



Course title

Globalization: Historical, critical and French societal perspectives

Course taught by

Yauheni Kryzhanouski

Yauheni Kryzhanouski holds a PhD in Political Science from the University of Strasbourg, with a specialization in comparative politics, European affairs and international relations. Yauheni is a researcher associated with the University of Strasbourg's research institute SAGE (Society, Actors, and Government in Europe) as well as with the Study Center for Russian, Caucasian and Central European Societies (CERCEC) of the Institute for Advanced Studies in the Social Sciences (Paris). He has taught at the University of Strasbourg, Sciences Po Strasbourg, and the European Humanities University (Vilnius). His research interests include protest and censorship in contemporary authoritarian regimes, the role of European organizations, and the transnational dissemination of political practices.

Recent publication: Yauheni Kryzhanouski, Dominique Marchetti & Bella Ostromooukhova (dir.), *L'invisibilisation de la censure. Les nouveaux modes de contrôle des productions culturelles (Biélarus, France, Maroc et Russie)*, Paris Sorbonne Université, 2020.

Purpose of the course

The course intends to equip students to analyze systematically the phenomenon known as globalization, as well as to understand current public and academic debates in France focusing on a critique of globalization and its local effects. Students become familiar with the principal actors of globalization, its basic mechanisms, recent disturbances and learn to contextualize the latter in an overview history of capitalism.

Students become acquainted with the mainstays of French academic literature on globalization and its effects.

Description of the course

The course is structured by three main analytical stand-points. The first is the history of the process now known as globalization, a history still under debate. The second perspective comprises a look at the main features of the phenomenon of globalization: intensification of worker mobility and migration; vastly increased capital flows as well as flows of goods and services; and the significant increase in information exchange or cultural globalization. The third point of view is that of the main actors of globalization - States, international organizations, NGOs and transnational movements, multinational corporations - whose roles are transformed by the effects of globalization.

Outcomes

1. In addition to the fundamental outcomes relative to the course subject matter per se, as noted in the rubric "Purpose of the Course" above, this course is designed to enable students to develop the following "applied outcomes":
 - acquire a "pocket history" scrutiny of globalization from a European perspective
 - gain specific ways to think about globalization for added clarity around this term
 - gain understanding of local effects, intended and unintended of global phenomena, applicable to virtually any field
 - acquire an informed-citizen's grasp of current political-economical issues in a French/global context
 - acquire French vocabulary in basic global political economy and French debates on globalization
 - master the use of French for the specific purpose of being able to engage professionally equipped with a basic understanding of the effects of globalization on French society.

2. Contribution to outcomes of an integrated program of study

The IFE semester is a fully integrated whole, academically. A principal objective of this seminar that accompanies the student during the internship period is to provide a space of reflection apart from the student-intern's professional setting and to address important contextual topics not feasibly included in the preparatory session. The result is that a student-intern continues to strengthen their capacities to take advantage of the field experience opportunity by feeling at home with contextual issues and conversations. The additional context serves the student well in addition as they develop the final academic exercise, the 30-page guided independent field research paper (qv), the keystone of the IFE integrated semester.

3. Outcomes in the context of a program of experiential learning

Outcomes are essentially seized learning opportunities. Experiential learning outcomes result from the opportunity to study a subject both *in situ* as well as in words and in theory. At IFE, cultural and linguistic otherness enhances both factors of the experiential education equation, yielding the final, fundamental intended outcomes of comparative knowledge strengthening a student's grasp on a particular subject and discipline, along with robust language skills, and the knowledge of the world and of oneself that comes from having learned to operate effectively with and in otherness.

Pedagogical methods

The course comprises twelve lecture-seminars of 2.5 hrs whereby each session is thematically distinct. Knowledge is imparted through a mix of lecture, discussion, readings, slide presentations, audio-visual material, and students' oral exposés.

The course is held weekly during the internship period and attendance is required.

Course outline

Introduction. The search for a definition

1. History of Globalization: Europeanization? Westernization? Expansion of capitalism?

- 1.1. From the ancient world to the great geographical discoveries
- 1.2. The modern era
- 1.3. A global space?
- 1.4. A world pandemic: change or parenthesis?

2. Perspective on the intensification and acceleration of flows

- 2.1. Migrations
- 2.2. Trade in goods and services
- 2.3. Financial exchanges
- 2.4. Flows of information and ideas

3. Globalization from a perspective of international political economy

- 3.1. International political economy: Theory or discipline?
- 3.2. American school: A theory of the domination of states, in a neorealist tradition
- 3.3. British school: Power structures and the dissemination of power
- 3.4. Canadian school: A theory of the globalization of the ruling classes, in a neo-marxist tradition
- 3.5. Synthesis

4. The principal actors of globalization and the transformation of their roles

- 4.1. States
- 4.2. Economic actors
- 4.3. Transnational movements and international non-governmental organizations
- 4.4. International organizations

Suggested bibliography

Ulrich Beck, *Qu'est-ce que le cosmopolitisme ?*, Paris, Aubier, 2010

Pierre Bourdieu, Loïc Wacquant, *Sur les ruses de la raison impérialiste*, *Actes de la recherche en sciences sociales*, Vol. 121-122, 1998

- Pierre Bourdieu, *Les conditions sociales de la circulation internationale des idées*, Actes de la recherche en sciences sociales, Vol. 145, 2002
- Manuel Castells, *La société en réseau*, Paris, Fayard, 1998
- Christian Chavagneux, *Economie Politique Internationale*, Paris, La Découverte, 2010
- Philippe Moreau Defarges, *La mondialisation*, PUF, 2016
- Guillaume Devin, *Sociologie des relations internationales*, Paris, La Découverte, 2018
- Yves Dezalay, *Les courtiers de l'international. Héritiers cosmopolites, mercenaires de l'impérialisme et missionnaires de l'universel*, Actes de la recherche en sciences sociales, vol. 151-152, no. 1, 2004
- Ariel Dorfman et Armand Mattelart, *Donald l'impoteur ou l'impérialisme raconté aux enfants*, Éditions Alain Moreau, 1976
- Mamoudou Gazibo & Jane Jenson, *La politique comparée. Fondements, enjeux et approches théoriques*, Presses universitaires de Montréal, 2015
- Boris Gobille, *Les altermondialistes : des activistes transnationaux ?*, Critique internationale, n°27, 2005
- Stuart Hall, *The question of cultural identity*, in Stuart Hall, David Held, Anthony McGrew, *Modernity and its futures*, Cambridge, Polity Press, 1992, p. 274–316
- Johan Heilbron, *Échanges culturels transnationaux et mondialisation : quelques réflexions*, Regards sociologiques, n°22
- Christophe Jaffrelot (dir.), *Démocraties d'ailleurs. Démocraties et démocratisations hors d'Occident*, Karthala, 2000.
- Romain Lecler, *Sociologie de la mondialisation*, Paris, La Découverte, 2013
- Seymour Martin Lipset, *Some Social Requisites of Democracy: Economic Development and Political Legitimacy*, American Political Science Review, Vol. 53, No. 1, 1959
- Mikael Rask Madsen, *La Cour qui venait du froid. Les droits de l'homme dans la genèse de l'Europe d'après-guerre*, Critique Internationale, 2005, no. 26
- Mikael Rask Madsen, *Make law not War: les 'sociétés impériales' confrontées à l'institutionnalisation internationale des droits de l'Homme*, Actes de la recherche en sciences sociales, n° 151-152, 2004
- Tristan Mattelart, *Les théories de la mondialisation culturelle : des théories de la diversité*, Hermès, vol. 51, no. 2, 2008
- Raymonde Moulin, *Le marché de l'art : mondialisation et nouvelles technologies*, Paris, Flammarion, 2009
- Thomas Risse-Kappen, *Bringing Transnational Relations Back In. Non-state Actors, Domestic Structures and International Institutions*, Cambridge University Press, 1995
- Roland Robertson, *Globalisation or glocalisation?*, *Journal of International Communication*, vol. 1, n°1, 1994
- Gisèle Sapiro, *Translatio : Le marché de la traduction en France à l'heure de la mondialisation*, Paris, CNRS Editions, 2008
- Herbert I. Schiller, *Communication and Cultural Domination*, White Plains, International Arts and Sciences Press, 1976
- Beth Simmons, Frank Dobbin, Geoffrey Garrett, *Introduction: the international diffusion of liberalism*, International Organization, Vol. 60, No. 4, 2006
- Susan Strange, *Le retrait de l'État: la dispersion du pouvoir dans l'économie mondiale*, Paris, Temps Présent, 2011
- Abram de Swaan, *Words of the World: The Global Language System*, Cambridge, Polity, 2001
- Abram de Swaan, *L'étude sociologique de la société transnationale*, Revue de synthèse, vol. 119, n°1, 1998
- Immanuel Wallerstein, *World-Systems analysis. An Introduction*, Durham, Duke University Press, 2004

Grading methods

A grade is assessed on the basis of:

- a two-hour in-class written examination taking the form of a structured essay (dissertation) in response to a topic announced at the time of the examination
- an oral exposé during class on an assigned subject linked to the weekly themes
- assiduity and participation in class.

A sample examination subject for this course: *Globalization and homogenization of human activities*

A note on grading – IFE teachers use a standard grading system based on a scale of 20. The final grade is also transposed into an American letter grade according to a scale of equivalence, and both grades are displayed.

The grade assessed for written work reflects the degree of acquisition of the information and knowledge presented during the course as well as the extent to which the methodology is followed. Since the language of instruction and examination is not the student's own language, the quality of the written expression only enters into account in cases of noteworthy progress or, on the contrary, repeated and avoidable errors and carelessness.

Those who grade IFE students' work are guided by the principle that this course – in its several parts – is not intended to train specialists in globalization. Therefore, evaluation of student work pays particular attention to knowledge gained during the twelve weeks of this course, demonstrated curiosity and a student's motivation to apply this knowledge to their experience and to gaining new perspectives, including on their home culture and society.

Grading scale

A+	18 - 20/20	B+	14/20	C+	10/20
A	16 - 17/20	B	13/20	C	9/20
A-	15/20	B-	11 - 12/20	C-	8/20

Equivalent in American university course offerings

Any course on globalization including historical perspectives and analysis of current state of affairs, including courses focusing on the effects of globalization locally.