

FEATHER RIVER COLLEGE  
POL160/SOC 160: GLOBALIZATION (7224/7225)  
Fall 2019, Main 207  
Monday, Wednesday 11:00-11:50 am; Friday online  
SYLLABUS

**Instructor Contact and Office Hours**

**Instructor:** Katie Desmond, Ph.D.

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**Office:** Science Building, 1013

- ① Monday, Wednesday: 1:00-2:00 (and 12:00-1:00 on days when I am not in meetings.)
- ① Tuesday and Thursday: 11:00-12:00
- ① Friday: 11:00-12:00
- ① By appointment: You may always email, call, or come see me in person with any course related questions. **I am in my office outside these listed office hours so stop by and knock on the door to see if I'm available. Look in the syllabus FIRST for course information!**

**Course Description**

The connections between people, cultures, and countries has never been stronger or more complex than they are today. We enjoy the bounties of these global relationships in so many ways: being able to travel with relative ease around the world, connecting with friends online, and consuming goods from other countries. But aren't these luxuries based on where we live? Why don't all people in the world enjoy this status? How, when and why did countries, people, and markets become so interconnected? Who is in "charge" of or manages this interconnection? Should it be regulated? What are the rights and responsibilities of the individual in this system? These are some of the questions around globalization we will explore in this class. We will explore historical contexts in order to better understand how linkages between politics and economics were established and how they have evolved. We will deal with various theories around international political economic and use these to look at different topics such as international trade, investment, economic development, and more. By the end of this class, students will be able to understand the debates around the global economy and the challenges and opportunities around creating a just and equitable world.

This course:

- ✓ Partially satisfies FRC graduation requirements, Area D
- ✓ Partially satisfies requirements for Political Science and Sociology AA-T and AA degrees
- ✓ Transfers – CSU, Areas D0, D7
- ✓ Transfers - UC (IGETC) Areas 4G, 4J
- ✓ Transferable to many out of state and private colleges (consult transfer college catalog).

## Course Goals and Student Learning Outcomes

In addition to promoting the mission of Feather River College, the goals of this class are to build your written communication and critical thinking skills. In order to reach these goals, upon the completion of the course, students should be able to:

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

1. Identify the historical and contemporary processes that characterize globalization.
2. Explain development using various theoretical perspectives.
3. Assess the role of various institutions and actors in globalization.
4. Analyze the effects of globalization on the environment and vulnerable populations in various cultural contexts.
5. Have a greater appreciation of the rights and responsibilities of the individual in the global society.

## Course Books

You are required to purchase these books for this course, available at the [Feather River College Bookstore](#) or through a book-seller of your choice.

Balaaam, David and Bradford Dillman. 2019. *Introduction to International Political Economy*. 7th edition. New York: Routledge, Taylor and Francis.  
ISBN-13: 978-1-138-20699-1

## Course CANVAS Site

FRC uses the CANVAS online course delivery system: <https://frc.instructure.com>. Here you will find information pertaining to the course and your grade in the class.

Login with your FRC User Name. You must have an FRC email account to access Canvas. Canvas uses the same username and password you use for your FRC email and campus computers.

Shortly after you register for a course at FRC you will have a Canvas account automatically created for you.

*Getting an FRC Email/Network Account:* FRC email and network accounts are free for students registered for FRC courses. The same account is used to access lab computers on campus. Please use the "Request FRC Email Account" link on the bottom of the left menu to request an account. This same form can also be used to reset an account. You can also request an account or email help using the help links on the Canvas login page. Login to Canvas using your FRC email username and password. You will automatically be taken to your Canvas dashboard where you should see all your courses. After you login to Canvas you will see a link to this course. Click on that link to enter the course, then explore the course.

## Technological Requirements

Enrolling and succeeding in a college class requires you to have access to the following technology:

1. Daily **computer** and reliable internet access.
2. Word processing software.
3. **An email account that you use for your academic correspondences.** The default account is your frc.edu address, which you should really use for your student work.
4. Software to view videos, stream audio and open files.
5. Devices compatible with PDF document viewing.

## Course Requirements

There are **500 points** possible in the class.

1. **Reading Reflections: 200 points possible (8 x 25).** We will not be meeting in-person on Fridays. You are required to submit a reading reflection on eight of these weeks where you answer questions about the readings and explain your understanding of the readings. Focus on what examples stood out to you and why, what questions the chapter raised for you, and relations to contemporary issues. These should be equivalent to 1-2 pages and will be submitted on Canvas on specified dates. *SLOs 1, 2, 3, 5*

**#1 September 7**

**#5 October 19**

**#2 September 21**

**#6 October 26**

**#3 September 28**

**#7 November 20**

**#4 October 5**

**#8 December 7**

2. **Research Paper: 200 points possible.** You will research and write a 10 page paper on current issue in the global economy. You will submit two drafts for in-class peer review. Your drafts and your work on peer reviews will be considered for up to 50 points of the final paper. *SLOs 3, 4, 5*

- Choose topic by **September 18** (5 points)
- Draft #1 due on Canvas, **October 12** (10 points)
- Peer review another student's draft by class on **October 14** (10 points)
- Draft #2 due on Canvas, **November 2** (15 points)
- Peer review another student's draft by class on **November 4** (10 points)
- Final paper due on Canvas, **December 11** (150 points)

3. **Symposium Presentation: 50 points possible.** Each student will prepare and deliver a presentation of their research, **November 25 FRC Student Research Symposium.** *SLOs 3, 4, 5*
4. **Final Learning Reflection: 50 points possible.** This will be an in-class written reflection on your learning, **Wednesday, December 11 at 10:00.** *SLOs 4, 5*

## Assessment and Grades

We will discuss writing and learning expectations and how these will be assessed. I also consider your growth and improvement as a learner over the semester when I assign grades. Your percentages and assignment points in the course will be recorded in the **Canvas grade-book**.

A = 95-100%

A- = 90-94.9%

B+ = 86-89.9%

B = 83-85.9%

B- = 80-82.9%

C+ = 76-79.9%

C = 70-75.9%

D+ = 66-69.9%

D = 60-65.9%

F = 0-60%

## Schedule

A lot of reading is required to learn this subject. It will be challenging for some of you but the more you read, the more you will learn. We will spend time in class talking about each week's readings, making sure everyone has a firm grasp of the ideas.

### **Module One: Perspectives on International Political Economy**

#### Week 1 (August 19-23)

1. Syllabus, introductions
2. Get book!!!
3. Read Chapter 1: What is International Political Economy?

#### Week 2 (August 26-30)

1. Read Chapter 2: Laissez-Faire: The Economic Liberal Perspective
2. Begin thinking about research paper topic.

#### Week 3 (September 2-6)

*Labor Day 9/2 (no class)*

1. Read Chapter 3: Wealth and Power: The Mercantilist Perspective
2. **Reading reflection #1 on Canvas, due September 7.**

#### Week 4 (September 9-13)

1. Read Chapter 4: Economic Determinism and Exploitation: The Structuralist Perspective
2. Read Chapter 5: Constructivism
3. **Have research paper topic ideas for class discussion, September 11.**

### **Module Two: Structures of International Political Economic**

#### Week 5 (September 16-20)

1. Read Chapter 6: The Global Production Structure
2. **Finalize paper topics, September 18 (in class discussion on these).**
3. **Reading reflection #2 on Canvas, due September 21.**

Week 6 (September 23-27)

1. Read Chapter 7: The International Trade Structure
2. **Reading reflection #3 on Canvas, due September 28.**

Week 7 (September 30-October 4)

1. Read Chapter 8: The International Finance and Monetary Structure
2. **Reading reflection #4 on Canvas, due October 5.**

Week 8 (October 7-11)

1. Read Chapter 9: The Global Security Structure
2. **Submit first paper draft ONLINE, October 12 for peer review (an extensive outline, sections, literature review. About 3 typed pages).**
3. **Review peer draft by class on Monday, October 14.**

Week 9 (October 14-18)

*No classes on 10/15, Staff Flex Day*

1. Read Chapter 10: The International Knowledge Structure: Controlling Flows of Information and Technology
2. **Reading reflection #5 on Canvas, due October 19.**

**Module Three: States and Markets in the Global Economy**

Week 10 (October 21-25)

1. Read Chapter 11: The Development Challenge
2. **Reading reflection #6 on Canvas, due October 26.**

Week 11 (October 28-November 1)

1. Read Chapter 12: The Fragmentation of the European Union: The Crossroads Redux
2. **Submit second paper draft ONLINE, November 2 for online peer review (at least 6 typed pages).**
3. **Review peer draft online by class on Monday, November 4.**

Week 12 (November 4-8)

1. Read Chapter 13: Moving into Position: The Rising Powers
2. Read Chapter 14: The Middle East and North Africa: Things Fall Apart

Week 13 (November 11-15)

*Campus closed 11/11 for Veterans Day*

1. Chapter 15: The Illicit Global Economy: The Dark Side of Globalization
2. **Prepare presentation- discuss in class on November 13.**
3. **Reading reflection #7 on Canvas, due November 16.**

Week 14 (November 18-22)

1. Chapter 16: Energy and the Environment: Navigating Climate Change and Global Disaster

2. Bring best paper draft to class November 18 for peer review.
3. Practice presentations on November 20.

Week 15 (November 25-27)

*Campus closed November 28 and 29 for Thanksgiving*

1. Presentations on November 25.

Week 16 (December 2-6)

1. Chapter 17: Global Health: Refugees and Caring for the Forgotten
2. Reading reflection #8 on Canvas, due December 7.

Week 17 (December 9- 13): Finals week

**FINAL PAPER DUE BY FINALS DAY, DECEMBER 11, SUBMITTED ONLINE.** We will meet at 10:00 on Wednesday, December 11 per the FRC Final's schedule. During this time you will answer questions regarding your learning in the class and reflection of your growth over the semester.

**Writing Expectations:** Review this criteria to get an idea of how I will assess your written work!

**Research question/purpose clearly established:** It's clear what the paper is about. There is an obvious research question that the paper is trying to answer, an issue or problem it's addressing, and a goal and purpose in mind. This should be evident in the introductory section.

**Ideas are relevant, clearly presented:** I am looking for the writing to be focused, clear and thorough. It doesn't expect the reader to guess what you're trying to say. Does the topic you're writing about adequately and accurately deal with an issue in globalization, and present ideas around this issue?

**Shows understanding of concepts raised in the material:** Similar to the previous criteria, the writing needs to show a good grasp of concepts, terms, and ideas that you've read about in the course text-book. I want to see that you can use these terms and ideas accurately -- you should show that you know what you are talking about in terms of globalization ideas.

**Demonstrates an analysis of issues/events:** Every issue has multiple positions around it. There should be a section of the paper that considers various arguments, theories, debates, or perspectives around the issue. This may depend on perspective too, such as the perspective of a state, an international institution, a non-profit organization, or an individual. In your writing, think about what more could be asked about an issue. How might you look at things through other perspectives?

**Research and Sources:** For the research paper, you'll probably use 8-10 sources. Each source you use should be mentioned in the paper: what information did you get from that source? Sources should be reputable, published materials. If you use opinion pieces, editorials, or blogs, explain their relevance. The research should be diverse from websites to books, magazines and journal articles.

**Organization and Writing:** The paper should communicate ideas clearly and effectively (the reader needs to understand what you're talking about!). Points will be deducted for basic writing mistakes, especially if these occur repeatedly.

Paper Format: **Use MLA style and formatting including,**

- No separate title page
- Title not in quotation marks, not all caps
- One inch margins
- 12 point New Times Roman or Calibri font
- Double spaced
- Header on every page with group name
- Page numbers
- In-text citations, MLA style
- Works Cited page MLA style

## Course Policies

Enrollment in this course means you agree these policies. Student rights and responsibilities can be accessed at <https://www.frc.edu/student-services/student-policies>

1. **Read the course material and instructor emails.**
2. **Academic Integrity:** If you are the person enrolled in this class then you are the person doing the work, not someone else. If someone else is doing and/or turning in work as you, that's ACADEMIC FRAUD and can result in academic dismissal.
3. **Plagiarism and submitting your own work:** Cheating is just unethical, disrespectful, a waste of my time, and it's just wrong. Presenting the work of others (students, published authors, websites, etc.) as your own is plagiarism. If I discover that you have used the work of another student, author, website, or text and turned this in as an assignment without proper documentation, you will receive zero (0) points for the assignment. The College's policy regarding this and other forms of cheating will be followed.
4. **Drop policy:** If you stop showing up to class for two consecutive weeks without letting the school know or without making arrangements with me, you will be dropped.
5. **Submission policy:** Turning your work in on time is really a skill you need to succeed in this class and in life! Skills of accountability and reliability practice are key to success in life. I know things happen in life. Don't wait to tell me, and always be honest with me. We need to communicate with each other. If you fall ill, contact me ASAP. I don't like constant excuses or dishonesty. Don't expect exceptions, okay?
6. **Writing expectations:** At the end of this syllabus I provide you with more about the writing expectations in this course. Your ideas come across a lot better if they are clear and grammatically-correct! I encourage you to strive to present yourself as sophisticated, literate, and professional, even in **emails** (e.g., write in complete sentences, use correct rules of capitalization, punctuation and spelling). Take time to communicate your great ideas! In your emails to me, please indicate the course in the subject line and sign your full name at the end. If you struggle with writing and getting across your ideas in written form, I can introduce you to a tutor, or show you the tutoring center on campus. We can also work together to identify some online resources.
7. **Classroom behavior/decorum:** Being members of a community of academics, intellectuals, and learners means treating each other with respect. In so many ways, being in college is a privilege. Let's all work to preserve a safe and positive learning environment. We will certainly be discussing controversial topics and you may have distinct ideas and perspectives on issues. I want us to all recognize that we all learn when challenged and from listening to perspectives other than our own. We also have to remember that diverse experiences mean that it's likely that someone has ideas different from our own. We can disagree with ideas and still respect people. There is no place for personal insults and put-downs in this learning environment.

In the spirit of higher education, it is important that every individual have an opportunity to learn. This means creating an environment free of discrimination (regardless of sex, race, ethnicity, age, national origin, religion, sexual orientation, gender expression, appearance, (dis)ability, or veteran status). Such a learning environment means that a student should not fear retaliation if they disagree with another's ideas, or if they express concerns or report a violation of this policy to a campus employee.

Expected decorum and practice of common courtesy include:

- ✓ Respecting others when they are talking - refrain from interrupting.
- ✓ Being prepared to back up responses, opinions and assertions with fact and evidence when challenged,
- ✓ Preparing to have our ideas challenged by others.
- ✓ Recognizing that we all hold biases.

I will let you know if I or others have concerns about your behavior. Continuing or substantial disruptions may result in immediate removal from the class and will be reported to FRC administration. Significant and/or continued violations may result in an administrative withdrawal from the class (see the Standards of Student Conduct, AP 5500).

8. **Student Support: Disabled Student Services and Programs:** Feather River College is committed to providing reasonable services and accommodations for all persons with disabilities. If you are a student who had an IEP or a 504 Plan in high school, or if you suspect that you have a learning or other disability that may have some impact on your work in this class and for which assistance would be helpful, please contact the Disability Support Services for Students office so accommodations can be arranged. You can stop by the DSP&S Office (located directly across from the Eagle's Perch), phone 530-283-0202 Ext. 255, fax 530-283-9497, or email [mlang@frc.edu](mailto:mlang@frc.edu) to schedule an appointment. Once you have been granted academic accommodations and have been given an accommodation letter for this class, please meet with me to discuss the arrangements as soon as possible. See Disabilities Support Program for Students at <https://www.frc.edu/dsps/index>
9. **Assessment and Grading:** In all honesty, we should also recognize that an "A" indicates *exceptional work*. An "A" is not just about turning in work. If you try and don't get the grade you want in a course, don't beat yourself up! Life happens when we are going to school. Before you get to a point of no return, let me know if you're confused or lost. If you realize that you might not yet have the some of the skills to be successful in a college class or an online class, then let me know and I will help you find a pathway for you to build skills so you can succeed. In reality also, if you miss assignments or don't put the time and effort into this course, success is less likely. Also, let's not talk about extra credit! I would much rather you completed the course assignments really well rather than request extra assignments!
10. **Completing the Course:** "Incompletes" are **only** considered if you have **completed 70%** of the course assignments and have a documented a medical or personal emergency with

FRC's Office of Student Services. Then you may request an "Incomplete," though this is subject to my discretion. If you are unable to complete the course for any other reason you may always take the course another semester. Again, life happens.

11. **Fairness and Accommodations:** These policies and practices apply to all students equally. Everyone encounters challenges and obstacles in a semester. I will work with each of you to help you succeed but I am not going to make exceptions to the class expectations! I make efforts to accommodate you but no one will feel good if expectations and standards are not upheld.

### **Additional Resources**

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were an FRC student, federal and state education laws require that, as your instructor, I notify the Chief Student Services Officer, Carlie McCarthy. She will contact you to let you know about accommodations and support services at FRC and possibilities for holding accountable the person who harmed you.

If you do not want the Chief Student Services Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

Nick Maez, counselor, Mental Health and Wellness Center, Ext. 234 or Ext. 205  
Monica Potter, LPCC - Extended Opportunity Program & Services Counselor, Ext. 354  
Plumas District Hospital Emergency Room - 530-283-7111  
Plumas County Mental Health - 530-283-6307  
Plumas County Intervention and Resource Center - 530-283-5515 or 1-877-332-2754

*FRC recommends the phone application of My3 – available for free in the Apple App Store and Google Play: <http://my3app.org/>. This app is a safety plan which links you to a network of three people (of your choice) for support and intervention should you have thoughts of suicide.*