

Department of Sociology
Dartmouth College
Winter 2008

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.

Peer Hull Kristensen and Jonathan Zeitlin. 2005. Local Players in Global Games: The Strategic Constitution of a Multinational Corporation. New York: Oxford 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 February 25.***

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 March 3, 5, and 7.***

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

- Jan 7 Introduction: The First Globalization
Osterhammel and Petersson. Globalization: A Short History. (Begin reading.)
- Jan 9 The Second Globalization: Creating the Post-War Political-Economic Order
Osterhammel and Petersson. Globalization: A Short History. (Finish reading.)
- Jan 11 The Rise of Neoliberalism
Joseph Stiglitz. Globalization and Its Discontents (Begin reading).
- Jan 14 Movie: The Crash
Joseph Stiglitz. Globalization and Its Discontents (Continue reading).
- Jan 16 The Washington Consensus and Its Effects
Joseph Stiglitz. Globalization and Its Discontents (Continue reading).
- Jan 18 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

- Jan 21 **NO CLASS**: Martin Luther King, Jr. holiday
- Jan 22 **X-HOUR**: From Bureaucracy to Networks
Kristensen and Zeitlin. Local Players in Global Games (pp. xii-xxii; 1-187; 301-322) (Begin reading)
- Jan 23 Corporate Governance and Strategy
Kristensen and Zeitlin. Local Players in Global Games (pp. xii-xxii; 1-187; 301-322) (Continue reading)
- Jan 25 **NO CLASS**
- Jan 28 Multinational Corporations
Kristensen and Zeitlin. Local Players in Global Games (pp. xii-xxii; 1-187; 301-322) (Continue reading)

reading)

- Jan 30 Movie: Is Wal-Mart Good for America?
Kristensen and Zeitlin. Local Players in Global Games (pp. xii-xxii; 1-187; 301-322) (Continue reading)
- Feb 1 Discussion: *Are multinational corporations an uncontrollable force whose power is being unleashed by the rise of globalization?*
Kristensen and Zeitlin. Local Players in Global Games (pp. xii-xxii; 1-187; 301-322) (Finish reading)
- MID-TERM EXAM DISTRIBUTED IN CLASS.**

Part III: Globalization and Workers

- Feb 4 Changes in Work
Bronfenbrenner. Global Unions (chaps. 1, 2, 6, 7) (Begin reading)
- Feb 5 **X-HOUR:** Social Inequality
Bronfenbrenner. Global Unions (chaps. 1, 2, 6, 7) (Begin reading)
- Feb 6 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.)**
- Feb 7 **NO CLASS:** Winter Carnival
- Feb 11 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)
- Feb 13 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

- Feb 15 Welfare Reform
Linda Weiss. The Myth of the Powerless State. (Begin reading)
- Feb 18 Tax Reform
Linda Weiss. The Myth of the Powerless State. (Continue reading)
- Feb 20 Regulatory Reform
Linda Weiss. The Myth of the Powerless State. (Continue reading)
- Feb 22 **X-HOUR:** 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

- Feb 25 The Diffusion of Culture
Tyler Cowen. Creative Destruction (Begin reading).
COUNTRY REPORTS ARE DUE IN CLASS. (Hard copy only. No email versions.)
- Feb 27 Globalization and World Values: Citizenship and Human Rights
Tyler Cowen. Creative Destruction (Continue reading).
- Feb 29 Discussion: *Is globalization a threat to national cultures?*
Tyler Cowen. Creative Destruction (Finish reading).

Part VI: How Has Globalization Affected Regional Development?

- Mar 3 Regional Reports Presented in Class: "The North"
Western Europe
East and Central Europe
Former Soviet Union
- Mar 5 Regional Reports Presented in Class: "The South"
South and Central America
Asia
Africa
- Mar 7 Regional Reports Presented in Class: "The South"
Middle East
COURSE EVALUATIONS
FINAL EXAM DISTRIBUTED IN CLASS.
- Mar 12 **FINAL EXAMS DUE IN MY OFFICE (123 Silsby Hall) NO LATER THAN 9:00 AM!!**
(Hard copy only. No email versions.)

Soc 69: Sociology of Globalization

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.

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. Socioeconomic Performance: Has economic performance changed since 1980 in terms of *economic growth*, *unemployment*, *inflation*, *government budget deficits*, *government debt*, or *trade deficits*? Has the level of *national wealth* changed (e.g., gross domestic product per capita)? Has the level of *inequality* changed? Have any other important *social indicators* changed, such as life expectancy, health, etc.?
4. The Big Picture: Do the trends in these indicators of global integration, state policy, and socioeconomic performance seem to support the argument that countries are increasingly engaged in the global political economy and, in turn, adopting neoliberal policies that improve socioeconomic performance?

Based on your analysis of the data vis-a-vis these four questions, you will write a country report (roughly 10 double-spaced pages) summarizing your findings. Papers should be organized into four clearly identified sections—one section for each of the four 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 four of the questions noted above, including all of their italicized sub-parts.

Data should be presented in tabular form. 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 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 February 25 in class.***

NOTE: You should present data in tabular form. Cover the period from 1980 to the present as well as you can given the data that are available to you. You do not need to provide data for every year. Five or ten year increments are fine, depending on what you can locate. 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. But you should try to follow a template similar to this one:

	1980	1990	2000
<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 (as a % of GDP, or a % of total spending)			
<i>Socioeconomic 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)			
inequality (gini coefficient)			
national wealth (GDP per capita)			
social indicator (average life expectancy)			
social indicator (health expenditures per capita)			

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 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.

Part 2: Group 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 (i.e., South and Central America, Western Europe, Eastern and Central Europe, former Soviet Union, Asia, Africa, Middle East). Together you will prepare a 15-20 minute 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. However, their efforts will count toward their members’ class participation grades. ***The regional presentations are due on March 3, 5 and 7 as listed in the syllabus.***

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.html

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>

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/>

World Economic Forum's *Global Competitiveness Report*

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

World Values Survey

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

The Economist Country Briefings

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

The Economist Intelligence Unit Country Reports (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>

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 be assigned to study for the research component of this course.

Regions: “The North”: Western Europe; East and Central Europe; Former Soviet Union
 “The South”: South and Central America; Asia; Africa; Middle East

Region:

Country within the region:

1st choice _____

1st choice _____

2nd choice _____

2nd choice _____

1st choice _____

2nd choice _____

3rd choice _____

1st choice _____

2nd choice _____