victims' Rights to Remedy for Business-Related Human Rights Violations," pp. 14 – 27. In Gwynne L. Skinner, Rachel E. Chambers, and Sarah McGrath. 2020. *Transnational Corporations and Human Rights: Overcoming Barriers to Judicial Remedy*. Cambridge: Cambridge University Press.

For MA Students:

Krasner, Stephen. 2001. "Sovereignty," pp. 139 – 149. In C. Roe Goddard, Patrick Cronin, and Kishore C. Dash. Eds. 2nd Edition, 2005. *International Political Economy: State – Market Relations in a Changing Global Order*. Boulder: Lynne Rienner Publishers.

Part 6: The Multinational Corporation Part II: Intellectual Property Copyright vs Sovereignty

(Oct 1 - 3)

Shiva, Vandana. 2001. *Protect or Plunder? Understanding Intellectual Property Rights*. Halifax: Fernwood. Read Chapter 1: "Role of Patents in History," pp. 11 – 21.

Zuijdwijk, Ton. 2022. "TRIPS and COVID-19 Vaccines: The New WTO TRIPS COVID-19 Waiver," *Global Trade and Customs Journal* 17, no. 11/12: 452 – 463.

Bonadio, Enrico. 2013. "Standardization Agreements, Intellectual Property Rights, and Anti-Competitive Concerns," *Journal of Intellectual Property* 3, no. 1: 22 – 42.

Rodrik, Dani. 2007. *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton: Princeton University Press. Read Chapter 9: "Globalization for Whom?" pp. 237 – 242.

For MA Students:

Kennedy, Matthew. 2016. *WTO Dispute Settlement and the TRIPS Agreement: Applying Intellectual Property Standards in a Trade Law Framework*. Cambridge: Cambridge University Press. Read Chapter 3: "The History and Character of TRIPS: How it Shapes the Contemporary Debate," pp. 21 – 45.

Part 7: Free Trade vs Fair Trade

(Oct 8 – 10)

Stiglitz, Joseph E, and Andrew Charlton. 2006. *Fair Trade for All: How Trade Can Promote Development*. Oxford: Oxford University Press. Read Chapter 5: "Founding Principles: The Basis of a Fair Agreement," pp. 67 - 86.

Hassoun, Nicole. 2011. "Fair Trade," pp. 333 – 336, in Deen K. Chatterjee. Eds. 2011. *Encyclopedia of Global Justice*. New York: Springer.

Bowes, John. 2011. Read Chapter 1: Introduction: A Brilliant Idea," pp. 1-18, in John Bowes and Mary Robinson. *The Fair Trade Revolution*. London: Pluto Press.

Starr, Amory. 2010. "Local Food: A Social Movement?" *Cultural Studies* 10, no. 6: 479 – 490.

[Choice for Mid-Terms: Two Options: Option 1 \(Pre-Vacation\) and Option 2 \(Post Vacation\)](#)

[Fall Reading Break: Thanksgiving and Reading Week - Classes Resume on October 21]

Part 8: Globalization and the Environment

(October 22 - 24):

Keohane, Robert O., and David G. Victor, "The Regime Complex for Climate Change," *Perspectives on Politics* 9, no. 1 (March 2011): 7-23.

Lane, Jan-Erik. 2018. *Globalization and Politics: Promises and Dangers*. London: Routledge. Read Chapter 2: "Environmental Degradation and Environmentalism," pp. 31 – 56.

Kramer, Ronald C. and Elizabeth A. Bradshaw. 2020. Chapter 9, "Climate Crimes: The Case of Exxon Mobil," pp. 167 – 186. In Nigel South and Avi Brisman. Eds. 2nd Edition, 2020. *Routledge International Handbook of Green Criminology*. New York: Routledge.

Part 9: Anti-Globalization: Overview

(October 29 – 31)

Sasson, Tehila. 2016. "Milking the Third World? Humanitarianism, Capitalism, and the Moral Economy of the Nestle Boycott," *The American Historical Review* 121, no. 4: 1196 – 1224.

Almeida, Paul. 2014. *Mobilizing Democracy Globalization and Citizen Protest*. Baltimore: Johns Hopkins University Press. Read Chapter 2: "A Theory of Local Opposition to Globalization," pp. 10 – 30.

Munck, Ronaldo. 2006. *Globalization and Contestation: The New Great Counter-Movement*. New York: Routledge. Read Chapter 4: "The Anti-Globalization Movement: From Seattle (1999) to the Future," pp. 57 – 74.

Part 10: Anti-Globalization and Protests

(November 5 - 7)

Burbach, Roger, Fiona Jeffries, and William I Robinson. 2001. *Globalization and Postmodern Politics: From Zapatistas to High Tech Robber Barons*. London: Pluto Press. Read Sub-

Section “The New Class Society” from Chapter 7, pp. 125 – 128, to understand the context of the Zapatista Revolution, and Chapter 9: “Zapatismo and the Intergalactic Age,” pp. 129 – 144.

Kroll, Andy. 2011. Chapter 1: “How Occupy Wall Street Got Started,” pp. 28 – 32. In Sarah, Van Gelder. Eds.. 2011. *This Changes Everything: Occupy Wall Street and the 99% Movement*. San Francisco: Berrett-Koehler Publishers:

Klein, Naomi. 2011. “Naomi Klein Speaks at Occupy Wall Street,” *Rabble* 07 October 2011: <https://rabble.ca/columnists/naomi-klein-speaks-occupy-wall-street/>

Hayduk, Ron. 2013. “The Anti-Globalization Movement and OWS,” pp. 225 – 245. In Emily Welty, Mathew Bolton, Meghana Nayak, and Christopher Malone. 2013. Eds, 2013. *Occupying Political Science: The Occupy Wall Street Movement from New York to the World*. New York Palgrave Macmillan.

For MA Students:

George, Susan. 2004. “The Global Justice Movement: Where it Came From; Where We Hope it's Going,” *Anthropology of Work Review* 25, no. 3-4:

Part 11: Anti-Globalization: Militancy, Alternative Worlds, and Limitations

(November 12 - 14)

Hall, Thomas, D. and James V. Fenelon. 2016. *Indigenous Peoples and Globalization: Resistance and Revitalization*. London: Routledge. Read Chapter 6, “Indigenous Peoples: Global Perspectives and Movements,” pp. 120 – 138

Burbach, Roger, Fiona Jeffries, and William I Robinson. 2001. *Globalization and Postmodern Politics: From Zapatistas to High Tech Robber Barons*. London: Pluto Press. Read Sub-Section “The New Class Society” from Chapter 7, pp. 125 – 128, to understand the context of the Zapatista Revolution, and Chapter 9: “Zapatismo and the Intergalactic Age,” pp. 129 – 144.

Velymeyer, Henry and James F. Petras. 2019. *Latin America in the Vortex of Social Change: Development and Resistance Dynamics*. New York: Routledge. Read Chapter 4: Cycles of Development and Resistance,” pp. 61 – 79.

Fenton, Natalie. 2016. “Chapter 6: The Internet of Radical Politics and Social Change,” pp. 173 – 202. In James Curran, Natalie Fenton, Des Freedman. Eds, 2016. *Misunderstanding the Internet – 2nd Edition*. London: Routledge.

Part 12: The Far Right, Social Media, and Globalization

(November 19 - 21)

Spring, Joel. 2018. *Global Impacts of the Western School Model: Corporatization, Alienation, Consumerism*. New York: Routledge. Read Chapter 5: “Alt-Right and Anti-Globalization: Schools, Global Migration, and Humane Capitalism,” pp. 87 – 106.

Spence, Edward H. 2021. *Media Corruption in the Age of Information*. Cham: Switzerland. Read Chapter 5: “Tech Media Corruption in the Age of Information,” pp. 93 – 122.

Powell, Anastasia, Gregory Stratton, and Robin Cameron. 2018. *Digital Criminology: Crime and Justice in Digital Society*. New York: Routledge. Read Chapter 6: Networked Hate: Racism, Misogyny, and Violence: pp. 112 – 137.

For MA Students:

Barber, Phil. 2022. “Save me White Jesus! Conspiracy and the Spectre of a Folkloric, Alt-Right Masculine Ideal,” p. 101 – 108. In Karen Fowler – Watt and Julian McDougall. Eds, 2023. *The Palgrave Handbook of Media Misinformation*. Cham: Palgrave Macmillan.

Part 13: Gender, Feminism, and International Trade

(November 26 – 28)

Ross, Robert J.S. 2020. “In Chains at the Bottom of the Pyramid: Gender, the Informal Economy, and Sweated Labor in Global Apparel Production,” pp. 91 – 104. In Wilma A. Dunaway. Eds, 2020. Stanford: Stanford University Press.

Eschle, Catherine. 2018 [2001]. *Reconstructing Global Feminism, Engendering Global Democracy*. Boulder: Routledge. Read Chapter 6: “Reconstructing Global Feminism, Engendering Global Democracy,” pp. 185 – 221.

Eisenstein, Hester. 2009. *Feminism Seduced: How Global Elites use Women’s Labor and Ideas to Exploit the World*. Boulder: Paradigm Publishers. Read Chapter 5: “In the Global South: ‘Women’ Replace Development,” pp. 133 – 168.

Part 14: Monetary and Financial Problems in Globalization

(Dec 3)

Arestis, Philip and Nicolaos Karagiannis. 2022. “A Compound Tobin Tax: A Political Economy Investigation,” *PANOECONOMICUS* 69, no. 1: 1 – 15.

Held, David, and Kevin Young. 2015. “Transforming Global Governance? Structural Deficits and Recent Developments in Security and Finance,” pp. 355 – 380. In Joseph Stiglitz and Mary Kaldor. Eds. 2015. *The Quest for Security: Protection without Protectionism and the Challenge of Global Governance*. New York: Columbia University Press.

For MA Students:

Jenkins, Rhys, and Peter Newell. 2013. "CSR, Tax, and Development," *Third World Quarterly* 34, no. 3: 378 – 396.

Part 15: Dec 4: No Classes: Revision

A Revision Recording will be uploaded on MyCourses and two office hours will follow (one in person and one online) to answer questions about the take-home final exam