

E/M 351 & POL 351: Globalization and International Organizations

FALL 2015

We develop new principles for the world out of the world's own principles. We do not say to the world: Cease your struggles; they are foolish; we will give you the true slogan of struggle. We merely show the world what it is really fighting for, and consciousness is something that it has to acquire, even if it does not want to. Karl Marx (1843)

Professor: Kristian F. Braekkan

Office: Beck Hall 139

Phone: 507-933-7406

Email: braekkan@gustavus.edu

Office Hours: Tuesdays and Fridays 11:30-12:30

Required Books for the Seminar:

Capital and its Discontents, Lilley

Catastrophism, Lilley

Frankenstein, Shelley

Global Slump, McNally

The Clash of Globalisations, Kiely

The Marx-Engels Reader (2nd edition), Tucker

The Pearl, Steinbeck

(The total cost of these books should be less than what you would pay for a traditional textbook)

SECTION 1:

1.1. COURSE OBJECTIVES & BACKGROUND INFORMATION

The method of inquiry in this seminar is based on what we refer to as *deconstruction* and *reductionism*. This implies that we will examine “what is missing” from previous studies of global capitalism. Additionally, we will try to draw connections between different phenomena and theories and reduce one to another more basic idea. This course may therefore appear to be constructed differently from other courses you have taken, so I urge you to pay careful attention to the lecture portions of the course and utilize office hours so you can keep up with the assigned readings. **It is expected, and desirable, that the course will challenge many of your existing beliefs and values, and possibly things that you take for granted.** Civil discourse is therefore both expected and encouraged.

This is a senior level seminar and that will be reflected in the workload. You will often be expected to read in excess of 75 pages in preparation for class, which most likely will translate to 3-4 hours of preparation for each class period. You will most likely spend more time during weeks when you work on your research proposals or during weeks in which you have additional assignments. I also expect that you attend every class (if at all possible), that you will be on time, and that you will be prepared. **I strongly urge you not to enroll in this class if you cannot meet these minimum expectations or if your mind is closed to perspectives that you previously haven't encountered.**

1.2. COURSE REQUIREMENTS & ASSESSMENTS

1.2.1 Intellectual contributions & Quizzes (30%)

(You may choose to replace this grade with a comprehensive essay exam during finals week)

Active contribution in the class is an essential part of the learning experience. Most of the learning in the course will occur through discussion. Thus, everyone should strive to be an active participant. Meaningful contribution requires having carefully read and thought about the day's material, but that is not sufficient. You also need to speak and while key insights are appreciated, you can also contribute by asking questions, politely disagreeing with comments, or following up on another student's comments with further insights or evidence. In-class writing assignments will be included in this portion of your overall grade in addition to weekly quizzes. The quizzes will normally be administered on Mondays and will cover material from the previous week.

Please allow yourself sufficient time to arrive on time and be well prepared. Being late for class or disrupting class with unrelated behaviors is not conducive for learning and it will impact this portion of your grade. You may want to think of the class discussions as weekly exams - your comments and contributions inform me regarding your preparation and mastery of the material.

“A” and to some lesser degree “B” contributions exemplify the following dimensions:

- Ability to consistently identify and articulate critical and significant issues from the readings
- Provide possible explanations of “why” and implications of issues discussed
- Articulate clear logic from analysis to interpretation
- Provide supporting evidence from a variety of indicators (i.e., articulate a variety of contributing factors)
- Identify trends and implications in key dimensions
- Do not miss significant dimensions of an issue when interpreting readings
- Demonstrates understanding of contextual elements (external and internal) in the readings
- Justification for arguments (over other alternatives) is presented, fully developed, and based on analytics
- Clarity and usefulness of the information presented, especially the flow and integration of various readings
- Use of appropriate terminology
- A willingness to participate in each and every class discussion
- A willingness to accept alternative explanations that are not consistent with own ideas or values
- A willingness to work hard, maintain a positive attitude, and challenge yourself

“C” contributions meet the minimum participation expected from a senior level seminar at GAC and is assumed to be the “starting grade” for the students. “D” represents “below average performance”. “F” contributions: you are not trying, you miss class, and you have wasted an opportunity to enjoy the course

Please note that “A” grades for participation and intellectual contributions in a senior seminar are ONLY reserved for excellent performance on a regular basis. You will need to prepare exceptionally well in order to be in the higher range. Further, you need to synthesize your ideas so you can articulate them in a reasonable manner during discussions.

1.2.2 Theoretical Research Paper or Empirical Research Proposal – including oral defense (30%)

You are expected to either (a) write a review of existing literature on an issue relating to globalization and generate a fully developed research proposal complete with hypotheses and proposed methodology or (b) write a conceptual research paper in its entirety.

You must start by choosing a topic and review the work that has already been done in this area. You will then develop a complete theoretical paper based on a careful review of existing research OR research strategies with an appropriate research design if you are doing an empirical proposal. Please see additional handout for further instructions.

Papers will be evaluated on coverage of related research and theory (including the annotated bibliography), effectiveness of the proposed research design, depth of understanding demonstrated in the theoretical component of the paper, organization of material, and clarity of presentation. Additionally, your grade will include the initial outline and your progress report and the extent to which you connect the assigned readings to your topic.

You will be expected to defend your proposal in a 20-minute session during the last week of classes. This defense will also assess how you connect each class reading to your proposal. Hence, it is essential that you know these readings exceptionally well.

Deadlines:

- Your research topic is due in writing on Monday September 28th (please submit a typed one page description of your topic). Make sure that you identify whether you intend to write a proposal or a theoretical paper.
- An annotated bibliography is due on Monday October 12th
- An outline for the paper is due on Wednesday October 21st
- A progress report is due on Wednesday November 4th
- Your paper is due via email (and a hard copy) on Monday November 23rd
- Oral defense will begin during the week of December 7th and conclude on Monday December 14 (Tuesday and Thursday defenses will be scheduled according to student schedules).

Deliverable

- You will be submitting a final paper (hard copy and electronic copy), 25-30 pages in length on Monday November 23rd (absolutely no late assignments allowed).
- You have to cite all the books from our reading lists. You may also find additional sources for your paper from the bibliographies in these readings.
- Make sure that when you turn in your paper, you have read through it in its final form. It is often very helpful to have a friend read it through as well as this lends a fresh perspective. Also, you may want to have someone at the Writing Center read it!
- You will defend your paper/proposal in an oral defense during the last week of classes. Each defense will take approximately 20 minutes.

Format

- Please double-space all your text.
- Use 1" margins. Use 12 pt font. Number your pages.
- Expensive binding and finishing is unnecessary and will not earn you extra points.
- Use APA style.

1.2.3 Idea Log (20%)

The topics we will discuss in this class may at times be challenging to understand, accept, and comprehend. Hence, it is expected that you at times will experience all sorts of conflicting cognitions and affects. In other words, it's not unreasonable that you will be confused at times as we will discuss events, systems, and connections that you have previously taken for granted or accepted as either "good" or "bad". In order to help you keep track of your intellectual and academic progress you will be expected to keep a DETAILED log of the ideas that come to mind as you read and think about these complicated issues. The log may include ideas relating to your research topic, what you thought about the readings, and what you thought about when we discussed various topics in class. PLEASE TYPE!

This is not a "study-log" to help you prepare for exams. Rather, it should be a written account of the thoughts and ideas that come to mind when you work your way through the readings. It may include questions that you want to include in class. In short, writing these ideas down BEFORE class should enable you to be an active participant in the upcoming class period. It may also include ideas that come to mind following a class period, e.g., a reflection upon what you learned.

The logs will be collected at random times during the semester so it's important that you bring them with you to each class. Feel free to schedule times with me to discuss these logs as you make your way through the course. The grading of these logs will be based on "effort" and "insightfulness". Solid idea logs will clearly articulate that you are putting effort into the readings and that you are trying to broaden your understanding of globalization, its antecedents, and its consequences.

Idea logs that simply summarize what you read will not earn a passing grade.

1.2.4. Term Essays (20%)

You will be asked to respond a series of essay questions. These questions will test your understanding of the material covered through the first two modules of the course. Responses have to be typed and will be submitted electronically by Wednesday November 11 at 6pm. Collaboration is not accepted, but an open mind would be appreciated. You will have two weeks to put your responses together. You are strongly encouraged to clear your schedule for this assignment, as it will be a time-consuming and will require you to spend time in the library. It is expected that you cite your responses with footnotes or endnotes.

The questions will challenge you to make sense of the material covered to date. You should generate an outline for each question so your responses reflect the questions asked in a non-repetitive fashion. Think of this as the final exam for the course – it is 20% of your grade – so set aside sufficient time to complete this portion of the course requirements.

Make sure you cite all your sources and avoid plagiarizing anyone else's work.

SECTION 2: Additional Information for EM/POL 351

2.1 - Academic Honesty and Honor Code

As mature adults, it is expected that you have established a level of honesty, integrity, and honor that eliminates even the remote possibility of cheating or plagiarism on assignments. **Cheating or plagiarism will result in a failing grade for the course. No exceptions.** Please try to maintain your academic standing, your character, and your reputation by not cheating.

2.2 - Office Hours

I take teaching and research very seriously and like you, I require sufficient time to prepare class lectures and materials and to advance my research projects. If office hours are not practical because of your schedule, and you have a major concern, please contact me about setting up an appointment. **I do not accept walk-ins outside of office hours – please schedule appointments via email!**

2.3 Accommodations for Students with Documented Disabilities

Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or you think you may have a disability of any nature) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College's services, then you should speak with the Disability Services staff, for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Disability Services as early as possible. Disability Services (www.gustavus.edu/advising/disability/) is located in the Academic Support Center.

2.4. Help for Multilingual Students

Support for English learners and multilingual students is available through the Academic Support Center's English Learning Specialist (www.gustavus.edu/advising/). The ELS can meet individually with students for tutoring in writing, consulting about academic tasks, and helping students connect with the College's support systems. When requested, the ELS can consult with faculty regarding effective classroom strategies for English learners and multilingual students. The ELS can provide students with a letter to a professor that explains and supports appropriate academic arrangements (e.g., additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, English learners and multilingual students can seek help from peer tutors in the Writing Center (www.gustavus.edu/writingcenter/).

SECTION 3: TENTATIVE CLASS SCHEDULE & READING LIST

Wednesday September 9

Course introduction, expectations, and tips for doing well in the course

Introduction to Globalization

- ✓ *Read syllabus carefully!*
- ✓ *Kiely: pp. 13-25 (Globalization Theory: Giddens & Castelles)*

Monday September 14

Globalization & Capitalism

Capitalism & Uneven development

- ✓ *Kiely: pp. 25-47 (Capitalism, the State, and Uneven Development)*
- ✓ *Demystifying Capitalism (Panitch & Henwood) – chapter 3 in Lilley's Capital and its Discontents*

Wednesday September 16

Dialectical Materialism

Commodities as a Starting Point

- ✓ *Marx, Preface to A Contribution to the Critique of Political Economy, in Tucker, pp. 3-6.*
- ✓ *Engels, "Letters on Historical Materialism," in Tucker, pp. 760-68*
- ✓ *Marx, Capital I Ch.1- section 1 in Tucker: pp. 302-308*

Monday September 21

20th Century Capitalism & Bretton Woods

Neoliberalism

- ✓ *Kiely: pp. 48-80 (From Bretton Woods to Neo-liberal Globalization)*
- ✓ *The Rise of Neoliberalism (David Harvey) - chapter 2 in Lilley's Capital and its Discontents*

Wednesday September 23

Concrete & Abstract Labor

Commodity Fetishism

- ✓ *Marx, Capital I Ch.1- sections 2-4 in Tucker, pp. 308-329*

Monday September 28

The 2008 Crisis and Neoliberalism

- ✓ *McNally: Chapters 1 & 2*
- ✓ *Empire in the Age of Capital (Ellen M. Wood) – chapter 1 in Lilley's Capital and its Discontents*

Wednesday September 30

Democratic Organizing

Catastrophism

- ✓ *Anti-poll tax organizing/interview with Ramsey Kanaan (PDF to be emailed)*
- ✓ *Great Chaos Under Heaven (Sasha Lilley) – chapter 2 in Lilley's Catastrophism*

Thursday October 1

Attend talks by Sasha Lilley & Ramsey Kanaan (2:30-4:30pm)

Monday October 5

Globalization and the Third Way

The 2008 Crisis

- ✓ *Kiely: pp. 81-125 (Globalization and the Third Way in the 1990s)*

Wednesday October 7

The General Formula for Capital

The Buying and Selling of Labor Power

- ✓ *Marx, Capital I Ch.4, in Tucker, pp. 329-336*
- ✓ *Marx, Capital I Ch.5, in Tucker, pp. 336-343*

Monday October 12

Globalization and Inequality

Globalization and Ecological Crises

- ✓ *Kiely: pp. 126-162 (Globalization, Inequality, and Poverty)*
- ✓ *The Socio-Ecological Crises of Capitalism (Jason W. Moore) – chapter 7 in Lilley's Capital and its Discontents*

Wednesday October 14

The Production of Absolute Surplus Value

- ✓ *Marx, Capital I Ch. 7, in Tucker, pp. 344-361*
- ✓ *Shelley, Frankenstein – Letters I-IV & Chapters 1-6*

Monday October 19

The Production of Relative Surplus Value

- ✓ *Marx, Capital I Ch. 12, in Tucker, pp. 376-384*
- ✓ *Shelley, Frankenstein –Chapters 7-15*

Wednesday October 21

Marx's Crisis Theory

Capitalism & Recurring Crises

- ✓ *Marx, Capital 3, in Tucker, pp. 443-465*
- ✓ *McNally: ch. 3 (Manic Depression: Capitalism and its Recurring Crises)*

Wednesday October 28

Financial Crisis and The Monsters of the Market

- ✓ *Land of the Living Dead (McNally) – chapter 4 in Lilley's Catastrophism*
- ✓ *Shelley, Frankenstein –Chapters 16-23*

Monday November 2

Late Capitalism

Race & Class

- ✓ *McNally, chapter 4 (Financial Chaos: Money, Credit and Instability in Late Capitalism)*
- ✓ *McNally, chapter 5 (Race, Class, and the Global Slump)*

Wednesday November 4

Ecology & Capitalism

Gender & Commodification

- ✓ *The Ecological Dimensions of Marx's Thought (John. B. Foster) – chapter 6 in Lilley's Capital and its Discontents*
- ✓ *Labor & Capital, Gender & Commodification (Ursula Huws) – chapter 9 in Lilley's Capital and its Discontents*

Monday November 9

Workday for Term Essays – no class

Wednesday November 11

Due: Term Essays – no class – email with subject: "351_TERMESSAYS_LASTNAME"

Monday November 16*Alienation and Capitalism*

- ✓ Marx, *Estranged Labor*, in *Tucker*, pp. 70-81
- ✓ Steinbeck, *The Pearl*, Ch. 1-3

Wednesday November 18*The Family and Capitalism*

- ✓ Engels, *The Origins of the Family, Private Property, and the State*, in *Tucker*, pp. 734-759
- ✓ Steinbeck, *The Pearl*, Ch. 4-6

Monday November 23**Due: Research Paper – email subject “351_FINAL_LASTNAME”****Monday November 30***Challenges with Anti-Globalization**Responses from the Right*

- ✓ Kiely: pp. 255-291 (*Anti-Globalization and Progressive Politics*)
- ✓ *At War with the Future* (James Davis) – chapter 3 in *Lilley’s Catastrophism*

Wednesday December 2*Resistance & Renewal*

- ✓ McNally: chapter 6 (*Toward a Great Resistance*)
- ✓ *Capitalist Crisis and Radical Renewal* (Gindin, Albo, & Panitch) – ch. 5 in *Lilley’s Capital and its Discontents*

Monday December 7**ORAL EXAMS****Wednesday December 9****ORAL EXAMS****Monday December 14****ORAL EXAMS**