

San José State University
Department of Political Science

Pols 147: Globalization,
Spring 2022

Course and Contact Information

Instructor: Sabrina Pinnell

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Office Hours: M 2-3, W 9-10; both hours online via Zoom. Other times by appt.¹

Class Days/Time: From 1/28-2/11, classes will be F 9:30-12:15 online via Zoom (see Canvas page for link); In-person after that on F 9:30-12:15

Classroom: DMH 149A (after February 11th)

Course Format

This is an in-person class; while there may be some participation tasks such as discussions and quizzes done online outside of scheduled class time, lecture and exams will be in-class on Fridays in the classroom. Unless there is an emergency situation that requires a shift in format for the class (such as the plan to have the first three weeks online),² you should plan to attend the full class time on Fridays in-person and come prepared to participate in class.³ To prepare for what is a long class day, you should do the reading before the class and take time over the course of the week to review the material before we meet.

Office hours will be online this semester due to the current pandemic and the need for physical distancing. Please see the footnote on page 1 for the links to these hours. Appointments at other times will be set by the instructor using a different link which I will send to you when we set the appointment.

As part of the class, students are expected to have access to a computer and be able to use the Canvas platform. If this is your first semester at SJSU, please log on to Canvas through the SJSU website and use your

1. Because these office hours apply to multiple courses, you will need this link outside of Canvas to access them: for M 2-3, Join from PC, Mac, Linux, iOS or Android: <https://sjsu.zoom.us/j/85632857518?pwd=bkRwcHprekdwTDAwZnQwK3kyUC9MZz09>

Password: 802140; for W 9-10, Join from PC, Mac, Linux, iOS or Android:
<https://sjsu.zoom.us/j/82124642736?pwd=b1ZoWDRITlR6V1dpeTB1bURBRzVUUT09>

Password: 370373. Additional appointments may require a separate link supplied by the instructor. All office hours will be online this semester.

2. See Zoom on Canvas for the class link.

3. Student emergencies such as illness or other situation that prevent you attending class on a specific date will require notifying the instructor and then going over the material in an electronic format. Please contact the instructor if this occurs.

SJSUOne ID to establish your Canvas account and format your notifications to allow class announcements to go to your email immediately. You should also log on to Name Coach and give the oral pronunciation of your name. Canvas will be essential for communication and various class tasks this semester.

Course Description

From the SJSU Catalog: Considers the impact of economic and political globalization, focusing primarily on nations in Latin America, Asia and Africa. Issues include the effects of multinational production, migration, aid, international institutions and humanitarian intervention.

Department of Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 4) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Course-Specific Learning Outcomes

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

- 1) Define globalization in terms of its informational, political-economic and political aspects, focusing particularly on the effects on the countries of Latin America, Asia and Africa in terms of:
 - a. Integration into the global economy, with emphasis on development and interaction with MNCs, Northern countries and the global market;
 - b. Global political governance, considering the role of international institutions on issues of security, refugees, and humanitarian intervention;
 - c. Current issues of the global commons such as the COVID-19 pandemic, and the ongoing issue of Southern country debt.
- 2) Conduct research on a topic involving the informational, political-economic and/or political impacts of globalization on countries in the regions outlined above.

The first outcome will be fulfilled through a combination of in-class and online discussion, plus two exams and a final exam. The second will be fulfilled with an independent research paper and presentation to the class.

Required Texts/Readings

Textbook

There is no required textbook to purchase for the class; all readings are either on Canvas or accessible through the King Library site as electronic resources.

Other Readings/Materials

Please see the Schedule in this Syllabus for the readings for each week; these are either under Files on Canvas, or accessible through electronic links. You should also check Modules on Canvas Monday before class each week, to verify what readings should be accomplished before the class on Friday; some sections go over multiple weeks, so different parts of the reading will be assigned each week under Modules.

Discussions held online this semester may have readings or other materials to review before you participate in discussions, and these materials may not be cited in the Schedule. Because accessibility is a potential issue, any *required* materials in oral form (such as a podcast) will have a transcript available.

Course Requirements and Assignments

This course includes the following methods to evaluate student performance:

Syllabus Quiz (Online)	10 points
Discussions (Online)	7 x 10 points
Exams 1 and 2	2 x 50 points
Research Project	
Outline	20 points
Rough Draft	40 points
Final Draft	40 points
Presentation	40 points
Final Exam	<u>50 points</u>
	370 points

Syllabus Quiz: All students must take the Syllabus Quiz on January 31st, which will be available for 24 hours on Canvas under Quizzes. This quiz is open-book and open note and worth 10 points.

Discussions: Various weeks in the semester, students will be going onto Canvas before the Friday class session to participate in an online discussion. You will find assigned discussions under Discussions on Canvas and linked to particular modules. Discussions usually require you to consider information, answer various questions in an initial post, and then later respond to another student's post over the course of the discussion period. This participation adds up to a possible 10 points for each discussion. Note that access to discussions occurs when a module is unlocked. Failure to complete these assignments will only be excused if there is a verifiable emergency.

Exams 1-2: In the last 75 minutes of the class on March 4th and April 22nd, you will write a 2-4 page essay in a large greenbook. You will have a choice of one of two questions to write on. Questions will not be given in advance of the test. This will be an in-class exam and closed-book, closed-note. Please see the handout on Exams appended to the end of the Syllabus for more information.

Students are expected to take exams as scheduled; they will not be given in advance of their scheduled dates and make-ups will only be permitted due to a verified emergency. Travel plans are not

considered emergencies. Makeups must occur within a one-week time period from the scheduled date. Contact the instructor ASAP if you miss a test to schedule a makeup.⁴

Research Project: The research project for this class will be multi-stage, with a paper (two drafts) and a presentation. The project will be on a topic of the student's choosing, but must be within these parameters:

- 1) Given that this is a political science course, your project must have a topic that involves a *political* or *political economic* issue in globalization. If you decide to consider an information topic such as social media or increased forms of communication across countries, it needs to be connected to political or political economic events in some way: for example, Facebook's connection to genocidal behavior in Myanmar.
- 2) Your topic also needs to be connected to the geographic regions of interest in the course: Latin America, Africa and/or Asia. You cannot have a completely American topic; if you decide to study the U.S. as an example, you need to compare it to at least one country in the regions of interest for the course. If you decide to work on a topic that is more international in nature such as humanitarian intervention, it still needs examples from the countries of interest.

Please see the handout appended to the Syllabus for information on the various stages.

Final Exam: The final exam is on May 24th from 8:00-9:30 a.m.⁵ in DMH 149A. The format is the same for Exams 1-2, but the focus of the exam is comprehensive for the course. Please bring a large greenbook to the test room. The exam will not be given in advance for any reason; please make travel arrangements accordingly. Make-ups are only permitted for emergencies and will be held on the official makeup day (May 25th).

Please note that per University policy S16-9), "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus." Our course load is based on four units, so this means that students will be expected to spend approximately nine hours a week on course material, exclusive of class time. More details about student workload can be found at <http://www.sjsu.edu/senate/docs/S16-9A.pdf>.

Grading Policy

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A plus, 93-96% is an A, 90-92% is an A minus, 87-89% is a B plus, 83-86% is a B, 80-82% is a B minus, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Point scores will be available on Canvas, but percentages for the categories and the overall course score may not be; contact the instructor if you need a grade check for the course.

4. Exams will not be made up in office hours; you need to set a time outside of these within the week following the test. The instructor will find a reasonable on-campus environment with distancing so you can make up the test in-person.

5. The formal time starts at 7:15, but this exam has the same format as Exams 1-2, so you need less time to complete it.

Extra Credit Policy

Per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. Students may not request individual extra assignments for additional credit.

Currently, there are no extra credit activities scheduled for the class. If they occur, the entire class will be notified beforehand to allow universal participation.

Travel Policy

For this course, if you know that you will be absent or unable to complete assignments ahead of time due to athletic or other campus activities, it is your responsibility to clear any extensions or excusals with the instructor ahead of the due date.⁶ Travel for other reasons, barring emergencies, may not be accepted as reasons for extensions or excusals for late work or makeup exams; any exceptions require instructor approval. If you have an emergency that makes it impossible to take an exam or complete an assignment, contact the instructor ASAP to discuss options to complete your work. But as noted above, no exams will be given in advance for any reason, and this includes the Final.

Classroom Protocol

The issues of this course will occasionally be controversial, considering the impact of the North upon the economies and politics of Southern countries; immigration and refugee rights; the rights of ethnic and religious minorities versus majorities; the rights of industrialized vs. developing countries on COVID prevention and treatment. Students are expected to conduct themselves in a civil and respectful manner in online and in-person discussions and other communications, particularly to their fellow students. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students should review the Netiquette rules in the first course module for more information.

You should be aware that although Canvas is only accessible by registered students, much of it should be considered a public forum: your remarks in discussions and in group Zoom sessions will be recorded. Email also has confidentiality issues. Act accordingly.

Internet Failure Policy

While this is an in-person class, some of the tasks this semester will be online; you are expected to be able to access and use online resources throughout the semester when they are necessary in the class. SJSU does not have a formal policy on what to do if there is an internet failure on the instructor's end or on yours, so I am creating one here:

- 1) If internet access fails on the instructor's end, she must notify students that she is unavailable for immediate contact regarding class resources or materials, and that email replies will

6. Ideally, athletes should present a schedule of away events that may affect the class and send the instructor an e-mail alerting her before each event to make sure that absences are excused.

be delayed until the internet resumes. Notification will be through email, either from the instructor herself or the Political Science Office.

- 2) Power failures or shut-offs due to emergencies may also affect internet coverage. The instructor will do her best to notify students if there is such an emergency, and whether or not the class tasks will be adjusted accordingly.
- 3) Students may also lose internet coverage at times in the class, due to failure, power shut-off or other emergency. In such situations, if the lack of internet service will affect completing class tasks, the student needs to notify the instructor as soon as possible in case adjustments are needed. This is particularly important in cases of quizzes, exams or assignments. Note that any adjustments are at the instructor's discretion and will depend on the specific circumstances of the emergency.
- 4) While 3) addresses unforeseen emergency situations, students may not use *anticipated* internet interruptions as a reason for extensions on completing class tasks. Students should make arrangements at quiz and other times to complete those tasks if they know ahead of time that their internet coverage will be interrupted. This could involve using internet coverage in another location, for example. If you as a student feel that you may not be able to fulfill class requirements ahead of time due to internet issues, you should contact the instructor to discuss options.

Policy on Submitting Written Work in this Course

In order to make sure all students complete their work under equal and fair conditions and to facilitate turnaround on grading, the following policy applies to submitting written work (parts of the Research Project) for this course:

- 1) Students must submit their work by the day and time designated in the syllabus, barring an emergency that is verifiable in writing. Situations where a student may not be able to turn in an assignment on time require contacting the instructor before the due date/time to get an extension. Extensions will be granted at the instructor's discretion.
- 2) Online writing should be uploaded via the Canvas page under "Assignments" in order to qualify for credit, as this will check the paper for source use via Turnitin.
- 3) If a student must turn in an assignment late due to an emergency, the student should submit the work as soon as possible and provide verification of the emergency to restore any lost grade points as well as have the work graded.
- 4) Late papers will lose the equivalent of one letter grade per day (if 40 points, then 4 points a day) late, barring an excused emergency or an extension granted by the instructor.
- 5) Apart from the Final Exam, the last day for submission of any late work due to an emergency or extension is the last actual lecture day of the session (May 13th). It is also the last day that points can be corrected on late work if an emergency is verified. After this point, the only work that will be accepted for grading from students is the final exam.
- 6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. You may want to see the instructor after assignments are handed back if comments indicate that there are specific errors in argument or writing.

Collaboration and Source Use Policy

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

Use of class or outside materials on assignments must be quoted if word-for-word and any information given proper attribution.⁷ Lack of doing this could affect both content and writing portions of your assignment or exam grade.

Collaboration in preparing for exams such as sharing notes and group study before exams is encouraged, but keep in mind that there may be more than one answer to an exam question. Collaboration during exams is cheating and will be treated as such.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with the student(s) to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to use material for exams, contact me.

Last Day of Class Policy and Incompletes

Incompletes for this course may be assigned by the instructor after discussion with a student to cover outstanding work for the class and allow completion after the semester is over. However, the University policies apply to this situation – if a student has not completed enough work in the class before the end of the semester, an incomplete will not be granted. For example, you must complete enough of the Research Project to show you can finish the remainder on your own.

Final Exam Policy

Per University Policy S17-1, all classes must have a culminating activity that finishes the class. For Pol 147, this will be in-person on May 24th, 2022 from 8:00-9:30 a.m. No final will be held before this scheduled date and time, and you should plan on taking the test as scheduled unless you have a verifiable emergency, or three or more scheduled finals in one day and you contact me no later than three weeks before the last day of class (April 22nd). If you fall into one of these categories, a makeup exam is possible, on the scheduled makeup day (May 25th). Please see the relevant policy at <http://www.sjsu.edu/senate/docs/S17-1.pdf> for more information.

7. This includes lecture.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>. Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Pols 147: Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28-2/4	<p><u>Topic 1: Course Introduction, Globalization and Information</u> See Module for “Globalization and Information” on Canvas</p> <p>Schroeder, Ralph. 2018. “Media Systems, Digital Media and Politics,” in <u>Media, Technology and Globalization</u>. London: University College London, 28-59. (On Canvas under “Files.”)</p> <p>White, Charles S. 2019. “Wielding Social Media in the Cyber-Arena: Globalism, Nationalism, and Civic Education,” in <u>Research in Social Sciences and Technology</u> 5, No. 1 (2019); 1-21. (On Canvas under “Files.”)</p> <p>Syllabus Quiz on Canvas from 12:00 a.m.-11:59 p.m. on 1/31</p>
2	2/11-2/18	<p><u>Topic 2: Economic Globalization, Development, and Effects on the South</u> a) <u>Development and Globalization</u> (See Modules for sections on Canvas)</p> <p>Willis, Katie. 2011. “Introduction: What Do We Mean By ‘Development,’” and “Modernization, Keynesianism and Neo-Liberalism,” in <u>Theories and Practices of Development</u>, 2nd ed. New York: Routledge, 1-35, 36-39. ProQuest. Link: https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=668589.</p> <p>Discussion on Canvas prior to class from 2/7-2/10</p>
3	2/25	<p>b) <u>Investment and the Role of MNCs</u> See Modules for “Investment and MNCs” on Canvas</p> <p>Amah, Okechukwu Ethelbert. 2021. “Globalization/Liberlization and Poverty</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Level in Africa: The Role of African Leaders,” in the <u>Handbook of Research on Institutional, Economic and Social Impacts of Globalization and Liberalization</u>, Yilmaz Bayaz, ed. Hershey, PA: IGI Global, 138-156. Link: https://www-igi-global-com.libaccess.sjlibrary.org/gateway/chapter/266027 .</p> <p>Blanding, Michael. 2010. “Syrup in the Veins,” in <u>The Coke Machine</u>, New York: Penguin, 171-200. (see Canvas webpage under “Files”).</p> <p>Marjanovic, Darko and Ivana Domazet. “Foreign Direct Investments: A Key Factor for Business Globalization,” in the <u>Handbook of Research on Institutional, Economic and Social Impacts of Globalization and Liberalization</u>, Yilmaz Bayaz, ed. Hershey, PA: IGI Global, 96-116. Link: https://www-igi-global-com.libaccess.sjlibrary.org/gateway/chapter/266025 .</p> <p>Discussion on Canvas prior to class from 2/21-2/24</p>
	2/25	Topic Outline due on Canvas under “Assignments” by 11:59 p.m.
4	3/4	<p>c) <u>The Debt Crisis</u> See Modules for “Debt Crisis” on Canvas</p> <p>Friesen, Elizabeth. “Transnational Civil Society and the Campaign for the Cancellation of Third World Debt,” in <u>Challenging Global Finance: Civil Society and Transnational Networks</u>. New York: Palgrave Macmillan, 2012, 39-92. (On Canvas under “Files.”)</p>
4	3/4	<p>Exam 1 (beginning at 11:00) Bring a large greenbook to the class session</p>
6-7	3/11	<p><u>Topic 3: Globalization, Security and Sovereignty</u> a) <u>Global Governance vs. Sovereignty</u> See Modules for “Global Governance” on Canvas</p> <p>Hirschmann, Gisela. 2021. “The Reassertion of National Sovereignty: A Challenge to International Organizations’ Survival?” <u>Security and Human Rights</u> (2021): 1-8. (On Canvas under “Files.”)</p> <p><u>Recommended:</u> Karns, Margaret P. 2015. “IGOs and the Foundations of Global Governance,” in <u>International Organizations: The Politics and Process of Global Governance</u>. Boulder, CO: Lynne Rienner Publishers, 75-108 (ProQuest. Link: https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=6191481)</p> <p>Discussion on Canvas prior to class from 3/7-3/10</p>
7-9	3/18	<p>b) <u>Humanitarian Intervention</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Hilpold, Peter. 2014. “From Humanitarian Intervention to the Responsibility to Protect,” in <u>The Responsibility to Protect (R2P): A New Paradigm of International Law?</u> Peter Hilpold, ed. BRILL, 1-37 (On Canvas under “Files.”)</p> <p>Discussion on Canvas prior to class from 3/14-3/17</p>
9	3/25	<p>c) <u>The Refugee Issue</u></p> <p>Worster, William Thomas. 2012. “The Evolving Definition of the Refugee in Contemporary International Law.” <i>Berkeley Journal of International Law</i> 30, No. 1: 94-160. (On Canvas under “Files.”)</p> <p>Discussion on Canvas prior to class from 3/21-3/24</p>
	4/1	SPRING BREAK – No Class
9-10	4/8	<p>d) <u>Reexamining the Push for Democratization</u></p> <p>Agnew, John and Shin, Michael. 2020. “Mapping Populism,” in <u>Mapping Populism: Taking Politics to the People</u>. Lanham, UK: Rowman & Littlefield, 2020, 19-46. (On Canvas under “Files.”)</p> <p>Wolff, Jonas. 2017. “Negotiating Interference: U.S. Democracy Promotion, Bolivia and the Tale of a Failed Agreement,” <u>Third World Quarterly</u> 38. No. 4 (2017): 882-899. (On Canvas under “Files.”)</p>
	4/8	Rough Draft of Research Project Paper due as an upload to Canvas by 11:59 p.m.
11	4/15	<p>e) <u>Fighting a Global Pandemic: North vs. South?</u> See Modules for “Pandemic” on Canvas</p> <p>Xu, Yi-Chong and Patrick Weller. 2020. “International Organizations and State Sovereignty: The World Health Organization and COVID-19,” <u>Social Alternatives</u> 39, No. 2 (2020): 50-59 (On Canvas under “Files.”)</p> <p>Discussion on Canvas prior to class from 4/11-4/14</p>
12-13	4/22	<p><u>Topic 4: Current Controversies</u></p> <p>a) <u>Debt Relief Revisited</u></p> <p>Ajili, Wissem. “Do We Need to Rethink Sovereign Debt of Developing Countries?” in in the <u>Handbook of Research on Institutional, Economic and Social Impacts of Globalization and Liberalization</u>, Yilmaz Bayaz, ed. Hershey, PA: IGI Global, 499-517. Link: https://www-igi-global-com.libaccess.sjlibrary.org/gateway/chapter/266047.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/22	Exam 2 (beginning at 11:00)
	4/29	<p>b) <u>Is it Sovereignty, or Nationalism?</u></p> <p>Hazony, Yoram. 2018. <u>The Virtue of Nationalism</u>. New York: Basic Books, 141-187. (On Canvas under “Files.”)</p> <p>Discussion on Canvas prior to class from 4/25-4/28</p>
13-15	5/6-5/13	<u>Topic 5: Paper Presentations</u>
	5/6	Final Draft of Research Project Paper due as an upload to Canvas by 11:59 p.m.
Final Exam	5/24	In Class from 8:00-9:30 a.m. (Please note date and time!)

Exams 1-2, and the Final: Information for the Essay

Exams 1 and 2 will require you to write an essay in class in the last 75 minutes of class (so, 11:00-12:15). This will be an essay of 2-4 pages in a large, new greenbook to answer one of two question possibilities given to you on the exam.⁸ While the instructor may indicate in class what issues will come up in the essay topics, she will not give out specifically worded questions in advance. The Final Exam will also follow the format described below.

Essays during exams are not like essays written outside of class. You will need to set aside time during the exam period to think over and outline your answer before you write. You may want to use the exam form or the inside page of your greenbook to make notes and outline your answer before you begin; starting an essay without organizing your points may lead to a poor result. Each essay answer will have both informational components and an overall argument, so you need to know what your answers will be before you compose the essay.

A proper exam essay has much the same organizational format as an out-of-class essay:

- 1) An *introduction* paragraph with a thesis for your answer, and a brief roadmap of the points you are going to use to back up your thesis. In short, how you are planning to answer the essay question.
- 2) A *body* of points that provide support for your thesis, with information provided as needed. You will not need to cite for these facts in an exam essay, but you may want to note specific authors if they provided ideas or information (“As Jefferson noted in the Declaration of Independence...”). The body must cover all parts of the question in terms of required information or argument. But it is not an outline or set of bullet points; like a regular out-of-class essay, you should write these points as paragraphs.
- 3) A *conclusion* that briefly summarizes your argument and verifies you answered the question. You cannot leave the essay with the last body paragraph; you must finish it.

The 2-4 page requirement for the exam is based on the idea that you will need at least five pages (roughly one per paragraph, if single-sided pages and single-spaced) to compose your essay, if you have one introductory paragraph, three body paragraphs and a conclusion. Obviously, you might go over this; but try to keep your argument organized to seven pages.

Grading of this essay will be based on a combination of content and writing, as outlined below.

Content: (40 points)

The bulk of the essay grade is based on whether or not you answered the question as given in the exam, and made a sufficiently good argument. Take the following example:

“How did Facebook’s platform play a role in the Myanmar genocide of Rohingya Muslims in 2016-17? Given what occurred, should the U.S. and/or other countries have the right to regulate Facebook’s content and/or policies for transmitting information? Give your opinion.”

This question gives you both a clue as to what information you need to give as well as the argument you’re going to make. You’ll need to know about how Facebook’s platform affected the genocide events from the class materials and use that information in your answer. But you’ll also need to give your own opinion in the second part of the answer on whether or not governmental regulation of Facebook might be necessary to stop this problem from occurring in future.

The forty points for content will therefore focus upon:

- Having a clear thesis, preferably at the start, for your argument;
- Answering all parts of the question – informational and argument;

⁸ . You must use a new, blank greenbook for each exam. No exceptions. The instructor will bring some greenbooks to each test in case you do not have one.

- Developing all parts of the roadmap you made at the start, in terms of information and argument.

This should bring home the necessity of the introduction and conclusion; you're using these to verify that you have an answer, and that you are covering the answer. But please note that just providing correct information, without a clear argument that carries through the essay, will earn you a 33 at best, or a middle-range B. Leaving the thesis until the end could mean a higher B, but not an A. You need to organize your thoughts before you write.

Writing: (10 points)

Roughly 20% of your essay grade is based on writing, although the rules for in-class essays are clearly different than for out-of-class ones. You will not have an opportunity to do multiple drafts for this essay, and tools like spell check and grammar check are not available. Also, not everyone is a native English speaker. With that in mind, here are the concerns that could lower your grade in this part of the essay:

- Lack of introduction or conclusion. Just answering the points of the question, one at a time, is not an essay.
- Lack of organization. This is particularly evident when the essay is one large paragraph. Organize before you write and split up your points into paragraphs.
- Answering the essay in bullet points or as an outline. That is not essay format.

Other writing issues such as spelling, verb tense/agreement, and punctuation will not be as important in grading, given that this is an extemporaneous answer and you just received the question. Citations are not necessary. Clear, concise points with a few writing errors will still get you a high writing grade.

Final Points

As noted above, you are not getting the specific essay questions in advance. If you feel that you will need extra time for this exam format due to disability, you need to set up accommodations with AEC as soon as possible. Sudden disability due to injury or illness may require accommodations in the testing room, but cannot be dealt with if you do not let the instructor know in advance; you cannot expect these on the test day with no notice.⁹ International students who feel less comfortable with English may want to meet with the instructor to discuss concerns, but should plan on composing the essays in English to the best of their ability. This is not a writing class, but you are expected to satisfy some parts of the class requirements in writing; use this class as a means to master a form of writing that you need to know for other courses, particularly in the humanities and social sciences.

9. Example: Showing up with a broken arm on test day does not mean you get to write the essay on your computer. The instructor can bring in a clean computer for you to write on, but only if you contact her in advance.

Research Project

Students in Pols 147 are required to complete a research project over the course of the semester that shows both a grasp of the themes of the course and the ability to do independent work on a specific topic tied to it. This activity will culminate in a paper of 8-10 pages as well as a presentation to the in-person class. The stages of the project are outlined below.

Choosing a Topic and Outline (20 points of the project)

20 points of this assignment will depend on your choosing a topic concerning the issues of the course, and providing a preliminary explanation of your topic as well a list of sources you intend to work with in your project.

The topic for your project is fairly open, given the background of students in this class. That said, there are some parameters to your topic choice:

- 1) Given that this is a political science course, your project must have a topic that involves a *political* or *political economic* issue in globalization. If you decide to consider an information topic such as social media or increased communication across countries, it needs to be connected to political or political economic events in some way: for example, Facebook's connection to genocidal behavior in Myanmar.
- 2) Your topic also needs to be connected to the geographic regions of interest in the course: Latin America, Africa and/or Asia. You cannot have a completely American topic; if you decide to study the U.S. as an example, you need to compare it to at least one country in the regions of interest for the course. If you decide to work on a topic that is international in nature such as humanitarian intervention, it still needs examples from the countries of interest.

You will have the first four weeks of the semester to consider topics and begin looking at sources for your project. I strongly suggest meeting with me to discuss possibilities before the end of these four weeks, even if you have some idea what you would like to work on. Office hours are an excellent means to do this.

On February 25th, you need to submit an outline of 1-2 pages single-spaced (either in prose or outline/bullet form) to the prompt under Assignments in Canvas that includes the following information:

- a) A statement of your topic in the form of a question. Example: Has globalization supported *populism* in various countries?
- b) You need to state the nature of the question, in terms of whether this is about informational, political economic or political change.
- c) You need to clarify which countries will be considered as examples, to show that you are focusing on the regions of the course.
- d) You need a statement on what you anticipate finding when you take on the research for the paper. This is a preliminary statement/hypothesis.

You also need a list of sources including at least five sources outside class materials that you will use for your question. They can be texts, articles (including electronic) or web materials – but Wikipedia entries or other encyclopedias cannot be the sole sources in your list. Naturally, these sources could change, and you may have more sources than the five. See below for citation methods for this course.

The reason for the early submission date is to make sure that students are on track to complete this assignment, and to deal with any issues on topic choice or finding sources. If there are issues, the instructor will contact the student to arrange a meeting to discuss these issues before the grade is assigned and the assignment is returned.¹⁰

10. If I feel there are major issues with the topic choice or sources, I will not grade your assignment until you and I have spoken.

Rough Draft (40 points)

Students are expected to complete a preliminary draft of their paper (8-10 pages, roughly 2000-2500 words double-spaced and in 12" font with page numbers) and submit it to the prompt under Assignments on Canvas by April 8th. The instructor will then review the papers and return them with comments to students for revision. Your rough drafts should include the following:

- a) An *introduction* that includes the topic question and your preliminary answer, as well as an overview of what you will be discussing in the paper.
- b) Discussion of how the changes of globalization have contributed to the issues of the topic. This should be one page at most.
- c) You should have at least a paragraph explaining how you approached the research for this topic, in terms of what types of sources you used (books, articles, webpages), and why you chose these for your paper.
- c) Discuss your findings, with citations for information and quotations where needed. This should be the bulk of the paper (4-5 pages).
- d) When you discuss country examples from the regions of the course, you must provide sufficient background on the country for context. Ideally, assume that the reader is not familiar with these in terms of history, politics, economy, etc. and give details accordingly. You are the expert when you write this paper, talking to an uninformed audience.
- e) You should have a separate conclusion that summarizes the points of the paper.

The Rough Draft will be graded with 75% (30 points) for content, and 25% (10 points) for writing and citations. Content will be based on your ability to cover the required elements of the paper, completely and with sufficient explanation to be presented to an outside reader. Papers that show a minimum of grammatical errors and good use of citations when class materials are used will receive up to ten points. Common grammar errors that could receive deductions include:

- Spelling (do not just rely on spell check, as an incorrect word can still be correctly spelled);
- Verb tense and agreement;
- Word choice;
- Run-on or fragment sentences;
- Run-on paragraphs (multiple topics in a paragraph).

Citations must also be given for any ideas or information that is not your own. Citations for this class should be in either APA or APSA (American Political Science Association) form. You can find manuals for these formats online.¹¹ Quoted material must be presented as such. Citations are needed within the body of the text and as a bibliography. Use of quoted material to replace your writing may mean a lower writing and content grade because of lack of originality, and if you copy without citation, that could be plagiarism and will be treated as such. Turnitin will be used to check your essay.

You should plan on having the entire paper completed at the proper length and covering all required portions when you hand it in on April 8th; the rest of the semester should be for revisions.¹² Note that the Full Draft is worth the same amount of points as the Rough Draft, so putting off the major work in research and writing until the Final Draft may cost you a significant amount of points. When you pace out completing this project, you should budget sufficient time to complete the Rough Draft as if it was the last draft of the paper.

11. For APA, see https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html as an example. For APSA, see <https://connect.apsanet.org/stylemanual/>.

12. Again, if you submit a draft with omissions or other major problems, I will require a meeting to discuss what needs to happen to complete the assignment. Your grade will not be released until then.

Paper Presentation (40 points)

The last two class days of the semester (May 6th and May 13th) will be dedicated to presenting the findings of your project to the class. You will be given 5-6 minutes each to summarize the major findings of your paper, with 3-4 additional minutes for questions from the audience (as time allows).

Presentations will be a combination of oral remarks with some audiovisual elements. You will be required to prepare either a handout of your points or a set of 3-4 electronic slides for audiovisual purposes. If you go with slides, these can be Powerpoint or Google -- but you will have to send the instructor a file of the slides by 10:00 p.m. the day before your presentation so the instructor will have them ready to go. Handouts need to be sent as a .pdf by 10:00 p.m. so the instructor can email them to students before class. Given the need to transition between presentations, switching out computers can take needed time away from discussion. The instructor will provide a computer with the slides for those students who need them.

Presentation dates/times will be assigned after Spring Break. Students should plan on attending class on May 6th and May 13th, regardless of when they will be presenting; you may be called on to take notes and give feedback as part of the process.

Final Draft (40 points)

The final draft of the paper, reflecting any required changes or additions, is due on May 6th. This draft is worth the same number of points as the Rough Draft for a good reason. If you completed the Rough Draft on time as a full paper, the Final Draft should be a simple matter of revisions, and this will probably be the easiest part of the project. Not completing the Rough Draft sufficiently will mean more work for this stage of the project.

Grading for the Final Draft will follow the same rules as for the Rough Draft.

A Few Final Words...

Do not wait to start working on this assignment. I am giving students a lot of leeway to choose a topic to work on for this class, with the understanding that you will begin thinking about topics ASAP and working on them throughout the semester. If you want help choosing a topic, I suggest you and I have a meeting well before the Outline is due to discuss.

You should also plan on sticking with your topic through the semester. Unless you have a good reason to revise or change the topic after the Outline stage, I will expect you to carry the topic over through the entire project. Changes to your topic must be approved by the instructor before you hand assignments in; otherwise, a lower grade on the later stages of the project could be the result.