



Fall 2008
Course Syllabus

IDV 713--GLOBALIZATION

Professor Contact Information

Instructor: Dr. J.J. St. Marie

Office: North complex—Behind Hospital

Phone: 228-223-6845 **Please feel free to call**

Email: j.stmarie@usm.edu

Home Email: jjstmarie@cableone.net

Office Hours: Call anytime, or during the posted chat time.

In-person Office hours: By appointment during in-person sessions and any other time a student is on campus.

Drop Date

- Last day to drop without academic penalty: Wednesday October 1st .

Important Dates

- Mid-point in Fall Semester: Wednesday, October 8th.
- Fall Break: October, 16th and 17th No Class.
- Thanksgiving Holiday: November, 26st-30th .
- Second Fall In-person: December 5th-7th Tentative

Prerequisites:

Admission to the IDV program or by permission of the IDV director and instructor.

Credit Hours

This is a 3 (three) credit course.

Course Description:

The exploration of Globalization and its effects on states, markets, culture, poverty, inequality and conflict. This course develops a framework for understanding the evolving global political and economic system.

Course Overview:

This course is designed to introduce students to the topic area, literature and debates of Globalization. The course will introduce the topics such as: globalization theory, states and global development, culture and globalization and adjustment to global markets. This course will also explore the debate over the benefits versus problems within the area of globalization and in relation to culture, finance and development.



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Learning Outcomes:

Students will achieve the following outcomes by the end of the term:

- Learn how to find relevant scholarly works on various concepts and theories of technological growth, innovation and economic development.
- Learn how to read critically to support, refute, and critique existing concepts, theories and models in a scholarly fashion.
- Begin to position their research topic within the context Globalization as a road to economic and cultural development.
- Learn how to write a scholarly paper with associated references debating current issues surrounding Globalization.
- Finding a niche where the student can add relevant research to the existing literature.

Course Objectives:

This course is designed with the following goals:

- To teach students how to access, name and define the major concepts in Globalization.
- To teach students to describe and locate where Globalization is positioned within the larger social sciences, while expressing distinguishing features of various fields.
- Teach students to engage the scholarly debates within the field of Globalization by locating them within the larger theoretical context and assess the merits of each.
- To develop assessment and evaluative skills enabling the student to assess the various aspects of Globalization in any country.
- Teach students to formulate, plan and evaluate models of Globalization and evaluate political and/or economic programs.
- Teach students to articulate their ideas and join in the dialog of scholars in peer reviewed publication to further debate and discussions.

Course Communication:

- For personal communication please feel free to contact me at the following number 228-223-6845.
- You may email me at jjstmarie@cablone.net
- Communications for the course—meaning the “Chat” sessions—will be done on WebCt. Grades will be available either on WebCt or through the instructor.
- Assignments will be turned in to the instructors email address as seen above—and WebCT.
- Ancillary or TBA readings will be sent to the student via email may but not always be posted on WebCT.



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Required Text (s) and Readings

Globalism: Market Ideology Meets Terrorism (Globalization) (Paperback)

by [Manfred B. Steger](#)

Publisher: Rowman & Littlefield Publishers, Inc.; 2nd edition (February 28, 2005)

ISBN: 0742530906

Institutional Change and Globalization (Paperback)

by [John L. Campbell](#)

Publisher: Princeton University Press (July 26, 2004)

ISBN-10: 0691089213

Global Capitalism: Its Fall and Rise in the Twentieth Century (Paperback)

by [Jeffrey A. Frieden](#)

Publisher: W. W. Norton (April 2, 2007)

ISBN-10: 039332981X

Making Globalization Work (Paperback)

by [Joseph E. Stiglitz](#)

Publisher: W. W. Norton (September 4, 2007)

ISBN-10: 0393330281

In Defense of Globalization

[Jagdish Bhagwati](#).

Hardcover: 304 pages

Publisher: Oxford University Press (January 1, 2004)

ISBN: 0195170253

The French Challenge: Adapting to Globalization, [Philip H. Gordon](#), [Sophie Meunier](#)

Publisher: Brookings Institution Press (November 1, 2001)

ISBN: 0815702612

Creative Destruction: How Globalization Is Changing the World's Cultures (Paperback)

by [Tyler Cowen](#)

Publisher: Princeton University Press (March 1, 2004)

ISBN: 0691117837

Other readings to be distributed by Instructor.

Technology Requirements:

Students will need to have a minimal working knowledge of the following technologies.

- MS Word or some other word processing program.
- PowerPoint—ability to make simple slide presentations
- Ability to email instructor or students on a daily basis.
- Ability to access WebCt as well as participate in “Chat” sessions.



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Class Procedures and Requirements

Summary

- Students will participate in chat sessions.
- Students will review books, book chapters or articles in written or “Slide” formats.
- Students will write a scholarly research paper, done in a programmed manner.
- Students will participate in In-Person “Problems”
- Students will be called upon to present their research or theoretical models.

Research paper

Each student will write a research paper using necessary references, footnotes, endnotes, in an academic quality writing style. The paper should be between 25-40 pages double spaced (excluding bibliography). The paper should a) briefly review, critique the literature; and b) position the student’s research into the context of the field. All papers will include a literature review, testable hypotheses, a distinct methodology and findings. The final paper will be done in a programmed process and due November 27th.

Programmed research paper schedule.

One sentence outline: Provide one sentence on 1) the puzzle; your research question; 3) the importance of the puzzle and your question; 4) your hypotheses (one sentence for each) these are causal directional statements; the methods you will use to investigate the question; 4) the dependent and independent variables for your study—what is being affected by what; 6) what you expect to find. Due September 18th.

Revised outline: After refining the one sentence outline with the instructor you will provide a revised outline that will serve as the working outline for your paper. Due October 2nd.

Enhanced outline: A refined and expanded outline of the above but with a section on then literature review where you provide the sources you will be using for you literature review. If you are doing a qualitative paper I will need to know the cases you will be suing for your study if you are doing a quantitative paper I will need to know the data sets you will be using. You should have your data and sources by this time. Due October 16th.

Rough draft. If you want feedback on your research you should have a rough draft to me by November 23rd. I will review the work and suggest ways to improve the research.

Final version of revised research paper due November 30th 2006 by 5 PM Central Time.

Seven Slide Presentation of the Research Paper



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Seven Slides are PowerPoint presentations limited to seven slides each student will do for the course. These presentations are limited to seven PowerPoint slides—no more. The idea is to outline/summarize the argument you are making. The idea is not to cram lost of data onto each slide not to use fancy animation to entertain the audience or instructor but to convey an argument in a clear and concise manner.

The Seven-Slide presentation will take place at the December in-person, where you will present the results of your research to the class and instructor. You will have 5 minutes to accomplish this task—no more. You will be timed and will not be allowed to go over time. Simply tell the class and instructor what your research was about and what you found out. For this presentation you may use more sophisticated themes, split screens and special effects than the five-slide presentations. The presentation will be due on December 3rd prior to the in-person.

Research Posts & Referee Reports

Groups

Students will be subdivided into two research groups for the duration of the semester. Each group/student will complete 3 Research Posts, 7 individual Referee Reports and participate as chat leaders 3 times.

Research Posts

Research Posts are answers to questions provided by the instructor. Each group will collectively post answers to the question or questions posed by the instructor. Research Posts essays will be approximately 2 to 2 ½ single spaced pages in length. These are submitted as group effort and graded as such. Be succinct, cite if applicable and be robust.

Referee Reports

Referee Reports will be responses to the Research Post. The Referee Report will be a critique of the answer to the question. Referee reports are individual efforts aimed at critiquing the research posts. Critiques should be insightful by adding to the analysis by pointing out an omission, by supporting the answer with further analysis or the critiques may disagree and thus provide alternative information that is verifiable. The important point for the referee reports is to back up your response with citations from the text if necessary.

The Research Posts and Referee Reports to the posts will be uploaded to Web Ct. Students may provide textual references in the initial answer or response and are encouraged to do so. Examples are welcome in answers and responses as long as they relate directly to the answer or response. Grading will be on quality of the post or response, the insightfulness of the analysis and the ability to integrate theoretical aspects of the readings with practical application, if warranted. These critiques should be at least one half page single space but no longer than one page single spaced.

The questions for each group will be provided by the instructor following the in-person. The initial answer post to the question the Research Post will be due Monday of the appropriate week, so the responding groups will have sufficient time to make the individual Referee Reports. Individual referee reports will be due by midnight (central time) Friday night. On the course webpage you will see the question, the Research Post by Monday and the by Friday the individual Referee Reports.



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Referee Reports for weeks 11-14 are individual efforts not responses to any Research Post made by groups. These are merely the same assignment but based upon the readings for that week. They are critiques of the articles and are one half single space pages. All of the assignments are due by Friday midnight of the week assigned.

For example: On week 2 Group A will be responsible for answering the Research Post question provided by the instructor. The group will post one response to the question or questions. The post will be made to Web Ct and also emailed to the instructor (Word or PDF file) by Monday morning of that week (central time) Each member of Group B will post an individual referee report or critique of the answer and email each report to the instructor. Referee Report posts can either agree or disagree with the original post from Groups A. Individual Referee Reports to the Monday assignment answer by members of Group B will be due or posted to Web Ct and emailed to the instructor by Midnight Friday (central time). The group doing the Research Posts will also collectively lead the chat in one or more chat rooms.

Late assignments

Any and all late Research Posts, Referee Reports that are late will be subjected to a one half grade point grade deduction per day beginning from the due date. Research Posts—Monday morning of the appropriate week by 6:00 AM central time. Referee Reports—are due by Friday midnight central time of the appropriate week. 12-Slides—are due by Friday midnight central time of the appropriate week.

Specific cause must be shown or late assignments will be subject to a minimum one half point grade deduction per day beginning Saturday Morning for referee reports and 12-slides; Monday morning for the Research Posts. If Referee Reports and 12-Slides are not received by 6AM central time on Monday a grade of C will be automatically entered. If research Posts are not received by Wednesday 6AM central time a grade of C will be automatically entered for the group

Email Protocol:

Students are required to use the following in the subject line when submitting 7-slides and when sending posts and responses to the instructor.

In the subject line put the following:

For Research Posts and Referee Reports.

IDV 713, Research Post—Week number, group X.

IDV 713, Referee Report—Week 4, St. Marie/or group A

It is essential that this be adhered to so I can easily find and classify your email and print it for grading. If you fail to follow these instructions I will reply and ask that the proper subject line format be used. After the first assignment is returned for improper subject line, subsequent



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assignments that do not have the proper subject line will be counted as late assignments and will be returned until the subject line is correct.

Chat Attendance and Leaders:

This is a graded course requirement and attendance will be taken. Chats will be lead by the assigned teams for each Chat week. Absence from more than one chat sections will result in automatic administrative withdrawal from the course, unless documentation of extenuating circumstances is received. In the event of thermonuclear war the documentation requirement will be waived. Each research group will be responsible for leading the chat session. If we utilize two chat rooms, two members will lead the chat in that room. The instructor will provide questions to all students to guide the discussion.

In-Person Problem Groups:

At the in-person newly assigned groups will work on a problem/question assigned by the instructor dealing with Globalization. The problem will be introduced prior to the in-person with each group responsible for producing and presenting a PowerPoint presentation of no more than 12-Slides.

Chat Attendance:

This is a graded course requirement and attendance will be taken. Absence from more than two chat sections will result in automatic administrative withdrawal from the course, unless documentation of extenuating circumstances is received. In the event of thermonuclear war the documentation requirement will be waived.

Evaluation Criteria

Research Paper, Research Posts, Referee Reports and written part In-Person Problem

A-- An excellent paper; the organization is tight; the argument is carefully controlled; the facts are correct and appropriate to the argument; the paper defends itself against major rival arguments; it exhibits unusual resourcefulness, insight, imagination and theoretical sophistication. Such a paper can also see problems in arguments; can articulate assumptions underlying arguments; and can state arguments from their beginning to their conclusion. It is written in clear sentences, in readable standard English, with paragraphs organized to express coherent thought, using the correct words to say precisely what is meant; avoids vagueness and lack of clarity. This paper successfully incorporates student and instructor comments from prior drafts into the paper. This paper reflects a solid start on dissertation or journal publication research.

B – A paper that is good to very good; it is well organized, factually correct, solidly documented, and thoughtfully argued; a solid piece of work. Such a paper shows knowledge of the arguments, but does not show the connection between parts of the arguments/or see the problems with the arguments, at least not very clearly. It does not state the assumptions underlying the arguments and/or does not trace the arguments from their beginnings to their conclusion. This kind of paper is written in clear sentences and readable thought; uses the correct words to say precisely



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what is meant; avoids vagueness and lack of clarity. This paper incorporates most student and instructor comments from prior drafts into the paper. The paper reflects a start on dissertation or journal publication research.

C – An adequate paper; the argument is somewhat routinely conceived; the organization is unwieldy or major points are omitted; some facts may be incorrect or inappropriate to the arguments; but the paper covers the main points adequately. Such a paper faithfully repeats the arguments made by the readings or lectures, but shows little understanding of them beyond repetition. It is written in clear sentences in readable standard English, and it organizes paragraphs to express coherent thought, using the correct words to say precisely what is meant. This paper incorporates few student and instructor comments from prior drafts into the paper. The paper much work before it could be considered for on dissertation or journal publication research.

F – A poor paper which is not for this class, badly organized; many facts are incorrect or inappropriate, or appropriate facts are missing; little self-consciousness about the argument being made. Such a paper answers a question that was not asked, or is a half-hearted act of desperation. Such a paper does not write clear sentences in readable standard English and/or does not organize coherent paragraphs; imprecise use of words. This paper reflects a poor attempt a graduate level research.

Slide Presentations, and In-person Problem, presentation

A--The presentation was almost flawless in content and delivery. The presenter(s) held the audience throughout and effectively incorporated multimedia into the presentation. The voice level and pitch were correct for the environment of the presentation.

B--The presentation was solid in content and delivery. The speaker(s) held most of the audience's attention and used multimedia as part of the presentation. The voice level and pitch of the presenter(s) were correct for the environment of the presentation.

C--The presentation was average in content and delivery. The speaker(s) held the attention of most of the audience for most of the presentation. The presentation used some visuals to convey the message. The presenters could be heard by the majority of the audience.

F--The presentation was poor in content and delivery. The speaker(s) could not hold the attention of the audience during the presentation. The presentation failed to make use of visuals or multimedia devices. The audience had difficulty hearing and following the speaker(s).

Chat Leader:

A--The student excelled in leading class discussion creating a solid environment of learning. The student ensured that there was full participation from all and was fair in balancing the time and effort of each student. The classed ended on time with all objectives being met. The seminar added much value to the overall class.



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B--The student effectively led class discussion creating a solid environment of learning. The student ensured that there all students contributed and attempted to balancing the time and effort of each student. The classed ended on time with most of the objectives being met.

C--The student led class discussion. The student's goals for their class were articulated and encouraged students to contribute.

F--The student led class discussion. The student did not have goals for their class. They did not encourage students to contribute.

Grading

40%	Research Paper
20%	Research Posts and Chat Lead
25%	Referee Reports
15%	<u>Slide Presentation & In-person Problem</u>
100%	

Grading Scale

A=90-100%	Excellent to Superior work	Exceeded high expectations
B=80-89%	Good to Very Good work	Met high expectations
C=70-79%	Average to above Average work	Met basic expectations
F=69% or less	Unacceptable work	Did not meet basic expectations

Final grades will be posted in a plus/minus format as follows:

A=93-100%
A-=90-92%
B+=88-89%
B=83-87%
B-=80-82%
C+=78-79%
C=73-77%
C-=70-72%
F=69% or less

Late Assignments or Projects:

All due dates are final unless the student can show cause or has prior permission from the instructor. Failure to turn in assignments by the due date will result in the deduction of one half letter grade per day for four days when a grade of C will be given automatically.



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Academic Honesty

The following is from the USM Undergraduate Bulletin:

“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.

Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

PLAGIARISM/INTEGRITY STATEMENT:

Plagiarism/Integrity Statement: Integrity is of the highest importance in the academic community and at The University of Southern Mississippi. Students are expected to conduct themselves with complete honesty and integrity. Nothing less is acceptable. Please refer to the “Code of Student Conduct” in the Student Handbook for greater detail.

Offenses involving academic dishonesty include, but are not limited to, the following:

- cheating on quizzes or examinations
- computer dishonesty
- plagiarism
- grade falsification
- collusion

In the event of student dishonesty, the instructor may award failing grades either on the pertinent assignment or for the course; and, at his/her discretion, report the student to the office of the Dean of Students for possible judicial proceedings under the University’s Code of Student Conduct. Faculty members are expected to enforce rigorously the University’s Academic Honesty Policy.

For further information on Academic Honesty, please refer to the current Bulletin or to the Student Handbook. Additionally, the University library provides a Web site that reviews the topic of plagiarism at <http://www.lib.usm.edu/research/plag/plagiarismtutorial.php>. Students are encouraged to review the information on this site.

Students are expected to adhere to the highest standards of academic honesty as outlined in the Student Handbook. Academic dishonesty will result in the grade of a “0” on the assignment or for the entire course, and/or the student may be reported to the Vice President for Academic Affairs for further action.



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Important Note

Students must send the instructor an e-mail stating that they understand USM's academic honesty policy and also understand that if they do not uphold the standards of academic honesty, the instructor will enforce all applicable punishment.

Americans with Disabilities Act—ADA Policy

ADA Syllabus Statement for the Gulf Coast Campus

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi on the Gulf Coast
Office for Disability Accommodations
730 East Beach Blvd
Long Beach, MS 39560
Voice Telephone: (228) 214-3232 or (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.



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CLASS SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>Date</u>	<u>Assignment and Group</u>	
Week 1	Overview	Aug 21 st		
Week 2	Introduction	Aug 28 th	Steger 1-3	RP-A/RR-B/Ch-A
Week 3	Globalism and the West	Sept. 4 th	Steger 4-6	RP-B/RR-A/Ch-B
Week 4	Globalization Debate I	Sept. 11 th	Wolf	
Week 5	Globalization Debate II	Sept. 18 th	Wolf/Stiglitz	RP-A/RR-B/Ch-A
Week 6	Globalization Debate III	Sept. 25 th	Stiglitz	RP-B/RR-A/Ch-B
Week 7	Adjustment—France I	Oct. 2 nd	Meunier	
Week 8	Adjustment—France II	Oct. 9 th	Meunier	RP-B/RR-A/Ch-B
Week 9	Globalization and Culture I	Oct. 16 th	Cowen	
Week 10	Globalization and Culture II	Oct 23 rd	Cowen	RP-A/RR-B/Ch-A
Week 11	American Law	Oct. 30 th t	PDF's	RR
Week 12	Religion	Nov. 6 ^h	PDF's	RR
Week 13	Globalization and IR I	Nov. 13 th	PDF's	RR
Week 14	Globalization and IR II	Nov 20 th	PDF's	RR
Week 15	Paper Due	Nov 27 th	Paper Due Nov. 30 th Midnight (Central)	
Week 16	In-Person	Dec 7 th -9 th	Globalization Problem	

Note: PDF Files will be supplied by the instructor via email and/or be posted on the course homepage.

Note: The instructor reserves the right to change any and all course requirements, readings or assessment/grading procedures. In the event of thermonuclear war the instructor will extend paper and presentation deadlines by one week.