Globalization and Economic Justice (Graduate Seminar)
Meets: Thursdays 1:30-4:15 PM

Professor: LaDawn Haglund
E-mail: ladawn.haglund@asu.edu
Virtual Office Hours: T&Th 12:00-1:00
(Syllabus subject to revision)

“...the market cannot be superseded as a general frame of reference unless the social sciences succeed in developing a wider frame of reference to which the market itself is referable. This indeed is our main intellectual task today in the field of economic studies. ...Such a conceptual structure will have to be grounded on the substantive meaning of economic.”

-Karl Polanyi, “The Economy as Instituted Process”

I. Course description

This seminar explores the political economy of globalization from a theoretical as well as practical standpoint. Sources used will come from a variety of disciplines – sociology, political science, international relations, geography, law, and economics – all of which contribute unique theoretical and normative tools for analyzing the effect of global forces on economic justice.

The guiding methodological framework of many of the works read will be comparative-historical, due to the inherently comparative nature of international political economy. We will also devote a substantial amount of time to pinpointing and analyzing the role of actors and agency in the global economy, as well as the effect of specific institutional and political arrangements on economic justice and human rights in both developed and developing countries. Substantive topics include monetary and fiscal policy, trade, finance, the role of the global economy in economic development, the impact of corporate globalization on labor and the environment, and sources of resistance and alternative visions.

At the completion of this course, students will be able to:

- Explain what globalization in the current era is, and is not

- Identify the ways that nations and societies have attempted to promote social and economic rights and well-being vis-à-vis global forces

- Identify the ways that state power and state sovereignty have – and have not – changed over the last several decades

- Analyze the role of power in the international political economy, including the way it shapes struggles over conflicting policies and projects
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- Analyze the structural characteristics of global capitalism, including the institutional and political spaces in which different visions are advanced and/or contested

- Evaluate the effects of globalization forces on poorer societies and vulnerable groups, as well as on workers around the world and the environment

- Critically examine our political responsibility in regard to global justice, as well as develop a set of ideas regarding how more just alternative visions may be realized

- Apply critical theory and methods to the study of globalization and economic justice

Student learning outcomes: This course provides a basis for research in the fields of international and comparative political economy, globalization and development, and human rights. It will prepare students for a comprehensive exam in the area of international political economy, as well as serve as a foundation for future work in globally-focused governmental agencies, non-governmental organizations, or policy institutes.

II. Course requirements and grading

Students must:

a) Attend all class meetings and participate in discussions
b) Do all required readings prior to the class for which they are assigned
c) Complete discussion posts outlining critical reactions to the assigned texts
d) Lead class in a review and discussion once during the semester
e) Complete 2 short (5-7 page) papers on substantive themes
f) Submit an annotated bibliography of sources to be used for the final paper
g) Complete a 18-22 page final paper with final bibliography (not annotated)

a) Both attendance and participation are vital to the success of the seminar and to your grade and are particularly important given the small number of class meetings during the semester. Students who miss more than one class will face penalties for their final grade.

b) This is a reading-intensive seminar. The field of globalization studies is diverse, rapidly growing, intellectually stimulating, and politically contentious. Thus, we will cover a lot of material (up to 200 pps/wk) during the semester. All seminar participants are expected each week to allot the time required to read assigned materials thoughtfully and thoroughly, and watch films, prior to class. This will provide the basis for your active participation in our discussions. I strongly recommend, as a matter of good scholarly practice, to take extensive notes on all your assignments, outlining the main ideas and clarifying any unfamiliar terms or concepts.

c) Discussion posts of 500-800 words, outlining your critical reflections on the assigned texts, are required. A separate set of guidelines will be distributed to assist in completing these posts.

Note: Although discussions occur online, your posts should not be written while you are online. Despite our use of Canvas, discussions are not informal “chat sessions.” They are intended to provide thoughtful academic commentary, comprising brief but well-organized reflections,
questions and criticisms regarding the readings. Conventional grammar and punctuation rules should be observed!

d) **Student-led discussion:** students will lead class discussion once during the semester. Sign-up will take place during the 1st session. *If you join class after this, it is your responsibility to contact me in order to sign up.* You will select one short reading (not more than 25 pages) or video (not more than 25 minutes) for your peers to consider in addition to the week’s assigned materials and transmit this material electronically one week prior to your presentation. Your task as discussion leader will be to raise important questions and issues, based on the posts and critical reflections of all students. You should attempt to find common themes, points of divergence or confusion, and interesting observations that can guide the conversation in fruitful directions. You should not regurgitate the readings, as everyone will be expected to have done them prior to class. You are encouraged to link the week’s themes to current news. **You should plan for one hour of material for this student-led discussion.**

e) **[Replaced by discussion board posts in 2020]** There will be two short papers (5-6 pages) that explore and critique the arguments made in the readings from the first two sections of the course:
   1) globalization in historical perspective
   2) economic globalization (finance, trade, and investment), the state, and human rights
You can utilize (and cite) comments from your own weekly posts for these short papers, though I would like to see you synthesize, analyze, and critique the materials in a scholarly manner, and from the perspective of each topical area as a whole. I will provide guiding questions for these papers prior to their due date.

f) Your **annotated bibliography** should consist of a brief (3-6 sentence) statement regarding the type of paper you will do (proposal, research paper, or theory paper) and its topic/questions, followed by a minimum of 10 scholarly sources that you intend to utilize, explaining in 2-3 sentences how each source will be useful for your topic. Please submit to me on the due date. A PowerPoint presentation will be posted on Canvas to guide you in constructing this bibliography.

g) Your **final paper** should be approximately 18-22 pages, and should link your research interests with theoretical approaches to - and empirical realities of - economic globalization. You have three options in choosing the format of this paper:
   1) a dissertation (Ph.D.) or research grant (M.S. or Ph.D.) proposal
   2) an original research paper on a topic of globalization and human rights or globalization and economic justice (with intent to publish)
   3) a theoretical examination of a real-world globalization and human rights and/or economic justice issue (comparing/contrasting at least two theoretical perspectives), with a discussion of possible methodologies for testing these theoretical approaches

Your choice of format should depend on your year and progress toward degree, as well as on your professional goals. Regardless of which you choose, I urge you to think in terms of praxis, defined as:

“The process by which a theory or lesson becomes part of lived experience. Rather than a lesson being simply absorbed at the intellectual level in a classroom, ideas are tested and experienced in the real world, followed by an opportunity for reflective contemplation. In this way, abstract concepts are connected with lived reality.”
Thus, all papers should include a theoretical framework, a review of relevant literature, and a discussion of methodologies for understanding real problems posed by the issue. You are required to meet with me to discuss your paper at least once before you write it.

**Important:** I expect graduate students to have mastered the basics of writing papers, using a standard style manual and proofreading their work. Please take the time to present professional quality work. Get to know one of the social science style manuals – e.g., *A Manual for Writers of Term Papers, Theses, and Dissertations* (Kate L. Turabian), *A Manual of Style* (University of Chicago; see examples here: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) → Author-Date Tab), or the *APA Manual* – and pay particular attention to the pages on bibliographic references. You can lose up to a full grade for sloppiness, noncompliance or inconsistency with an established style, or poor proofreading.

**Your grade will be based on the following:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Attendance, participation, presentation</td>
<td>25%</td>
<td>90-94 = A- 95-100 = A</td>
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<tr>
<td>Critical reflection posts: 25%</td>
<td>80-83 = B- 84-86 = B 87-89 = B+</td>
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<td>Final paper: 50%</td>
<td>74-76 = C 77-79 = C+</td>
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<td></td>
<td>60-73 = D</td>
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<td>Below 60 = E</td>
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**The grading scale is as follows:**

**Please note that late work will not be accepted without a documented and dire reason.**

**III. Course materials (most sources are available through Canvas)**

**Required texts** will be announced (and usually made available) in your course “Modules”


**Supplementary materials**

- You will watch some films outside class; check course modules for information and links
- Non-scholarly articles, when assigned, will be posted on Canvas
- Check reputable and independent news sources for stories that illustrate course themes; some examples include:
  - New York Times (ASU free access)
  - Wall Street Journal (ASU free access)
  - The Guardian (UK)
  - Al Jazeera (Global)
  - Democracy Now!
  - Inter Press Service (international news)
  - Truth Out
  - The Real News
  - Alternet
  - One World
  - Open Democracy
IV. Synchronous class sessions

This course will be taught remotely via Zoom, meaning that you are not required to come to campus but should plan to log in remotely for synchronous class lectures and discussions on Thursdays at your regular class time. To access Zoom sessions, go to myASU and click the “Attend via Sync” button next to this class on your schedule (ASU courses can also be accessed at myasucourses.asu.edu). When attending remotely, be sure you have all your technology in order before the start of class, and try to find a location where you will not be interrupted for the full class period. You can find more information on ASU Sync at https://provost.asu.edu/sync/students and https://www.asu.edu/about/fall-2020.

I recognize that parents and caregivers may face unique challenges in attending classes via Zoom, especially with many children learning from home and schools facing sudden closures. Thus, I expect that children may be present in class from time to time. This is welcome. Stepping away momentarily for childcare reasons is also understandable and expected; parents may simply mute and/or turn off their camera as necessary and rejoin us when they are able. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with parents to help them feel supported.

V. Technology Requirements

The following are required to join this course remotely:

- Chrome, Mozilla Firefox, or Safari Web browser
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- A built-in or standalone webcam, microphone, headset/earbuds, and speaker
- Reliable broadband internet connection that can effectively stream live broadcasts (DSL or cable); a speed of at least 5.0 mbps is recommended; use this tool to test your connection
- Microsoft Office is suggested (Microsoft 365 is free for all currently-enrolled ASU students)

ASU encourages the use of PC or Apple computers (not Chromebooks or iPads). If you cannot personally finance computer equipment, ASU has a laptop and WiFi hotspot checkout program.

**Borrowing and returning laptops through ASU Library:**

- Any currently enrolled ASU student is eligible to checkout a laptop
- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance; Current availability of laptops can be found [here](#)
- Laptops can be returned anytime, but will be due at the conclusion of the fall 2020 semester
- Rentals are limited to one laptop per student
- Laptops are available for checkout at Hayden and Noble (Tempe), Fletcher (West), Downtown Phoenix, and Polytechnic campus libraries; [check current library hours here](#)
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- Familiarize yourself with ASU’s [Computer Use Policy](#) and [Computer, Internet, and Electronic Communications Policy](#)
• Borrowers are responsible for loss, damage, and theft of the laptop while in their possession; please verify the condition of the laptop at the time of check-out and upon check-in

Technical Support: If you have a technical issue, make sure to document everything that happens and contact technical support immediately – before contacting the instructor. Canvas help can be found at the “Help” link on the left menu of Canvas; you may also contact ASU’s help desk toll-free at 1-855-278-5080. To monitor the status of campus networks and services, visit the System Health Portal (http://syshealth.asu.edu).

VI. Miscellaneous course information

Obvious courtesies:
• Arrive on time
• Turn off your cell phone
• Do not engage in e-communication during class
• Let me know in advance if you must leave early

Incompletes: A mark of ‘I’ (incomplete) is given by the instructor only when a student who is otherwise doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I” is recorded. When you complete the course, the instructor must submit an online grade change request. An "I" will be automatically changed to a failing grade "E" (0.00 for purposes of evaluating graduation requirements) if not completed within one calendar year. Official University policy can be found at: http://www.asu.edu/aad/manuals/ssm/ssm203-09.html.

Academic integrity: Academic honesty is expected of all students in all examinations, papers, lab work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal, not to mention lifelong shame and regret. For more information, see http://provost.asu.edu/academicintegrity/.

Plagiarism is a serious offense. Anyone caught plagiarizing could fail the plagiarized assignment and perhaps the class. Plagiarism includes failing to cite sources, failing to put quotation marks around direct quotes, representing others’ work as yours, or allowing others to represent your work as theirs. Stay away from copy-and-paste! If you have doubts about what constitutes academic dishonesty, ask your professor.

Copyrighted Materials: Students must refrain from uploading – to any course shell, discussion board, or website used for this course – material that is not their original work, unless they first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. Students do not have permission to post course content outside this course, including lectures, quizzes, exams, papers, or study guides.
Disability Services: Students who feel they will need disability accommodations in this class but have not registered with ASU’s Disability Resource Center (now Student Accessibility and Inclusive Learning Services or SAILS) should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthews Center Building. SAILS staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY).

Discrimination: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately.

**COURSE OUTLINE**

**WEEK 1: August 20**
Overview and Introduction to the Course

**WEEK 2: August 27**
What is globalization? [126 pps.]

**WEEK 3: September 3**
Structuralism, Constructivism, and Capitalism

**WEEK 4: September 10**
Polanyi: “Self-regulating” Markets and Fictitious Commodities [~200 pps.]
WEEK 5: September 17
Legacies of global injustice


WEEK 6: September 24
The Postwar Economic Order and Human Rights


WEEK 7: October 1
States, Markets, and the Rise of Neoliberalism


WEEK 8: October 8
Austerity, debt, and development

- Ch 11 and 13 in Balaam, David N., and Bradford L. Dillman. Introduction to
WEEK 9: October 15 – Film Week
- Thomas Piketty: Capital in the 21st Century OR The Corporation
- Bill Moyers: Trading Democracy

WEEK 10: October 22
Globalization and money: finance and capital flows
- Ch 8 in Balaam, David N., and Bradford L. Dillman. Introduction to International Political Economy. 7th edition. New York: Routledge. ASU Library direct link (log in to access)

Film: “The Crash” (55 min) PBS Frontline. Alexandria, VA: PBS Video. 1999. ASU Library streaming link (need to log in)

WEEK 11: October 29
Global Trade

Film: “Trading Democracy” (already watched during “film week”)

WEEK 12: November 5
Globalization and labor: work and workers
  o Social Solidarity Economy, JOHANISOVA and VINKELHOFEROVÁ, p. 311
  o Wages for Housework, SILVIA FEDERICI, p. 329
  o Worker-Led Production, THEODOROS KARYOTIS, p. 332

*Film: Sorry We Missed You* (Ken Loach; turn on subtitles if you can't follow the English; available streaming at ASU library – search for it if link doesn’t work)

*News article:*

• Amazon workers:

**WEEK 13: November 12**

**Globalization and land**

  https://search.lib.asu.edu/permalink/01ASU_INST/kl6fr8/alma991048398189603841

*Film: “The Condor and the Eagle” (82 min). 2019 (Sophie Guerra and Clement Guerra)*

*News articles:*

• Improving farmworker conditions without challenging capitalism:
  Halton, Mary. “*Are the workers behind your food treated fairly? How one innovative program is helping improve conditions.*” Ideas.Ted.Com. Nov 26, 2019
• On the link between land-grabbing (modern day enclosures) and migration:
Kakande, Yasin. “How the present day land-grabbing in Africa is forcing thousands to migrate to Europe.” The Voice (UK). 16 April 2020.

**WEEK 14: November 19**

**Another world is possible**

  - All read the Foreword, Preface, and Introduction, p. xi-xxi; pps. 3-18; and the Postscript, p. 339-40
  - SIGN UP for 12-13 additional entries each, to read and present to the class

*Film: A Message from the Future II: The Years of Repair* (also read the accompanying article)

*Uncommon perspectives to consider:*

- The People’s Bailout: [https://theleap.org/peoples-bailout/](https://theleap.org/peoples-bailout/)
- “The bardo represents a place where the unknown, even the inconceivable, can happen and where we who enter are profoundly changed”: [https://oneearthsangha.org/articles/entering-the-bardo/](https://oneearthsangha.org/articles/entering-the-bardo/)

**WEEK 15: December 3 – LAST CLASS: Student Presentations**

**Final Paper Assignment and Deadlines:**

- *Anytime before November 16*: Meet with professor to discuss research question(s)
- *November 16*: Annotated bibliographies (with research questions) due
- *Week of November 23*: I will provide feedback on your annotated bibliographies
- *December 3*: Zoom presentation to peers on your paper topic and preliminary findings
- *December 7*: FINAL PAPER DUE