RUHR-UNIVERSITÄT BOCHUM
Fakultät für Sozialwissenschaft

Eva Johais, PhD

080 368

The Sociology of Globalization: Theories, Concepts & Phenomena (IT, Teil I)

Monday, 4pm – 6pm (Starts 20/04/2020)

Overview

The sub-discipline of political science that investigates "international relations" has traditionally focused on the system of states (see Module IIP). Instead, the seminar deals with sociological approaches which offer manifold perspectives to theorize global life beyond state-centrism. The course consists of three parts: To set the stage, we learn about the distinctions between key notions: international/internationalization, transnational/transnationalization, and global/globalization. In addition, the seminar familiarizes with theories that do no limit the realm of society to the inner life of states, but suggest a world society. The second part introduces sociological concepts and explores how they can be adapted to the specific world of social interaction and societal organization beyond national boundaries. Thus, we will study how to analyze power, discourses, practices, fields, experts and objects. The third part looks at a variety of phenomena that constitute global social life: international organizations; social movements and transnational networks; migration flows; global conflicts; human rights and international interventions.

Contact details

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❖ Office hours are offered after each seminar session and upon appointment via zoom.

COURSE REQUIREMENTS

❖ Studiennachweis (3 CP): active participation; presentation
❖ Leistungsnachweis (6 CP): seminar paper (22-25 pages)

COURSE STRUCTURE

Due to the current regulations with regard to the COVID-19 pandemic, the course is offered in an online, text-based format. The online course combines synchronic and asynchronic elements. Every week on Monday at 16:30 we will meet for a video conference via Zoom for about 30 minutes. The video conference will serve as an opportunity for exchange between lecturer and students, among students and for student presentations (from session 4 onwards). However, the attendance of the video conferences is not mandatory. Thus, you can also participate in the course if you cannot be available at the set time for technical or private reasons. (For an installation of Zoom visit: http://zoom.us; for an installation guide, see Moodle folder "General information").

Active participation

▪ In this case, active participation does not equal attendance of class (in the form of video conferences).
▪ Instead, you must show that you have read the required readings for each week.
▪ As evidence thereof, you must complete a **weekly question catalogue** and **submit it until Thursday at 23:59** prior to the next session.
▪ You find these question catalogues as "**Assignments**" in the folder for the respective session along with the required readings.
▪ *Example*: The folder "Session 2" (27.04.2020) contains the required reading and the assignments that have to be worked on *before* the session takes place. Thus, the responses to this question catalogue have to be submitted until Thursday, April 23.
▪ In lieu of a joint text discussion, I will provide you with a short presentation or podcast in order to summarize a text's main points and clarify difficult aspects. This will be produced *after* you submitted your responses.
▪ In addition, the weekly video conference will provide further space for addressing open questions and discussing your criticism of the texts.

Presentation

▪ <u>Content</u>: central sociological concept (required reading) + application of the concept (specific text)
▪ For the specific text, you can choose from the suggested texts for in-class presentations, but you can also propose a text yourself.
▪ You make a **choice** on a session and a specific text **until session 2** (27.04.2020). Please send an email with at least two preferences to: eva.johais@rub.de
▪ Presentations should not exceed 20 minutes (per person).
▪ Presentations must be accompanied by a handout. Apart from a meaningful summary of the main points of the presentations, handouts should formulate some questions or theses for discussion. The questions should be able to stimulate a discussion during the video conference and/or further reflections on the part of fellow students.
▪ Handouts should be sent via email to the seminar leader **until the Friday prior to the presentation**.

Evaluation criteria - Presentation

Content = 65 points
▪ What is the *required reading*'s main theoretical concept and how is it defined?
▪ How can the concept be located within social theory? (Who is the / are the authors? How do they position themselves in relation to theoretical traditions?)
▪ How does the *specific text* relate to the concept and key points of the required reading?
▪ What is the problem or question that the text addresses?
▪ What is/are the text's core argument(s)?
▪ How did the authors justify arrive at their conclusions and how do they justify their argument?
▪ How do you evaluate the text? (Which insights did you gain? What are its weaknesses or contradictions? Which questions remain open?)

Presentation = 10 points
▪ Did the presenter speak free, clear and fluent?
▪ How did s/he guide the audience through the presentation?
▪ Did s/he make competent use of the technical presentation tools?
▪ Did the presentation keep the time limit?
▪ How did s/he respond to questions from the group / the lecturer?

Handout = 25 points
▪ Does the handout summarize the main points from the presentation correctly and in a concise way?
▪ Is the handout well structured?
▪ Does it make use of visual means (pictures, tables, graphs, …) in a purposeful way?
▪ Does it include follow-up questions or theses?
▪ Does it conform to the formal requirements?
- Header information: Name of course; Semester (SoSe 2020); date of session; topic of presentation; name of presenter

Seminar paper

▪ Seminar papers should range from 22-25 pages (including references).
▪ They should be related to the presentation topic.
▪ Papers must be submitted both in electronic form (.pdf, or .doc) and in hard copy by **31ˢᵗ August 2020**.
▪ For further advice see, for instance (in German): Ulbert, Cornelia / Conzelmann, Thomas (2004): Hinweise zum Anfertigen einer wissenschaftlichen Arbeit. (→ Moodle folder „General information")

Evaluation criteria – Seminar papers

Criteria	Explanation
Problem articulation	The paper clearly articulates a research problem/ puzzle/ research question(s) which is/are manageable and interesting theoretically and/or empirically.
Text structure	The text contains the basic structural elements: introduction, main part (with subdivisions), conclusion. The logic of argumentation is coherent, systematic and balanced: - It becomes clear how the parts of the text are related to the overall problem/puzzle/research question. - The author integrates theoretical concepts and empirical observations. - The author engages and juxtaposes different sources in order to show diverse aspects and alternative understandings of social phenomena.
Transparency	Both theoretical assumptions and the research process are made transparent. - The conclusions can be traced back to their analytical premises and/or their basis of evidence. - The author separates clearly between own claims and sources and references all sources correctly.
Style	The paper is written in correct, intelligible and appropriate language and follows a uniform citation system correctly. The layout and format of the paper conform to the following standards: ▪ Page numbers ▪ Adequate font (e.g. Times New Roman, 12 pt; Arial, 11 pt) ▪ Line spacing: 1,5 ▪ Page margin: min. 2,5 cm ▪ Front page: - Name and matriculation number - Study program - Semester (Sommersemester 2020) - Course title - Name of lecturer - Title of the seminar paper - Date of submission

SYLLABUS

Session 1 *20.04.2020*	**Introduction: Internationalization – transnationalization - globalization**
	Reading in class: Chesterman, Simon (2009): The Evolution of Legal Education. Internationalization, Transnationalization, Globalization. German Law Journal (10, 6-7), 880-883. Sklair, Leslie (2002): Globalization. Capitalism and its alternatives. Oxford: Oxford University Press, 35.
	Further reading: Barnett, Michael/Kathryn Sikkink (2010): From International Relations to Global Society. In: C. Reus-Smit/D. Snidal (Hrsg.): The Oxford Handbook of International Relations. Oxford: Oxford University Press, S. 62-83.

Session 2 *27.04.2020*	**Theories of globalization**
	NOTE: *Choice of presentations*
	Required reading: Axford, Barry (2013): Theories of globalization. Cambridge: Polity Press, pp. 6-35. (Chapter 1)

Session 3 *04.05.2020*	**Global political sociology**
	Required reading: Bartelson, Jens (2009): Is there a global society? International Political Sociology (3, 1), 112-115. Bigo, Didier/R. B. J. Walker (2007): International, Political, Sociology. In: International Political Sociology 1(1), S. 1-5.
	Further reading: Axford, Barry (2013): Theories of globalization. Cambridge: Polity Press, pp. 36-58. (Chapter 2) Bartelson, Jens (2011): The Social Construction of Globality. International Political Sociology (4, 3), 219-235.

Session 4 *11.05.2020*	**Power**
	Required reading: Barnett, Michael / Duvall, Raymond (2005): Power in global governance. In: Barnett, Michael /Duvall, Raymond (eds.), Power in Global Governance (Cambridge: Cambridge University Press), pp. 1-23. (Chapter 1 without pp. 24-32)
	Texts for in-class presentations: ▪ Casier, Tom (2018): The Different Faces of Power in EU-Russia Relations. Cooperation and Conflict, (53, 1), 101-117. ▪ Laffey, Mark/ Weldes, Jutta (2005): Policing and global governance. In: Barnett, Michael /Duvall, Raymond (eds.), Power in Global Governance (Cambridge: Cambridge University Press), pp.59-79. ▪ Sending, Ole Jacob / Neumann, Iver B. (2006): Governance to Governmentality: Analyzing NGOs, States, and Power. International Studies Quarterly (59), 651-672.

▪ Siddi, Marco (2018): The Role of Power in EU-Russia Energy Relations: The Interplay between Markets and Geopolitics. Europe-Asia Studies (70:10), 1552-1571.

Further reading:
▪ Drake, Michael S. (2010): Political Sociology for a Globalizing World. Cambridge: Polity Press, pp. 25-51. (Chapter 2: Theorizing Power)

Session 5 18.05.2020	**International Organizations**
	Required reading: Barnett, Michael / Finnemore, Martha (1999): The Politics, Power and Pathologies of International Organizations. International Organization (53:4), 699-732.
	Texts for in-class presentations: ▪ Lütz, Susanne; Hilgers, Sven; Schneider, Sebastian (2019): Accountants, Europeanists and Monetary Guardians: bureaucratic cultures and conflict in IMF-EU lending programs. Review of International Political Economy, (26:6), 1187-1210. ▪ Mosse, David (2011): Social Analysis as Corporate Product. Non-Economist/Anthropologists at Work at the World Bank in Washington, D.C.. In: Mosse, David (ed.): Adventures in Aidland. The Anthropology of Professionals in International Development. London: Berghahn, 81-102. ▪ Nielsen, Bjarke (2011): UNESCO and the 'right' kind of culture: Bureaucratic production and articulation. Critique of Anthropology, (31:4), 273-292.
	Further reading: ▪ Barnett, M. and Finnemore, M. (2004), Rules for the World: International Organizations in Global Politics, Cornell University Press.

Session 6 25.05.2020	**Activist Networks**
	Required reading: Keck, Margaret E.; Sikkink, Kathryn (1998): Activists beyond Borders: Advocacy Networks in International Politics. Ithaca, NY: Cornell University Press, 1-38. (Chapter 1)
	Texts for in-class presentations: ▪ Gill, Lesley (2009): The limits of solidarity: Labor and transnational organizing against Coca-Cola. American Ethnologist, (36: 4), 667-680. ▪ Keck, Margaret E.; Sikkink, Kathryn (1998): Human Rights Advocacy Networks in Latin America. In: Keck / Sikkink: Activists beyond Borders: Advocacy Networks in International Politics. Ithaca, NY: Cornell University Press, 79-120. (Chapter 3) ▪ Keck, Margaret E.; Sikkink, Kathryn (1998): Environmental Advocacy Networks in Latin America. In: Keck / Sikkink: Activists beyond Borders: Advocacy Networks in International Politics. Ithaca, NY: Cornell University Press, 121-163. (Chapter 4) ▪ Keck, Margaret E.; Sikkink, Kathryn (1998): Transnational Networks on Violence against Women. In: Keck / Sikkink: Activists beyond Borders: Advocacy Networks in International Politics. Ithaca, NY: Cornell University Press, 165-198. (Chapter 5) ▪ Kolb, Felix (2005): The Impact of Transnational Protest on Social Movement Organizations. Mass Media and the Making of ATTAC Germany. In: Della Porta, Donatella / Tarrow, Sidney (eds.): Transnational Protest and Global Activism. Lanham: Rowman & Littlefield, 95-120

▪ Moghadam, Valentine M. (2005): The Women's Movement and Its Organizations. Discourses, Structures, Resources. In: Moghadam: Globalizing Women. Transnational Feminist Networks. Baltimore, London: John Hopkins University Press, 78-104. (Chapter 4).

Further reading:
▪ Della Porta, Donatella / Tarrow, Sidney (2005) (eds.): Transnational Protest and Global Activism. Lanham: Rowman & Littlefield.

Pentecost *01.06.2020*	

Session 7 *08.06.2020*	**Epistemic communities**
	Required reading: Haas, P.M. (1992), "Introduction: Epistemic Communities and International Policy Coordination", International Organization, Vol. 46 No. 1, pp. 1–35.
	Texts for in-class presentations: ▪ Adler, Emanuel (2008): The Spread of Security Communities: Communities of Practice, Self-Restraint, and NATO's Post–Cold War Transformation. European Journal of International Relations, (14: 2), 195-230. ▪ Gough, Clair / Shackley, Simon (2001): The respectable politics of climate change: the epistemic communities and NGOs. International Affairs, (77:2), 329–45. ▪ Youde, Jeremy, (2005): The Development of a Counter-Epistemic Community: AIDS, South Africa, and International Regimes. International Relations, (19:4), 421–39.
	Further reading: ▪ Cross, Mai'a K. Davis (2013): Rethinking epistemic communities twenty years later. Review of International Studies (39: 1), 137-160.

Session 8 *15.06.2020*	**Fields**
	Required reading: Go, Julian / Krause, Monika (2016): Fielding transnationalism: an introduction. In: Go / Krause (eds.): Fielding transnationalism. London: SAGE, (Sociological Review Monographs Series), 6-30.
	Texts for in-class presentations: ▪ Adler-Nissen, Rebecca (2014): Symbolic power in European diplomacy: the struggle between national foreign services and the EU's External Action Service. Review of International Studies, (40 : 4), 657-681. ▪ Dezalay, Yves; Madsen, Mikael Rask (2017): In the 'Field' of Transnational Professionals. A Post-Bourdieusian Approach to Transnational Legal Entrepreneurs. In: Seabrooke, Leonard; Henriksen, Lasse Folke (eds.): Professional Networks in Transnational Governance. Cambridge: Cambridge University Press, 25-38. ▪ Sending, Ole Jacob (2017): Contested Professionalization in a Weak Transnational Field. In: Seabrooke, Leonard; Henriksen, Lasse Folke (eds.): Professional Networks in Transnational Governance. Cambridge: Cambridge University Press, 67-81.
	Further reading: ▪ Bigo, Didier (2011): Pierre Bourdieu and International Relations. Power of Practices, Practices of Power. In : International Political Sociology (5), 225–258.

▪ Bourdieu, Pierre / Wacquant, Loic J.D. (1992): The Logic of Fields. In: Bourdieu / Wacquant: An Invitation to Reflexive Sociology. Cambridge/UK: Polity Press, 94-115.

Session 9 22.06.2020	**Norms**
	Required reading: Wunderlich, Carmen (2013): Theoretical Approaches in Norm Dynamics. In: Müller, Harald / Wunderlich, Carmen (eds.): Norm Dynamics in Multilateral Arms Control. Interests, Conflicts, and Justice. Athens: University of Georgia Press, 20-47.
	Texts for in-class presentations: ▪ Acharya, Amitav (2004): How Ideas Spread: Whose Norms Matter? Norm Localization and Institutional Change in Asian Regionalism. International Organization, (58:2), 239-275. ▪ Deitelhoff, Nicole; Wolf, Klaus Dieter (2013): Business and human rights: how corporate norm violators become norm entrepreneurs. In: Risse, Thomas; Ropp, Stephen C.; Sikkink, Kathryn (eds.): The persistent power of human rights, 222-238. ▪ Sikkink, Kathryn (2013): The United States and torture: does the spiral model work? In: Risse, Thomas; Ropp, Stephen C.; Sikkink, Kathryn (eds.): The persistent power of human rights, 145-163.
	Further reading: ▪ Björkdahl, Annika (2002): Norms in International Relations. Some Conceptual and Methodological Reflections. Cambridge Review of International Affairs. (15, 1), 9-23. ▪ Finnemore, Martha / Sikkink, Kathryn (1998). International norm dynamics and political change. International Organization, (52: 4), 887–917.

Session 10 29.06.2020	**Discourse**
	Required reading: Epstein, Charlotte (2008). The power of words in international relations. Birth of an anti-whaling discourse. Cambridge, Mass.: MIT Press, 1-16. (Chapter 1 without 17-23).
	Texts for in-class presentations: ▪ Chandler, David (2013): 'Human-Centred' Development? Rethinking 'Freedom' and 'Agency' in Discourses of International Development. Millenium, (42: 1), 3-23. ▪ Manjikian, Mary (2008): Diagnosis, intervention and cure. The illness narrative in the discourse on the failed state. Alternatives (33: 3), 335-357. ▪ Renner, Judith (2015): Producing the subjects of reconciliation: the making of Sierra Leoneans as victims and perpetrators of past human rights violations. Third World Quarterly, (36: 6), 1110-1128.
	Further reading: ▪ Foucault, Michel (1972), "The Discourse on Language", In: The Archaeology of Knowledge. New York: Pantheon Books, 215-237. ▪ Hutchings, Kimberley (1997): Foucault and International Relations Theory. In: Lloyd, Moya / Thacker, Andrew Thacker (eds.): The Impact of Foucault on the Social Sciences and Humanities. London: Macmillan, 102-127.

Session 11 *06.07.2020*	**Objects**
	Required reading
	Latour, Bruno (2005): Third Source of Uncertainty: Objects too have Agency. In: Latour: Reassembling the Social. An Introduction to Actor-Network-Theory. Oxford: Oxford University Press, 63-86.
	Texts for in-class presentations:
	▪ Du Plessis, Gitte (2017): War machines par excellence: the discrepancy between threat and control in the weaponisation of infectious agents. Critical Security Studies, (5:1), 45-61.
	▪ Leander, Anna (2013): Technological Agency in the Co-Constitution of Legal Expertise and the US Drone Program. Leiden Journal of International Law, (26:4), 811-831.
	▪ Meiches, Benjamin (2017): Weapons, desire, and the making of war. Critical Security Studies, (5:1), 9-27.
	▪ Walters, William (2014): Drone strikes, dingpolitik and beyond: Furthering the debate on materiality and security. Security Dialogue, (45:2), 101-118.
	Further reading
	▪ Mol, Annemarie (2010): Actor-Network Theory. Sensitive Terms and Enduring Tensions. Kölner Zeitschrift für Soziologie und Sozialpsychologie, (50:1), 253-269.

Session 12 *13.07.2020*	**Concluding session: The Ontology of the 'Global'**
	Required reading:
	Emirbayer, Mustafa (1997): Manifesto for a Relational Sociology. American Journal of Sociology, (103:2), 281-317. (read especially: pp. 281-291)