POS274: Covid-19 and Globalization

Syllabus

Tuesday and Thursday: 3:10 p.m. – 4:55 p.m.

September 11 – November 15, 2023

HASE 002

The Department of Political Science
Carleton College, Northfield, MN

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HASE 309
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Course Goals

How does Covid-19 expose us to intricacies of inequality, globalization, ecological justice, supply chains, livelihood, and individual-national-global security? What political, philosophical, and concepts can help us deconstruct and understand these intricacies? We will explore these questions and others by reading news, reports, policy analyses, and personal reflections on Covid Pandemic.

The global Covid-19 pandemic challenges us to critically think about the process of global transformation and underlying forces that shape individual behaviors to the behaviors of family, community, neighborhood, regions, nation-states, and humanity as a whole. This pandemic is not the first one the humanity experienced at its scale and scope. It will not be the last one either as Homo Sapiens continue to increase pressure on the conditionally finite capability of the Planet's ecosystem. Zoonotic transfer of diseases, thus, will continue to rise as Nature’s capability is challenged by the global rise of consumption and lifestyles which demand increased extraction of natural resources.

The frequency of global pandemics since the Second World War has increased with the rise of global economic prosperity. Several independent studies reported that the size of “global middle class” will increase from 1.8 billion in 2009 to 3.2 billion by 2020 and 4.9 billion by 2030. By 2030, Asia will represent two-thirds of the global middle class or 66% of the global middle-class population compared to 28% in 2009. Some independent studies concluded that half of the world’s population had already become a middle class by 2018. This demographic
change will have critical social, political, economic, and ecological changes worldwide. Such a demographic shift and lifestyle changes will have direct consequences on the ecosystems of the planet and climate change. Thus, both a sudden global pandemic like Covid-19 and a gradual global pandemic like climate change and extension of species will shape the future of world politics and globalization. With this broader context, the Covid-19 pandemic deserve a course of its own for students and scholars to understand how it may alter the trajectory of studying politics from individual to global scope.

What are the challenges of Covid-19 global pandemic on International Relations, World Politics, and public policy making processes within state-centric or Westphalian order of world politics? What is scientific and political origins of Covid-19? What are scientific, political, and economic challenges of the Covid-19 pandemic in countries and communities around the world? Will Covid-19 reverse or deepen forces of globalization? How do states respond to Covid-19 and what can we learn from those responses to address climate change issue which is another global crisis in the making? What can we learn from historical pandemic cases such as the Black Death in Europe, the Spanish Flu of 1918, the SARS outbreak in East Asia and Middle East, and Ebola outbreak in Africa? We will apply theories and concepts from IR, political economy, and natural sciences to explore these questions.

This course is designed to enable students to: (1) gain knowledge about theoretical underpinnings of globalization; (2) understand the scale, scope, and dynamics of Covid-19 and its impact on world politics; (3) undertake a research paper on a selected topic to apply theories, concepts, and methods learned from the course. To execute these goals, the course will be guided by the following course outline.

Course Outline

Week 1: What is Covid-19 Pandemic?
Week 2: Covid-19 Origin Politics and Science
Week 3: Nation-States and Globalization
Week 4: Local-Global Responses
Week 5: Vaccine Nationalism
Week 6: Covid Economy
Week 7: Covid-19 and Climate Change
Week 8: Deglobalization and Reglobalization
Week 9: The Future of Globalization
Week 10: Conclusion

**Required Texts:**

In this course, we will read peer-reviewed research papers, journal articles, working papers, newspaper articles, national government documents, and investigative reports surrounding Covid-19. There will be no required textbook. The following books are recommended.

**Recommended Books:**


In addition to reading some chapters from these texts, there will be readings available at the course Google Drive. All the listed readings for in this syllabus are deposited in google drive I shared with you. I will also use visual materials such as movies and documentary videos that will serve as illustration to the theories, concepts, and puzzles we struggle with in this course.

**Assignments, Expectations, and Grade**

There are five components of course assignments. These five components will be used to evaluate your performance in this course. The points for each assignment are in parentheses. The assignments are as follow:

(1) **Active Reading Questions and Class Participation (20):** Your participation in this class begins with reading the assigned materials before the class for which readings are assigned. Raising questions, reflecting on interactive lectures and your colleagues’ discussion in class are all counted as participation. This course will be conducted mostly in interactive lecture style. There will also be group-based discussion sessions. What this means is that you will have many opportunities to participate. I will issue Active Reading Questions (ARQs) weekly to guide each class reading. You are responsible for picking any three days to respond to those ARQs. If you answer three sets of ARQs questions out of the term, you
automatically earn 5 points out of 20 points. The answer should be one paragraph for each question in the set. **ARQ responses are due by 8:00 am on the day readings will be discussed.**

(2) **Personal Essay about Covid-19 and You (25):** What does Covid-19 pandemic mean to you? How does it affect your individual being? How are we independent and dependent on others in Covid-19 pandemic and the world? How has Covid-19 changed your agency, independence, dependence, and your world views? How are we connected and related to global society? Everyone has some thoughts about how Covid-19 has changed each of us. We have something to say about how Covid has changed work, family life, community, nation-state, and the world. For this assignment, I want you to write a personal reflective essay about you and the world – how covid changed or not changed your worldview? Think of things that you used to use but you no longer use; think of personal activities you never did before Covid-19 but you do now; think about ways of doing some personal and social routines that you do differently now; and think of your surrounding world and how you emotionally and socially connect or distance yourself from. How have you been changed due to Covid-19 pandemic? How does this change in your individual personal level livelihood relate to your family, friends, community, country, and the world? This essay is a personal essay reflecting on the changing world that begins with each of us. You may interview your family member or friend to gain insights about how your views and others are similar or different. You can incorporate their views in your essay when relevant. If you wish to discuss as you plan to write, please come to see me. Your essay should be 5 pages with double-spaced lines using 12 points size in Times New Roman font. This paper is **due on October 6.** Grading guideline is provided in Appendix A.

(3) **Topical Bibliography (10):** Students will pick a topic and conduct research to collect books and research papers published in peer-reviewed academic journals. The bibliography should be composed in Chicago Style, Harvad Style, and MLA Style citations. A brief description of the research paper (no more than 3 sentences) will accompany above each citation. A total of 12 citations will be sufficient. For each style, students will provide citations to book chapters and peer-reviewed academic journal articles. See Appendix B for samples. This project will be complementary to Assignment 4 below. The bibliography is due on October 11.

(4) **A Group/Individual Research Paper (35):** A group of two to four students will select one of eight topics I have or your group will come up with a topic the group want to conduct research for the term. The eight topics will be introduced to the class on the first day of class when I ask you to fill out initial survey for your interest in taking this course. The group members will collaborate in each process of the project which includes: (1) selection of topic and generating research questions; (2) outlining group paper and conducting research; (3) drafting the first version of group paper; (4) writing the final draft of the group paper; (5) conducting group presentation in class; and (6) writing final polished paper for the term. The groups will be established by the end of second week latest. The paper should be between 3000 and 4000 words double spaced pages which is about 12 to 15 double-spaced pages including bibliography but excluding figures and maps etc.
(5) **Presentation (10):** At the end of the term on November 16 and 18, we will hold a Mini-Conference where each group/individual will present the finding from the research project you did for assignment #4. **Attendance during the Mini-Conference is mandatory. All presenters must submit PowerPoint slides or videos to me by email by 5p.m on the day before the presentation in class.**

**NOTE:** All written assignments should be double-spaced pages with 12-point Times New Roman font and with page numbers. Send them to tmyint@carleton.edu in pdf format. For the final version of your paper due on November 21, I need both e-copy and hard-printed copy.

### Schedule of Assignments and Due Dates

- **9/29** - Paper topic decision due **(not graded)**
- **10/6** - Personal reflective essay is due **(Graded)**
- **10/11** - Bibliography for your topic is due **(graded)**
- **10/26** - First draft of the paper due **(graded)**
- **11/10** - The final draft of research paper is due **(graded)**
- **11/14** - Mini-Conference Presentations continues **(graded)**
- **11/20** - Final polished research paper is due **(graded)**

**IMPORTANT:** This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding worlds.

### Course Conducts

a. **Attendance:** Attendance is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is in your benefit to borrow notes from your classmate or ask your classmates to learn what you missed. If you wish, I will be available during office hours or by appointment to meet with you and go over what you missed while you were absent. We will follow the College guideline regarding Covid-19.

b. **Plagiarism:** There is zero tolerance for plagiarism. A summary of the College’s policy on plagiarism states: “At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College.” For more information on Carleton’s policy on academic honesty, please consult [http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359](http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359)
c. **Late assignments**: Assignments are due on the dates specified in this syllabus or in the assignment sheet. If you are unable to complete an assignment on time due to illness or personal emergency, communicate with me in advance.

d. **Special needs**: If you require special accommodation due to a documented physical or medically classified different learning strategy, please come to see me during the first week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

**IMPORTANT**: The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. Carleton has numerous resources to help you excel in learning. If you do not know, do not be shy to ask. Make good use of resources on campus! I encourage you to use the Academic Support Center’s writing assistance program even if you consider yourself the best writer in the world.

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**Schedule of the Course and Readings**

**WEEK 1: WHAT IS COVID-19 PANDEMIC?**

**September 12:** Introduction to the Course

This syllabus

**September 14:** Reminder to Human-Nature Connection

*Essential Readings:*

Huaiyu Tian et al., “The impact of transmission control measures during the first 50 days of the COVID-19 epidemic in China” Preprint from medRxiv, 01 Feb 2020


Christine K. Johnson et al., “Global shifts in mammalian population trends reveal key predictors of virus spillover risk” *Proceedings of the Royal Society B – Biological Sciences*, Published online08/04/2020.

David Griffin and Justin Denholm, “Four of the most lethal infectious diseases of our time and how we’re overcoming them,” [https://theconversation.com/four-of-the-most-lethal-infectious-diseases-of-our-time-and-how-were-overcoming-them-78101](https://theconversation.com/four-of-the-most-lethal-infectious-diseases-of-our-time-and-how-were-overcoming-them-78101)

**SEPTEMBER 17: WATCH: China’s Covid Secret, FRONTLINE, PBS**

[https://www.youtube.com/watch?v=zzbcG7CRYgQ](https://www.youtube.com/watch?v=zzbcG7CRYgQ)
WEEK 2: COVID-19 ORIGIN POLITICS AND SCIENCE

September 19: Did China fail to report the magnitude of initial outbreak?

*Essential Readings:*


Xinhua News, China publishes timeline on COVID-19 information sharing, int'l cooperation, [http://www.xinhuanet.com/english/2020-04/06/c_138951662.htm](http://www.xinhuanet.com/english/2020-04/06/c_138951662.htm)

September 21: Work on bibliography project with our librarian Sean Leahy who will lead the class for an hour teaching how citation styles work and answer your questions about using library for your research paper.

WEEK 3: NATION-STATE AND GLOBALIZATION

September 26: Science and Politics

*Essential Readings:*


September 28: Organization of Human Societies

Essential Readings:


Part I: Of Man, pp. 183–239


Chapter 3: Emptiness, Relativity, and Quantum Physics, pp. 43–69

WEEK 4: LOCAL-GLOBAL RESPONSES

Essential Readings:

October 3: Globalization of World Politics


October 4: Watch: The Virus: What Went Wrong? FRONTLINE, PBS

https://www.youtube.com/watch?v=h4la0YzxFZ4

October 5: Pandemic Policy Dilemma

Essential Readings:


Joakim A. Weill et. al., “Social distancing responses to COVID-19 emergency declarations strongly differentiated by income,”
Adam Sheridan,a,b, Asger Lau Andersen,a,b, Emil Toft Hansen, and Niels Johannesen,a,b
“Social distancing laws cause only small losses of economic activity during the COVID-19
pandemic in Scandinavia,” PNAS, August 25, 2020 117 (34) 20468-20473; first published

Daniel Shu Wei Ting, Lawrence Carin, Victor Dzau and Tien Y. Wong, “Digital technology and

WEEK 5: VACCINE NATIONALISM & FREEDOM

Essential Readings:

October 10: Approaches to the Pandemic

Jefferson T, Del Mar CB, Dooley L, Ferroni E, Al-Ansary LA, Bawazeer GA, van Driel ML,
Nair S, Jones MA, Thorning S, Conly JM, “Physical interventions to interrupt or reduce the
spread of respiratory viruses (Review),” Cochrane Database of Systematic Reviews, 2021, Issue
7. Art. No.: CD006207., Published by John Wiley & Sons, Ltd.

Noah C Peeri et. al., “The SARS, MERS and novel coronavirus (COVID-19) epidemics, the
newest and biggest global health threats: what lessons have we learned?” International Journal

Limits of Quarantine,” The New England Journal of Medicine, 382;15 nejm.org April 9, 2020

Matteo Chinazzi et. a., “The effect of travel restrictions on the spread of the 2019 novel

David L Heymann, Nahoko Shindo on behalf of the WHO Scientific and Technical Advisory
Group for Infectious Hazards “COVID-19: what is next for public health?” Infectious Disease
Epidemiology, London School of Hygiene & Tropical Medicine, London WC1E 7HT, UK
(DLH); and World Health Organization, Geneva, Switzerland (NS)

October 12: Politics of Vaccine Making


Alex John London and Jonathan Kimmelman, “Against pandemic research exceptionalism:
Crises are no excuse for lowering scientific standards,” Science, Vol 368 Issue 6490, May 1,
2020.
OCTOBER 15-18 MID-TERM BREAK

WEEK 6: COVID-19 AND CLIMATE CHANGE

Essential Readings:

October 17: Process of Vaccine Research


October 19: Lessons and Learnings from Covid-19

Essential Readings:


WEEK 7: COVID POLITICAL ECONOMY

Essential Readings:

October 24: Climate Change as a Pandemic


**October 26: Technologies, Development, Health Economy**


**WEEK 8: POLITICAL ECONOMY OF COVID-19**

*Essential Readings:*

**October 31: De-globalization or Global transformation**


**November 2: Science and Citizen Science**


**WEEK 9: GLOBALIZATION AFTER COVID-19**

**November 7: Climate Change and Covid-19**


[Additional handouts]

**November 9: Macro Trends and Micro Behaviors**


**WEEK 10: YOUR RESEARCH FINDINGS**

**November 14: Mini Conference**
Appendix A
Personal Reflective Essay

How did Covid-19 change you?

The following is my rubric that will be used to evaluate your essay. If you have question, come and see me.

<table>
<thead>
<tr>
<th>Category</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main theme or argument or key takeaway</td>
<td>- Do you provide the main argument/points or the main theme of your reflective essay? Do you state is clearly in the first two paragraphs?</td>
</tr>
<tr>
<td>Clarity and organization</td>
<td>- Do you have a clear organization of the essay in terms of physical structures with subtitle when needed and logical flow of ideas?</td>
</tr>
<tr>
<td>Clarity and organization</td>
<td>- Do you have appropriate control of errors and language?</td>
</tr>
<tr>
<td>Clarity and organization</td>
<td>- Do you deliver your points clearly?</td>
</tr>
<tr>
<td>Application of the concepts from readings and class discussions</td>
<td>- Do you connect your essay to class readings and class discussion?</td>
</tr>
<tr>
<td>Critical thinking about individual and global connection and disconnection</td>
<td>- Do you critically reflect and evaluate your connection to community from local-to-global?</td>
</tr>
<tr>
<td>Critical thinking about individual and global connection and disconnection</td>
<td>- Do you present and evaluate the connection you have to the world through activity you do with particular items you possess? For example, if you spent a lot of time in Zoom due to Covid-19, how does zoom connect you to the world of commodities that require zoom to work as it should?</td>
</tr>
<tr>
<td>Proper citations to your interviewees or sources you make references</td>
<td>- Do you provide proper citations to readings and ideas you apply in your reflective essay? Do you cite your interviewees if you conduct interview for your essay?</td>
</tr>
<tr>
<td>TOTAL Points</td>
<td>Your grade point is indicated here.</td>
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</tbody>
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Appendix B

Bibliography Assignment

Chicago Style

1. Books and Book Chapters


2. Journal articles


MLA Style

1. Book and Book Chapters


2. Journal articles

Harvard Style Citation

1. Book and Book Chapters


2. Journal Articles