SEMINAR: STYLES OF GLOBALIZATION

This class marks a shift in how we teach globalization. While other courses address the implications of this phenomenon, we consider how globalization became established and persuasive. In other words, we ask how and why a globalized world order came to exist. Because we care about process, the class is built around case studies of episodes during which policymakers reformed specific policies and moved their countries towards global engagement.

There are a number of reasons for this approach. First, the study of specific cases helps us to focus in on policy choices and consider why governments made the choices that they did at particular times. Second, in considering the implications of those choices for domestic politics, we can analyze why different countries approached globalization differently. Why, in other words, are there diverse “styles” of globalization? Third, and because we are so comparative, we can look at the record of globalization outside the industrialized north, and examine how globalization was enacted in some of the most populous countries of the world. In that review, we witness the diversity of experiences that constitute contemporary globalization.

While the case studies of globalizing policy reform constitute the central element of this course, they are framed within two, conceptual sections that provide necessary intellectual support. In the first section, we meet definitions of the concept, accounts of earlier globalizations, and analysis of its consequences. Further, we are introduced to models that help explain how and when policy reform occurs. The concluding section focuses on the feedback from globalization to domestic politics and considers contemporary threats to the global world order. As we merge these theoretical insights with the lessons from individual case studies, we hope to develop new understandings of globalization and the prospects for continued integration of our world.

Learning Goals:

The course is designed to achieve the following objectives.

1) Increasing students’ understanding of globalization based on literature from history, public policy, international relations, comparative politics, sociology, and economics.
2) Extending students’ knowledge of how globalization as a process of policy reform has been enacted in different country settings.
3) Strengthening students’ ability to engage in independent research, with a focus on developing their own case study of an episode of policy reform related to globalization.

NB: Success in this four-credit course is based on the expectation that students will spend a minimum of nine hours of study time per week in reading and preparation for class and exams.
The prerequisite for this class is that students must have taken an introductory class in international economics, such as IGS 8A.


This book is available at the Brandeis bookstore and online from multiple vendors. It will also be available as a course reserve.

We will also read a number of chapters from Daniel Yergin and Joseph Stanislaw, *The Commanding Heights*, Simon and Shuster: New York, 1998. These chapters will be available on Latte but the book will also be available as a course reserve.

Other readings, indicated on the course outline, will be available on Latte.

**Academic Integrity:** You are expected to follow the University's policies on academic integrity: [http://www.brandeis.edu/sypse/academicintegrity/](http://www.brandeis.edu/sypse/academicintegrity/). Suspected instances of dishonesty will be referred to the Director of Academic Integrity. You may also have your assignments reviewed by Turnitin.com to verify originality. During the course, you may be asked to work together on empirical research, but are expected to write up that research independently.

**Use of cell phones and laptops in the classroom:** Use of cell phones in class is prohibited. If you wish to leave your cell phone on in 'silent' mode because of a specific emergency, please alert the professor prior to class via email. You are permitted to use laptop computers for academic purposes. If your laptop use appears to distract you, or others, I will ask you not to use it.

**Latte Course Website:** Nearly all the material for this course can also be found on the class website on Latte, but you are strongly advised to print readings and bring them to class. Readings have been copied with two pages per page for greater efficiency in printing.

**Special Accommodations:** If you are a student with a documented disability on record at Brandeis and wish to have reasonable accommodations made for you, please come and see me as soon as possible. I will be pleased to facilitate accommodations that will help you flourish. Please keep in mind that accommodations cannot be provided retroactively.

**Excused Absence Policy:** If you face an emergency and/or a loss in your family, or if you experience health problems, you should contact your advisor at the Office of Academic Services so that they can communicate confidentially with your professors. This will permit you to be excused from class sessions and I will work with you to adjust due dates on assignments.

**Calendar of Sessions:** The course outline shows the topic for each session, the readings we will cover and any assignment that is associated with that day.

**Letter Grades and Scores:** The correspondence of letter grades to numeric scores follows the normal, Latte grading conventions, so that a score for 90 – 92.99, for instance, implies a letter grade of A-.
Course Assignments: These are set out in the table below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Description</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Reading Responses</td>
<td>10%</td>
<td>Students submit four online reading responses. You must pre-commit to four sessions, from Feb 24th to April 22nd, on a sign-up sheet that I will circulate.</td>
<td>Various</td>
</tr>
<tr>
<td>Guide to Policy Context</td>
<td>10%</td>
<td>You submit a two to three-page summary of the policy-making process in a country of your choice, based on recommended data sources.</td>
<td>Feb 12th</td>
</tr>
<tr>
<td>Concept Application</td>
<td>10%</td>
<td>By this date, you submit a two-page discussion of how a given conceptual framework of policy-making applies to a particular country or episode.</td>
<td>Mar 11th</td>
</tr>
<tr>
<td>Paper proposal</td>
<td>20%</td>
<td>A three to five-page research paper proposal with a question, discussion, indication of data sources and bibliography containing at least five sources.</td>
<td>Mar 25th</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>10%</td>
<td>A three to six slide presentation on your research project and initial findings.</td>
<td>Apr 20th</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Your participation in discussions is sought throughout the semester, particularly in supporting group discussion prior to February 24th. Feedback grades will be given in mid-March and updated for a final participation grade.</td>
<td>Various</td>
</tr>
<tr>
<td>Final paper</td>
<td>30%</td>
<td>The final research paper will be 15-20 pages in length, including bibliography. If you are senior, this paper is due on April 29th, otherwise May 8th.</td>
<td>Dates Vary</td>
</tr>
</tbody>
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**COURSE OUTLINE**

**Section I: CONCEPTUAL FRAMEWORKS**

January 13th: Introduction

January 15th, 22nd: Concepts, History and Measures


January 27th, 29th: States and Markets in Globalization


Feb 3rd, 5th: Policy Context and Policymaking


Policymaking: Kingdon, 1984, Agendas, Alternatives, and Public Policies, Chapters Four, Seven and Eight; Summary of Gerschenkron’s Economic Backwardness in Historical Perspective.

Feb 10th, 12th: Enacting Reform and Creating Orders


SECTION II: CASE STUDIES

Feb 24th, 26th: Asia and the Turn to Openness


Mar 2nd, 4th: Liberalizing in Europe and China

China: Rodrik, Chapter Seven, pp. 149-158; Commanding Heights, Chapter Seven; Vogel, 2013, Deng Xiaoping and the Transformation of China, Chapters Seven, Twelve, Fourteen, Fifteen, and Sixteen or, Evans, Deng Xiaoping, 1993, Chapters 12-13; Shirnk, “’Playing to the Provinces’: Deng Xiaoping’s Political Strategy of Economic Reform,” 1990.

Mar 9th, 11th: Understanding the Asian Record


Mar 16th, 18th: The Model Diffuses


Chile: Commanding Heights, Chapter Eight and YouTube selection from PBS documentary of the book; Valdes, 2008, Pinochet’s Economists: The Chicago School in Chile, Introduction and Chapter One; Richard Davies, “Why is Inequality Booming in Chile?”

March 30th: Why was Latin America so Radical?


SECTION III: FEEDBACK LOOPS

April 1st: Big Industries and Power Politics


Apr 6th, 8th: Openness, Redistribution and Democracy


Apr 13th: Writing a Research Paper

Topics and Process: We use this class to prepare to write a research paper.

April 20th, 22nd: Globalization and the Populist Challenge


Apr 27th, 29th: The Futures of Globalization


Presentation of Student Research Projects