

Department of Sociology
Dartmouth College
Fall 2009

Course: The Sociology of Globalization (Sociology 69)

Time: MWF 11:15-12:20
X-Hour: Tuesday 12:00-12:50

Instructor: John Campbell
123 Silsby Hall
Office phone: 646-2542

Office Hours: Monday 1:00-3:00 (and by appointment)

E-Mail: I will try to answer e-mail queries as soon as I can. However, given the rather large amount of e-mail that I receive, I can make no guarantees how fast that will be. For the same reason, my responses may be rather short. Please do not take offense.

Course Description: The international scope of political, economic, and cultural activity has increased dramatically during the late twentieth and early twenty-first centuries. But how extensive has the trend toward "globalization" been? And what is globalization? Is it really a new phenomenon or have we seen this before? Has globalization changed societies? If so, how? If not, why not? Are societies becoming more alike because they experience globalization pressures or do they retain their unique national characteristics? This course examines these questions and more. Specifically, it looks at how globalization has developed recently and how it has affected corporations, nation-states, workers, social inequality, citizenship, culture, and other aspects of society.

Required Texts: The following required books for the course are available at the Dartmouth Bookstore and Wheelock Books. They are also on reserve in Baker-Berry Library. There are a few additional articles on the syllabus. These can be found on the Dartmouth Blackboard website for this course.

Kate Bronfenbrenner, editor. 2007. Global Unions: Challenging Transnational Capital Through Cross-Border Campaigns. Ithaca: Cornell University Press.

Tyler Cowen. 2002. Creative Destruction: How Globalization is Changing the World's Cultures. Princeton: Princeton University Press.

Nathan Jensen. 2006. Nation-States and the Multinational Corporation. Princeton: Princeton University Press.

Jürgen Osterhammel and Niels P. Petersson. 2005. Globalization: A Short History. Princeton: Princeton University Press.

Joseph Stiglitz. 2002. Globalization and Its Discontents. New York: Norton.

Linda Weiss. 1997. The Myth of the Powerless State. Ithaca: Cornell University Press.

General Course Requirements: All students are expected to attend lectures, do the reading, participate in class discussions, take the exams, write a research paper, and contribute to a group presentation.

Examinations: There will be two take-home exams including the final exam. Both will involve essay and/or short answer questions. They both will be open book, but you will *not* be permitted to discuss them with anyone else. The final exam will not be cumulative—it will only cover material after the first

exam. The exam dates are listed below in the course outline.

Deadlines for Exams and Papers: Due dates for all exams and the research paper are listed in the course outline below. Take home exams and research papers turned in after the due date will be graded down automatically according to how late they arrive. In very unusual circumstances late exams or papers may be accepted without being graded down, but only if (1) you know in advance that you will be unable for extraordinary reasons to turn the exam or paper in on time and you make arrangements with the instructor at least one week before the scheduled due date, or (2) you are suddenly hospitalized or become seriously ill, have documentation to that effect from a doctor or dean, and consult with the instructor as soon as possible.

Class Discussions: At the end of every section of the course we will have a class discussion of the reading and lecture material in that section of the course. These discussions will focus on a question posed in the course outline for that day. These questions are designed so that people can take sides on the issue. So be prepared to argue both sides of the question.

Research Paper: Each student will be required to write a research paper (roughly 10 double-spaced pages). This will involve developing an analysis about how globalization has affected a particular country. Every student will focus on a different country. All regions of the world will be represented. Students will have an opportunity to express their preference for which country they will research, but the instructor will make the final decision. (See “Research Project: Globalization and Nation-States” below for details.) ***Papers are due in class November 11.***

Group Presentation: Students who have prepared country reports within the same region of the world will collaborate to prepare a 15-20 minute presentation for the class on how globalization has affected their region of the world. These presentations will be based on the student country reports that they have prepared. So, for example, all the students who researched countries in Africa will prepare a class presentation on globalization and Africa summarizing the degree to which their countries exhibited common trends in the face of increased globalization. (See “Research Project: Globalization and Nation-States” below for details.) Groups will not be graded on their performance per se. However, their efforts will count toward their members’ class participation grades (see below). ***Class presentations are scheduled for November 20, 23 and 30.***

Grading: Grades will be based on the total number of points earned on the exams, research paper, and class participation.

Midterm Exam	30%	(60 points)
Final Exam	30%	(60 points)
Research Paper	30%	(60 points)
Class Participation	10%	(20 points)

Honor Principle: Examinations and the research paper will be conducted in accord with the principles of academic honor detailed in Dartmouth’s Organization, Regulations and Courses and in the Student Handbook.

Students with Disabilities: I encourage students with disabilities, including “invisible” disabilities like chronic diseases, learning disabilities, and psychiatric disabilities to discuss with me after class or during

my office hours by the end of the second week of the term appropriate academic adjustments or accommodations that might be helpful to you. All discussions will remain confidential, although the Academic Skills Center may be consulted to verify the documentation of the disability.

Reading Assignments: The reading assignments for the course are listed below in the course outline. It is expected that you will have done the reading by the time class meets on the date for which the assignment is listed in the syllabus. There is a lot of reading so you should keep up with it as we go along. Otherwise you will be faced with an extraordinary amount of reading before the exams.

Course Outline:

Part I: The Rise of Globalization

- Sep 23 Introduction: The First Globalization
Osterhammel and Petersson. Globalization: A Short History. (Begin reading.)
- Sep 25 **NO CLASS**
- Sep 28 The Second Globalization: Creating the Post-War Political-Economic Order
Osterhammel and Petersson. Globalization: A Short History. (Finish reading.)
- Sep 29 **X-HOUR** The Rise of Neoliberalism
Joseph Stiglitz. Globalization and Its Discontents (Begin reading).
- Sep 30 Movie: The Crash
Joseph Stiglitz. Globalization and Its Discontents (Continue reading).
- Oct 2 The Washington Consensus and Its Effects
Joseph Stiglitz. Globalization and Its Discontents (Continue reading).
- Oct 5 Discussion: *Is the rise of neoliberalism and the Washington Consensus good or bad?*
Joseph Stiglitz. Globalization and Its Discontents (Finish reading).

Part II: Globalization and Corporations

- Oct 7 From Bureaucracy to Networks
Nathan Jensen. Nation-States and the Multinational Corporation (Begin reading).
- Oct 9 Corporate Governance and Strategy
Nathan Jensen. Nation-States and the Multinational Corporation (Continue reading).
- Oct 12 Multinational Corporations
Nathan Jensen. Nation-States and the Multinational Corporation (Continue reading).
- Oct 14 Movie: Is Wal-Mart Good for America?
Nathan Jensen. Nation-States and the Multinational Corporation (Continue reading).

Oct 16 Discussion: *Are multinational corporations an uncontrollable force whose power is being unleashed by the rise of globalization?*

Nathan Jensen. Nation-States and the Multinational Corporation (Finish reading).

MID-TERM EXAM DISTRIBUTED IN CLASS.

Part III: Globalization and Workers

Oct 19 Changes in Work

Bronfenbrenner. Global Unions (chaps. 1, 2, 6, 7) (Begin reading)

Oct 21 Global Inequality

Bronfenbrenner. Global Unions (chaps. 1, 2, 6, 7) (Begin reading)

Oct 23 Training for Global Competition

Bronfenbrenner. Global Unions (chaps. 1, 2, 6, 7) (Finish reading)

MID-TERM EXAM DUE IN CLASS. (Hard copy only. No email versions.)

Oct 26 Unions and Globalization

Charles Sabel et al. 2000. "Ratcheting Labor Standards: Regulation for Continuous Improvement in the Global Workplace." Social Protection Discussion Paper Series, The World Bank. (Begin reading)

Archon Fung et al. 2004. "The Political Economy of Transparency: What Makes Disclosure Policies Effective?" Ash Institute for Democratic Governance and Innovation, Kennedy School of Government, Harvard University (OP-03-04). (Begin reading)

John Campbell. 2007. "Why Would Corporations Behave in Socially Responsible Ways?" Academy of Management Review 32(3)946-67. (Begin reading)

Oct 28 Discussion: *Are workers doomed to be victims of globalization? Or do they have the capacity to "push back" in their own interests against the forces of globalization?*

Charles Sabel et al. 2000. "Ratcheting Labor Standards: Regulation for Continuous Improvement in the Global Workplace." Social Protection Discussion Paper Series, The World Bank. (Finish reading)

Archon Fung et al. 2004. "The Political Economy of Transparency: What Makes Disclosure Policies Effective?" Ash Institute for Democratic Governance and Innovation, Kennedy School of Government, Harvard University (OP-03-04). (Finish reading)

John Campbell. 2007. "Why Would Corporations Behave in Socially Responsible Ways?" Academy of Management Review 32(3)946-67. (Finish reading)

Part IV: Globalization and the State

Oct 30 Welfare Reform

Linda Weiss. The Myth of the Powerless State. (Begin reading)

Nov 2 Tax Reform

Linda Weiss. The Myth of the Powerless State. (Continue reading)

Nov 4 Regulatory Reform

Linda Weiss. The Myth of the Powerless State. (Continue reading)

Nov 6 Institutional Competitiveness

Linda Weiss. The Myth of the Powerless State. (Continue reading)

Nov 9 Discussion: *Are nation-states becoming obsolete in the face of globalization? Are they being "hollowed out" by globalization? Or do they still have important roles to play?*

Linda Weiss. The Myth of the Powerless State. (Finish reading)

Part V: Globalization and Culture

Nov 11 The Diffusion of Culture

Tyler Cowen. Creative Destruction (Begin reading).

COUNTRY REPORTS ARE DUE IN CLASS. (Hard copy only. No email versions.)

Nov 13 Globalization and World Values: Citizenship and Human Rights

Tyler Cowen. Creative Destruction (Continue reading).

Nov 16 Cultural Backlash

Tyler Cowen. Creative Destruction (Continue reading).

Nov 18 Discussion: *Is globalization a threat to national cultures?*

Tyler Cowen. Creative Destruction (Finish reading).

Part VI: How Has Globalization Affected Regional Development?

Nov 20 Regional Reports Presented in Class

North America/Western Europe

East and Central Europe/Former Soviet Union

Nov 23 Regional Reports Presented in Class

South and Central America

Africa

Nov 25 THANKSGIVING HOLIDAY

Nov 27 THANKSGIVING HOLIDAY

Nov 30 Regional Reports Presented in Class

Middle East

Asia

Dec 2 Wrap Up

FINAL EXAM DISTRIBUTED IN CLASS.

Dec 7 **FINAL EXAMS DUE IN MY OFFICE (123 Silsby Hall) NO LATER THAN 4:00 PM!! (Hard copy only. No email versions.)**

Sociology 69
Sociology of Globalization
Fall 2009

RESEARCH PROJECT: GLOBALIZATION AND NATION-STATES

The literature on globalization involves some important and hotly debated questions. Are national political-economic trends converging such that countries have started to become more homogeneous? Are countries becoming increasingly “globalized”? Are countries adopting a neoliberal program of policy reforms? If so, has this had positive or negative results? Is there a “race-to-the-bottom” among nation-states? Is globalization good or bad for countries?

In order to shed some light on this, there is a two-part research requirement in this course. The first part requires that you write a country report about recent political-economic trends since 1980 in a specific country. The second part requires that you collaborate with others in the class who are studying countries in the same region as you in order to present an oral report to the class on trends within that region. The instructor will assign countries to students, but students will have a chance to express their preference before the decisions are made.

WARNING: This project takes time. You should allow yourself *several weeks* to track down the data you need to find because some of it is hard to get. Writing up the results is the easy part...getting the data is time consuming.

Part 1: Individual Country Reports–Becoming a Country Expert

The first part of this assignment asks you to become an expert on a particular country. You will collect data from a variety of sources (discussed below) in order to answer the following questions about your country:

1. Global Integration: To what extent has your country become more or less integrated into the global political economy? Specifically, have its levels of international *capital* and *trade flows* increased or decreased since 1980? Does it belong to any important *international trade agreements*, such as the World Trade Organization, European Union, NAFTA, ASEAN, or Mercusor?
2. State Policy: To what extent has your country adopted neoliberalism since 1980? Specifically, has its government engaged in reducing *taxes* and *spending* on different groups? Has it engaged in a race-to-the-bottom?
3. Economic Performance: Has economic performance changed since 1980 in terms of *economic growth*, *unemployment*, *inflation*, *government budget deficits*, *government debt*, or *trade deficits*?
4. Social Performance: Has the level of *national wealth* changed (e.g., gross domestic product per capita) since 1980? Has the level of *inequality* changed? Have any other important social indicators changed, such as *life expectancy*, *infant mortality rates*, and *average educational levels*?
5. The Big Picture: Do the trends in these indicators of global integration, state policy, and economic and social performance seem to support the argument that countries are increasingly engaged in the global

political economy and, in turn, adopting neoliberal policies that improve economic and social performance?

Based on your analysis of the data vis-a-vis these questions, you will write a country report (roughly 10 double-spaced pages) summarizing your findings. Papers should be organized into five clearly identified sections—one section for each of the questions noted above. In each section you should pay explicit attention to the *italicized* points noted within the question. In other words, the report should address all of the questions noted above, including all of their italicized sub-parts. Put differently, describe whatever trends and interesting things you find in your data. For instance, revenues increased, expenditures decreased, and national debt declined, or whatever you find. You do NOT have to explain WHY this or that trend occurred. I don't, for example, expect you to explain why inflation subsided or increased, or why revenue rose or fell, etc.

If you are really stuck on finding a particular bit of data, go to Google! For example, someone was having trouble finding inequality data for their country (i.e., gini coefficient). But if you Google it by entering, for instance, "Vietnam inequality", up popped a bunch of reports, papers, and other sources with data. In this case, an IMF report appeared that had graphs of different measures of income inequality in Vietnam.

Whatever tables are presented should be explained in the text of the paper so that the instructor knows what is important about them. Assume that the instructor is completely incapable of interpreting the tables by himself and will not understand them unless you carefully explain each of them. Be sure to provide proper citations for all of the data you report.

NOTE: You should present data in tabular form. Use the template below. Cover the period from 1980 to 2005 as well as you can given the data that are available to you. If you cannot find data for 1980, 1990 and 2005, then you should use data that is as close to these years as possible. For example, if you can only get data on trade for 1982 rather than 1980, use it but be sure to footnote this in the table. The time-series data and empirical indicators that you find will not necessarily be the same for every country. This is a notorious problem for cross-national and historical analysis. So you may have to improvise.

	1980	1990	2005
<i>Global Integration</i>			
trade (imports/exports as a % of GDP)			
capital flow (foreign direct investment as a % GDP)			
international trade agreements signed			
<i>State Policy</i>			
total taxes/revenues (as a % of GDP)			
taxes/revenues from business (as a % of GDP, or a % of total revenue)			
taxes/revenues from individuals (as a % of GDP or a % of total revenue)			
total state spending (as a % of GDP)			

state spending on “welfare,” that is, the total value of all social programs like education, health, family assistance, etc. (as a % of GDP, or a % of total spending)			
<i>Economic Performance</i>			
economic growth (change in GDP)			
unemployment rate			
inflation rate			
government budget deficit (as a % of GDP)			
government debt (as a % of GDP)			
trade deficit (as a % of GDP)			
<i>Social Performance</i>			
inequality (gini coefficient)			
national wealth (GDP per capita)			
average life expectancy			
infant mortality rate			
average educational level (years of schooling)			

NOTE: For each row in the table, you should provide the reference in a footnote indicating where the data came from. For example, underneath the table you could write a footnote like this: “Trade and capital flow data come from U.S. Central Intelligence Agency. 2005. World Factbook. Washington: U.S. CIA, pp. 37-38; revenue and spending data come from OECD. 2000. Revenue Statistics, 1965-1999. Paris: OECD, table 4.13, pp. 27; and so on...”

NOTE: Wherever possible do not to use raw dollar amounts—which are difficult, if not impossible, to compare meaningfully over time due to the possible effects of inflation. Hence, it is better to discuss, for example, state revenues as a percentage of GDP than in raw dollar amounts.

NOTE: You are not expected to perform any statistical analysis; just provide tables of time-series data. But if you feel inclined to analyze the data statistically, feel free to do so. ***Your country report is due on November 11 in class.***

Part 2: Group Oral Presentations—Becoming Regional Experts

Once your country report is finished, you will meet with the other students in class who have developed expertise on other countries in the same region of the world in which your country resides. Together you will prepare an oral presentation for the class. Your presentation will focus on the same four questions that guided your individual country studies. But this time, drawing on your group’s country reports, you will explain to the class the degree to which convergent, divergent, or other trends have occurred within

your region since 1980. In other words, within your region are things becoming similar or not? There is no need for your group to collect any additional data. Group reports should be based on the individual country reports of group members. Groups will not be graded on their performance per se. ***The regional presentations are due on November 20, 23 and 30 as listed in the syllabus.*** Additional guidelines for the regional reports follow:

1. Time Limit: Your regional group's presentation should be no longer than **20 minutes**. We have to do 2 regions per day in a 65 minute period. And it would be nice to have a chance for questions/answers if possible.

2. Oral Presentations: The regional report is to be presented orally to the class. You do **not** need to write up anything. You do **not** need to present any tables or graphs. However, if your group wants, it can show a few overhead or Power Point slides. But these should be kept to a minimum (4-5 slides is plenty for a 20 minute presentation). These presentations will **not** be graded. The purpose is to provide an opportunity for all of us in the class to consider some big questions about globalization in light of the work you have all done researching and writing your individual country reports.

3. Content of Presentation: The purpose of the presentation is to teach the rest of the class a bit about *general trends* in your region—not about the specifics of individual countries. The presentation should be based on evidence from the individual country reports that people working on your region have written. You do **not** need to collect any additional information. Your group should organize its presentation around the five basic questions that guided the writing of the individual country reports, but with the focus being on the *region*, not the individual country:

- A. Is globalization/global integration rising in your region?
- B. Do states in the region seem to be pursuing neoliberal policies?
- C. Has economic performance in the region been changing? If so, for better or worse?
- D. Has social performance in the region been changing? If so, for better or worse?
- E. Based on the evidence available to you, does it appear that globalization has increased and been associated with neoliberal policy reforms that are, in turn, associated with improved regional socioeconomic performance?

Remember that the idea here is to give the class a general picture of what has been happening in your region, as best you can tell based on evidence in the country reports from the region.

4. Preparation Time: I would expect that it should only take your group an hour or two to prepare its presentation. You can organize things however you like. But remember that you only have 20 minutes to present your analysis to the class.

5. Schedule: The dates for each regional presentation are listed in the syllabus.

6. Region Members: The list of countries, regions, and class members responsible for them will be posted on the Blackboard web site for this class.

7. Examination: I will likely include a brief question on the final examination that involves the general information presented in the oral regional reports. So, for the sake of your classmates, please keep the presentations straightforward, simple, and clear. Stick to the basic questions—you don't have time for

more than that. Perhaps present a series of summary bullet points or brief outline on the board for your presentation.

Part 3: Potential Data Sources

There is a vast amount of data available on the Internet and in the library that you can use for this assignment. Often data at these sites are presented in Excel spreadsheet formats that can be downloaded onto your computer and then manipulated to create tables and graphs. The following are especially useful sources to explore:

OECD (Organization for Economic Co-operation and Development)

http://www.oecd.org/statsportal/0,2639,en_2825_293564_1_1_1_1_1,00.htm

European Commission (Eurostat)

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,1090_33076576&_dad=portal&_schema=PORTAL

United Nations

<http://www.un.org/databases/index.html>

International Monetary Fund

<http://www.imf.org/external/data.htm>

(They publish something called the “World Economic Outlook” every 6 months or so. These are available in hard copy at the Business School library.)

World Bank

<http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,menuPK:232599~pagePK:64133170~piPK:64133498~theSitePK:239419,00.html>

U.S. Central Intelligence Agency’s *World Factbook*

<https://www.cia.gov/library/publications/the-world-factbook/>

U.S. State Department

<http://www.state.gov/countries/>

International Labor Organization

<http://www.ilo.org/public/english/bureau/stat/info/dbases.htm>

U.N. Human Development Index

<http://hdr.undp.org/hdr2006/statistics/>

U.N. University–World Institute for Development Economics Research (WIDER)

http://www.wider.unu.edu/research/Database/en_GB/database/

(Inequality data for most countries in the world)

World Economic Forum’s *Global Competitiveness Report*

<http://www.weforum.org/en/initiatives/gcp/Global%20Competitiveness%20Report/index.htm>

(WEF publishes an annual “Competitiveness Report” that is available from their web site. It has fairly detailed components that may be useful.)

World Values Survey

<http://www.worldvaluessurvey.org/>

The Economist Intelligence Unit Country Reports

<http://www.economist.com/countries/>

(This is a subunit of *The Economist* magazine. It publishes country reports on individual countries. These consist of four quarterly reports per year and a summary report at the end of the year that reviews the basic findings in the quarterly reports. They should be in Baker Library.)

Angus Maddison’s [The World Economy: Historical Statistics](#) (OECD)

Angus Maddison’s [The World Economy: A Millennial Perspective](#) (OECD)

University of Michigan’s Statistical Resources on the Web

<http://www.lib.umich.edu/govdocs/stcomp.html#statab>

<http://devdata.worldbank.org/dataonline/>

http://library.dartmouth.edu/guides/main.php?subject_id=1442

This is an *excellent* website maintained by the Dartmouth library, which contains links to several of the websites listed above as well as others that may be of use.

Additional Information

Those of you working on the advanced capitalist countries (i.e., N. America, Europe, Japan, etc.) should probably begin with the OECD web site mentioned above. Those of you working on less developed countries (non-advanced capitalist countries in Africa, Asia, S. America, Middle East) may have trouble finding some of the requested information. You are more likely to find the data you need in publications/web sites of the United Nation, International Monetary Fund, World Bank, World Economic Forum, and Economist Intelligence Unit. If in the end you do not find as much information as the assignment requires, please include with your write-up of the paper information about *where* you looked and *what difficulties* you ran into in obtaining the relevant information.

Finally, be sure to keep track of and document in your paper the precise sources you used for all of the data you find. This is especially important if you end up piecing together a time-series for a particular indicator from more than one source.

Name (print clearly) _____

Student Preference Sheet

Please specify your preferences as to which regions of the world, and countries within those regions, that you would like to study for the research component of this course.

Regions: (1) North America/Western Europe; (2) East and Central Europe/Former Soviet Union
(3) South and Central America; (4) Asia; (5) Africa; (6) Middle East

Region:

Country within the region:

1st choice _____

1st choice _____

2nd choice _____

3rd choice _____

2nd choice _____

1st choice _____

2nd choice _____

3rd choice _____

3rd choice _____

1st choice _____

2nd choice _____

3rd choice _____