**Introduction and Objectives**

“Globalization” has become the political buzzword of our generation, praised by some for lifting millions out of poverty, expanding democracy and bringing the world closer together; vilified by others for condemning the poorest countries to servitude while destroying indigenous cultures. But what is globalization, and why is it such a divisive issue? The title of this course, “Governing Globalization” suggests that it is some sort of powerful, amorphous force that needs to be controlled before it is too late, almost like a fictional monster in a horror movie. But how can anyone—much less everyone—guide and govern a force that is not only global in scope, but also has political, economic, social, moral, cultural, legal consequences that affect each of us in our daily lives?

The purpose of this course is to examine the historical, social, economic, political and moral dimensions associated with rise of a global society. Moreover, we will focus on the processes and institutions (both formal and informal) that serve to guide and restrain the variety of economic, political, and social actors engaged in globalization broadly speaking. In so doing, we should all leave the class with a deeper understanding of the global political-economic system, and the nature of the crisis it presently faces.

In addition to addressing some of the most pressing challenges faced by the international community, this course is designed to be an Advanced Composition course, which is intended to contribute to the intensive and rigorous honing of your writing and critical thinking skills. As this is an intensive course, there are much higher expectations of you in terms of schoolwork and performance. As a result, you will be asked to do much more in terms of reading, writing, researching, and thinking than in most of your other courses. It may seem a bitter pill, but this is a requirement that each individual at this university must fulfill.

**What is this “Advanced Comp” Anyway?**

The National Center for Education Statistics (NCES) of the US Department of Education rates only 22% of recent college entrants as being proficient writers, with another 2% writing at the advanced level, which means that the vast majority of students have only basic (51%) or below-average (26%) writing skills. This is particularly troubling, as the complex realities of the modern American (and global) economy and political society increasingly demand superlative written communication skills [See: Lisa Baglione, “Doing Good and Doing Well,” *PS: Political Science & Politics*, Vol. 41, No. 3 (July 2008), p. 595.]

As an integral part of your liberal arts education here at the University of Illinois, the Advanced Composition (formerly Composition II) requirement is the second part of a university-wide program that in-
tends to make sure that, at the conclusion of your time here at the U of I, you have had adequate training in the arts of oral expression, research, critical thinking, and most importantly, effective writing techniques. According to regulations set by the UIUC Faculty-Student Senate, Advanced Composition sections require all students to undertake at minimum 30 pages of writing, including revisions, beyond exam essays. Taking the Advanced Composition requirement within the Department of Political Science will be, without a doubt, vastly different from similar classes in the humanities or natural sciences. Here, you will be introduced to writing styles particular to the social sciences. An excellent paper written in this style will have little in common with an excellent paper written in the English Department, Engineering, or Chemistry. Throughout the semester, we hope to introduce you to a variety of writing styles and techniques that are particular to the social sciences, and will help you to write and communicate more easily both here at the UI, and in your career beyond.

Course Requirements

Student performance in the class will be evaluated based upon the following criteria, each of which will be tabulated according to the standard 100-point scale.

**The grade breakdown is as follows:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Geography Quiz</td>
<td>5%</td>
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<tr>
<td>Micro-paper #1</td>
<td>5%</td>
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<tr>
<td>Revision of Micro-paper #1</td>
<td>5%</td>
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<tr>
<td>Micro-paper #2</td>
<td>5%</td>
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<tr>
<td>Revision of Micro-paper #2</td>
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<tr>
<td>Midterm Exam</td>
<td>15%</td>
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<tr>
<td>Citizen Writing Project</td>
<td>5%</td>
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<tr>
<td>Research Paper Draft</td>
<td>15%</td>
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<tr>
<td>Research Paper Final Version</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
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</tbody>
</table>

Grading Scale:

- 100—97%: A+
- 96.9—93%: A
- 92.9—90%: A-
- 89.9—87%: B+
- 86.9—83%: B
- 82.9—80%: B-
- 79.9—77%: C+
- 76.9—73%: C
- 72.9—70%: C-
- 69.9—67%: D+
- 66.9—63%: D
- 62.9—60%: D-
- Below 60%: F

Class Attendance and Participation: 10%

Advanced composition classes such as this are intended to be intensive study classes. Therefore **discussion-section attendance and participation are mandatory**. Attendance will be taken every week. Now, we understand that you have a life outside of this classroom, and that you may occasionally be unable to attend class—whether because of a family emergency, or because you spent Thursday night drinking and playing Grand Theft Auto until the crack of dawn. It happens. Therefore, you may miss one class section over the course of the semester—no questions asked. After that, however, further absences will have a significant and detrimental effect on your participation grade. Missing a class does not exempt you from the assignment due on that day!

Just showing up to class will not ensure that you receive a satisfactory class participation grade. You will be expected to come to class having read all of the assigned readings for that week, and have time to think critically about them. Ensuring that everyone is familiar with the arguments put forth in the various readings is the minimum condition for developing an effective class discussion. Good participation entails being an active participant (shocking, I know) in class by asking questions, making thought-provoking arguments, and generally engaging the discussion. We would strongly suggest everyone write down at least two questions that you have about either the readings or the lectures before you come to class on Friday, which will not only help you to think critically about the materials, but provide an impetus for discussion, even for the reluctant speaker. Class attendance and participation count for 10% of your final course grade.
Geography Quiz: 5%

Americans as a nation are very isolated from the rest of the world. Very few of us are bilingual, much less multilingual, and we tend not to care much about what is going on beyond if it doesn't happen in New York, Los Angeles, or somewhere in-between. Partly as a result, in the annual international surveys of geographic literacy conducted by the National Geographic society, Americans in the 18-to-24 age group consistently rank near the bottom. In a course on globalization, it helps to know a little bit about the outside world, including where things are located out there. You'll thank me if you ever run into Jay Leno and his roving “Jay-walk” film crew, looking for people who don't know simple geography.

The geography quiz will take place at the end of lecture on Tuesday, January 27, 2009, and is worth 5% of the final grade. You will be given a blank map, and you will be required to place 25 countries on the map in their correct locations, and since I'm such a softie, I'll even tell you which countries will be included right now:


For most, I would hope this is an easy assignment. For the geographically challenged, you might want to start looking at some maps.

Micro-Papers (Two papers, 5% each)

During the first eight weeks of the course, you will be expected to write two very concise papers to thoughtfully address pressing questions based on the readings. While very short, these papers may be the hardest ones that you will have to write for this class, since you will have a lot of ground and information to cover in a very brief space. This exercise is intended to help you organize your thoughts by focusing on what you feel are the most important topics, as well as helping you to learn to economize on your words. Like all other types of writing, this style takes skill. Further details on the micro-papers are located in the section on “Writing Assignments” located near the end of the syllabus.

Micro-paper #1 will be due in lecture on Tuesday, February 3, 2009, and micro-paper #2 will be due in lecture on Tuesday, March 3, 2009. The TAs and I will grade these assignments and quickly return them to you by the end of each week so that you have the entire following weekend to work on revisions. Each micro-paper will be worth 5% of your final course grade.

Revisions of Micro-Papers (Two revisions, 5% each)

Any course in writing is necessarily a course in re-writing. Therefore, for each of the micro papers you write, you will be expected to then re-write for the following week, based on the feedback provided by the TAs and myself. The idea here is to be able to accept and incorporate constructive criticism into your writing to make a fundamentally better final product. More details and guidelines for the revisions are also located in the “Writing Assignments” section near the end of the syllabus.

The re-write of micro-paper #1 will be due in lecture on Tuesday, February 10, 2009, and the re-write of micro-paper #2 will be due in lecture on Tuesday, March 10, 2009. The revisions on each of the micro-papers will be worth 5% of your final course grade.

Midterm Exam: 15%

There will be a midterm exam in class on Thursday, March 19, 2009, which will comprise 15% of the final course grade. We will discuss the format of the exam as the midterm approaches, but in terms of the substantive content, anything covered in the readings, lecture or discussion section is fair game for inclusion on the test.
Citizen Writing Project: 5%

Ten percent of your grade will come from the Citizen Writing Project, in which you will develop your persuasive writing skills and potentially put them to immediate use, either writing an op-ed piece, a letter to the editor of a newspaper, or writing to your local, state, or national representatives. More detailed information on the Citizen Writing Project is available in the section on “Writing Assignments” at the end of the syllabus, and the assignment will be due in discussion on, Friday, April 3, 2009.

Research Paper: 30% (Draft: 15%, Final Version 15%)

The capstone of your involvement in this class comes in the form of a research paper, the topic of which will be up to you, with the guidance of your TA. You will be required to meet personally with your TA to discuss your proposed topic during the sixth week of class, and it is hoped that you will continue to interact with your TA as the writing process continues. The standard reading load diminishes throughout the semester based on the idea that you will need to do additional research reading based on the topic of your choosing. As writing is a process, your research paper will go through iterations of drafts and responses to constructive criticism. Additional guidelines are located in the section on “Writing Assignments” at the end of the syllabus. The draft version of your paper, which constitutes 15% of your grade, is due at the latest in discussion section on Friday, April 17, 2009. Your TA will return the draft, with constructive comments, and you will have until the last day of class (Tuesday, May 5, 2009) to submit your final draft.

Final Exam: 15%

There will be a final exam, during the allotted time during finals week, 8:00am—11:00am, Friday May 8, 2009 in 128 Burrill Hall. The exam will primarily address the topics covered since the midterm.

Class Policies:

Grading

All assignments will be graded on a 100-point scale which can be used to translate your number grade into a letter grade. At the end of the semester, your final grade will be calculated by adding-up the grades on each assignment in proportion to the weights assigned to them above.

Make-Up Exams

Make-up exams will only be granted under extreme circumstances, resulting either from 1) genuine family emergencies, 2) travel associated with university obligations (academic or athletic), or 3) severe illness or injury. If you are traveling due to university obligations, you must inform us at least two weeks prior to the event. If you are genuinely ill or injured, you will need proper documentation from your physician. These regulations will be rigorously enforced!!!

Late Assignments

Written assignments turned-in after the due date and time indicated will be penalized one full letter grade (ten points) for each full day that it is late. Therefore, an otherwise “100” quality paper turned-in one day late would become at best a “90” two days late would become at best an “80,” and so forth, all the way down to zero. As this course runs on a very tight schedule of papers being submitted, evaluated and revised in rapid order, extensions on assignments are not possible, and will not be given. Beyond such practical scheduling issues and the fact that all of the deadlines are clearly articulated here in the syllabus from day one so they should come as no surprise, this policy is based on the same premise as the policy on extra credit (see below).

Questions on Grading

Invariably throughout the semester, students have questions about the grade they received on a particular assignment that goes beyond the given comments on the paper or exam. If you feel that you did not deserve the grade you received on a given assignment, I am certainly open to discussing the matter. However, we will insist upon the following:
1) **A 24-hour “cooling off” period.** Please do not approach us with questions about “why did I receive this grade” within 24-hours of having your assignment returned to you. This will allow you time to re-read the comments, and understand whatever shortcomings may be in question.

2) **Come to office hours.** We will not discuss individual grades during, before or after class. Questions about grades will only be considered in face-to-face discussions during office hours. In the end, it is exceedingly rare that a grade will be altered—but if you can persuade us that the evaluation was in error, we are generally not opposed to re-evaluating the grade, though we do, of course, reserve the right to evaluate the score upward or downward as the re-evaluation warrants it.

**Plagiarism and Academic Integrity**

Breaches of the University of Illinois Student Code, especially Article 1, Part 4 concerning breaches of Academic Integrity (such as cheating on exams and plagiarism) are serious business. Not only are such activities contrary to your entire purpose in attending college and official university policy, but we also consider such breaches to be a personal affront as both instructors and a competent human beings—so consider this your prior warning: if blatant breaches of academic integrity are discovered, we will prosecute them to the fullest extent.


The Penalties for Infractions of Academic Integrity (§ 1-403) are steep, and you should be aware of them: at a minimum, you will flunk the assignment or test, and likely, the entire class. Moreover, you may be brought before an ethics review tribunal, where it will be recommended that you be suspended not only from UIUC, but the entire University of Illinois system. Note will be made of your transgressions in your university file—which will be made known to any other college that you may look to enroll in. Needless to say, most universities would be reluctant to accept a known cheater or plagiarizer to their institutions, and many employers would be reluctant to hire someone with such marks in their file. So, long story short: don’t waste our time, don’t waste your time—just don’t do it. Please feel free to contact us with any questions you may have on this issue so that they can be easily resolved before the assignments are completed!

**Extra Credit?**

**No.** Let me clarify that: if there comes a situation where extra credit would be appropriate (see: Citizen Writing Project), it will be offered on an equal-opportunity basis to all students. However, individual extra-credit opportunities distort the baseline of evaluating every student by the same standard (as do requests for extensions). This is to say, please do not approach us at the end of the semester asking for some extra-credit opportunity to make-up for a poor performance on an earlier assignment. While you might think that such a request conveys a notion of additional dedication to achievement in the course, in reality, the message received is quite different: such requests are based on two implicit assumptions: 1) that the student in question wishes to be held to a different (lower) standard than the rest of the class, and 2) that the professor is willing to bend the rules and sacrifice objective standards of evaluation. As a result, I tend to find such requests to be rather off-putting, even though that was surely not the student’s intent, which is subsequently why I feel compelled to spell-out the justifications for this policy here in the syllabus.

**Online Lectures and Materials?**

**No.** Let me clarify that: lecture notes or slides will not be posted online, so please do not ask for them to be. Similarly, review sheets are not used in this class. It is not the duty for the TAs or the lecturer to provide notes to you: we cannot do the learning for you. We suggest that you exchange your e-mail and contact information with the people seated next to you (or other friends in the class) to obtain notes if you happen to miss lecture on a given day. This interpersonal contact may stimulate the development of study groups, and has generally been the way courses have been conducted since time immemorial.

**Why not?** Here are our reasons, in order of ascending importance: 1) Technical issues: the huge file size precludes uploading. 2) Legal issues: effectively “publishing” lectures online violates the “fair use” doctrine of intellectual property rights protections, by which we may utilize many of the copyright-protected
images and other lecture materials. 3) Negative effects on attendance and grades: pedagogical studies have shown that online materials, notes, and review sheets lead not only to dramatic drops in attendance, but also grades. Students tend to become overly-reliant on the printed word, which is often just a stepping-off point for a more important discussion (which in turn is missed if all you focus on is the content written on the power-point slides). These studies demonstrate that students become passive observers rather than active participants in learning, leading to worse correspondingly worse grades. 4) Finally, there is the more existential aspect: if the entire learning experience boils-down to an instructor writing outlines and students reading them, what is the point? What is my raison-d’être at this university: professor, or outline-writer? For that matter, what is yours: student, or outline-consumer? To that end, why not just get an online degree? The answer to all of these questions is in the mix: the traditional dynamic of classroom lectures, discussions, and the exchange between instructors and students that is the hallmark of the university learning experience, which prepares you to become a well-rounded and competent individual, and ultimately prepares you for life outside of academia, where very little is scripted in advance, and available on-demand.

All of these elements are damaged, rather than helped, by posting lectures, notes, slides, and other review materials online. We heartily suggest that, in lieu of such aids, that you take responsibility for your own education. Come to lectures. Come to discussion sections. Raise questions with your TAs and professors during their office hours. Use e-mail. Post questions on the online review website. Create your own study groups. It is our responsibility to teach, it is your responsibility to learn; and while we will do our best to help you in that endeavor, you likewise have an important role to play.

Living in the Computer Age

Computers are great. Ever more, computers are an integral part of the learning experience. Much of the readings are available online, you’ll probably do a great deal of research online, and write a paper or two on your computer. But as we all know, networks and computers are not always reliable—computers crash, networks fail, printers jam and run out of ink—these are the realities, and we must all confront them. Experience has shown that computers disproportionately tend to crash the night before an exam or assignment is due. As a competent adult, it is up to you to take responsibility and plan ahead for such eventualities. Back-up your files to the web or an external drive. As an excuse for not being able to access online materials or being unable to complete an assignment on time, “my computer crashed” will garner little sympathy.

Respect

A key aspect of maintaining an interesting and energetic classroom environment, especially in discussion sections, is to ensure that all participants in discussions feel free to express their ideas and opinions without fear of scoffs or condescension. To that end, it is incumbent upon everyone to treat everyone—and their ideas—with respect, especially when another student’s perceptions may not align with your own. Of course when speaking of politically charged topics disagreements will surely arise, yet please be aware of and show respect for others’ ideas and feelings. If at any time you feel offended, please try to raise your concerns in a constructive, level-headed manner—either in class, with your TA, with me directly, or even anonymously—to amicably resolve the situation. Many times, interpersonal conflicts are rooted in simple misunderstandings, other times they reflect serious issues that need to be resolved before continuing.

Accessibility

Generally speaking, I am a fairly easy person to get in contact with. I encourage you to e-mail me with questions, clarifications, and concerns as they appear throughout the semester, and I especially encourage you to come speak with me face-to-face during my office hours, or by appointment: nothing beats old fashioned interpersonal interaction. Additionally, preceding the exams, I will open-up a discussion tab on the Compass website for review where you can feel free to post questions and build upon the concerns of others. For questions asked of me personally on the review thread, I will try to answer them as quickly as possible, given my other duties and obligations.
Readings

The readings for this course have been specially chosen, not only to provide the relevant factual information about the topics associated with globalization, but also to present a variety of different writing styles for you to consider as you read them. They range from descriptive to investigative, and come from a variety of fields: history, economics, political science, and sociology. Some were not even originally written in English! Yet for all of their variety, each presents a good example of effective writing techniques by marshaling appropriate evidence within a given theoretical approach to make greater sense of the world around us. They really are good books, and they are required for the class. They are available for purchase at all of the usual university bookstores.


All remaining materials will be included in a course reading packet that will be available for purchase at Notes & Quotes (502 East John Street. [http://www.notes-n-quotes.com/](http://www.notes-n-quotes.com/)), as well as being available on electronic reserve through the Undergraduate Library website.

Course Website

This syllabus, along with relevant class announcements, review materials, reading assignments, and other information will be available on the course website, located at [http://compass.uiuc.edu](http://compass.uiuc.edu).

ORGANIZATION OF COURSE/

READING SCHEDULE/ASSIGNMENT SCHEDULE

- indicates a reading from one of the assigned books.
-○ indicates a reading from the course packet/online reserves.

PART I: WHAT'S SO NEW ABOUT GLOBALIZATION?

Week 1: Globalization: An Introduction

Lecture: Tuesday, January 20
Thursday, January 22

Discussion: Friday, January 23—Introductions and preliminary interests in global politics.

Week 2: Globalization Before Your Grandparents Were Born

Lecture: Tuesday, January 27—Geography Quiz at the end of lecture.

Thursday, January 29

Discussion: Friday, January 30—“Global concerns” vs. “local concerns” in writing.


Week 3: Preparing for “Globalization”

Lecture: Tuesday, February 3—Micro-Paper #1 Due

Thursday, February 5

Discussion: Friday, February 6—Plagiarism and proper citation strategies

—Micro-paper #1 handed back.


Week 4: Globalization--The Post-Cold War Order

Lecture: Tuesday, February 10—Micro-Paper #1 Rewrite Due

Thursday, February 12

Discussion: Friday, February 13—Effective outlines and paper structures


http://www.cceia.org/resources/transcripts/5134.html


PART II: GOVERNING ECONOMIC GLOBALIZATION

Week 5: Development, Markets, and Protecting the Poor

Lecture: Tuesday, February 17

Thursday, February 19

Discussion: Friday, February 20—Schedule individual meetings for next week

—Making your writing persuasive.


Week 6: Globalization and Human Welfare
Lecture: Tuesday, February 24—Individual meetings this week
    Thursday, February 26
Discussion: Friday, February 27—“I” and writing in the first person.

Week 7: The Business of Financial Globalization
Lecture: Tuesday, March 3—Micro-Paper #2 Due
    Thursday, March 5
Discussion: Friday, March 6—Effective library research; Micro-paper #2 handed-back.

Week 8: Reforming the Global Political Economy
Lecture: Tuesday, March 10—Micro-Paper #2 Rewrite Due
    Thursday, March 12
Discussion: Friday, March 13—Bibliographies and works cited

Week 9: Catching-Up, Review and Midterm
Lecture: Tuesday, March 17—Catch-up and Review
    Thursday, March 19—Midterm Exam
Discussion: Friday, March 20—No Discussion! *(Unofficial TA-Appreciation Day.)*

Week 10: Spring Break!
Lecture: Tuesday, March 24
    Thursday, March 26
Discussion: Friday, March 27
    Please do not be here for class on these days.
We won’t be.

**PART III: GLOBALIZATION AND TRANSNATIONAL ACTIVISM**

Week 11: The New Transnational Activism
Lecture: Tuesday, March 31
    Thursday, April 2
Discussion: Friday, April 3—Tricks of the trade.—Citizen writing project due.
Week 12: Issue-Oriented Transnational Advocacy Networks
Lecture: Tuesday, April 7
Thursday, April 9
Discussion: Friday, April 10

Week 13: What is So “New” About the “New Transnational Activism”? 
Lecture: Tuesday, April 14
Thursday, April 16
Discussion: Friday, April 17—Draft of research paper due (accepted earlier, if you like).

**PART IV: GLOBALIZATION AND CULTURE**

Week 14: Globalization and Culture: Homogenization or Pasteurization?
Lecture: Tuesday, April 21
Thursday, April 23
Discussion: Friday, April 24—First draft of research paper handed-back.
Feel free to check-out Tyler Cowen’s blog: [http://www.marginalrevolution.com/](http://www.marginalrevolution.com/)

Week 15: The Politics of Global Culture
Lecture: Tuesday, April 28
Thursday, April 30
Discussion: Friday, May 1

**PART V: WHICH WAY FORWARD?**

Week 16: America and the New Globalization—Concluding Thoughts
Lecture: Tuesday, May 5—Final version of research paper due.

Final Exam: 8:00am—11:00am, Friday May 8, 2009. 124 Burrill Hall.
WRITING ASSIGNMENTS
Each assignment will have its own, specific details, as mentioned below, but all of them share the same important criteria. A well-written paper will:
• have an identifiable and well-stated thesis;
• employ persuasive reasoning;
• use evidence in an appropriate manner;
• be clearly organized;
• be edited for grammar and spelling;
• follow formatting rules;
• be turned in on time.

These are the criteria we will use to evaluate your writing—all of which are important, including the last one. A late paper will be marked down ten points—the equivalent of one letter grade—for each day (including weekends) that it is late, all the way down to zero. Please plan ahead to avoid crunch-time situations and computer meltdowns.

Cover page: Each assignment is required to have a cover page stapled to the front. The cover page will include not only your name, class, title and so on (so as not to clutter-up the rest of your assignment), but also one brief paragraph addressing your feelings on the writing process/experience. In it, you should talk about what you think worked well in your paper, what parts you think might be weak, and how the process went for you.

Editing and Grammar: An important part of writing an authoritative paper is to make sure that it is not riddled with punctuation errors and sloppy grammar. A reader will frequently feel that the writer has little to say if (s)he cannot compose a simple, grammatically correct sentence. This will not be the primary focus of this class, however. Some attention will be paid to editing of grammar on each assignment, but because many of the assignments include revisions, do not expect to simply turn in a sloppy first draft with the expectation that we will correct all of your mistakes for your final draft. That is the job of the writer—not the audience. We can assist you to some extent on an individual basis in office hours. We can also point you to writing workshops and other resources available to all UI students.

Instead of grammar or punctuation, our focus will be on re-writing and re-thinking your arguments, and presenting them in a coherent manner. We will examine the structure, flow, and logic of your argumentation, with the ultimate goal being to make you a more effective and persuasive writer!
 MICRO PAPERS

During the first eight weeks of the course, you will be expected to write two concise papers to thoughtfully address pressing questions based on the readings. While very short, these papers may be the hardest ones that you will have to write for this class, since you will have a lot of ground and information to cover in a very brief space. This exercise is intended to help you organize your thoughts by focusing on what you feel are the most important topics, as well as helping you to learn to economize on your words. In the “real world,” or in your future careers, you will frequently be expected to write brief memos—effectively saying in one page what you think could only be covered in 100 pages. Like all other types of writing, this style takes skill.

Formatting Rules for Micro Papers

The paper is to be exactly one page in length (not ¾ of a page, not a page and two lines; exactly one page), double-spaced with one-inch margins on all sides. Use 12-point, Times New Roman font. For this assignment (and only for this assignment), don’t worry about extensively footnoting your sources—all it does is waste valuable space. We all know what you have read, and if you want to use direct quotations (which we would encourage), there is no need to write everything out. For instance, if you want to quote or cite that the poverty rate in Indonesia fell from 28 percent to 8 percent from 1987 to 2002 from Joseph Stiglitz, Making Globalization Work (New York: W.W. Norton, 2007), p. 31; after the quote or supporting information, simply write (Stiglitz, 31), or even just (31). Again your emphasis should be on argumentation and persuasion. Space is of the essence. The formatting rules for this assignment seem rather draconian, which is by design. We know it is tempting to adjust the fonts or the margins or the spacing to make your words accommodate the required space—we’ve all been guilty of the same thing at one time or another. However, part of the point of this assignment is to economize on words in order to say the most with the least. So, in order to get full credit, don’t fall victim to the temptation to fidget with the format.

As with the other assignments, the micro-paper should have a cover sheet stapled to the front that includes your name, section number, TA, title, and a paragraph on your impressions of the writing experience and product, as described previously. This should also save you space, so that your one-page assignment can be one full page, not cluttered with titles and other stuff.

What Are They Looking For?

The criteria we will use to grade this is the same as for all of the assignments (see criteria under the heading “Writing Assignments” above). Like any good paper in the social sciences, your paper should have a clear thesis (main point or assertion of the paper), have well thought-out supporting arguments and evidence for those arguments. It should be clearly organized (signposting) and be written succinctly. This means that you should provide a very brief introduction stating your thesis and how you are going to address it. It is important that you can, if possible, recognize and anticipate counter-arguments—though the size of this paper may preclude this from entering into your paper. Most importantly, it is essential that you answer the question, rather than skirting the issue. These assignments are not intended to be summaries of what you have read, but rather exhibit that you have thought thoroughly about the issues and the questions, and can make an authoritative and persuasive response.

Due Date:

Paper #1: Due Tuesday, February 3 in lecture.
Paper #2: Due Tuesday, March 3 in lecture.
REVISIONS OF MICRO PAPERS

Any course in writing is necessarily a course in re-writing. Therefore, for each of the micro papers you write, you will be expected to do a complete re-write for the following week. The Friday of the week that you turn in your micro paper, you will receive it back in discussion section, with comments. You will then be given the (long) weekend to revise and re-write your paper.

Purpose:
“Why would they possibly do this to us? Do they get some sort of sadistic pleasure out of this? We already answered the question—isn’t that enough?” Answer: no—it is not enough, and no, we’re not sadists—if anything, this makes much more work for us to have grade them. The purpose of these re-writes is to allow you a chance to improve upon your work based on constructive criticism—and possibly improve your score, although your final drafts, will be held to a much higher standard than your prior drafts.

What Are They Looking For?
The same formatting rules as before still apply, as far as length, font size, spacing, margins, and so on. You should again add a cover sheet—this time with your reflections and responses to the re-writing process. What we are looking for is conformity with the criteria for a good paper as stated previously, and ability to make improvements based upon criticism. There is a difference between simply editing your paper and re-writing it. Editing is superficial—change a misspelled or awkward word here, put in a semicolon there. Done! That is not what we are looking for. We want to see that you can re-structure arguments and paragraphs for their effectiveness; re-formulate ideas that may not have been in line with your argument; clarify ambiguous points; re-write sentences that may be awkward or confusing, and then change a misspelled or awkward word here, put in a semicolon there!

That said, the end result does not have to be a completely different paper, but rather a better paper. There is always room for improvement. There is no such thing as a perfect paper. So that I can more easily judge your progress on the re-write, I will have made a photocopy of your previous draft, along with my comments. The successful paper will be one that not only meets the criteria mentioned earlier, it will be a paper that is far and away better than the previous draft.

Due Date:
Paper #1 re-write: Due Tuesday, February 10 in lecture.
Paper #2 re-write: Due Tuesday, March 10 in lecture.
CITIZEN WRITING PROJECT
You would be surprised at the effect you can have with a determined, knowledgeable, eloquent (but brief!) letter. I speak from personal experience: in the last few years, I have gotten my rent reduced, had my neighbor evicted, and even got myself invited to a presidential address—all with the power of persuasive writing, but it all begins with practice!

Assignment: For this assignment, you will be expected to produce an example of one of the three types of citizen writing: a letter to the editor of a major newspaper or journal, an opinion piece (or “op-ed”) for a newspaper or journal, or a letter to a political leader. To do this, I suggest that you should take issue with the current state of US policy towards a particular issue, topic, country or region that you have learned about recently.

Letter to the Editor: In choosing this path, you must: 1) Pick a newspaper or journal—even an online one; 2) Read it; 3) Choose a particular article or opinion piece with which you agree or disagree (it is much easier and more productive to choose the latter); 4) Read the article, and perhaps related articles, very carefully—taking notes on any particular points that seem contentious, inaccurate or misleading; 5) Draft a creative response in 1-3 paragraphs (not to exceed 300 words); 6) Edit your draft and consider submitting it for publication. Guidelines for submissions are available in, and vary for, each individual paper.

Letter to a Politician: In choosing this path, you must: 1) Pick a contentious international issue of concern to you; 2) Via the web (www.thomas.gov; www.nationaljournal.com), investigate the position that your elected representatives (President Bush, the senators and members of Congress of your home state) hold on the issue; 3) Find a representative with whom you disagree, or one that you think could be doing more to address your chosen issue more appropriately; 4) Draft a letter to your chosen representative on the issue, focussing on: a) the current state of affairs, b) the reason for your concern, c) what you believe needs to be done, and d) what you think your representative can be doing differently; 5) Be polite, but firm; 6) Limit yourself to one single-spaced page with normal margins, and consider sending this letter (preferably by regular mail—“snail mail”) to your representative, whose addresses are available on their respective websites.

Op-Ed: If you are interested in doing an opinion editorial, or “op-ed” piece, especially if you already have experience with writing letters to editors or politicians, please make an appointment to speak with either your TA or me personally. This will require more knowledge, research and expertise than the other two options.

Extra Credit! We are willing to give extra credit to anyone who follows-through with one of these projects (i.e. sending a polished letter to your representative, or submitting an op-ed piece or letter to the editor to a newspaper or journal).

Purpose: This assignment is more open-ended than all of the others, because it serves other ends: First, this assignment will help you to identify the political issues of greatest salience to you, Second, it will help your letter writing skills more generally, which can be an effective tool outside the academic environment. Third, hopefully it will increase your confidence in participating in our contemporary democratic process. I hope you enjoy this project—it should be fun!

Due Date: This assignment will be due in hard-copy format by the end of discussion sections on Friday, April 3, 2009.
RESEARCH PROJECT
The centerpiece of your PS282 Advanced Comp experience will be the writing and rewriting of a 12-15 page research paper on globalization and world politics based upon a region of the globe and a topic of your choosing. The direction that your paper takes will be determined by your own interests, in close collaboration with the TA—including a mandatory individual consultation during the sixth week of class.

Purpose: This paper is intended to hone your writing skills and improve your knowledge of the political institutions, actors, and processes associated with globalization. Moreover, it will allow you to explore regions and issues that you may have existing interests and perhaps expertise with! It will also give you a chance to apply many of the writing techniques used in class to compose a first-rate paper in the social sciences.

Sample Topics/Questions: The topic of globalization encompasses a wide variety of global political, economic, and cultural topics, but if you are in need of some inspiration, here are a few topics of papers that others have written in the past. All of these, of course, should include some degree of analysis, rather than just description.

- Compare and contrast regional integration in a regional organization of your choice and in the European Union. Explain the reasons for similarities and differences you observe.
- Is it preferable for the UN to have its own military force to respond to crises around the globe?
- How is an organization of your choice approaching the challenges of globalization?
- Advise the Secretary-General of the United Nations on how to deal with a contemporary global challenge.
- Is it advisable for the United States to endorse the International Criminal Court?

There are plenty of topics out there, but remember that it is usually preferable to move beyond simply describing “what” happened to examining “how” and “why”? It is also useful to examine the “Tips for Writing in Political Science” that is included below.
Tips for Writing in Political Science

(Sections borrowed with permission of Dr. Maurits van der Veen and Dr. Markus Crepaz)

This outline presents general guidelines for writing a political science paper. They may seem overly long and, at times, repetitive. Nevertheless, it is probably worthwhile to read through them at least once before you begin writing your research paper and then again as you are finishing up, to make sure you have not overlooked anything. Above all, keep in mind throughout the entire process that you are making an argument: your goal is to produce persuasive writing. The final two sections contain pointers on style and grammar you may want to keep in mind as you write.

What is the purpose of a paper?

You want your paper to be persuasive. In order to persuade, the paper must contain an argument that is your own. In addition, it should adduce evidence to support that argument from primary or secondary sources, from historical or contemporary events, from thought experiments, etc. Your goal is to persuade readers. This means readers should never be tempted to stop reading! Three things that can make your audience stop reading, but that are under your control are content, structure, and style.

Your paper’s content should be made clear to readers from the outset. The paper’s title should give an indication of the general topic and—if appropriate—of your thesis. The first sentence should draw the reader in: make sure it runs well and is not too long! The reader should know what your argument is by the end of the first few paragraphs, and roughly how you intend to prove it one or two paragraphs later. At this point, if readers are still reading, you can assume that they are at least basically interested.

For the rest of the paper, make sure you do not lose your audience. Make both structure and style as easy to follow as you can. Your argument should proceed smoothly from one paragraph to the next, and it ought to be internally consistent (unlike some of the material we will read this semester!). Sentences should make sense and not run on. We will criticize spelling, grammatical errors, or inconsistent use of tense, as it is important to realize that all of these are barriers to understanding your argument. (Unless such problems are egregious, however, they are unlikely to affect your grade.) Each time the reader has to pause or go back to make sure he or she has read a word or a sentence correctly, you provide a small temptation to stop reading. In addition, you make it harder to follow your argument. Nothing should come between your reader and your argument; least of all eminently preventable problems such as spelling errors.

At the end of your paper, you should restate your argument and the main points you have made—do not assume the reader has remembered everything exactly. You want to leave readers with an impression that reflects the whole paper, not just the last part of your argument.

One Way to Proceed in Writing a Paper

Choose a paper topic (if not already provided for you). Pick a topic that interests you, and about which you would like to learn more. A lack of interest in your topic means that the research will be less rewarding and that you will be less likely to do much of it. Moreover, if you do not find your topic interesting, you are unlikely to make it interesting to your readers—in other words, your paper is less likely to be successful at persuading anyone.

Decide what you want to argue, preferably without referring directly to the source material.

Write an outline of the paper, listing the important points to be made in the different paragraphs, still without referring directly to the material, although you may want to note which author, passage, etc. you think you will want to refer to.

Write an introductory paragraph, closing with your thesis. The exact contents of this paragraph may need to be changed at the end, but it is important to have a thesis in your mind as you write.

Write a first draft of your conclusion. This will give you an idea of what you need to work towards as you write. The conclusion should restate your thesis and the most important point(s) from the body of the paper. It is not the place to introduce new ideas for the first time!

Do the actual writing (see below).

Rewrite your conclusion, making sure you do not claim to have argued, shown, or suggested something unless you have indeed done so in the preceding pages.
Rewrite your introductory paragraph, making sure your thesis statement matches the conclusion and the argument throughout the paper. Write a brief road-map paragraph, to follow the introduction, which gives the reader an idea of how you are going to persuade her. This is where you would indicate which authors or subjects you are going to discuss (and in what context), for example. Proofread, spell-check, and read your paper aloud to make sure it sounds right.

How to Make and Support an Argument

If you are going to be commenting on books, articles, etc., do not assume the reader knows or can guess what you are talking about. Give a brief paraphrase or synopsis of the main argument of the passage or work you are discussing.

The burden is upon you to make sure the reader does not suspect you misrepresent an author to the latter’s disadvantage. This is where quotations may come in handy. Use them sparingly, however. If you fall for the temptation to string quotations together, you will not be making any argument of your own. As a rule, try to avoid quoting passages longer than 3 lines, unless you feel doing so is crucial to supporting your argument.

The burden is also upon you to make sure you do not represent the writing and ideas of others as your own, even accidentally! When you make a claim, make it clear whether this is your argument or that of one of the authors. When you cite or paraphrase an author, make sure it is followed by a correct citation (do not cite a random page in a book—we tend to double-check these things). Not giving credit for sentences, ideas, or facts that are not common knowledge is tantamount to plagiarism, and will be treated seriously! To avoid inadvertently quoting an author from your notes, always try to use your own language—just changing 1 or 2 words in a sentence is not enough!

Whether you agree or disagree with an author, make it clear which is the case, and explain why! Do not just assume that this will be obvious to the reader.

Think through the implications of your argument. Think of the logical extreme implied by your argument, and see if you agree with yourself. If not, you may want to qualify your claims.

Similarly, make it a point to write down the two strongest objections to your argument. Do not content yourself merely with thinking through them—write them down. This will make it more difficult accidentally to overlook an aspect of an objection you cannot handle satisfactorily.

Make sure your argument is coherent. Do not jump from one topic to the next randomly. Make the connection between different parts of your argument clear. If you find it impossible to proceed smoothly from one paragraph to the next, you need to re-examine your argument!

On a related note, make sure there is a sense of progression to the argument. The reader must be drawn from one paragraph to the next and be able to follow along with your argument in a natural manner. For example, do not make your main point first, and then pad with some marginally related smaller issues. Your audience will lose interest before you get to the end.

Finally, recognize the limitations of your argument. In particular, realize that it is incredibly difficult to “prove” anything definitively in the social sciences (it is much easier to disprove hypotheses), especially when it comes to a simple term paper. Therefore, conclusions like: “I have proven that globalization is bad,” or “I have proven that IMF policies do more harm than good,” seem a bit pompous—as though the writer is congratulating him/herself on discovering some iron-clad law and is only waiting for a Nobel Prize committee to reward this magnificent contribution. More often, overstated conclusions often simply confirm the opinions of the writer, and may be easily “disproved” by someone addressing the same issue from another angle. A more tempered conclusion like “I have demonstrated that globalization can have bad consequences,” or “my results suggest that IMF policies do more harm than good,” is less likely to raise the ire of the reader, especially one who may not be fully inclined to agree with your assessment.
Handy Checklist as You Finish

Does the paper have a short introductory section ending with a clear statement of the argument?
Does the paper have a short concluding section that restates the argument and pulls everything together?
Have you thought about how authors you criticize (or ignore) might respond to your argument?
Are any of the paragraphs longer than 2/3 of a page? If so, check whether the paragraph makes more than
one point, and consider rewriting it or splitting it into two parts.

Have you toyed with margins and font size to a noticeable degree? If your paper is considerably
longer than the assigned length, you may be trying to tackle too much at once—simplify your main argument
and cut out paragraphs that do not add to it. If your paper is considerably shorter, you may be appro-
aching the issue too simplistically. (Have you really considered item 2 above? Most authors we read are/
were intelligent people, and cannot just be waved off in a single paragraph).

Have you either a) read the paper out loud or b) given it to a friend to look at? Try to catch typos,
confusing language, and holes in your argument before handing it in.

Have you spell-checked and proofread again after you made your final, small changes?

Some Issues of Style

As noted above, you must indicate the source (in some standard citation format) of every quotation.
Directly quoting a lot is not a good idea, but leaving off quotation marks to reduce the apparent amount of
quotation is considerably worse (and opens you up to charges of plagiarism).

Avoid sentences that run longer than 3 lines, where possible. They slow down the reader unnec-
sarily, and the longer the sentence, the greater the risk that it becomes badly structured.

Look up any word of whose meaning you are not entirely sure. Even a slight shade of difference be-
tween a word’s meaning and the one you intend can color or distort your argument.

Be careful with your use of this, these, etc. Is it clear what these words are referring to (usually the
subject or object of the previous sentence)? If there is any ambiguity, try to rewrite your sentence so you can
eliminate the issue.

Common errors to check for: cite vs. site vs. sight, its vs. it’s, principle vs. principal, imminent vs.
immanent, accept vs. except, affect vs. effect, etc. An excellent and detailed listing of general errors in Eng-
lish can be found at: http://www.wsu.edu/~brians/errors/. There is no excuse for committing such common
errors at this point in your academic careers.
Local Grammatical Concerns

The list of grammar points that follows is borrowed at least in part from New York Times columnist (and former Nixon speechwriter) William Safire. It circulates widely in writing departments, for good reason.

- Avoid run-on sentences they are hard to read.
- Never use no double negatives.
- Use the semicolon properly, always where it is appropriate; and never where it is not.
- Reserve the apostrophe for it's proper use and omit it where its not needed.
- Verbs has to agree with their subjects.
- No sentence fragments.
- Proofread carefully to see if you any words out.
- Avoid commas, that are not necessary.
- If you reread your work, you will find on rereading that a great deal of repetition can be avoided by rereading and editing.
- A writer must not shift your point of view.
- Do not overuse exclamation points!!!
- And do not start a sentence with a conjunction.
- Place pronouns as closely as possible, especially in long sentences, as of ten or more words, to their antecedents.
- Hyphenate only between syllables and avoid un-necessary hyphens.
- Write all adverbial forms correct.
- Don't use contractions.
- Writing carefully, dangling participles must be avoided.
- It is incumbent on us to avoid archaisms.
- If any word is improper at the end of a sentence, a linking verb is.
- Steer clear of incorrect verb forms that have snuck into the language.
- Take the bull by the hand and avoid mixed metaphors.
- Avoid modernisms that sound flaky.
- Avoid barbarisms: they impact too forcefully.
- Never, ever use repetitive redundancies.
- Everyone should be careful to use singular pronouns with singular nouns in their writing.
- If I've told you once, I've told you a thousand times: avoid hyperbole.
- Also, avoid awkward or affected alliteration.
- Do not string a large number of prepositional phrases together unless you are walking through the valley of the shadow of death.
- Always pick on the correct idiom.
- “Avoid overuse of ‘quotation “marks.””
- Never use more words than are necessary in order to get your point across: be concise.
- Always chek you’re spilling.
- Always be avoided by the passive voice.
- Every sentence a verb.
- Do not give other professors or I a paper with improper use of personal pronouns. Them and me do not like that.
- Be sure to affect the proper effect on your reader.
- Last but not least, avoid clichés like the plague: seek viable alternatives.