

Globalization and Security
POLS 431-01, Fall 2012
Syllabus (revised 11/2/12)

Professor Brian Smith
Monday and Thursday, 1-2:15 pm, Calcia Hall 108
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Office Hours: Mondays 3:15-5:15 pm or by appointment

Prerequisite: POLS 202, but additional courses in economics or political ideas will be helpful.

Course Description

This course will focus on the major questions that globalization poses within the political science subfield of international relations. The class will proceed in four parts. First, we will begin with an introductory review of basic economics with the aim of understanding how these concepts might translate into international terms. In the second part, we will study the arguments about the role of states in promoting or managing development in the context of a world economy. In the third section, we turn to two major attempts to understand the meaning of globalization and its effects upon the world, and debate the relative costs and benefits of various aspects of an interconnected world. Finally, in the fourth part, we will turn to two recent books that make specific arguments about how globalization affects international security.

Course Goals

Students will improve their ability to interpret texts as well as enhance their written and verbal expression. They will also acquire a basic understanding of the most important issues concerning globalization and various prominent attempts to grapple with the dilemmas this movement presents for politics, economics, and culture. By reviewing major concepts in economics, the class will also prepare students more fully for understanding global markets.

Course Expectations

First and most importantly: Read this syllabus carefully. Clearly understanding the class requirements will save us all trouble later.

I will conduct the class primarily as a discussion. If you are not there on time, you will lose participation credit for that day. Active participation in class is required and will count for 40% of the final grade. On average, I ask that students make a minimum of one or two comments per class period. Questions count as a form of participation. Class discussions should be respectful and considerate of others' views and opinions. Expect to be challenged, but look on it as an opportunity, not a threat.

Students should come to class with the assigned texts in hand and read, and your participation in class should directly reference the readings. In order to be prepared for this, you should take notes on the readings that identify key passages for discussion, or which you do not

understand. Under each class meeting, I have listed a few questions designed to guide your reading of the texts. You should come prepared to talk about these. Because I do not take attendance in the conventional way (and instead only count participation), if you miss a class session for any reason, you should turn in a 1-2 page, double spaced response to one of the questions about the readings discussed on the day(s) you missed (if you are pursuing the short essay option below, respond to both questions on a day you miss).

Some additional observations about reading for the class: these are not standard textbooks with bold lettering around every word you need to know. A casual reading or one undertaken with various distractions present will probably not get you very far. While these books make little or no attempt at philosophical argumentation, they still require attention to detail and time to understand them. Because of all this, you should probably allot two hours of focused attention per class meeting to the material. If you fail to do this, your ability to follow class discussion will be minimal and your chances of doing well on any of the writing assignments will be slim.

In terms of notes on the class readings, I recommend all students both mark up their books and take extensive notes with page references that essentially index the readings. You should type these up so that they are searchable. This is very time-consuming, but will benefit you tremendously for the two class papers. Regarding note-taking in class, I have noticed that once some time has passed, most students have a very difficult time following their notes from a discussion based class like this. Because of the circuitous nature of most discussions, you will not leave class with a neat outline. This means that if you want decent notes you can use to help you with papers and the final, within a day or so of each class, you should rewrite or type up the class notes and attempt to provide a structure for them that you will understand later in the class.

Silence all cell phones, pagers, or other communication devices while in class. If I catch you texting, you will be the first person I call on and you will lose participation credit for that day. If I catch you more than once, I will lower your final grade in the class and ask you to leave.

This syllabus is subject to change, but I will always provide advance notice both in class and via email. You can always find a copy of the most up-to-date syllabus on Blackboard.

Assignments and Grading

Because we will discuss the sections listed in class on the corresponding day, you must keep up with the reading and be ready to talk about it. You have two options for the writing component of your grade: the first requires you complete two take-home essays over the course of the semester (one due on October 14th and the other on December 19th); the second requires that you choose one of the discussion questions listed under the readings and write a 1-2 page essay responding to it at each class meeting. All late essays will be marked down one minus step per day until I receive them. I will determine your grades using the following breakdown:

First Paper:	30%	or:	Short Papers	60%
Second Paper:	30%			
Participation:	40%		Participation	40%

Both the individual components and final grade will be calculated on and entered into the gradebook under the slightly more generous 4.0 scale. So, A = 3.71-4.0, A- = 3.31-3.70, B+ = 3.01-3.3, and so on.

Textbooks

Please purchase the following books from a source of your choice. They should all be at the bookstore by the first week of the semester. Other readings and all course documents may be always found online at our course website on Blackboard. As class discussions will frequently refer to the text and our discussions will be hard to follow without the right page numbers, you *must* use these editions for the course.

Some students put off buying books or don't buy them at all because of financial concerns. The Dean of Students Office runs a program where you can get a loan to purchase course materials. They are located on the 4th Floor of the Student Center. You can also find contact information for them at their website:

<http://www.montclair.edu/deanstudents/contact.html>

Jagdish Bhagwati. *In Defense of Globalization*. Oxford University Press, 2004, ISBN: 0195300033

Easterly, William. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*, MIT Press, 2001, ISBN: 9780262550420

Hazlitt, Henry. *Economics in One Lesson*, Laissez Faire Books, 1996, ISBN: 0930073193

McDonald, Patrick J. *The Invisible Hand of Peace: Capitalism, The War Machine, and International Relations Theory*, Cambridge University Press, 2009, ISBN: 9780521744126

Mittelman, James H. *Hyperconflict: Globalization and Insecurity*, Stanford University Press, 2010, ISBN: 0804763763

Stiglitz, Joseph E. *Globalization and Its Discontents*. W.W. Norton, 2002, ISBN: 0393324397

Course Schedule and Readings

Before the first meeting, you should download and read these two handouts on writing and outlining. You should reference them for all future courses and writing assignments with me and anyone else:

Colburn and Uphoff, “Common Expository Problems in Students’ Papers and Theses,” in *PS: Political Science & Politics*, Vol. 45, No. 2 (April 2012), pp. 291-297

Budziszewski, “Course Handout on Analytical Outlining”

I will scan and send the first class meeting’s readings beforehand, but you must have the Hazlitt text by Monday, September 13th.

Part I: Basic Economics (from a Classical Perspective)

9/6: The Importance of Looking at the Big Picture

Read: Hazlitt, *Economics in One Lesson*, pp. 3-51

Discussion Questions:

- 1) What is the broken window fallacy? What lesson does Hazlitt believe this story conveys?
- 2) Why does Hazlett caution the reader about the role of public works in society?

9/13: On Interventions in the Free Market

Read: Hazlitt, *Economics in One Lesson*, pp. 52-100

Discussion Questions:

- 1) Why does Hazlitt think “full employment” is a dangerous fallacy?
- 2) What effects does protectionism have on society?
- 3) How does the price system function?

9/17: The Idea of Government Choosing Economic Outcomes

Read: Hazlitt, *Economics in One Lesson*, pp. 101-148

Discussion Questions:

- 1) Why does Hazlitt criticize rent control?
- 2) Does Hazlitt think unions serve any important functions?
- 3) What role do profits play in an economy?

9/20: Inflation, Savings, and the Future

Read: Hazlitt, *Economics in One Lesson*, pp. 149-195

Discussion Questions:

- 1) What dangers does Hazlitt believe inflation poses? Why?
- 2) Why does Hazlitt believe that the focus on secondary consequences remains so important to understanding political economy?

Part II: Globalization and the Role of States in Development and Growth

9/24: Efforts to Help the Poor

Read: Easterly, *The Elusive Quest for Growth*, pp. x-xiii, 5-45

Discussion Questions:

- 1) What are the most salient characteristics of the world's poorest people?
- 2) Why does Easterly criticize foreign aid designed to spur investment?

9/27: Revolutions and Stagnation

Read: Easterly, *The Elusive Quest for Growth*, pp. 47-99

Discussion Questions:

- 1) Easterly mentions two revolutions. What are they and what role do they play in his analysis?
- 2) What role does education play in development? If Easterly is right, is it more or less than you expected?

10/1: Loans and Growth

Read: Easterly, *The Elusive Quest for Growth*, pp. 101-170

Discussion Questions:

- 1) How does "aid financing reform" differ from "aid financing investment"?
- 2) What does Easterly mean when he claims that "people follow incentives"?

10/4: Creation, Destruction, and Disasters

Read: Easterly, *The Elusive Quest for Growth*, pp. 171-215

Discussion Questions:

- 1) What role does Easterly ascribe to luck in explaining growth? Why?
- 2) What is "creative" about the destruction markets wreak?

10/8: How Government Can Kill Growth

Read: Easterly, *The Elusive Quest for Growth*, pp. 217-253

Discussion Questions:

- 1) What are the most important ways Easterly claims that government can destroy economic prosperity?
- 2) Why are higher tax rates *not* in Easterly's list of prosperity-curbing government policies?

10/11: Mitigating Life's Extremes

Read: Easterly, *The Elusive Quest for Growth*, pp. 255-291

Discussion Questions:

- 1) Why does Easterly claim the middle class is important?
- 2) How does ethnic rivalry, internal conflict, and the like affect development?

Essay 1 Due 10/14 by 5 pm via email

Part III: Globalization's Goods and Ills

10/15: The Strengths and Weaknesses of International Institutions

Read: Stiglitz, *Globalization and Its Discontents*, pp. 3-52

Discussion Questions:

- 1) What does Stiglitz believe that international organizations might do well at that they have failed to do (or been discouraged from attempting)? Why?
- 2) What problems do institutions like the World Bank and the IMF face? Does Stiglitz believe they create any additional ones through their policies?

10/18: Privatization, Liberalization, and the Crises of the Market

Read: Stiglitz, *Globalization and Its Discontents*, pp. 53-132

Discussion Questions:

- 1) Why does Stiglitz believe that privatization and liberalization efforts did not succeed in Latin America, East Asia, and elsewhere?
- 2) What does Stiglitz mean when he emphasizes the need for fairness?

10/22: Russian Failures and Other Matters

Read: Stiglitz, *Globalization and Its Discontents*, pp. 133-179

Discussion Questions:

- 1) To what degree does Russia's development difficulties fit Stiglitz's analysis of Latin America and East Asia?
- 2) What trade laws does Stiglitz believe are most counterproductive to global wealth and security?

10/25: Going on the Offensive, For a Change

Read: Stiglitz, *Globalization and Its Discontents*, pp. 180-213

Discussion Questions:

- 1) What more proactive policies does Stiglitz believe the IMF and other organizations ought to embrace?
- 2) In what ways did countries that followed the IMF's recommendations fail? Why?

10/29 and 11/1: No Class

Reading to do by Monday:

Read: Stiglitz, *Globalization and Its Discontents*, pp. 214-258
Bhagwati, *In Defense of Globalization*, pp. xi-xi, 3-48

Discussion Questions:

- 1) Why does Stiglitz believe we cannot (or at least should not) abandon globalization?
- 2) What characterizes the "international public institutions" that Stiglitz believes might mitigate the worst effects of globalization?
- 3) What are the most important reasons Bhagwati believes motivate opponents of globalization?
- 4) Why do NGO's define much of the international discussion about globalization?

Skim Stiglitz and do your best to read Bhagwati – we will discuss as much of the first hundred pages or so of his work as we can on Monday.

11/5: Poverty, Inequality, and Democracy

Read: Bhagwati, *In Defense of Globalization*, pp. 51-105

Discussion Questions:

- 1) Why does Bhagwati care more about poverty than inequality?
- 2) How does Bhagwati believe global markets affect democracy? Why?

11/8: Culture, Labor Standards, and the Environment

Read: Bhagwati, *In Defense of Globalization*, pp. 106-161

Discussion Questions:

- 1) To what degree does Bhagwati believe global markets harm any the areas of life he discusses in this week's readings?
- 2) Is there any sense in which Bhagwati believes that globalization actually *improves* culture, labor standards, or the environment?

11/12: Corporations and Global Finance

Read: Bhagwati, *In Defense of Globalization*, pp. 162-218

Discussion Questions:

- 1) According to Bhagwati, what are the major roles that multi-national corporations play in globalization?
- 2) To what degree does Bhagwati believe people and capital should move across borders?

11/15: Life on the Upside?

Read: Bhagwati, *In Defense of Globalization*, pp. 221-265

Discussion Questions:

- 1) Why does Bhagwati believe the upsides of globalization override the changes it fosters in life around the world?
- 2) What changes or institutions does he believe might maximize globalization's potential for benefiting life?

11/19 and 11/22 – No class, Thanksgiving Break

Part IV: Globalization and International Relations

11/26: Liberalism, Trade, and International Relations Theory

Read: McDonald, *The Invisible Hand of Peace*, pp. 1-49

Discussion Questions:

- 1) What are the most important characteristics of American Grand Strategy? How does McDonald justify his argument?
- 2) What are the main tenets of liberal international relations theory? To what degree does McDonald support them?

11/29: Visible Institutions and the Invisible Hand

Read: McDonald, *The Invisible Hand of Peace*, pp. 50-110

Discussion Questions:

- 1) What is the invisible hand? Why does McDonald believe it to be important for international relations?
- 2) What does McDonald believe the role of international economic institutions has been in history? Does he believe on balance that they help secure peace?

12/3: Free Trade and Peace?

Read: McDonald, *The Invisible Hand of Peace*, pp. 111-130, 284-308

Discussion Questions:

- 1) Why does McDonald believe free trade rather than specific forms of government mitigate the occurrence of wars?
- 2) What role does McDonald believe the United States ought to play in international relations today?

12/6: Competition, Power, and Conflict

Read: Mittelman, *Hyperconflict*, pp. 1-51

Discussion Questions:

- 1) What does Mittleman believe makes conflict “hyper”?
- 2) How does Mittleman indicate that previous attempts to grapple with the real state of the international order have failed? Why do they not measure up in his mind?

12/10: Coercion and Investment

Read: Mittelman, *Hyperconflict*, pp. 52-116

Discussion Questions:

- 1) What is “coercive globalization”? How does Mittleman differentiate his argument from previous ones we have read?
- 2) What does Mittleman believe we can learn from a study of the Asian “debacle”?

12/13: Moving Beyond Conventional Security?

Read: Mittelman, *Hyperconflict*, pp. 159-203

Discussion Questions:

- 1) Mittelman claims that hyperconflict may destroy the existing world order. What is his single strongest reason for this?
- 2) How does Mittelman hope world order will change for the better in light of his theory?

Second Essay Due 12/19 in hard copy by 4:30 pm in Dickson 204