INTRODUCTION

The term “globalization” has become pervasive in both academic and policy debates, yet its meaning is not always clear. What does it actually mean? How new is the process to which it refers? What are its economic, social, political and cultural dimensions? Who and what is its driving force? What counterforces does it unleash? What forms of cooperation and conflict in the international system does it generate? Who are the winners and the losers in the process of globalization, or are all likely to be winners? And what are the implications of the processes of globalization for the future of democracy and the nation-state in both developed and developing countries?

In this course we will argue that a global society has begun to emerge over the past several centuries for the first time in the evolution of the human species. What appears new to the human condition is the widening scope, intensity, accumulating density, real-time speed and impact, cascading effects and synergisms of human exchanges across the globe over an increasing number of domains. Most prominent are those associated with rapid technological change and their almost instantaneous diffusions around the world, rapid, long-range transportation, and global markets of all kinds — trade, monetary,
financial, and labor. These globalization domains and the processes of human exchange with which they are associated now also encompass shared security and ecological threats, disease, crime, terrorism, ceaseless movements of populations across national borders, and globalizing gender and human rights concerns. The events of 9/11, however devastating and pervasive their impact, comprise only a tiny fraction of the human relations associated with the world society of which we, like it or not, are a part.

We can conceive this world society as expanding, thickening, and continuing sets of interdependent exchanges between and among actors of all kind — individuals, groups, corporations, states, and international organizations — governmental and non-governmental. These bewilderingly complex transactions between and among these actors stretch around the globe. Underlying each transaction and the total of these transactions at any point in time is a common property: the realization everywhere that the goals, interests, and values of actors depend increasingly on the cooperation of others elsewhere in the world society to get what they want.

Although the focus of most of the readings and discussion throughout the semester will emphasize the multiple aspects of globalization, the instructors will give special attention to identifying the existence of a world society and how it is governed. Governance refers to the norms, principles, rules, institutions and organizations (and the power that they dispose) that orient and regulate the multiple exchanges animating the world’s populations. These total today over six billion people; they are projected to top nine to ten billion by 2050.

The course argues that the world society in which we are engaged is governed in terms of the responses of the world’s peoples to three imperatives: Order, Welfare, and Legitimacy (OWL). These responses constitute governance without a government. OWL imperatives and their respective power structures are endemic to all human societies through time and space. They no less confront the members of the world society today. Focus will be primarily on describing and explaining the governance of the world society in terms of these OWL imperatives and the unique power structures associated with each imperative. In short, the world society is governed, but governance must be understood as governance without government. In no sense does a world government now exist, nor is there any likelihood in the foreseeable future that one will emerge.

The provisional solutions advanced by the populations of the globe at this point in human evolution for order-welfare-legitimacy imperatives are, respectively, the nation-state (order), an institutionalized process for ceaseless scientific discovery and technological development and global markets (welfare), and an incoherent mix of conflicting principles and value systems as solutions to authoritative rule of the world society (legitimacy). These principles and value systems range from democratization and popular sovereignty to appeals to divine revelation and religion and to local ethnic, racial, and national group customs, mores, and identities, and culture as the authoritative basis for legitimate governance. The course will identify some of the principal flaws of thee
OWL solutions and post-global governance as among the most critical problems confronting the world’s populations, if the world society is to be preserved and perfected.

Since the very notions of a global society and governance are contentious and poorly understood, the course will attempt to provide a set of balanced discussions and readings to assist students in making up their own minds about the composition of the world society and its governance and how these can be most aptly and accurately described, explained, understood, and validated.

The course invites students to think in new ways about what, arguably, is a revolutionary condition in human affairs and social evolution. It may be an exaggeration to say, as Susan Strange, past-President of the International Studies Association, suggests, that “most Western social science has been rendered obsolete by . . . globalizing changes.”2 In many ways politics as usual and commitment to traditional values and interests will continue along well-worn paths. Illustrative are the re-awakened expression of cultural, religious, national, ethnic, and tribal identities and loyalties. As a backlash to the processes of globalization, there is, indeed, a movement to ensure “globalization from the bottom up” to mitigate and undo what many believe are currently powerful forces at work to draw the populations of the world into an integrated world system.

This course seeks to provide students with elementary concepts to make sense of this world society and where they fit within it. It also attempts to develop basic criteria and critical skills to assist students in evaluating the workings of globalization and what they might do to preserve, reform, or reject those elements impacting on their lives and what they care about. These goals respond to the requirements of an open, democratic society in the United States. These imply an informed citizenry capable of guiding the use of American power to serve national interests, aims and values, as well as those of the peoples of the world on whose cooperation the realization of American aspirations depend.

SEMESTER ASSIGNMENTS

A. Attendance, Class Participation and Reading Assignments:

The study of international relations introduces the student to a complex area of study that combines a knowledge and understanding of history, philosophy, politics (both domestic and international), economics, social psychology, culture – taken together a substantial number of the discrete fields into which we have subdivided knowledge. Given this complexity, it is essential that students come to each class having read the assigned reading material. Class sessions are meant to clarify and supplement the readings; they will not, however, replicate the readings and will often assume that students have read and understood the materials. Thus, regular class attendance and participation are required for three reasons. First, materials covered in lectures and discussion groups will be included in all tests and examinations. Second, classroom

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participation will provide the student with the opportunity to raise any questions that she or he may have about both the readings and the lectures. Finally, final grades will be based, in part, on an assessment of the effort that students have put into the course: attendance and participation are visible indicators of such effort. Class attendance and participation will represent ten percent of the final grade for the course.

**Required Texts:**

Copies of the following books are available for purchase at the University of Miami Bookstore. Should the Bookstore run out of copies of the texts and other local bookstores not have them available, I strongly recommend that you immediately order them on-line. Barnes and Noble [www.bn.com] and Amazon [www.amazon.com], for example, usually deliver materials within a week of ordering [for orders valued at more than $25.00 neither Barnes and Noble nor Amazon charges a delivery fee]. Another location that usually provides information about lower prices for books is Textbookland [http://www.textbookland.com/]. It will probably be easiest to find books on the textbookland website using the ISBN number included below for each book.

Note that these texts are also available at the reserve desk in Richter Library.


A number of articles listed below are available electronically on Blackboard.

**B. Written Projects** [note that students will receive writing credit for this course]:

1. **Journal of Issues in Globalization:** Each student will maintain a journal of major events relevant to globalization. To maintain the journal the student must write two entries each week. Each entry should include a summary of a major article appearing in *The New York Times; The Economist*; or a major foreign newspaper such as *The Times* (London), *The Financial Times: Frankfurter Algemeine Zeitung, Die Zeit, Le Monde*, or similar newspapers. Students should use the online version that can be found at: [http://www.nytimes.com/](http://www.nytimes.com/), etc.

   Each summary should be approximately one-half page in length, printed and double-spaced using 12-point typescript. It should provide the student’s commentary on and analysis of the development described in the article and should relate the assumptions or the argument of the article to the general examination of globalization that we are conducting in the course. Students
should be sure to include full bibliographical information on each article: author, title, source, and date.

Journals will be submitted three times during the semester. The first submission, with 10 entries, will be due at the beginning of class on 15 February; the second submission, with 8 new entries, will be due at the beginning of class on 22 March; the third and final submission, with 8 addition entries, will be due at the beginning of class on 19 April. Collectively the journals will be worth fifteen percent of the course grade.

Note: papers not submitted in class on the due date will be considered late. Late papers will be downgraded a half letter grade for each weekday that they are late.

2. **Position Paper:** Over the course of the semester each student will develop a policy recommendation paper concerning a major global problem/concern. The final paper will identify a major international issue of importance [terrorist threats, growing trade imbalances, the threat of global warming, the prospect of ethnic conflict, nuclear proliferation, international organized crime, etc.]. This segment of the paper should state clearly the nature and source of the problem, as well as the nature of the threat – both short- and long-term – that it poses for the merging global society. In describing the problem area the student should support her/his discussion with concrete information, the sources of which are clearly indicated.

The second portion of the paper should examine possible approaches that might be taken to deal with the problem described earlier. In discussing each of the potential solutions of the problem the student should assess in some detail both the pros and the cons of the approach under discussion, including financial and political benefits and costs. Special attention should be given to possible longer-term negative implications that pursuit of a particular approach might bring with it.

In the third and final section of the paper the student should make his/her recommendation about the best course of action to pursue. What policy should be carried out and why?

Students may well wish to select a topic on which to write their policy recommendation paper early in the semester, so that they can focus on the issue as they prepare their weekly entries in their journal. [Obviously, however, not all topics will lend themselves to this approach.] In addition, some of the materials included on the CD-ROM and at [http://politicalscience.wadsworth.com/kegley9/](http://politicalscience.wadsworth.com/kegley9/) may be of use in preparing the position paper. On 6 February students will submit in writing a brief description of the proposed topic of their position paper along with a justification of the topic. The instructors will advise them on the feasibility of the topic and provide suggestions about how they might proceed in developing their papers.
On 29 March students will submit a one-two page outline/précis of their papers. The outline/précis should present the basic outline of the argument that will be developed in the final paper. The final paper, which should be about ten pages in length, double-spaced, will be due in the last class on 26 April. The position paper project will be worth twenty-five percent of the course grade, with the final version making up three-quarters of the paper grade.

Note: papers not submitted in class on the due date will be considered late. Late papers will be downgraded a half letter grade for each weekday that they are late.

3. **Criteria for the evaluation of written materials.** Each returned written assignment will identify weaknesses in rhetoric and substance and suggest ways in which the paper might be improved. The papers will be evaluated in terms of the following criteria:

   a. Mechanics of rhetoric – spelling (use spell check, but be aware of its flaws), grammar, syntax, punctuation.
   b. Organization and clarity of presentation of the material.
   c. Discrimination and depth of analysis in the options presented.
   d. Persuasiveness and cogency of the argument.
   e. The supporting evidence and documentation.
   f. The depth of the research and the degree to which there is a clear relationship between cited material, the written presentation, and the tasks required in the assignment.
   g. Proper form in citing quotes and evidence in the footnotes and bibliography.
   [For detailed suggested see *Guidelines for Written Papers*, below]

C. Examinations

There will be **one mid-term examination**, worth twenty percent of the course grade, as well as a **final exam**, worth thirty percent of the course grade. The first will be a regular ‘hourly’ exam; the second will be a standard 2.5 hour final exam. These examinations will be based on assigned readings, class lectures, and class discussion. The hourly exam will cover the materials for the portion of the course immediately preceding it. The final examination will cover the entire course, with emphasis on the final portion after the hourly exam. The examinations will be a combination of both identification and essay questions, with emphasis on the latter. In their essays students will be asked to define key terms, to relate materials to one another, and to develop arguments based on the concepts and materials presented in the readings, lectures and class discussions.

The first exam will be held in the regular class period on 8 March. The final exam, will cover material from the entire course with special attention to material covered in weeks 9-14, and is scheduled for **Wednesday, 9 May, 2:00-4:30 p.m.**
D. Grading:

Grades will be based on a combination of class attendance and participation, the written assignments and the examinations. The breakdown of grading for the course is summarized as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>ten (10) percent</td>
</tr>
<tr>
<td>Written assignments</td>
<td></td>
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<tr>
<td>Total of three journal submissions</td>
<td>fifteen (15) percent</td>
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<tr>
<td>Position paper</td>
<td>twenty-five (25) percent</td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
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<tr>
<td>Midterm Exam</td>
<td>twenty (20) percent</td>
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<tr>
<td>Final examination</td>
<td>thirty (30) percent</td>
</tr>
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E. Course Rules and Honor Code:

1. Academic honesty: All work for this course must be the student’s own. Please refer to the Student Handbook for the University of Miami Undergraduate Honor Code. That Code binds all students. By enrolling in this course you pledge to abide by the ethical academic standards listed in the above document. Anyone guilty of academic dishonesty will fail the course. One of the most common sources of problems arises in the failure to indicate sources used in completing requirements. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be referred to the University Honor Code. In short, all ideas that are not your own or are not part of “common wisdom” should be footnoted. A general rule is that, if the information cannot be found in three or more commonly available sources, it should be referenced. All direct quotations must be placed in quotation marks. These guidelines will be enforced. If you are unsure whether or not to footnote, err on the side of caution and footnote. For additional information on this and related matters see the guidelines on writing that follow the syllabus timetable, as well as Gordon Harvey’s *Writing with Sources*.

2. Arrive in class and be seated BEFORE the bell rings!!!

3. In the classroom please turn off cell-phones and beepers and remove your hats.

4. Only in the most serious of circumstances [serious personal illness, family emergency, travel for unavoidable university business, etc.] will the primary instructor grant permission – which must be obtained in advance – to delay the due date for an assignment.

5. Students may request the instructor to reassess exam questions that they believe have been inaccurately evaluated. Requests for re-evaluation must be submitted to the instructor in writing [including via e-mail], with a copy to the relevant
teaching assistant, within a week after the examinations are returned to students. The written statement must suggest and defend the grade that the student believes he/she deserves. Note that the initial responsibility for grading lies with the instructor in your discussion session. Therefore, all questions about exams and other graded projects should be raised initially with her/him.

6. The instructors are interested in helping you master the course materials. You questions are invited in class, especially in the discussion sessions. Also, you are encouraged to take advantage of office hours to raise questions about materials covered in the course or about other matters. Also, e-mail is a wonderful way to pose questions and share materials; please be sure that you provide your current e-mail address.

F. Course Outline and Reading Assignments:

16 January: Session 1: Introduction
No assigned reading

18 January: Session 2: Globalization debate I (the hyper-globalization thesis)

23 January: Session 3: Globalization debate II (the skeptics)

25 January: Session 4: Globalization debate III (the transformationalists)
David Held et al, op cit.: Ch. 1, pp. 32-86.

30 January: Session 5: Summary of the Globalization Debate
No new readings

1 February: Session 6: The United Nations


**6 February: Session 7: International law and human rights**


**Topic/proposal for policy paper due in class on 6 February**

**8 February: Session 8: Globalization, national security and the Cold War**

David Held *et al*, *op cit.*, pp. 87-137

Roger E., "The Superpower Quest for Empire: The Cold War and Soviet Support for ‘Wars of National Liberation’,” *Cold War History*, vol. 6, no. 3 (2006), pp. 331-352., *on Blackboard*

**13 February: Session 9: The post-Cold War international system and US hegemony**

David Held *et al*, *op cit.*, pp. 137-148


**15 February: Session 10: The Myth of U.S. Hegemony**


**Journal 1 due in class on 15 February**

**20 February: Session 11: Globalization and regionalism**


**22 February: Session 12: Regional integration in the European Union**

**27 February: Session 13: Globalization and international finance**
David Held *et al*, *op cit.*: Ch. 4, pp. 189-235.

**1 March: Session 14: Globalization and international trade**
David Held *et al*, *op cit.*: Ch. 3, pp. 149-188

**6 March: Session 15: Review for Midterm Examination**
No assigned reading

**8 March: Session 16: In-class midterm examination**

**10-18 March 2007 SPRING RECESS**

**20 March: Session 17: Corporate power and global production**
David Held *et al*, *op cit.*: Ch. 5, pp. 236-282.

**22 March: Session 18: Globalization and international migration**
David Held *et al*, *op cit.*: Ch. 6, pp. 283-326.

*Journal II due in class on 22 March*

**27 March: Session 19: Poverty and equity in the international system**

**29 March: Session 20: Globalization and the environment**
David Held et al, op cit.: Ch.8, pp. 376-413

Précis of position paper due in class on 29 March

3 April: Session 21: Globalization and democratization

5 April: Session 22: A globalization of norms

10 April: Session 23: Nationalism, culture and the anti-globalization backlash
David Held et al, op cit.: Ch. 7, pp. 327-375.

12 April: Session 24: Islamic extremism and the terrorist threat

17 April: Session 25: Globalization and international crime: trafficking, organized crime and money laundering

19 April: Session 26: Globalization and international crime: rogue states, illicit arms and WMD

Journal III due in class on 19 April

24 April: Session 27: Contemporary globalization: Winners and losers
Jared Diamond, “The Ends of the World as We Know them,” in Robert M. Jackson, op cit., pp. 30-33.

26 April: Session 28: Globalization and the demise, resurgence or transformation of state power
David Held *et al*, op cit.: Conclusion, pp. 414-432

Policy Paper due in class on 26 April.

28 April – 1 May Reading Days

9 May, Wednesday Final Written Exam
2:00-4:30 p.m.

Summary of Assignment Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>6 February</td>
<td>position paper topic</td>
</tr>
<tr>
<td>15 February</td>
<td>Journal 1</td>
</tr>
<tr>
<td>8 March</td>
<td>midterm examination</td>
</tr>
<tr>
<td>22 March</td>
<td>Journal 2</td>
</tr>
<tr>
<td>29 March</td>
<td>position paper précis</td>
</tr>
<tr>
<td>19 April</td>
<td>Journal 3</td>
</tr>
<tr>
<td>26 April</td>
<td>final position paper</td>
</tr>
<tr>
<td>9 May</td>
<td>final examination</td>
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</tbody>
</table>
G. Guidelines for Research Paper

The research paper should deal with some important recent/current political/security issue or case concerning the foreign or security policy of one or more countries or a related topic. Regardless of the topic selected, the student should deal with it **analytically**, not merely descriptively. This means that the paper should address a specific **question and develop and support an argument**. It should draw upon the relevant theoretical literature.

1. Format of the Paper

The paper should stay within the page limits listed above [12-point type with standard margins]; it should be formatted in standard research paper form -- i.e. including reference notes (either at the bottom of the page or at the end of the paper or employ "scientific notation" and a bibliography. The format listed below should be used for both notes and bibliography.

2. Essay/Paper Style Sheet

*Writing clear and concise English is a skill that will benefit you throughout life. I do take good writing seriously and enjoy reading papers written in clear, correct English. It is a joy to read clear sentences that have both subjects and verbs, that do not sprinkle commas around at random, and that realize that English language plural nouns do not use apostrophes. The short amount of time that you take editing your paper will catch most of the mistakes that drive teachers crazy.*

Students who have difficulties with rhetoric are encouraged to purchase William Strunk, Jr. and E. B. White, *The Elements of Style*. New York: Macmillan, 1999. 4th edn. To ensure that you understand when and how to provide references for materials used you should consult Gordon Harvey, *Writing with Sources: A Guide for Students*. Indianapolis, IN: Hackett Publishing, 2002 or a similar source. These two guides should prove to be useful throughout your entire career as a student, as well as later in life.

Please note that this style document is briefly and generically written. It neither covers all situations, nor is it intended for just one type of writing assignment. Specifically pay attention to the citation guidelines, for all parts may not apply to a particular assignment.

If you want to avoid some common problems, read the following rules carefully:

1) **Never use contractions.** If you are going to use ‘don’t’ and ‘can't,’ you may as well write ‘gonna’ and ‘coulda.’ Contractions are markers of casual speech in written form. Use the forms ‘do not’ and ‘cannot’ instead.
2) **Make certain that all sentences have both a subject and a verb.** Sentence fragments are sentences that are missing either a subject or a verb. "A man who had traveled all over the country and lived in many states" is not a sentence, since it has no verb. The man is not doing anything, since there is no verb in this sentence. Careful editing will pick up mistakes like this one.

3) **Pronouns need antecedents.** Never start a paragraph with a sentence like, "They created a Congress consisting of a Senate and a House of Commons." The reader has no idea who 'they' are. If you use a definite pronoun (he, she, it or they) or indefinite pronouns (this, that, these or those), be certain that these pronouns refer back to some concrete noun.

4) **Introductory participial phrases modify the subject of the main clause of the sentence.** "Waiting for the train to arrive, it became clear that I was going to be late" is incorrect. In this case the participle "waiting" modifies the subject "it" grammatically. In fact, it is meant to modify an implied "I." The sentence must be restructured.

5) **Word processors have spell check for a reason.** Every word processing program has some sort of spell checking system. **USE IT.** You might also consider using the grammar check function that many word processing programs now contain. Remember to proofread your final copy, because spell check cannot pick up mistakes like 'tot he' instead of 'to the'. Grammar check may have even a greater risk of error. Therefore, be careful, as you use these tools.

6) **Use the right form of the word.** The English language is filled with dozens of spelling land mines, words that sound the same but are spelled in three or four different ways. These homonyms still cause people problems. The worst offenders that teachers find are:

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>there</td>
<td>an adverb denoting place</td>
</tr>
<tr>
<td>their</td>
<td>a possessive adjective for the pronoun ‘they’</td>
</tr>
<tr>
<td>they’re</td>
<td>a contraction for ‘they are,’ which you should not use anyway</td>
</tr>
<tr>
<td>its</td>
<td>a possessive adjective for the pronoun 'it'</td>
</tr>
<tr>
<td>it's</td>
<td>a contraction for 'it is,' which you should not use anyway</td>
</tr>
</tbody>
</table>

**Note:** its' is not a word in the English language.

7) **Punctuation is not for decoration.** Commas are not thrown into sentences at random. The English language has rules for the use of commas. Learn these rules and follow them. The same holds true for semi-colons, colons and other forms of punctuation. Any large dictionary and most pocket dictionaries have brief reference sections on the proper use of punctuation.
8) **Have someone else read your paper.** When you have spent thirty hours working on a paper, the last thing you want to do is look at it one last time to see if everything is spelled correctly. Also, it is hard to identify errors if you have become too involved in the paper. Have someone else look at your paper to pick out any mistakes you may have missed. Failing this, try reading the paper aloud. You can often hear and spot grammar and spelling errors in this fashion.

8) **Consistently cite your sources.** You must properly cite your source if you use an idea or quote from another's work. For citing sources (footnotes or endnotes) in research papers, I prefer that you use the following style:

a. **Bibliography:**

   All entries should be listed in alphabetical order, last name first, using the following format:

   1) **Periodical article:**

   Some journals do not employ volume numbers, others do not employ consecutive pagination within an entire volume. This format can be adjusted to the former by excluding the volume number, and presents no problem for the latter situation.

   2) **Article in an edited book:**

   3) **Authored book:**

   4) **Edited book:**

   5) **Newspaper article:**

   6) **Miscellaneous publication:**
   Some items do not fit easily into any of the categories listed above. You should adapt the format to fit the item. For example, pamphlets can usually be treated as books.

   7) **Translated material:**
For translated materials, full publication information should be provided for both the original and the translation source: e.g., *Pravda*, date, p.?; translated in *Current Digest of the Post-Soviet Press*, vol. ?, no. ?, date, p. ?.

8) **Internet material:**
These materials should be treated as publications. Full information concerning the source should be given, so that the reader will be in a position to find it. In the case of “reprinted” materials, both the original and the internet source should be given: e.g., “Yeltsin Administration Upbeat On Outgoing Year,” Moscow, 30 December 1997, *Interfax*; available on *Johnson's Russia List* #1453, 30 December 1997 <davidjohnson@erols.com>. “Russia, China Sign Nuclear Deal,” *RFE/RL Newsline*, Vol. 1, No. 187, Part I, 30 December 1997 <http://www.rferl.org/newsline>. Since you cannot cite pages for internet sources, you should be especially careful to provide proper link information and dates when accessed.

9) **Unpublished material:**
Specific information should be provided about the source of unpublished material, such as interviews, letters, and other documents. The name of the interviewee, the date and place of the interview should be provided. Letters and other documents should be treated in similar fashion. In all cases information concerning the current location of the material should be provided.