

IS 741/841: Globalization and Social Change in the World System Fall 2010

CRN 12822/12823
Mondays, 7:10 to 9:50 p.m.
Batten Arts & Letters 2056

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Fall 2010 Office Hours:
Mondays, 1:00–3:00 p.m.
Thursdays, 10:00–11:00 a.m.
Or
By Appointment

Syllabus

Catalogue Description and Objectives

Scholars contend the myriad processes that constitute “globalization” transform national sovereignty, economic independence, and cultural distinctiveness. Some contend we are witnessing the emergence of transnational institutions and practices, cosmopolitan or postnational identities, and weakened nation-states. Together these claims of globalization theorists challenge the central premise of international relations theory: that the nation-state remains the central unit of analysis. This seminar seeks to examine these claims. Questions we will address include:

- To what degree do non-governmental institutions and actors restructure interstate politics?
- Is globalization a state-centered process or one directed by actors beyond the influence or control of states?
- Do great powers benefit more than weaker states from these processes? Do the processes of globalization exacerbate or erode disparities in state power?
- How does globalization affect the relationship between the state, societal and transnational actors?
- What are the implications of these processes for traditional international relations theories like structural realism, neoliberal institutionalism, hegemonic stability theory, social constructivism, and historical institutionalism?
- Is globalization simply liberalization? If not, how do the processes differ?
- Is globalization simply just Americanization? Why or why not?

The seminar investigates these questions in three parts. The first third of the seminar introduces students to the conceptual and theoretical debates that characterize globalization theory today. With this foundation students then consider the social, economic, cultural and technological processes that constitute globalization. This section of the seminar pays particular attention to the dialectics of globalization: the reciprocal effects of states and transnational actors; the paradoxes of “fragmegration” and “glocalization”; and

the imbrication of tradition, modernity, and “postmodernity” in global cultural processes. Finally, the seminar concludes with a consideration of the normative dimensions of globalization: are these processes desirable, harmful or neutral? How can states and citizens assure that globalization strengthens human rights, facilitates economic growth, alleviates poverty, and minimizes conflict?

Prerequisites

A core concern of the seminar is the implications of globalization for international relations theory. Consequently I expect students to have mastered basic international relations theories and concepts, including classic and structural realism, neoliberal institutionalism, constructivism, and variants of critical theory. If you have not completed IS 601: International Relations Theory, I discourage you from taking this seminar. I also expect students to read regularly newspapers, magazines, or websites that cover international economic issues. This is necessary for our weekly “Of what is this an instance?” exercise that constitutes a portion of your course grade. I recommend you read *The Wall Street Journal*, *The New York Times*, *The Financial Times*, *The Economist*, or one of the myriad of blogs which address global issues.

Course Materials

You can purchase the following books at the ODU bookstore in the Webb Center (<http://odu.bkstore.com>). You may also find copies for a competitive price at the Dominion Bookstore on Hampton Boulevard. Of course, you may also choose to purchase these works from an online retailer.

Required Books

Friedman, Thomas L. 2007. *The World Is Flat 3.0: A Brief History of the 21st Century*. New York: Cambria. ISBN 0312425074

Giddens, Anthony. 1991. *The Consequences of Modernity*. Stanford, CA: Stanford University Press. ISBN 0804718911

Ritzer, George. *Globalization: A Basic Text*. Chichester, UK: Blackwell. ISBN 9781405132718.

Rosenau, James N. 2003. *Distant Proximities: Dynamics Beyond Globalization*. Princeton, NJ: Princeton University Press. ISBN 0691095248

Scholte, Jan Aart. 2005. *Globalization: A Critical Introduction*. Second Edition. New York: Palgrave Macmillan. ISBN 0333977025

Course Requirements and Evaluation

Student grades reflect their in-class participation (10 percent); an “image of globalization” assignment (10 percent); a written book evaluation (20 percent); weekly essays (20 percent); a midterm exam (20 percent); and a final exam (20 percent).

1. In-Class Participation (10 percent of your grade): I expect you to come to the seminar each week prepared to participate in the discussion. As in any GPIS seminar, my role is to facilitate our discussions rather than to lecture. Students who attend class regularly, have completed the readings, and who contribute to our weekly exercise (see below) will receive good participation grades. I recognize many students are working professionals who may have to miss an occasional class sessions. In this event, I expect you to make alternative arrangements with me to discuss the week’s materials and to submit your weekly topic papers, either during my office hours or by appointment.

Your in-class participation grade includes our weekly exercise, called “Of What Is This An Instance?” **Each Sunday starting September 5th**, each student will email me a newspaper clipping or article about a current

international or global issue. I will review your submissions and select one or two for our discussion, which I will then email to everyone. We will spend the first fifteen minutes each session discussing the news item, both to broaden our knowledge of global politics and to apply many of the ideas and concepts we are learning in class sessions. There are no “right” answers for each week’s exercise; the purpose is to encourage you to climb the ladder of abstraction, and to develop the habit of asking critical questions about globalization.

2. An Image of Globalization (10 percent): One week during the semester after September 27th, in lieu of your weekly thought paper (see #4 below) you will provide the class with an image of globalization and a one-page interpretation of that image. Please note that an **“image” may be nearly any visual media**: a photograph, film, television show, graphic art, advertisement, fashion, computer icons, and others. Your one-page interpretation should:

- (a) identify the source of the image (if possible)
- (b) identify the date, time, and location of the image if such context is meaningful (for example, the location where you took a photograph, or the newspaper in which a printed advertisement appeared);
- (c) explain what features, concepts, or dynamics of globalization you think the image represents; and
- (d) identify relevant authors who address the features, concepts or dynamics you identify in (c).

The purpose of this assignment is to find “globalization” outside the classroom and in the world around you. As we will learn this semester, one consequence of “globalization” is the frequent juxtaposition of social opposites: the distant with the proximate, the foreign with the familiar, the global with the local, the modern with the traditional, and the universal with the particular, to name just a few. Many globalization theorists assert the tensions of these opposites pervade our daily lives; Rosenau for one argues that how individuals reconcile these tensions explains their affective orientations toward globalization. While the written word can explain the physical juxtaposition of such social tensions, visual media often capture such ideas more powerfully and viscerally. Indeed, the visual arts arguably provide shared understandings precisely because they reproduce complex ideas in a manner that is accessible to anyone irrespective of language, education, or culture.

When you have identified an image and composed your analysis, you will post both to the seminar’s Blackboard page. I have created a Blog on Blackboard to which all students can post materials. When you log into Blackboard, just click on the “VSG Blog” navigation button on the left-hand pane (“VSG” is shorthand for the visual sociology of globalization—see next paragraph). **Please note I want you to submit this assignment to the blog, not to me personally.** If you need technical assistance with posting your image and analysis, I am happy to assist you. You should also expect to read this blog regularly to view new contributions from your colleagues. You should also feel free to contribute your own reactions to media posted by others, and should expect others to contribute their ideas about the media you contribute. By the end of the semester, I anticipate the seminar will have amassed an archive of globalization images that will contribute to future students of globalization. Indeed, Professor Jennifer Fish anticipates using the same blog in her Gender and Globalization seminar next semester.

This assignment reflects a field of sociology known as visual sociology. This field seeks to identify and explain how people produce and consume images, and how these images both reflect and reproduce cultural norms, beliefs, and social conflicts. To learn more about visual sociology, see <http://www.visualsociology.org/> and <http://www.visualsociology.org.uk/>. While our focus this semester is on the visual sociology of globalization, the field has much broader empirical interests.

3. Book Evaluation (20 percent): Each student will write one synopsis of a book on globalization and will provide copies of the synopsis to everyone in the class. This way everyone in the class will gain a working knowledge of important works on globalization that may be useful when preparing for comprehensive exams. It is worth keeping in mind the criteria GPIS faculty use when grading student comprehensive exams. Foremost is the student’s familiarity with relevant literature: your ability to cite relevant authors and to

criticize the extant literature. To be a useful tool in preparing for comprehensive exams, your book evaluation project should answer the following questions:

- What are the author(s) research questions, hypotheses, methods and conclusions?
- Which bodies of literature or hypotheses did the author address?
- Did the author provide adequate evidence to support his or her argument?
- Did he or she consider counter-evidence and counter-arguments? Which author(s) or arguments is the research addressing?
- Did the author suggest avenues for future research?
- Have subsequent events or research supported or undermined the author's findings?
- Did the argument persuade you? Why or why not?
- Are there other related works in the globalization literature you have found more persuasive?

Synopses should be no more than four or five pages long. While you may choose to format your paper as a study tool (e.g. in outline or bulletized form) I expect the paper to make clear your answers to the above questions.

Starting October 4th, two students each week will provide a brief oral synopsis of their evaluation. Your presentation should not exceed five minutes—think of your presentation as practice for an oral exam or conference presentation. Other students and I will then have the opportunity to ask questions of you.

Students may choose works from either of the lists at the end of the syllabus (pp. 10-13). Given the differing foci and purposes of the M.A. and Ph.D. programs, I have created two lists: one of works that may appeal more to Master's candidates, the other of works that are more theoretical and to the liking of Ph.D. candidates. This way, you can choose a book that is relevant to your course of study, and hopefully you will find more interesting. You may select any work, however, from either list. There is one caveat: no two students can review the same book.

4. Weekly Essays (20 percent): Each week you will write a three- to four-page paper that discusses, considers and analyzes the questions, insights and contradictions in the weekly readings that provoke your curiosity. The paper will serve to focus the seminar discussion each week, so you must complete your paper prior to the session at which they are due. I will not grade each of these papers separately, nor will I necessarily ask you to turn in a paper each week. **I reserve the right, however, to request your essay on the day of our class session. Please have your papers printed and ready for submission.**

Your weekly papers must include a cover sheet with a copy of the University honor pledge:

"I pledge to support the Honor System of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the Honor Code. I will report to a hearing if summoned." *ODU Student Handbook 2005-2006*, p. 5. (See also http://orgs.odu.edu/hc/pages/Honor_Pledge.shtml)

You must also include the following language:

"I affirm that this is my final paper. It is not a working draft or a work in progress."

Finally, you must sign and date your cover page.

At the end of the semester you will turn in your eleven short essays (that is, one for each meeting of the seminar excluding the midterm on October 25th and the week you present your image of globalization). At that time I will review and assess your essays. The best essays will consider and assess the arguments,

questions, methods and conclusions of the weekly readings in a creative and disciplined way. Essays that are incomplete or offer little more than a perfunctory review of the readings will receive a C.

5. Midterm Exam (20 percent): You will take an in-class midterm exam on Monday, October 18, 2010. The purpose of the exam is to assess your understanding of the concepts, theories, debates and evidence we discuss during the first half of the semester. Accordingly, the exam will be in essay format. The essays you compose should (a) demonstrate your mastery of relevant theory, scholarly literature, and other course materials; (b) develop an argument rather than merely summarize what others argue—that is, I expect your essay to articulate a thesis that stakes an intellectual position; and (c) provide evidence to support the essay's thesis.

Please note that this format is similar to what you will experience when you take your comprehensive examinations, though of course the midterm exam is narrower in theoretical focus. I will provide you with a choice of questions, and expect you to answer completely two of them.

6. Final Exam (20 percent): You will take a final exam during the University-designated exam period: Monday, December 13, 2010 from 7:00 to 10:00 p.m. The final exam is comprehensive, covering all materials from the beginning of the semester. The format will be identical to the midterm exam with the same expectations. In your exam you will demonstrate your mastery of the theory, scholarship, concepts and other materials we have learned during the seminar; you will make an argument rather than simply summarize the works of others; and you will provide evidence in support of your thesis.

Grades

There is no grading curve for the seminar. It is hypothetically possible for each student to get an A, or for each to get an F. I grade each student's work on its merits, irrespective of the merit of other students' work.

Based on your on-time completion of the required assignments and your adherence to the University's honor code (see below), I will assign you a final grade from the following grade scale:

<i>Percent</i>	<i>Final Grade</i>
94–100	A
90–93	A–
87–89	B+
83–86	B
80–82	B–
70–79	C
60–69	D
0–59	F

Late Work

I will accept late work but will penalize you five points for each day the assignment is late, including weekend days. To avoid this penalty, you must obtain from me an extension of the due date no later than 48 hours before the assignment is due, at which time we will agree to a new due date. I reserve the discretion to grant or withhold no-penalty extensions, and will do so only for serious reasons.

Academic Integrity

I expect all students to understand and to abide by the University's Honor Code:

"We, the Students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others." *ODU Graduate Catalogue 2008-2009*, p. 14.

I encourage you to consider the consequences of academic dishonesty—there is no quicker way to ruin an academic career, to limit your job prospects after graduation, and to assure you never receive a security clearance. Also consider this: even as serious as ODU is about disciplining violations of the honor code, the University will be far more forgiving of transgressions than will be future employers. The consequences of a violation thus will extend well beyond the university's disciplinary process and your time at ODU.

You should understand your rights and obligations, what constitutes a violation of the honor code and academic integrity, what disciplinary procedures and sanctions you may face, and what options I have should I suspect a violation. If you are unfamiliar with the honor code and disciplinary procedures, I suggest you visit the Honor Council's webpage (<http://orgs.odu.edu/hc/>). If you are unsure what may or may not constitute plagiarism, I suggest you visit <http://www.csub.edu/ssric-trd/howto/plagiarism.htm>. Finally, the last page of the syllabus includes hints for avoiding plagiarism.

You must adhere to the honor code in all your work: your book evaluation, your image of globalization assignment, your weekly topics papers, and your exams. You must affix a signed copy of the language of the honor code to your weekly essay's cover page.

Plagiarism is a serious offense, and it will not be overlooked in this or in other classes. I take the Honor Code seriously, and will pursue vigorously the adjudication of any violations I may identify. If I suspect a student has committed a violation, I work only with the University Hearing Officer to determine whether or not a violation has occurred. Under no circumstances will I discuss allegations of academic dishonesty with the individual student.

Students with Disabilities

In accordance with the University's policies and procedures, I will work to accommodate students with disabilities. If you require such accommodations, please contact me by email, phone or during office hours as early in the semester as possible.

Sexual Harassment

It is the policy of Old Dominion University to provide students and employees with an environment for learning and working that is free of sexual harassment, whether by members of the same sex or the opposite sex, which is prohibited by Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act. I expect all seminar participants to understand and abide by the University's sexual harassment policy and procedures, as detailed at <http://www.odu.edu/ao/polnproc/pdfs/6320.pdf>.

Course Plan and Schedule

August 30th: Introductions, class materials, book review selections

September 6th: No class session (Labor Day)

September 13th: A popular conception of globalization

Reading:

- Friedman, entire book

Part One: Concepts, Definitions and Debates

September 20th: Foundations

Readings:

- Scholte, chs. 1-4

September 27th: Definitional and Methodological Challenges, Part I

Readings:

- Rosenau, chs. 1, 9, 19
- Ritzer, ch. 1-4

October 4th: Definitional and Methodological Challenges, Part II

Reading:

- Rosenau, chs. 2-7, 14-17
- Ritzer, ch. 5

October 11th: No class session (fall holiday)

! In-Class Midterm Exam: Monday, October 18, 2010, 7:10 to 9:50 p.m.

Part Two: Social, Political and Economic Relations

October 25th: Foundations

Readings:

- Scholte, chs. 5-8

November 1st: Modernity and social change

Readings:

- Giddens (entire)
- Gabriel Garcia Marquez, *One Hundred Years of Solitude* (ch. 1)

November 8th: Cultural processes

Readings:

- Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalization* (Minneapolis: University of Minnesota Press, 1996) chapter 2.
- John W Meyer et al. 1997. "World Society and the Nation-State." *American Journal of Sociology* 103, 1 (July): 144-181.
- Stephen M. Walt, "Fads, Fevers, and Firestorms." *Foreign Policy* 121 (November/December 2000): 34-42.
- Ritzer, ch. 9

November 15th: Economic dimensions

Readings:

- Brune and Garrett, 2005. "The Globalization Rorschach Test," *Annual Review of Political Science* 8: 399-423.
- Simmons, Beth A. and Zachary Elkins. 2004. "The Globalization of Liberalization: Policy Diffusion in the International Political Economy." *American Political Science Review* 98, 1 (February): 171-189
- Ritzer, ch. 7-8

November 22nd: Governance and the relocation of authority

Readings:

- Rosenau, chs. 11-13, 18
- Krasner, "Sovereignty," *Foreign Policy* (January/February 2001)
- Ritzer, ch. 6

Part Three: Normative Concerns

November 29th: Foundations

Readings:

- Scholte, chs. 9-12
- Ritzer, ch. 14-15

December 6th: Liberalism, Democracy and Globalization

Readings:

- Joshua William Busby. 2007. "Bono Made Jesse Helms Cry: Jubilee 2000, Debt Relief, and Moral Action in International Politics." *International Studies Quarterly* 51, 2 (June): 247-276.
- Philip G. Cerny, "Globalization and the Erosion of Democracy," *European Journal of Political Research* 35 (1999): 1-26.
- Gills, Barry. "The Swinging of the Pendulum: The Global Crisis and Beyond." *Globalizations* 5, 4 (December 2008): 513-22.
- Bruce R. Scott, "The Great Divide in the Global Village." *Foreign Affairs*, Vol. 80 (Jan.-Feb. 2001), pp. 160-77
- Quan Li and Rafael Reuveny, "Economic Globalization and Democracy: An Empirical Analysis." *British Journal of Political Science* 33 (2003): 29-54.

! Final Exam: Monday, December 13, 2010, 7:00 to 10:00 p.m.

Book Review Lists

For M.A. Candidates

- Anderson, Benedict. 1999. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Anderson, W.T. 2001. *All Connected Now: Life in the First Global Civilization*. Boulder, CO: Westview Press.
- Arquilla, John and David F. Ronfeldt, eds. 2001. *Networks and Netwars: The Future of Terror, Crime and Militancy*. Washington, DC: Rand Corporation.
- Barabási, Albert-Laszlo. 2002. *Linked: The New Science of Networks*. New York: Perseus.
- Brandy, Joe and Jackie Smith, eds. 2004. *Coalitions Across Borders: Transnational Protest and the Neoliberal Order*. Boulder, CO: Rowman & Littlefield.
- Broad, Robin. 2002. *Global Backlash: Citizen Initiatives for a Just World Economy*. Boulder, CO: Roman and Littlefield.
- Della Porta, Donatella and Sidney Tarrow, eds. 2004. *Transnational Protest and Global Activism*. Boulder, CO: Rowman & Littlefield.
- Diamond, Jared. 2005. *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking.
- Ellwood, Wayne. 2001. *The No-Nonsense Guide to Globalization*. Toronto: New Internationalist Publications.
- Florida, Richard. 2004. *The Flight of the Creative Class: The New Global Competition for Talent*. New York: Harper Business.
- French, Hilary F. 2000. *Vanishing Border: Protecting the Planet in the Age of Globalization*. New York: W.W. Norton.
- Friedman, Thomas L. 2000. *The Lexus and the Olive Tree: Understanding Globalization*. New York: Farrar, Straus and Giroux.
- Gladwell, Malcolm. 2000. *The Tipping Point: How Little Things Can Make a Big Difference*. New York: Little, Brown.
- Greider, William. 1997. *One World, Ready or Not: The Manic Logic of Global Capitalism*. New York: Simon & Schuster.
- Johnson, Steven. 2002. *Emergence: The Connected Lives of Ants, Brains, Cities and Software*. New York: Scribner.
- Johnston, Jackie et al., eds. 2002. *Globalization and Resistance: Transnational Dimensions of Social Movements*. Boulder, CO: Rowman and Littlefield.
- Klein, Naomi. 1999. *No Logo: Taking Aim at the Brand Bullies*. New York: St. Martin's Press.
- Kotkin, Joel. 1993. *Tribes: How Race, Religion and Identity Determine Success in the New Global Economy*. New York, Random House.

- Kupchan, Charles A. 2003. *The End of the American Era: U.S. Foreign Policy and the Geopolitics of the Twenty-First Century*. New York: Knopf.
- Laszlo, Ervin, Arthur C. Clarke, and Kay Mikel. 2001. *Macrosift: Navigating the Transformation to a Sustainable World*. San Francisco: Berrett-Koehler.
- Lipnack, Jessica and Jeffrey Stamps. 1996. *The Age of Networks: Organizing Principles for the 21st Century*. New York: John Wiley & Sons.
- Mosley, Ivo, ed. 2000. *Dumbing Down: Culture, Politics and the Mass Media*. Exeter, UK: Imprint Academic.
- Ophuls, William. 1998. *Requiem for Modern Politics: The Tragedy of the Enlightenment and the Challenge of the New Millennium*. Boulder, CO: Westview Press.
- Reinicke, Wolfgang H. 1998. *Global Public Policy: Governing without Government?* Washington, DC: Brookings Institution.
- Rosenau, James N. et al. 2005. *On the Cutting Edge of Globalization: An Inquiry into American Elites*. Boulder, CO: Rowman & Littlefield.
- Sanders, T. Irene. 1998. *Strategic Thinking and the New Science: Planning in the Midst of Chaos, Complexity, and Change*. Free Press.
- Senta, Nihon K. K. and Ann Florini, eds. 2000. *The Third Force: The Rise of Transnational Civil Society*. Washington, DC: Carnegie Endowment for International Peace.
- Steger, Manfred B. ed. 2004. *Rethinking Globalism*. Boulder, CO: Rowman & Littlefield.
- Victor, David G. 2004. *Climate Change: Debating America's Policy Options*. Washington, DC: Council on Foreign Relations.
- Waldrop, M. Mitchell. 1992. *Complexity: The Emerging Science at the Edge of Order and Chaos*. New York: Simon Schuster.
- Wallach, Lori, Patrick Woodall and Ralph Nader, eds. 2004. *Whose Trade Organization? A Comprehensive Guide to the WTO*. New York: New Press.

For Ph.D. Candidates

- Aleinikoff, T. Alexander and Douglas Klusmeyer. *Citizenship Policies for an Age of Migration*. Washington: Carnegie Endowment for International Peace.
- Appadurai, Arjun. 1996. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
- Appadurai, Arjun. 2001. *Globalization*. Durham, NC: Duke University Press.
- Axelrod, Robert and Michael D. Cohen. 2000. *Harnessing Complexity: Organizational Implications of a Scientific Frontier*. New York: Basic Books.
- Bauman, Zygmunt. 2001. *Community: Seeking Safety in an Insecure World*. Oxford: Polity Press.
- Bauman, Zygmunt. 2003. *Wasted Lives: Modernity and Its Outcasts*. Cambridge, UK: Polity Press.

- Beer, Francis A. and Christ'l de Landtsheer, eds. 2004. *Metaphorical World Politics*. East Lansing, MI: Michigan State University Press.
- Bello, Walden. 2002. *Deglobalization: Ideas for a New World Economy*. London: Zed Books.
- Bhagwati, Jagdish. 2004. *In Defense of Globalization*. New York: Oxford University Press.
- Bleiker, Roland. *Popular Dissent, Human Agency and Global Politics*. New York: Cambridge University Press.
- Boli, John and George M. Thomas. 1999. *Constructing World Culture: International Nongovernmental Organizations Since 1875*. Stanford, CA: Stanford University Press.
- Brysk, Alyson. 2000. *From Tribal Village to Global Village: Indian Rights and International Relations in Latin America*. Stanford, CA: Stanford University Press.
- Burawoy, Michael et al. 2000. *Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World*. Berkeley: University of California Press.
- Castells, Manuel. 2001. *The Internet Galaxy: Reflections on the Internet, Business, and Society*. New York: Oxford University Press.
- Castles, Stephen and Alastair Davidson. 2000. *Citizenship and Migration: Globalization and the Politics of Belonging*. Oxford, UK: Routledge.
- Cederman, Lars-Erik. 1997. *Emergent Actors in World Politics: How States and Nations Develop and Dissolve*. Princeton, NJ: Princeton University Press.
- Cowen, Tyler. 2002. *Creative Destruction: How Globalization Is Changing the World's Cultures* Princeton, NJ: Princeton University Press.
- Cutler, A. Claire, Virginia Haufler, and Tony Porter, eds. 1998. *Private Authority and International Affairs*. New York: SUNY Press.
- Delanty, Gerard. 1999. *Social Theory in a Changing World: Conceptions of Modernity*. Cambridge, UK: Polity Press.
- Falk, Richard. 2004. *The Declining World Order*. New York: Routledge.
- Ferguson, Yale H. and Richard. Mansbach. 2004. *Remapping Global Politics: History's Revenge and Future Shock*. New York: Cambridge.
- Friedman, Jonathan and Shalini Randeria, eds. 2004. *Worlds on the Move: Globalization, Migration and Cultural Security*. New York: I.B. Taurus.
- Grand, Edgar and Louis W. Pauly, eds. 2005. *Complex Sovereignty: Reconstituting Political Authority in the Twenty-First Century*. Toronto: University of Toronto Press.
- Johnson, Steven. 2001. *Emergence: The Connected Lives of Ants, Brains, Cities and Software*. New York: Scribner.
- Lipschutz, Ronnie D. 2000. *After Authority: War, Peace, and Global Politics in the 21st Century*. Albany, NY: SUNY Press.
- Norris, Pippa. 1999. *Critical Citizens: Global Support for Democratic Governance*. New York: Oxford University Press.

- Ohmae, Kenichi. 1990. *The Borderless World*. New York: HarperCollins.
- Polanyi, Karl. 2001. *The Great Transformation*. Boston: Beacon Press.
- Rasch, William and Cary Wolfe, eds. 2000. *Observing Complexity: Systems Theory and Postmodernity*. Minneapolis: University of Minnesota.
- Rodrik, Dani. 1997. *Has Globalization Gone Too Far?* Washington, DC: Institute for International Economics.
- Rosenau, James N. 1991. *Turbulence in World Politics: A Theory of Change and Continuity*. Princeton: Princeton University Press.
- Rosenau, James N. 1997. *Along the Domestic-Foreign Frontier: Exploring Governance in a Turbulent World*. New York: Cambridge University Press.
- Sassen, Saskia. 1999. *Guests and Aliens*. New York: New Press.
- Singer, Peter. 2002. *One World: The Ethics of Globalization*. New Haven, CT: Yale University Press.
- Sparke, Matthew. 2005. *In the Space of Theory: Postfoundational Geographies of the Nation-State*. Minneapolis: University of Minnesota Press.
- Strange, Susan. 1988. *States and Markets*. Oxford: Basil Blackwell.
- Strange, Susan. 1996. *The Retreat of the State: The Diffusion of Power in the World Economy*. New York: Cambridge University Press.
- Thomas, Douglas. 2002. *Hacker Culture*. Minneapolis. University of Minnesota Press.
- Urry, John. 2003. *Global Complexity*. Malden, MA: Blackwell.
- Waldrop, M. Mitchell. 1992. *Complexity: The Emerging Science at the Edge of Order and Chaos*. New York: Simon Schuster.
- Watts, Duncan J. 1999. *Small Worlds: The Dynamics of Networks between Order and Randomness*. Princeton, NJ: Princeton University Press.
- Wolf, Martin. 2004. *Why Globalization Works*. New Haven: Yale University Press.

About Plagiarism: A Guide for College of Arts and Letters Students¹

What is plagiarism?

The ODU *Catalog* defines plagiarism as follows: “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.”

Hints for Avoiding Plagiarism:

- *More than three words copied in sequence is plagiarism.* This is ordinarily a good yardstick to use when wondering whether or not quotes are appropriate; they are, if you are copying more than three words in sequence that are not part of a common phrase (e.g. “up-to-date”).
- *One source is not “common knowledge.”* Common knowledge does not require citation. But something is not common knowledge if you have found just one source for the information.
- *When in doubt, cite!* If you have any doubt about whether or not to cite a source, err on the side of making the attribution.
- *If your co-author sounds surprisingly eloquent, make sure the contribution is his/her own.* We often work in groups and co-author papers and projects. You should ask the question of your co-author if you doubt the work is his/her own. In group work, you are responsible for the project/paper in its entirety.
- *Look away.* When you are writing, do not have open books or papers in front of you as you type. Read your sources, and then put what you have read into your own words.
- *Writing is hard work.* Paraphrasing is relatively easy, writing is hard. Learning to be a good writer is part of what your college education is about. Staring at an empty screen does become less daunting over time!
- *Just because it’s on the Internet, doesn’t mean it’s yours.* The Internet is a fantastic resource and search engines are terrific research tools. But what you find on the Internet was written by someone. You must cite Internet web sites, and if you use a quote, use appropriate quotation procedures.
- *Paraphrasing is more than changing a verb tense or reordering a list.* Essentially, paraphrasing is used to summarize another author’s text. A paraphrased passage must be cited.
- *Use a Style Guide.* Purchase a style guide and refer to it. Your instructor may suggest one that is specific to an academic discipline. You may also ask a reference librarian for recommendations.

The High Cost of Plagiarism

Plagiarism can ruin your reputation and cost you your professional career, along with the respect of your peers and family. Plagiarism at Old Dominion University is an act of academic dishonesty that has serious consequences. Note that plagiarism is specifically covered in the ODU Honor Pledge. Refer to your course syllabus and the Student *Handbook* and the Office of Student Affairs for details about sanctions and penalties for this behavior.

07/16/08

¹ This information is adapted from a guide developed by Old Dominion University’s College of Business and Public Administration.