

**POLS BC 3615: Globalization & International Politics**  
**Tuesday/Thursday: 11:40AM-12:55PM, Barnard Hall Room 302**

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233 LeFrak Center (2nd Floor, Barnard Hall)

**Student Hours<sup>1</sup>: Monday 9AM-10:30AM on the 2nd floor of the Diana Center**  
*I am also available by appointment.*

### **I. Scope and Purpose**

This course provides a detailed survey of globalization and global governance in both scholarship and policy. We will work together to understand the major players in international politics, and how they do (or do not) work together to govern issues that arise because of globalization.

In the first part of the course, we will focus on understanding the different actors in international politics. In particular, we will investigate the following players in global governance: individuals, states, international organizations, and non-governmental organizations. We will study and criticize theories of these actors. We will also consider detailed case studies of these actors, examining how each governs transnational issues.

In the second part of the course, we will apply our understanding of actors in global governance to analyze how these actors impact, and produce, globalization. Moreover, we will address how these definitions impact policy practices on the ground, for better or worse. In the end, students will have a toolkit of concepts necessary to examine and critically assess *any* matter of globalization and global governance.

### **II. Learning Outcomes**

*Students who complete this course successfully will be able to:*

1. To identify and understand the different actors that play key parts in governing world politics in an increasingly globalized world.
2. To critically analyze theories of individuals, states, IOs, and NGOs.
3. To understand the ways that globalization has produced key concepts in IR, such as “security.”
4. To critically analyze the production of globalization by actors in global governance.
5. To evaluate and examine current events in international relations with attention to the ways that actors do (or do not) play a part in these events.

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<sup>1</sup> I believe the phrase “Office Hours” implies that students are interrupting an instructor’s time in the office. So, I prefer to call my regularly available time for students as “Student Hours,” because these hours are, after all, reserved for you and your needs. When you come to visit me during these times, know that I have reserved this time for students. You are not interrupting my work. Feel free to come with a friend or two. Also feel free to come by yourself! Whatever you like—these are, after all, your hours.

Through thoughtful engagement with course materials, regular class attendance and participation, and completion of assignments, students will develop the following capacities:

- verbal communication and presentation
- expository and analytical writing
- critical analysis of arguments and concepts
- teamwork and flexibility
- independent research

### III. Assignments

#### A. Attendance & Participation (15%)

This class is going to be driven by student questions, concerns, and interests. There are two things that contribute to class discussions: attendance and participation.

##### *Attendance*

Your attendance in this class is required. If a student is unable to attend a particular course meeting, the student is responsible for notifying me in advance if at all possible, and an alternate assignment (e.g., a one-page written summary and discussion of assigned course readings) must be completed in lieu of discussion participation for that day.

If you miss class more than once without explanation, I will reach out to both you and your academic dean so that appropriate action can be taken. More broadly, if you are having difficulties (academic or personal), please feel free to come to me. I can direct you to people who can help you if I cannot do so myself.

##### *Participation (In and Out of Class)*

One obviously important part of participation is actually coming to class (you can't participate in class if you're not there). To fully participate, you should be respectful of your peers and be engaged during our discussions, both speaking and listening. Repeated absences, tardiness, and/or disrespect will negatively affect your participation score.

It's also important to be thinking about material outside of our class time, so I require a bit of out-of class participation each week. FIRST, you are expected to be aware of major current events in international relations. I encourage you to use news sources like BBC, *The New York Times*, *The Washington Post*, and *The Wall Street Journal* to have an idea of what is happening in the world. I'll talk more about subscribing to these sources during our first meeting.

SECOND, you are required to bring one question about the day's material with you to class. This means the question should be decided *before* coming to class. The question should be written/printed on a piece of paper. It should not be stored on an electronic device.

## B. 2 Papers (60% total; 30% each)

Students enrolled in this course will write 2 short papers—one as a midterm, the other as a final. Each paper should be 6-8 pages in length (not including the works cited page) and incorporate insights from *at least three* course readings.

In each short paper, you must do several things:

1. Put these arguments in conversation with each other by making an argument of your own;
2. Summarize the key arguments from *at least three* assigned readings
3. Critically analyze what these readings say; and
4. Present several (a minimum of 3) questions that you have.

A good paper will do the above things, present original insights into the materials, be clearly and logically organized, and be concisely written with good grammar and proper punctuation. I strongly encourage students to take advantage of the Writing Center (<https://writing.barnard.edu>). I am also available to assist students with these papers.

The first short paper is due by Tuesday, February 27, at 5PM on Canvas.

The second short paper is due by Friday, April 27, at 5PM on Canvas.

Both papers should be formatted as **Word** documents and written in 12-point, TNR font and double-spaced. The first paper should incorporate readings assigned from January 16 to February 27. The final paper should incorporate readings assigned from March 1 to April 27.

## C. Presentations (25%)

Over the course of the semester, students will work in groups of 2-3 to present about the day's reading and lead a short discussion for class *twice* (each worth 12.5%). Leading discussion will involve leading the class in an activity that helps students review and critically analyze the readings for the day. Groups that do a good job leading discussion will demonstrate a solid understanding of the day's material and utilize an engaging activity to foster discussion. Groups are encouraged to be as creative as possible!

## V. Grading

Final grades will be assigned based on the following scale:

- A: 93.5 or greater
- A-: 89.5-93.4%
- B+: 86.5-89.4%
- B: 83.5-86.4%
- B-: 79.5-83.4%
- C+: 76.5-79.4%
- C: 73.5-76.4%
- C-: 69.5-73.4%
- D+: 66.5-69.4%
- D: 63.5-66.4%
- D-: 59.5-63.4%
- F: 59.4 or below%

## V. Late Assignment Policy

As a rule, late work is not accepted. Extensions *may* be granted with sufficient notice.

## VI. Course Materials

Students in POLS 3615 are expected to acquire the following books. All books are available at Book Culture (536 West 112th Street, between Broadway and Amsterdam). All books are also on reserve at the Barnard College Library. Texts that are available as ebooks via CLIO are in **bold**:

**Iver B. Neumann. *At Home with the Diplomats*. Ithaca, NY: Cornell UP.**

Michael Barnett and Martha Finnemore. *Rules for the World: International Organizations in Global Politics*. Ithaca, NY: Cornell UP. 2004

**Anne-Marie Slaughter. *A New World Order*. Princeton, NJ: Princeton UP, 2005.**

Annick T.R. Wibben. *Feminist Security Studies*. New York: Routledge, 2011.

Relevant news articles and academic journal articles will also be made available on the course website in PDF form. These additional readings are noted in the below course outline by \*\*\*.

## VII. Course Expectations

You can expect that I will come to class prepared, be available during office hours or another decided appointment time, answer your questions via email within a 24 hour period, provide useful feedback on your assignments and performance, return written work in a reasonable amount of time, and provide clear instructions and guidelines for all assignments.

As students, you are expected to come to class prepared (having done the readings and with the articles/textbooks read), to be attentive and respectful in class, to check your email at least daily during the week (M-F), to understand the course expectations, and to adhere to all policies laid out by the University and in this course syllabus. Please do not hesitate to contact me if you have any questions regarding this.

During an average week, I expect that you will spend approximately 3 hours on readings, 1 hour keeping up with world news, and 2-3 hours on other assignments (presentations, short papers, posting questions, etc.).

## VIII. Academic Accommodations

If you are a student with a documented disability and require academic accommodations, you must visit the Office of Disability Services (ODS) for assistance. Students requesting eligible accommodations in their courses will need to first meet with an ODS staff member for an intake meeting. Once registered, students are required to visit ODS each semester to set up new accommodations and learn how to notify faculty. Accommodations are not retroactive, so it is best to register with ODS early each semester to access your accommodations. **If you are registered with ODS, please see me to schedule a meeting outside of class in**

**which you can bring me your faculty notification letter and we can discuss your accommodations for this course. Students are not eligible to use their accommodations in this course until they have met with me.** ODS is located in Milbank Hall, Room 008.

### **IX. Student Wellness**

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <http://barnard.edu/primarycare>
- <http://barnard.edu/counseling>
- <http://barnard.edu/wellwoman/about>
- [Stressbusters Support Network](#)

### **X. Barnard Honor Code**

All assignments in this class are to be completed in accordance with the Barnard Honor Code, with expectations outlined in the following paragraph. Any student who violates the Honor Code will face dean's discipline at her or his home college, and will earn a failing grade in the course.

Approved by the student body in 1912 and updated in 2016, the Code states:

*We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

*This syllabus is a general plan for the course; changes may occur.*

## SCHEDULE

*We will follow this as closely as possible.*

### PART I: Key Actors in a Globalized World

#### Week 1: Introduction to the Course— What is Globalization?

T (1/16): no reading

R (1/18): \*\*\*Therborn, G. (2000) 'Globalizations: Dimensions, Historical Waves, Regional Effects, Normative Governance', *International Sociology* 15(2): 151-179.

\*\*\*Cooper, F. (2001) 'What is the concept of globalization good for? An African historian's perspective', *African Affairs* 100: 189-213.

\*\*\*Scheuerman, W. (2010) 'Globalization', in *Stanford Encyclopedia of Philosophy*, Hyperlink: <http://plato.stanford.edu/entries/globalization/>

#### Week 2: What is Global Governance? And Individuals in IR (Part I)

T (1/23): \*\*\*Finkelstein, Lawrence S. "What is global governance?." *Global governance* 1.3 (1995): 367-372.

\*\*\*Dingwerth, Klaus, and Pattberg Philipp. "Global Governance as a Perspective on World Politics." *Global Governance* 12.2 (2006): 185-203. Web.

R (1/25): Neumann (Introduction)

\*\*\*KELMAN, HERBERT C. "The Role of the Individual in International Relations: Some Conceptual and Methodological Considerations." *Journal of International Affairs* 24.1 (1970): 1-17. Web.

#### Week 3: Individuals and IR Part II

T (1/30): Neumann (Chapter 1); Slaughter (Chapter 1) [*READ THE NEUMANN FIRST*]

R (2/1): Neumann (Chapter 3, Chapter 4)

#### Week 4: Individuals and IR Part III; The Modern State/Sovereignty

T (2/6): Neumann (Conclusion)

\*\*\*Fierke, Karin M. "Agents of death: the structural logic of suicide terrorism and martyrdom." *International Theory* 1.01 (2009): 155-184.

R (2/8): \*\*\*Thomas Hobbes, *Leviathan*. Excerpts: Chapters XVII-XIX, pages 117-38.

\*\*\*Jean Jacques Rousseau, *The Social Contract*, Books I and II.

\*\*\*Quinn Mecham, "How much of a state is the Islamic State?" *Monkey Cage in The Washington Post*, 5 February 2015.

**Week 5: The State and IR—Unconventional Approaches to the State**

T (2/13): \*\*\*Wendy Brown, *Walled States, Waning Sovereignty*, New York: Zone, 2010, Chapter 1.

R (2/15): \*\*\* Wendy Brown, *Walled States, Waning Sovereignty*, New York: Zone, 2010, Chapter 2.

\*\*\*Jütersonke, Oliver, and Kartas Moncef. "The State as Urban Myth: Governance without Government in the Global South." *The Concept of the State in International Relations: Philosophy, Sovereignty and Cosmopolitanism*. Ed. Robert Schuett and Peter M. R. Stirk. Edinburgh UP, 2015. 108-34. Web.

**Week 6: INGOs and NGOs Part I**

T (2/20): Stroup (Introduction; skim Chapter 1)

R (2/22): Stroup (Chapter 2)

**Week 7: INGOs and NGOs Part II**

T (2/27): Stroup (Chapter 3)

*Midterm paper is due by Tuesday, February 27, at 5PM on Canvas.*

R (3/1): Stroup (Chapter 4)

\*\*\*Barber, Martin, and Bowie Cameron. "How International NGOs Could Do Less Harm and More Good." *Development in Practice* 18.6 (2008): 748-54. Web.

**Week 8: International Organizations (IOs)—Introduction**

T (3/6): Barnett and Finnemore (Chapter 1 and Chapter 2)

R (3/8): Barnett and Finnemore (Chapter 5)

**Week 9: NO CLASS—SPRING BREAK**

**Week 10: IOs and Globalization**

T (3/20): Barnett and Finnemore (Chapter 6)

\*\*\*Mackay, Fiona, Kenny Meryl, and Chappell Louise. "New Institutionalism Through a Gender Lens: Towards a Feminist Institutionalism?" *International Political Science Review / Revue Internationale De Science Politique* 31.5 (2010): 573-88. Web.

R (3/22): \*\*\*Wijkman, P. (1982). Managing the global commons. *International Organization*, 36(3), 511-536.

## PART II: Globalized Products of Global Governance

### Week 11: Turning Things Topsy Turvy – Government Networks

T (3/27): Slaughter (Introduction, Chapter 4)

R (3/29): Slaughter (Chapter 5)

### Week 12: Globalization, Democracy, and the State

T (4/3): \*\*\*Stein, Arthur A. "The great trilemma: are globalization, democracy, and sovereignty compatible?." *International Theory* 8.2 (2016): 297-340.

\*\*\*Ku, Julian, and John Yoo. "Globalization and sovereignty." *Berkeley J. Int'l L.* 31 (2013): 210.

R (4/5): \*\*\*Englebert, Pierre. "Why Congo persists: sovereignty, globalization and the violent reproduction of a weak state." *Globalization, Violent Conflict and Self-Determination*. Palgrave Macmillan UK, 2006. 119-146.

\*\*\*Welander, Anna, Carl Hampus Lyttkens, and Therese Nilsson. "Globalization, democracy, and child health in developing countries." *Social Science & Medicine* 136 (2015): 52-63.

### Week 13: Globalization and International Security

T (4/10): \*\*\*Jonathan Kirshner, "Globalization, American Power, and International Security," *Political Science Quarterly* Vol. 123, No. 3 (2008), pp. 363-89.

-Wibben (Introduction)

R (4/12): Wibben (Chapter 4, Chapter 5)

### Week 14: International Legal and Cultural Consequences of Globalization

T (4/17): \*\*\*Bethlehem, Daniel. "The end of geography: the changing nature of the international system and the challenge to international law." *European Journal of International Law* 25.1 (2014): 9-24.

\*\*\*Henry A. Kissinger, "The Pitfalls of Universal Jurisdiction," *Foreign Affairs* Vol. 80, No. 4 (Jul/Aug 2001), pp. 86-96.

R (4/19): \*\*\*David Held, "Cosmopolitanism: Globalisation Tamed?" *Review of International Studies* Vol. 29, No. 4 (2003), pp. 465-480.

\*\*\*Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs* Vol. 72, No. 3 (Summer 1993), pp. 22-49.

**Week 15: Cultural Consequences of Globalization and Hot Topics Today**

T (4/24): \*\*\*Jennifer M. Brinkerhoff, "Digital Diasporas and Conflict Prevention: The Case of Somalinet.com," *Review of International Studies* Vol. 32, No. 1 (2006), pp. 25-47.

\*\*\*"The Brave New World of E-Hatred: Cybernationalism," *The Economist* July 26, 2008.

R (4/26): \*\*\*Jason Keiber, "We're in a new era of international cooperation against terrorism. Is that good or bad?" in *The Monkey Cage* blog from *The Washington Post*. March 31, 2016.

\*\*\*Bowden, Mark. "The killing machines: How to think about drones." *The Atlantic* 312.2 (2013): 5870.

\*\*\*Roger Altman, "Globalization in Retreat: Further Geopolitical Consequences of the Financial Crisis," *Foreign Affairs* Vol. 88, No. 4 (July/August 2009), pp. 2-7.

\*\*\*Final Papers due by 5PM on Friday, April 27, on Canvas\*\*\*