

FYS 70:
Is the World Flat? Understanding Globalization and Development

Spring 2024

Professor ShahBano Ijaz

Pronouns: she/hers

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Office: Johnson Hall 208

Office Hours: Thursdays 1:15 p.m. – 3:15 p.m. (and by appointment over email/Zoom).

Please sign up [here](#) for Thursday office hours.

Class Days: T/Th

Class Hours: 10:05 – 11:30am

Location: Library 355

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Course Description:

This course will introduce students to the concepts of globalization and development, while questioning whether globalization effectively levels the playing field for different countries through the promotion of free trade. Students will be introduced to structural theories of development and the historical underpinnings of liberal institutions, with a particular focus on the World Trade Organization (WTO). By connecting these historical roots of neoliberal trade policies to the globalization backsliding occurring in more recent times, students will be able to critically assess both the benefits and the distributionally negative consequences of a more connected world. The writing assignments in the course will encourage students to reimagine what globalization could mean for the future and the potential it holds as a solution to problems of development.

Note that this is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

Learning Objectives and Goals:

There are three primary learning objectives for this seminar on foreign aid:

- Students will be able to articulate the complex strategic politics that underlie foreign aid as well as how the flow of foreign aid reaffirms global power structures.
- Students will be able to discuss concepts such as foreign aid, international loans and grants, development, imperialism, and neoliberalism.
- Students will be able to critically evaluate policies that focus on aid efficacy and development outcomes.

This course is also designed to fulfill the objectives of the First Year Seminar (FYS) at Occidental College. The mission of the FYS program is to prepare all first-year students for success at Oxy and beyond through shared intellectual experiences that develop effective college-level writing and enhance critical thinking.

1. **Effective College-Level Writing.** Students will demonstrate proficiency in expository essay writing as they gain and refine their knowledge of the conventions of academic discourse.
 - **Outcome 1.1:** Students will develop writing that responds with insight and originality to the criteria and requirements of the assignment, demonstrating their understanding of the course materials and topics through the use of specific examples and evidence from scholarly sources.
 - **Outcome 1.2:** Students will develop writing using features appropriate for college-level expository papers including: thesis or main idea, clarity of focus, organization, and conventions of grammar, style, mechanics, and usage.
2. **Critical Thinking.** Students will be provided with opportunities to develop, strengthen, and demonstrate their ability to think critically and engage in academic discourse.
 - **Outcome 2.1:** Students will have the ability to clearly and accurately represent the precise question, problem, or issue under discussion.
 - **Outcome 2.2:** Students will have the ability to identify assumptions, implications, and practical consequences of the question, problem or issue under discussion.

3. **Scholarly Inquiry.** Students will demonstrate understanding of the practices of scholarly inquiry by identifying research questions; collecting, evaluating, and interpreting evidence; and communicating the findings.
 - **Outcome 3.1:** Students will gain experience in crafting research questions, locating and evaluating sources, deploying evidence and situating their scholarly inquiry within scholarly conversations.
 - **Outcome 3.2:** Students will construct well-reasoned conclusions or solutions with regard to the question, problem or issue under discussion, and test these conclusions or solutions against relevant criteria and standards.
4. **Transition to College.** Students will become familiar with the norms of college academic life and demonstrate knowledge of the curricular and co-curricular resources available to promote their academic success.
 - **Outcome 4.1:** Students will be able to demonstrate knowledge about academic and co-curricular resources and support services.
 - **Outcome 4.2:** Students will be able to demonstrate knowledge about academic support services that aid in the transition to college from high school.
5. **Information Literacy.** Students will be introduced to the concept of information literacy and be expected to understand how to find and evaluate academic sources. They will also learn about scholarly citation methods and purposes, and become aware of the importance of academic honesty.
 - **Outcome 5.1:** Students will be able to identify their information needs and match them with appropriate search strategies and tools.

Grading Criteria

	Total	S	U
Attendance	21	≥ 19	< 19
In-Class Exercises	5	≥ 3	< 3
Essays	3	3	< 3
Annotated Bibliography	1	1	< 1
Conferences	1	1	< 1

All FYS courses are graded on a Satisfactory/Unsatisfactory (S/U) basis to encourage students' focus on gaining knowledge and skills required to meet college-level critical thinking and writing expectations. The grade mode emphasizes the growth represented by students' work throughout the course. Grades of S/U do not factor into a student's term or overall GPA. Moreover, this course is designed around a labor-based model that places emphasis on your efforts in throughout the semester. Completing all course requirements satisfactorily will ensure that you receive an S and pass this course.

Required Readings

The following text is **required**; you may purchase it for your own benefit but all readings will be made available via Moodle.

Rodrik, Dani. 2011. *The Globalization Paradox: Democracy and the Future of the World Economy*. New York: W. W. Norton & Company. (Referred to below as “Rodrik”)

Reminder: You do NOT need to purchase a physical copy of the book.

Additional **required readings** include articles and books chapters, all of which will be available in PDF format on Moodle. Where a PDF is not available there will be a link to the website where students can access the reading.

Some readings are available electronically on the Oxy Library website. You will need to create a (free) Open Library account to view them.

Course Requirements

Attendance:

Attendance is mandatory; however, COVID continues to pose a threat to our health. If you are not feeling well, or if you have had close contact with someone who is sick or has tested positive for COVID-19, please do not come to class. Send me an email letting me know you will be absent, and I will help you access the material you missed. You will not be penalized for missing class due to illness or quarantine.

Participation:

Students are expected to attend class having completed all the required readings for that day. The participation grade also includes active participation in any peer review exercises, online discussion forums, group projects, etc. If you encounter circumstances that prevent you from participating in these ways, please contact me and we can discuss alternative forms of participation if needed.

In-Class Exercises :

You have the benefit of being assigned a Writing Fellow this semester. We will have at least two peer-review sessions and three in-class writing workshops that will help you focus exclusively on your writing skills.

Essays:

As a course designed to facilitate your growth as an academic writer, essay writing will comprise a major component of your work this semester. To pass this course, you will need to complete all three assigned essays. More instructions will be provided as we progress through the course.

- *Response Essay (#1)*: Students will write an essay (2-3 pages) that expresses their expected intellectual experience in this course while providing a reaction to the readings assigned in the course till that point. This essay is due on February 5th at 11:59 p.m.

- *Reflective Introduction Essay (#2)*: The RIE is a required component of the first-year writing portfolio. Students will write a 3-4 page essay, reflecting on their journey in developing the portfolio. This essay is due on February 19th at 11:59 p.m.
- *Research Proposal (#3)*: The research proposal is an opportunity to develop an idea that can feed into a junior or senior year research paper. The proposal will be divided into the following components:
 - Draft proposal due March 25th at 11:59 p.m.
 - Annotated bibliography due April 8th at 11:59 p.m.
 - Presentation due April 22nd at 11:59 p.m.
 - Final research proposal due May 8th at 11:59 p.m.

Conferences:

Students will meet for brief consultations with Professor Ijaz about their progress in the course during week 9. All students are required to participate in this process.

Mid-Semester Progress Reports

All faculty are encouraged to provide students with a mid-semester progress report for every course. Mid-semester progress reports are not intended to be used as determinative or predictive of the final grade in a course, but to provide an opportunity for the faculty to communicate an approximate estimation of progress by the students in the course by the midpoint of the current semester.

Course Policies:

Classroom Culture, Participation, and Attendance:

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and non-visible identities. The wide array of perspectives that each of us contributes to this class is a resource that will strengthen and enhance our intellectual community. I firmly believe that we learn and grow best in settings in which we feel safe to express our ideas, but also to have our ideas challenged. Therefore, it is important that we cultivate a classroom culture that allows us to challenge each other without disrespecting each other. From the first day, we will work on developing a healthy classroom culture in which everyone feels comfortable participating because your active and informed participation is essential for success in this course. Furthermore, attendance is mandatory, unless we mutually agree to an alternative arrangement. You should notify me via email if you are going to miss a class session. If you miss more than three sessions without discussing it with the professor, it will affect your grade in the course.

Masks:

Your health and well-being, and that of our community, are essential. Since COVID-19 continues to pose a threat to many of us, students are encouraged, *but not required*, to wear masks in class

– KN95, N95, or surgical masks are best. Please use your best judgment to wear a mask, especially if you have been in close contact with someone who has tested positive for COVID-19. If you are feeling any symptoms of illness, please refrain from attending class until you receive a negative COVID test or it has been 10 days since your symptoms began. Please work with Emmons and the COVID Operations team to confirm when and how you can end your isolation. Similarly, if you have been identified as a close contact of someone who has tested positive for COVID-19, please follow all applicable College policies, and wear a high-quality mask when around other individuals for 10 days.

Laptops:

Laptops will not be allowed in sessions where we will be discussing substantive readings on aid and imperialism. However, I encourage you to bring laptops to class as we will use these during in-class writing activities which will include working on drafts, peer-reviewing others' work, or just doing an in-class writing session. Please use your best judgment to use laptops only for work related to the class; browsing the internet or using social media during the classroom is both disruptive and disrespectful to the class environment and your peers.

Communication:

Check your registered campus email regularly as well as announcements made to the Moodle site for the course. You are responsible for the material I send you electronically. I will respond to your email inquiries within 24 hours during weekdays, and on the first weekday if you email me after 5 p.m. on Friday (or over a break).

Class Recordings:

No recording of classroom instruction is permitted. The sharing, altering, or distorting of any audio-visual capture of a class session is not permitted. All content contained in the records shall be subject to the College's Policy on Intellectual Property.

Late Assignments:

All assignments are due on the dates specified in this syllabus. If you anticipate trouble submitting an assignment on time, let me know as soon as you are aware, and we will come up with a plan.

Syllabus Change:

In the interest of flexibility, I may need to make small changes to the syllabus throughout the semester – but I will not add any required assignments or readings.

Statement of the Shared Academic Integrity Commitment:

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to upholding the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own; students are expected to give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

For more information, please see this [link](#) to Student Handbook.

Civil Rights & Title IX statement, and statement of role of faculty member as a mandatory reporter:

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Special Accommodations/Learning Differences:

All academic and housing accommodation requests are managed by Disability Services & Student Support (DSSS). It is a student's responsibility to contact DSSS if they need accommodations or additional support. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Accommodations for Reasons of Faith and Conscience:

Consistent with Occidental College's commitment to creating an academic community that is

respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations>.

Discrimination, Harassment, and Retaliation policy:

I strive to foster an inclusive classroom environment. Consistent with College policy on [discrimination, harassment, and retaliation](#), I seek to maintain an environment of mutual respect among all members of our community. Please come to me with any concerns.

Land Acknowledgement:

Occidental College occupies the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#)

Date	Topics	Readings	Assignments Due
Week 1			
Tuesday January 23rd	Syllabus	- Course syllabus - First-stage writing proficiency portfolio available here. - Introduction to the Writing Fellow	
Thursday January 25th	ChatGPT: Do we still need to know how to write? Introduction to Globalization	- Robin, Corey. (2023). <i>The End of the Take-Home Essay: How ChatGPT changed my plans for the Fall</i>. The Chronicle of Higher Education. Available here. - Rodrik (Chapter 7): p. 135–158	
Week 2			
Tuesday January 30th	Understanding Development	- Sen, Amartya. 1999. “Introduction” and “Chapter One,” <i>Development as Freedom</i>. - Evans, Peter (2002) “Collective capabilities, culture, and Amartya Sen’s Development as Freedom’.” <i>Studies in Comparative International Development</i>. 37(2): 54-60.	
Thursday February 1st		Writing Workshop: Revisions and Edits	
Week 3			First Essay due on Feb 5th at 11:59 p.m.
Tuesday February 6th	Liberal International Organizations Robin Wall Kimmerer event: 12:00 – 1:00 p.m.	- Barnett, Michael and Martha Finnemore (2005). “The Power of Liberal International Institutions” in <i>Power in Global Governance</i>. - Thomas Oatley. (2018). International	

		Political Economy, Chapter 2.	
Thursday February 8th	No Class in lieu of Tuesday event		
Week 4			
Tuesday February 13th	Winners and Losers from Trade	- Rodrik (Chapter 3): p. 47–66. - Thomas Oatley. (2018). International Political Economy, Chapter 4.	
Thursday February 15th		Writing Workshop: Reflective Introduction Essay	
Week 5			Second essay due on February 19th at 11:59 p.m.
Tuesday February 20th	Development Theories: Dependency & Modernization	- Valenzuela & Valenzuela, “Modernization and Dependency” (1978) - dos Santos, “The Structure of Dependence” (1970)	
Thursday February 22nd	Foreign Aid, Globalization and Development	- Moyo, Dambisi. (2009). “The Myth of Aid,” in <i>Dead Aid</i>. Farrar, Straus and Giroux. - Zakaria, Rafia. (2021). “The White Savior Industrial Complex and the Ungrateful Brown Feminist” in <i>Against White Feminism</i>. W.W. Norton	
Week 6			
Tuesday February 27th	Globalization and Climate Change	- Smith, Noah. (2014) “The Dark Side of Globalization: Why Seattle’s 1999 protestors were right,” <i>The Atlantic</i>. - Afesorgbor & Demena (2018)	

		“Globalization may actually be better for the environment,” <i>The Conversation</i> .	
Thursday February 29th	Portfolio Talk	We will meet to informally discuss progress on portfolios, any last-minute help you might need. Writing Fellow will be present.	
PORTFOLIO DUE ON MARCH 1st at 5 P.M.			
Week 7		Monday March 4th: Dr. Earyn McGee Event 11:45 -12:40 am	
Tuesday March 5th	Debt Crisis	- Michael Kremer and Seema Jayachandra. 2002. “Odious Debt.” Finance and Development 39:2 (June). - John Williamson. 2000. “What Should the World Bank Think About the Washington Consensus?” World Bank Research Observer 15:2 (August), p.251–264.	
Thursday March 7th	No Class in lieu of core event mentioned above.		
Week 8			
Tuesday March 12th	No Class: Fall Break		
Thursday March 14 th	No Class: Fall Break		
Week 9			
Tuesday March 19th	Currency Crisis	- Stephan Haggard. 2000. “The Politics of the Asian Financial Crisis.” Journal of Democracy 11:(2): pp. 130–144. - Fredric Mishkin. 1999. “Lessons from the Tequila Crisis.” Journal of Banking & Finance 23:1521–1533.	
Thursday March 21 st		Writing Workshop on Research Question	
Week 10			Draft proposal due on March 25th at 11:59 p.m.

Tuesday March 26th	Globalization and New Wars	• Rosendorff, B. P., & Sandler, T. (2005). The Political Economy of Transnational Terrorism. <i>Journal of Conflict Resolution</i>, 49(2), 171-182. • Lim, Linda. (2002). Terrorism and Globalization: An International Perspective. <i>Vanderbilt Journal of Transnational Law</i>, 35(2), 703-710. • Duffield, Mark. "Globalization and War Economies: Promoting Order or Return of History" <i>The Fletcher Forum of World Affairs</i>, vol. 23, no. 2, 1999, pp. 21–36.	
Thursday March 28 th		Writing Workshop on Peer Reviews + Peer Review Session	
Week 11			
Tuesday April 2 nd	Globalization and Refugees	• Hainmueller, J. and Hopkins, D.J. (2015), The Hidden American Immigration Consensus: A Conjoint Analysis of Attitudes toward Immigrants. <i>American Journal of Political Science</i>, 59: 529-548. • Williamson, Scott, Claire L. Adida, Adeline Lo, Melina R. Platas, Lauren Prather, and Seth Wefrel. "Family Matters: How Immigrant Histories Can Promote Inclusion." <i>American Political Science Review</i> 115.2 (2021): 686-93.	
Thursday April 4th		LIBRARY VISIT!	Library Visit
Week 12			Annotated bibliography due on April 8th at 11:59 p.m.
Tuesday April 9th	Globalization Backlash	• Ballard-Rosa, C., Malik, M. A., Rickard,	

		S. J., & Scheve, K. (2021). The Economic Origins of Authoritarian Values: Evidence From Local Trade Shocks in the United Kingdom. <i>Comparative Political Studies</i>, 54(13), 2321-2353. Leonardo Bursztyn, Michael Callen, Bruno Ferman, Saad Gulzar, Ali Hasanain, Noam Yuchtman, Political Identity: Experimental Evidence on Anti-Americanism in Pakistan, <i>Journal of the European Economic Association</i>, Volume 18, Issue 5, October 2020, Pages 2532–2560.	
Thursday April 11 th	Future of Globalization and Development	- Evans, P. (2008). Is an Alternative Globalization Possible? <i>Politics & Society</i>, 36(2), 271-305. - Rodrik (Chapter 9 & 10): p. 184–232.	
Week 13			
Tuesday April 16 th	Is the World Flat?	Friedman, Thomas. (2005) The World is Flat: A Brief History of the 21st Century. Chapters 1&2.	
Thursday April 18 th		Writing Workshop on Developing a Thesis	
Week 14			Presentations due on April 22nd at 11:59 p.m.
Tuesday April 23 rd	No Class: Founder's Day		
Thursday April 25 th	Presentations		
Week 15			
Tuesday April 30 th	Wrapping Up and Celebration!		

Final Research Proposal due on 08/05 at 11:59 p.m. Please upload to Moodle. [subject to change based on Finals schedule]

