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Dynamics of Global Change Core Course

DGC 1000F
Fall 2012

Vital Statistics

Seminars: Tuesday, 2:00-4:30, Munk School of Global Affairs, 315 Bloor St., Room 019

Instructors:

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Course Description

In most tellings, the idea of globalization entails an account (or claim) of fundamental, even transformative change. The leitmotif of significant change underscores anxiety about the degradation of the physical environment (e.g. climate change) just as it underpins accounts of the resurgence and global spread of infectious diseases (e.g. SARS). Technological change has transformed the ways in which ideas, information and images are exchanged and employed. Global capitalism has changed the ways in which goods are both produced and consumed -- shaping, and in turn shaped by, the neo-liberal (or neo-conservative) turn at the level of global economic governance. The end of the Cold War and the concurrent rise of non-state actors capable of strategic, “game-changing” attacks on powerful nation-states (e.g. 9/11) have led to a profound

reassessment of the conventional assumptions that underlie international security studies. Social, cultural, and political identities now reflect the interaction of global and local contexts, in turn creating a new vocabulary for social analysis (e.g. “glocalization”) and whole new modes of inquiry (e.g. diasporic transnationalism). In one way or another, as Anthony Giddens once put it, “the world we live ‘in’ is different from that of previous ages” (cited in Scholte, 22).

But what exactly is globalization? How do various disciplines and intellectual traditions explain global change? And to what extent do scholars on the ground find they need to pool their resources in an interdisciplinary way if they are to understand global phenomena? These three large and interrelated questions animate this course – the core seminar in the Dynamics of Global Change collaborative PhD program.

The course is divided into four parts. The first, "Patterns," explores a number of theoretical, conceptual, and disciplinary foundations for understanding the very idea of change.

The second part, "Structures and Processes," attempts to understand the various approaches to and definitions of globalization that have been proposed by scholars – including arguments that dismiss its significance as a radically new phenomenon. The pertinent questions are many. What is globalization exactly? To what extent is it different from earlier expressions of global connectivity? In what ways, if at all, does the globalization literature offer new approaches to understanding international phenomena? What are the processes through which globalization operates? These two sessions should help us develop a common vocabulary for its analysis and help you as individual young scholars sharpen your own analytical tools for your dissertation research.

In Part III, "Applications At Home," we apply the foregoing to an understanding of the extent to which Canadian law and government, Canadian civil society, and Canadian capitalism are both actors and objects of globalization

In "Applications Abroad," the fourth part of the course, we will host a few colleagues whose case studies will permit us to examine other theoretical perspectives and practical approaches that further illuminate the dynamics of global change. One of the themes to which we will pay attention with our guests is the extent to which natural and social scientists borrow ideas from each other in order to gain better theoretical purchase on the global phenomena they study.

Schedule and Readings

Week 1. Introduction	September 11
We will all introduce ourselves, connecting our research interests to the issue of global change.	

Part I PATTERNS

Week 2. Theories of Change, A	September 18
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If globalization is in some sense transformative, what larger theory (or theories) of change does it imply, entail or displace? In attempting to understand the dynamics of global change, it is hard to avoid the scholarship produced by those who study international relations. Yet, oddly, change is often only implicit, rather than explicit, in IR theory. This week's readings – taken from several different intellectual traditions - put change front and centre.

Readings:

- Jan Aart Scholte, *Globalization: A Critical Introduction* (2nd ed.; Palgrave Macmillan, 2005), chapter 2, pp.49-84.
Robert Gilpin, *War and Change in World Politics* (Cambridge University Press, 1981), pp. 1-49.
Emanuel Adler, "Cognitive Evolution," in Emanuel Adler, *Communitarian International Relations: The epistemic foundations of International relations* (Routledge, 2005), pp. 65-88.
M. Mitchell Waldrop, *Complexity: The Emerging Science at the Edge of Order and Chaos* (Simon and Schuster 1992, 2008), selections.
W. Brian Arthur, "Positive Feedbacks in the Economy," *Scientific American*, February 1990, pp. 92-99.

Week 3. Theories of Change, B	September 25
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The debate about globalization's transformative novelty can be put in the context of a different discipline's approach to the notion of revolution. Kuhn, Hacking and others talk about paradigm changes and scientific revolutions asking whether these are apt metaphors for globalization.

Readings:

- Thomas S. Kuhn, *The Structure of Scientific Revolutions* (4th Edition, University of Chicago Press, 2012), with an introduction by Ian Hacking.
Thomas S. Kuhn, "What Are Scientific Revolutions?" in L. Kruger, L. Daston and M. Heidelberger (eds), *The Probabilistic Revolution* (MIT Press, 1987), pp. 7-22.
I.B. Cohen, "Scientific Revolutions, Revolutions in Science, and a Probabilistic Revolution, 1800-1930," in Kruger, Daston and Heidelberger, *The Probabilistic Revolution*, pp. 23-44.

Ian Hacking, "Was There a Probabilistic Revolution 1800-1930," in Kruger, Daston and Heidelberger, *The Probabilistic Revolution*, pp. 45-55.

Part II STRUCTURES and PROCESSES

Week 4. Globalization in History

October 2

Jan Aart Scholte is mainly preoccupied with dissecting various analytical approaches to globalization and provides a high altitude, bird's-eye view of how changes in world relations have been conceptualized. Robert Cox takes an explicitly "critical" approach. Come ready to tell us whether and how any of these ideas concerning our course's central issue apply to your own work.

Readings:

Jan Aart Scholte, *Globalization: A Critical Introduction* (Palgrave/Macmillan, 2nd edition, 2005), Introduction and Chapter 3.

Robert Cox, "Social Forces, States and World Orders: Beyond International Relations Theory," *Millennium Journal of International Studies* 10:2, 126-155.

Week 5. Regionalization as the Midwife of Globalization

October 9

During the Cold War, the halting development of a supra-national community in Europe was thought to be *sui generis*. But after the collapse of the Soviet Union, when Brazil and Argentina – two constantly bickering neighbours – got together in 1991 with Uruguay and Paraguay to set up a "Market of the South" (Mercosur) equipped with institutions strongly resembling those of the European Community and when the three states of North America signed NAFTA in 1994, some thought that the predominant feature of globalization was a more manageable phenomenon of inter-governmental, transborder governance and economic, transborder integration in the world's major regions. Others such as Kenichi Ohmae thought that the region-state of the future was going to be subnational.

Readings:

Edward Best, "Supranational Institutions and Regional Integration," paper from European Institute of Public Administration, Maastricht, Netherlands (n.d. 2011), 1-45.

Jeffrey W. Cason, *The Political Economy of Integration: The Experience of Mercosur* (New York: Routledge, 2011), chs. 1, 2. An up-to-date review of a regional experiment whose legs proved shorter than expected.

Stephen Clarkson, "Multi-modal Governance in North America," in Enderlein, Henrik, Sonja Wälti, and Michael Zürn, eds., *Handbook on Multi-Level Governance* (Cheltenham, UK: Edward Elgar, 2011), ch. 18. This makes the case that North America is far from following the European model. The

Stephen Clarkson, *Dependent America? How Canada and Mexico Construct US Power* (Toronto: University of Toronto Press and Washington: Woodrow Wilson Press, 2011), Epilogue. This reflection on Clarkson's North American trilogy argues that the United

States' giantism explains why the North American model of regionalism is resisting globalization's putative integration pressures.

Andrew Hurrell, "Explaining the Resurgence of Regionalism in World Politics." *Review of International Studies* 21.4 (Oct., 1995). 331-358.

< <http://www.jstor.org.myaccess.library.utoronto.ca/stable/20097421> > A very comprehensive introductory article to concepts surrounding regionalism. Hurrell defines four characteristics of new regionalism and defines major theoretical approaches to explain its dynamics. He posits that regionalism is strongest where state structures remain relatively strong and the legitimacy of frontiers and regimes is not questioned.

Kenichi Ohmae, "The Rise of the Region State," *Foreign Affairs* 72.2 (Spring, 1993), pp. 78-87.

Richard Stubbs, "ASEAN Plus Three: Emerging Asian Regionalism?" *Asian Survey* (2002): 440-455. <http://www.olemiss.edu/courses/pol337/stubbs02.pdf> An important review of China's role in the development of ASEAN and the regionalism that is taking place with Southeast Asia. Also discusses the ASEAN way towards regional integration, while bringing in China and Japan comparisons.

Part III APPLICATIONS AT HOME

We will then apply what we have worked on in the first five sessions to the connection between the Canadian government, Canadian civil society, and Canadian capitalism on the one hand and the outside world on the other. Throughout the next three weeks we will keep in mind how all actors are both agents and objects of globalization processes.

Week 6. The Canadian State and Globalization

October 16

To what extent did globalization reconstitute the Canadian state endowing it with an external constitution and how much did the Canadian state reconstitute global governance by helping create the International Criminal Court? Does talking about an "independent foreign policy for Canada" make any sense nowadays?

Readings:

Stephen Clarkson and Stepan Wood, *A Perilous Imbalance: The Globalization of Canadian Law and Governance* (UBC Press, 2010) Introduction and chs. 2 and 3 on the global supraconstitution and strong economic governance.

Christopher Gruber, "The New UNESCO Convention on Cultural Diversity: A Counterbalance to the WTO?," *Journal of International Economic Law* 9, no.3 (August 2006, pp. 553-574).

Permalink: http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13693034/v09i0003/553_tnucocdacttw

Stephen Clarkson, *Dependent America?* (2011), chapter on international criminal court. Médecins sans Frontières, "Neither Expedited, Nor a Solution: The WTO August 30th Decision is Unworkable – An Illustration through Canada's *Jean Chretien Pledge to Africa*," Briefing paper for XVI International AIDS Conference, Toronto, August 2006 online:

<http://www.doctorswithoutborders.org/publications/article.cfm?id=3729&cat=special-report>

Patrick Lennox and Brian Bow, eds., “Introduction” and “Conclusion” to *An Independent Foreign Policy for Canada* (2008). (Blackboard)

Neil Burron, “Canadian Democracy Promotion: Convergence with the US Approach?” *International Journal* (Summer 2011), 392-417. (Blackboard)

Colin Robertson, “Ruling the Waves: Canada’s ability to defend its shores will be vital in the coming years,” *Ottawa Citizen* (July 30, 2012). (Blackboard)

Week 7 Canadian Civil Society and Globalization

October 23

Non-governmental organizations can empower citizens to go global and enter fields of crisis and suffering where governments fear to tread. But does Canada’s failure to take action on global warming or Africa’s AIDS pandemic show that, in the end, they depend on government as civil society always did?

Readings:

Clarkson and Wood, *A Perilous Imbalance*, chs. 4 and 5 on the global supraconstitution and weak environmental or health governance.

Cass R. Sunstein, “Of Montreal and Kyoto: A Tale of Two Protocols,” *The Harvard Environmental Law Review* 31:1 (2007). Online journal.

Richard Elliott, “Delivery past due: global precedent set under Canada’s Access to Medicines Regime,” *HIV/AIDS Policy and Law Review* (2008) 13(1), 5-12, online via <http://www.aidslaw.ca/publications/publicationsdocEN.php?ref=862> (follow link to first feature article).

Canadian HIV/AIDS Legal Network, “Fixing Canada’s Access to Medicines Regime: What you need to know about Bill C-393,” 5 pages. Blackboard

Week 8. Canadian Capitalism and Globalization

October 30

Canadian business and Canadian civil society often have dramatically different attitudes towards the governance of Canadian transnational corporations abroad which may be escaping the reach of Canadian governments in any case as “transnational business governance” takes on a life of its own.

Readings:

Clarkson and Wood, *A Perilous Imbalance*, chs. 6, 7, and 8 on the reconstituted state and new governance by business and/or civil society.

Peter Warrian, “Introduction,” *A Profile of the Global Steel Industry* (Business Expert Press, 2012 (forthcoming)). (Blackboard)

Armine Yalnizyan, “What Newfoundland and Labrador can teach the rest of Canada About 21st Century Globalization, *Globe and Mail Economy Lab* (May 20, 2011). (Blackboard)

Armine Yalnizyan, “Why we’re seeing the ugly new face of capitalism,” *Globe and Mail* (February 14, 2012). (Blackboard)

Burkard Eberlein et al., “Interactions in Transnational Business Governance: Mapping and Conceptualizing a Terrain,” Unpublished manuscript. This text is being revised and will be circulated once available on condition it is not shown to anyone outside the seminar.

Part IV APPLICATIONS ABROAD

Week 9 Climate Change and Systems Change Professor Steve Easterbrook (Computer Science) <i>Readings: TBA</i>	November 6
Week 10 Climate Change at the Crossroads Professor Matt Hoffmann (Political Science)	November 13
<i>Readings: TBA</i>	
Week 11 Global Democracy Professor Bettina von Lieres (UTSC, Development Studies)	November 20
Week 12 Global Justice Professor Melissa Williams (Political Science)	November 27

Written Assignments

Since this is a seminar devoted to doctoral students, we want to encourage you to use the readings and our discussion times together to develop your thesis thinking at whatever stage you may presently be. Some of you may only be casting around for a thesis idea. Others may have chosen a subject but not a specific issue or research methodology. Still others may be well launched on their journey.

Wherever you may be on this pilgrimage to Enlightenment, we would like you to engage in two types of writing that will foster your creative energies by having you:

- share your thoughts with us concerning the weekly readings and
- work out a paper that furthers your research.

1. Engagement with the weekly readings: Weeks 2 through 8 (25%)

A paragraph or two not to exceed one page that reflects on some issue whether theoretical, conceptual, or empirical arising from the readings and that pertains to some aspect of your thesis thinking. Basically you will be reflecting on a point that you find interesting and want to raise during the seminar discussion because it connects your research thinking to the course's basic line of inquiry. You should expect to elaborate during the next Tuesday's seminar the points made in your submission.

Please submit this page by email by **midnight of the Saturday before class:**
stephen.clarkson@utoronto.ca; rvipond@chass.utoronto.ca.

Grade

The cumulative mark for these weekly reflections will be based on the level of insight they demonstrate about the readings in general and your thesis thinking in particular plus the value of your contributions to our weekly discussions.

Formatting

Label your file with the seminar week number and your first name, as in "W2 Elizabeth" or "W3 Geoffrey."

Submit all work in Times New Roman 12-point.

2. Your Essay

"We write to learn," so your essay is the prime medium for developing your knowledge. As this syllabus was designed for doctoral level students, you should work out a topic that will excite you enough to warrant spending 12 weeks of your life researching and writing top-quality prose. Since one of the course's goals is to help you write a dissertation from an interdisciplinary perspective, you should choose a topic dealing with some aspect of global change that will help you both refine and broaden your research.

In order to help the two of us interact with your work and in order to stimulate your own thinking, we would like you to produce an essay outline by early November and your final draft by December.

Essay outline (*due: November 6*) (15%)

To help you research and write a strong paper in the limited time you have available, you are to produce a **three-page outline** to mark the first stage of your essay's development. You have the first part of the course to do general research – first reviewing your own notes and texts and then looking through the books and articles from your initial library search that appear most relevant to your chosen subject. You should then produce an outline using the following format:

Page 1. A few paragraphs explaining the example or form of global change that you wish to interrogate. Specify what question or questions you want to answer, what conceptualization you propose to use, and the general argument you plan to develop.

Page 2. Your proposed point-form structure for the essay in the shape of a mini-table of contents.

Page 3. A bibliography listing a dozen or so of the sources that you expect will prove most useful.

Final Essay (*due: December*) (60%)

Size: 5,000 words, excluding references and bibliography.

Due: December 14, 2012

Criteria for grading:

1. Argument

The originality and the power of the analysis you present; the extent that a theory from the literature is tested or some interesting hypothesis of your own is proven; the coherence of the logic with which you develop your case.

Note: Students' most common problem comes from not finding a clear question to address and so not developing an effective thesis.

2. Information

The mastery of the factual material that you present from your research in the literature, its relevance to your argument, its effectiveness in making your case, its accuracy and completeness.

Note: Students' most common problem comes from not knowing what material to consult and so not marshalling information that is relevant to demonstrating the thesis.

3. Structure

The coherence of your paper's organization and its utility in helping develop your argument.

Note: Students' most common problem comes from not developing an organization of this material that serves the argument's development.

4. Writing and Editing

The clarity with which you express your ideas and communicate your thinking, correct usage of English (or French) syntax and language, integrity of paragraphs, narrative continuity.

Editing includes the care with which you present the essay: correct spelling, proper presentation of (preferably) footnotes and bibliography.

Note: Students' most common problem comes from not writing a first draft early enough so that unclear points can be clarified, the introduction and conclusion reformulated, the argument perfected, and the text carefully edited for annoying typographical errors.

Kindly submit all written work in Times New Roman 12-point font