Northeastern University
College of Professional Studies
Course Syllabus

CRN: 20309
Course: GST6100: Globalization and Global Politics and Economics
Winter 2018, 12 Weeks term
January 8, 2018 through March 31, 2017
Course Format: Online
Meeting Time: Asynchronous Online, Weeks begin on Mondays & end on Sundays, and all Deadlines are posted in Eastern Standard Time (EST)

Instructor Name: Tun Lwin
E-mail: t.lwin@neu.edu

Required Text(s)/Software/Tools:
There is no textbook but students are highly recommended to purchase two paperbacks:
1. Dani Rodrik, The Globalization Paradox
2. Joseph Stiglitz, Globalization and its Discontents
All other readings or links will be posted on Blackboard.

Course Prerequisites: None

Course Description
Examines the multifaceted nature of politics and economics in an expanding global world. Analyzes the impact of globalization on political and economic systems, such as capitalism, democracy, socialism, nationalism, totalitarianism, and populism. Introduces students to the use of quantitative methods in the analysis of global relationships. Offers students an opportunity to use these tools to hypothesize the impact of future global trends on contemporary political and economic systems.

Course Outcomes
By actively participating in the course and satisfactorily completing assignments, students will have the opportunity to:
1. Explore and understand better the ways in which trade, politics and socio-economic development shape and are shaped by global interactions.
2. Become conversant with and knowledgeable about a number of political, social, and economic theories that help us to understand issues and controversies surrounding globalization debate.
3. Explore philosophical and policy debates concerning the benefits, costs, and different approaches to expanded global commerce and economic development both in economics and politics.
4. Develop the ability to contextualize historical and theoretical approaches by finding real world, relevant examples that connect the weekly readings to your own research interests in global phenomena.
5. Foster a deeper understanding for the complexities and nuances that shape global interactions and isolations.
Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Engage actively and critically with all readings, lectures, and videos assigned for the week.
3. Identify important themes covered in the readings, videos, & lecture as a whole.
4. Prepare & post on the Discussion Board your reaction notes no later than Wednesday by 11:59PM EST, taking care to find the common theme that runs throughout assigned readings.
5. Review thoughtfully each of your classmates’ reaction and respond thoughtfully to at least two classmates’ posts no later than Sunday, noon (EST).
6. Incorporate quotations or paraphrase from the readings into each of your posts taking care to include page numbers/citations.
7. Complete and submit all assignments by the due dates.

You can expect to spend roughly 6-8 hours a week on readings, lectures, & discussions.

Participation/Discussion Board (35% of your grade)

- Each week students must post at least a primary response (reaction notes) and two secondary responses to other students’ posts (thoughtful responses to peers’ posts).
- The Discussion Board is our classroom. Posts count as participation as attendance.
- Reaction notes should synthesize your own ideas & interpretations and the ideas of the theorists and scholars covered in the course material for the week.
  - Primary responses are not summaries of the readings and lecture. Your ideas and interpretations are paramount - take risks, dare to be wrong, raise important questions.
  - You must incorporate quotations or paraphrasing from the readings as a means to help others refer back to the moments in the readings that most informed your interpretations.
  - This is meant to help foster a more energetic exchange on the discussion board. Be sure to include the page numbers for quick reference.
  - Primary responses should generate a discussion. Explain what you learned; what you think; and why you think it matters within the context of global politics, economics and socio-cultural phenomena - explain the relevance, and be specific.
- Secondary responses - your responses to two of your classmates - are more straightforward: you simply respond thoughtfully and thoroughly to a minimum two of your classmates’ posts.
  - You must respond to thoughtfully and thoroughly to two of your classmates per week.
  - Your response must be substantive. While encouragement and support are always welcome, the requirements are such that you need to explain how and why you think your peers’ reaction notes are relevant.
  - You may also use your secondary response to raise questions about another’s post. You may certainly ask your peer for clarification or offer an alternative point of view.
- Participation in the discussion board is worth 35% of your grade.
Primary responses are due by 11.59 PM EST every Wednesday, secondary responses are due by noon EST on Sunday. I will respond in my weekly reply on Thursdays no later than 11:59 PM EST.

Attendance Policy/Tardiness
As this course is asynchronous, attendance & tardiness are measured by your discussion board posts. Failure to post counts as an absence. Late posts count as tardiness. To succeed in the class, you must post consistently and post on time. Unless discussed with me ahead of time, late posts will not be addressed in my weekly reply. Late posts impact your classmates as well.

Communication/Submission of Work
If ever you have any questions on the procedures of the class or the content, I encourage you to first review the syllabus and course website. If your answers are not found in either of these two places, email me.

NOTE: I do not check the discussion board 24/7, so if your question is time sensitive, it’s best to email me. If you do not hear from me within 48 hours of emailing, please assume I did not get your first message and resend it; but please do allow 48 hours for a response.

To avoid emails ending up in my SPAM folder there are two options: 1) Make sure to use a formal subject header e.g. GST6100 Question about Bhagwati reading or 2) Submit your email through Blackboard.

All assignments are to be submitted through BlackBoard. In the Assignments folder for the week the project is due, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab. If you have difficulty accessing the comments, the best course of action is to contact technical support (available 24/7).

NOTE: If you notice something amiss with the course website, please notify me as soon as possible. Sometimes the issues are student specific and sometimes they’re course wide, but I cannot address the issue if I do not know about them. For each of the twelve weeks, there will always be a mandatory lecture and there will always be a mandatory discussion board thread.

Grading/Evaluation Standards
- Class Participation - 35%
- Short Essay Assignment - 20%
- Term Paper Proposal - 10%
- Term Paper - 35%

Late submissions may not be accepted without prior authorization. Additionally, those pre-authorized late submissions may be subjected to a ½ letter grade deduction for each day that an assignment is late.
**Grading Rubric:**

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.</td>
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<tr>
<td>80-83</td>
<td>B-</td>
<td>Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.</td>
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<tr>
<td>74-76</td>
<td>C</td>
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<tr>
<td>70-73</td>
<td>C-</td>
<td></td>
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<tr>
<td>69% or below</td>
<td>F</td>
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*Please note that CPS does not award grades below a C- for graduate level courses.*

I want all students to succeed, but the onus is really on each of you to do the work; to ask for clarification when you’re unsure; and to communicate when issues arise. It is expected that students’ written work be clear, comprehensible, and competently produced. The following resources are available to all students who need help to improve their writing skills:

- Smarthinking (available free in Tool section of Blackboard) – this allows students to submit written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- Writing Center on Northeastern Campus – contact the center to schedule an appointment.
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) is a valuable source of information about grammar, sentence structure, and general writing skills.
Short Essay Assignment (20%): In an effort to insure your understanding of the topics and key concepts covered in the course, at the beginning of Week-7, you will be given 5 or 6 questions and allowed you to choose 3 to answer. Your answers should be about 500 words each, double-spaced, one inch margins, & 12-point font. Do cite properly any other info you use, but outside info is NOT required at all. If you do, use APA, MLA, Chicago (google it) and be sure to do textual citations properly -- which doesn't mean just inserting the URL into parenthesis! I recommend strongly reviewing Northeastern’s Academic Integrity policy (listed below) AND the link I have posted under “Guidelines and Resources” that explains the expectations for graduate level writing. We will discuss the short essay in greater detail as the term progresses, and you should speak to me/through email if you still have questions.

TERM PAPER PROPOSAL (10%): In an effort to lessen the amount of work you need to do at the end of the term, you must begin thinking about your research paper early on. You must submit a detailed outline of your proposed project (250-500 words) by **Wednesday, February 28th no later than 11:59 PM EST**. The proposal should include a brief description of your topic, your hypothesis, why you’re interested in it, AND how you’ll connect your ideas to topics in the class - taking care to explain precisely how you intend to connect the ideas covered with your own research. You are also required to find five (5) scholarly, peer reviewed sources for your proposal. You should look ahead at some of the readings & concepts to be covered in classes not held yet. There are several documents posted on the course website, under ‘Course Material’, ‘Guidelines & Resources’ that should prove helpful to students preparing research projects. You may also talk to me ahead of time about any ideas you’re considering. We’ll talk more about this as the term progresses. The more detailed your proposal, the more detailed my feedback. Late papers may not be accepted without prior authorization, and approved late papers may be marked down ½ a letter grade/day.

TERM PAPER (35%): Your final paper should be no less than 2500 words using formal citations. **NOTE: The word count includes only the body of the paper, not abstracts; appendices, tables, cover pages, and work cited pages.** The paper is a critical engagement with (arguing for or against) particular policies, development and effects of international institutions, governance, and challenges brought by globalization. Your paper is not a summary of someone else’s work or ideas. You should employ one or some of the theories covered in ways that advance your own research interests. Your project must be clearly informed by the material and ideas covered in class. Consider it an exploratory exercise that will benefit you beyond this class. Your papers must be formatted professionally. Double-spaced, One inch margins all around. You must cite your sources properly and consistently following APA, MLA, or similar citation guide. We will go over the details a few times in lectures throughout the term. There are also detailed guidelines and resources provided in a folder with the same name located on our course website under “Course Material”. Late papers will not be accepted without prior authorization. **Your research paper is due on Wednesday, March 28th at 11:59 PM EST.**

Class Schedule / Topical Outline

**Note** that the readings will be available through Blackboard, under ‘Course Material’ for the week. Readings should be available from the start of the semester and **they may be subject to change based on the directions**
If you have trouble accessing the readings, you must contact me directly. Do not wait until the last minute as you’re still responsible for the work.

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 8 – Jan. 14</td>
<td>The Global Economy and National Polity (We will examine and explore How the market complicates democracy. How markets and states are in contention. How does globalization intensify this challenge?)</td>
<td>- Selective Chapters from Dani Rodrik, Jagdish Bhagwati, &amp; Robert A. Dahl</td>
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<td></td>
<td>- Post your primary reaction notes on Discussion Board <strong>no later than 11:59 PM EST on Wednesday</strong></td>
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<tr>
<td>2</td>
<td>Jan. 15 – Jan. 21 (Martin Luther King Jr. Birthday, No Classes)</td>
<td>A Theoretical Overview (We will explore and analyze intellectual frameworks and theoretical approaches used in economics and political science)</td>
<td>- Selective Chapters from John Baylis &amp; Steve Smith</td>
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<td>- Post your primary reaction notes on Discussion Board <strong>no later than 11:59 PM EST on Wednesday</strong></td>
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<td>3</td>
<td>Jan. 22 – Jan. 28</td>
<td>Globalization and Economic Development (Does globalization portend convergence or divergence of economic and political systems?)</td>
<td>- Selected Chapters from Dani Rodrik, Joseph Stiglitz, Amartya Sen &amp; additional readings (TBA)</td>
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<td>- Post your primary reaction notes on Discussion Board <strong>no later than 11:59 PM EST on Wednesday</strong></td>
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<td>4</td>
<td>Jan. 29 – Feb. 4</td>
<td>Contending Ideologies of Trade (Trade as an instrument of diffusion of neo-liberalism and anti-regulation? Or Trade as an opportunity for poor countries to develop, but keeping a measure of their own sovereignty?)</td>
<td>- Assigned readings (TBA)</td>
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<td>- Post your primary reaction notes on Discussion Board <strong>no later than 11:59 PM EST on Wednesday</strong></td>
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<tr>
<td>5</td>
<td>Feb. 5 – Feb. 11</td>
<td>The World Trade Organization (WTO) and Globalization (The politics of the World Trade Organization, NAFTA, and other regional trade pacts)</td>
<td>- Assigned readings (TBA)</td>
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<td>Dates</td>
<td>Topic</td>
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<td>6</td>
<td>Feb. 12 – Feb. 18</td>
<td>Post-Cold War and the Rise of Asian Powers esp. China (China geopolitical development approaches and strategies)</td>
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<tr>
<td>7</td>
<td>Feb. 19 – Feb. 25 (Presidents’ Day, No Classes)</td>
<td>One World Order or New Divides?</td>
<td>-</td>
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<tr>
<td>8</td>
<td>Feb. 26 – Mar. 4</td>
<td>Nationalism and the New World</td>
<td>-</td>
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<tr>
<td>9</td>
<td>Mar. 5 – Mar. 11</td>
<td>IMF and World Bank Controversies</td>
<td>-</td>
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<tr>
<td>10</td>
<td>Mar. 12 – Mar. 18</td>
<td>Africa and the Global Economy (How Africa’s institutions interact with global political economic systems and existing geopolitical systems and structures?)</td>
<td>-</td>
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<tr>
<td>11</td>
<td>Mar. 19 – Mar. 25</td>
<td>Transnational Corporations and Growth (Trans-national governance)</td>
<td>-</td>
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### I. Academic Integrity Policy

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s policy on academic integrity; the complete policy is available on the [Office of Student Conduct and Conflict Resolution web page](https://www.studentconduct.northeastern.edu/policies/academic-integrity).

<table>
<thead>
<tr>
<th>Cheating</th>
<th>intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise</th>
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</thead>
<tbody>
<tr>
<td>Fabrication</td>
<td>intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>intentionally representing the words, ideas, or data of another as one’s own in any academic exercise without providing proper citation</td>
</tr>
<tr>
<td>Unauthorized collaboration</td>
<td>instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual’s independent work.</td>
</tr>
<tr>
<td>Participation in academically dishonest activities</td>
<td>any action taken by a student with the intent of gaining an unfair advantage</td>
</tr>
<tr>
<td>Facilitating academic dishonesty</td>
<td>intentionally or knowingly helping or attempting to violate any provision of this policy</td>
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</tbody>
</table>

For more information on Academic Integrity, including examples, please refer to the [Office of Student Conduct and Conflict Resolution web page](https://www.studentconduct.northeastern.edu/policies/academic-integrity).

### II. College of Professional Studies Policies and Procedures

For comprehensive information, please see the [Registrar University Catalogs page](https://www.registrar.northeastern.edu/undergraduate/s.php) as well as the [Student Resources page of the Northeastern University College of Professional Studies website](https://www.northeastern.edu/college-of-professional-studies/student-resources/).
III. Student Accommodations

The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (http://www.northeastern.edu/drc/) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

V.

VI. End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this class, please take the time to complete the evaluation survey at the NEU EvaluationKit website. Your survey responses are completely confidential. Surveys will be open for the last two weeks of the class. An email will be sent to your HuskyMail account notifying you when surveys are available.

VII. Online Proctoring

In this class, some tests may be administered remotely by an online authentication and proctoring service called Examity®, which gives you the flexibility to schedule exams at your convenience and take them wherever you want.

To prepare for using Examity®, you will need to meet the following technical requirements:

- Working webcam and microphone which can be tested at www.testmycam.net
- An Internet connection of at least 3Mbps (www.speedtest.net)
- Chrome/ Mozilla/ Safari/ Internet Explorer/ Microsoft Edge browser
- Up to date Operating system (Windows or Mac OS)

Please click on the link below to run an automated system check:
Examiy Computer Readiness Check

If you do not pass the systems check or have any questions or concerns, you can contact Examity’s® technical support team 24/7 via email at support@examity.com or phone at (855) 392-6489. Please tell your instructor immediately if your computer/equipment does not meet the standard to use online proctoring.

VIII. Northeastern University Online Copyright Statement

Northeastern University Online is a registered trademark of Northeastern University.