

SOCIAL SEMINAR I

**Bachelor in Philosophy, Politics, Law and Economics PPLE
SEP-2023 SS1-PP.1.M.A**

Area Functional Group - Program Direction

Number of sessions: 15

Academic year: 23-24

Degree course: FIRST

Number of credits: 3.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **JOSÉ PIQUER MARTÍNEZ**

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Professor JOSÉ PIQUER MARTÍNEZ

Jose holds a PhD in Politics and International Studies from the University of Cambridge (UK), a Masters' Degree in International Relations (IE University), a degree in Political Science and Public Administration (University of Valencia) and a degree in Journalism (University of Valencia). He has completed postgraduate courses in social research techniques and data analysis. He has been a Marie Skłodowska-Curie Fellow at the Department of Politics and International Studies (POLIS) at the University of Cambridge. His research interests span the disciplines of political science, political economy and European studies. He has participated as a researcher in the European consortium 'PLATO', financed by the Horizon 2020 programme. He has carried out research stays at the Hertie School of Governance (Berlin, Germany) and the Clingendael Institute (The Hague, Netherlands). From 2014 to 2017, Jose was the Executive Director of Undergraduate Studies in International Relations at IE University. He previously worked at the European Council on Foreign Relations (ECFR). His publications have appeared in specialist and generalist journals and in English and Spanish media. He currently serves as Director of the Neurosurgery, Education and Development (NED) Foundation, a non-profit organisation dedicated to international cooperation and global health in Africa

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

This seminar explores the relationship between democracy and globalisation from an interdisciplinary perspective, focusing on the period after 1989. The first part of the seminar will present the defining features of democracy and discuss the various forms of existing democracies. We will then pay special attention to one form (or ideal) of democracy that became particularly 'popular' over this period: *liberal democracy*. By 1990 there was a sense that no alternative model could replace the idea of liberal democracies organised as capitalist economies; that the universalisation of Western liberal democracy was meant to be "the final form of human government", as Francis Fukuyama remarked. But does the history of ideas and political developments have a direction? What does it mean for history to have a beginning and an end? How could the ideals of economic and political liberalism represent that end?

The second part will introduce students to various forms of international economic integration by which countries have sought to cooperate and trade with each other. It will then focus on the accelerated process of global and regional economic integration that ensued in the 1990s and 2000s, which has come to be known as the era of *hyper-globalisation*.

The third and final part of the seminar will assess both phenomena (democracy and globalisation) together: To what extent are the goals of democracy, sovereignty and global economic integration compatible? How has this relationship evolved in practice? What are the different views (more and less optimistic) on this relationship? This discussion will lead us to think about some of the consequences that increased economic integration has had for the functioning of national democracies in recent times, particularly in light of the recent crises (the 2008 Global Financial Crisis and the COVID-19 pandemic).

The seminar follows an overarching historical structure. As we analyse the themes of the seminar from the perspectives of economics, political science and political philosophy, the discussions will be grounded on historical developments with a particular focus on the Western European context. Above all, this seminar is an invitation to think about some fundamental questions in contemporary societies. As students of philosophy, politics, law and economics, these are the questions you want to contemplate.

LEARNING OBJECTIVES

Objectives

- Exposure to different types of argumentation
- Establishing connections and relations between ideas, concepts and evidence
- Understanding analytical frameworks developed in different academic disciplines

Skills

- Analytical skills: Ability to read complex texts and unpack the core arguments; ability to summarise complex ideas in a clear and articulate way
- Argumentation skills: Ability to develop cogent arguments in written and oral formats

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities. The seminar combines insights from the history of ideas, economics and political science to analyse the relationship between democracy and globalisation. The seminar will be taught using different materials: texts, podcast and video. Students are expected to read (listen and view) the required material for each session and to participate actively in the seminar's discussions. Some of the ideas and concepts addressed in this course will be also discussed (and probably in more detail) in other courses during your degree. This is not a problem. The strange thing would be that you only read relevant authors once, or that you study the relationship between democracy and globalisation in just one course. The aim of this seminar is not to give you a comprehensive and advanced overview of the topic, but to invite you to think analytically about it in comparative perspective and across disciplines. You will be assessed through individual contributions (questions on the material, participation in the debates, final assessment) and group work (group presentation).

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20.0 hours
Discussions	20.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	26.67 %	20.0 hours
Group work	13.33 %	10.0 hours
Individual studying	13.33 %	10.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to the seminar

This lecture will introduce students to the core themes of the seminar. It will present the organisation of the course and provide them with the necessary information to follow the rest of the course. It will also set the expectation in terms of goals, workload and evaluation.

SESSION 2 (LIVE IN-PERSON)

Features and forms of democracy (I)

This session will begin with a simple question: What is democracy? This question will lead to other questions: What ideal traits define it? What characteristics make a country more or less democratic? Once the basic features have been discussed, we can move on to analyse the different possible forms of democracy.

Before this session:

Read the chapter by Aníbal Pérez-Liñán (Democracies, chapter 5) from the book Comparative Politics, edited by Daniele Caramani

Book Chapters: Aníbal Pérez-Liñán (Democracies, chapter 5) from the book Comparative Politics, edited by Daniele Caramani (IE Library)

SESSION 3 (LIVE IN-PERSON)

Features and forms of democracy (II)

This session will continue to analyse different forms of democracy and present comparative evidence on existing democracies around the world. I invite you to think about the arguments for and against these forms of democracy, using the cases you know best as a reference.

Before this session:

Re-read the chapter by Aníbal Pérez-Liñán (Democracies, chapter 5) from the book Comparative Politics, edited by Daniele Caramani

SESSION 4 (LIVE IN-PERSON)

Liberal democracy and the End of History

By 1990 there was a sense that history might have ended. That no alternative model could replace the idea of liberal democracies organised as capitalist economies. After the fall of the Berlin Wall, the universalisation of Western liberal democracy was meant to be, as Francis Fukuyama remarked, "the final form of human government". Fukuyama's proposition was simple but elaborate. In an article published in the summer of 1989, Fukuyama claimed that there were powerful reasons for believing that liberalism had become the political ideal that will govern the world in the long run. The end of ideological struggles and the definitive triumph of liberalism would take us, in turn, into a post-historical world.

In retrospect, the proclamation of the end of history was premature. History did not end, and recent experiences have shown that while ideal of democracy is still with us, it might not remain unchallenged forever. Yet Fukuyama's argument remains pertinent as a way to think about the intellectual history of political developments. Does the history of ideas have a direction? What does it mean for history to have a beginning and an end? How could the ideals of economic and political liberalism represent that end? Fukuyama advanced a provocative argument to think about these questions in philosophical terms.

This lecture will contextualise Fukuyama's article. It will focus on a key event in recent global history – the fall of the Berlin Wall in 1989 and the collapse of the Soviet bloc in Eastern Europe. The lecture will give a narrative of these events, highlighting the main factors behind it. This historical contextualisation will provide the basis for debating Fukuyama's proposition.

Before this session:

Read Fukuyama's seminal article: 'The End of History?', *The National Interest*, Summer 1989, No. 16 (Summer 1989), pp.3-18. Read the interactive version (Feedback fruits, see Additional Documentation Folder)

Listen to the podcast episode "Talking Politics: History of Ideas (Fukuyama on History)" hosted by David Runciman.

*** Students will be asked to provide (individual) responses to some questions on the material.**

Podcast: Fukuyama on History (Apple/iOS version)

Podcast: Fukuyama on History (Acast version)

ARTICLE: I have prepared an interactive version of the article with questions and additional comments. Please read this version, which is available from the course site (Blackboard > Additional Documentation Folder).

PODCAST: If you like the episode and you would like to listen to other talks, you can access the full series on the history of ideas in Acast and Apple/iOS.

SESSION 5 (LIVE IN-PERSON)

Debating the future of liberal democracy

In this session we will discuss the material covered in the first part of the seminar through a series of questions. The aim is to promote an informed debate on the future of democracy and the challenges that lie ahead.

Revised material from previous sessions, class notes and presentation

SESSION 6 (LIVE IN-PERSON)

Forms of economic integration (I)

This lecture will provide a general introduction to the notion of international economic integration in historical perspective. It will also introduce students to key terms to understand the processes of economic integration such as economic, trade and financial 'openness', 'global supply chains' and economic 'interdependence'.

Class notes and presentation

SESSION 7 (LIVE IN-PERSON)

Forms of economic integration (II)

This lecture will expand the understanding of globalisation by focusing on its ideological and political underpinnings. It will highlight the rise of 'neoliberalism' and the 'Washington Consensus' as crucial developments to understand these foundations.

Before this session:

Read Chapter 17 (Globalizers Victorious) from Frieden's book on Global Capitalism

Book Chapters: Chapter 17 ('Globalizers Victorious') from Jeffrey Frieden's book 'Global Capitalism'. (IE Library)

SESSION 8 (LIVE IN-PERSON)

Hyper-globalisation

The world economy became tightly interconnected throughout the 1990s. From the growing number of countries to which local companies export its products to the exotic places where our T-shirts come from; from the faraway cities where we travel on holidays to the restaurants where we eat in our neighbourhood, almost every aspect of our economic and social lives became more 'global'.

Trade as a share of global GDP peaked in 2008. Advocates of globalisation have never had it better. To the extent that this kind of economic integration was grounded on a liberal understanding of the economy, we can think that Fukuyama was vindicated. But we cannot disregard a crucial fact. The acceleration of economic integration was being driven largely by China, which went from being a rural economy to becoming the engine of the world economy in just a few decades. It took 155 years for Britain to double its GDP per capita, 50 years for the US and just 15 years for China. Today, the Chinese model has come to represent a real political-economic alternative to the Western model. In parallel to the rise of non-Western powers, fundamental transformations were taking place within Western societies: deeper regional integration, increasing inequality and profound socio-economic changes transformed advanced capitalist economies.

This session will provide an overview of this accelerated process of global economic integration, highlighting the opportunities and risks associated with it.

The material for this session will be shared with the students in advance

SESSION 9 (LIVE IN-PERSON)

Debating the future of globalisation

In this session we will discuss the material covered in the second part of the seminar through a series of questions. The aim is to promote an informed debate on the future of globalisation and the challenges that lie ahead.

Revise material from previous sessions, class notes and presentations

SESSION 10 (LIVE IN-PERSON)

Democracy and Globalisation: To what extent are both compatible?

This part of the seminar will focus on analysing the relationship between democracy and globalisation in more detail. This first session will introduce the key issues of the debate through a series of experiences and cases.

SESSION 11 (LIVE IN-PERSON)

Democracy and Globalisation: Globalism and the optimist view

Article: Gideon Rachman (FT): Why globalism is good for you (Financial Times)

SESSION 12 (LIVE IN-PERSON)

Democracy and Globalisation: Alter/Anti/Post-Globalisation and the pessimist view

Other / Complementary Documentation: Thomas Piketty: Rising Inequality and the Changing Structure of Political Conflict (EHESS & Paris School of Economics) (World Economic History Congress, Boston, July 31 2018)

SESSION 13 (LIVE IN-PERSON)

Globalisation and democracy: the trade-offs

In this part of the seminar, I propose to think about this relationship through a 'trilemma'. In a series of works, Dani Rodrik, a renowned political economist, have observed that globalisation is not a free lunch for countries. That integrating national economies at a global scale has forced governments to choose among the goals of democracy, national sovereignty and economic integration. While all these options are politically desirable, Rodrik argues, they might be ultimately incompatible. Countries cannot have it all. But what does this 'incompatibility' mean in practice? How are the goals of democracy, sovereignty and global economic integration incompatible? Can we think of good examples where this incompatibility applies in reality? Are there national or supranational experiences where these trade-offs have been mitigated? Rodrik's trilemma provides a simple but powerful framework to think about these questions.

Understanding Rodrik's trilemma.

Before this session:

Read Rodrik's 1997 article

Read Rodrik's blogpost: The inescapable trilemma of the world economy

Watch Rodrik's interview (video)

*** Students will be asked to provide (individual) responses to some questions about the material.**

Article: Has Globalization Gone Too Far? (Challenge. Vol. 41, No. 2 (MARCH-APRIL 1998), pp. 81-94) (CED)

Video: Globalisation - the trade-offs (YouTube)

Article: The inescapable trilemma of the world economy (Dani Rodrik's weblog)

GROUP ASSIGNMENT: Making sense of Rodrik's trilemma

After this session, students will work in groups to prepare a presentation. Students will be expected to provide real examples of how the trilemma can be used to understand current political and economic developments. Each group will record its presentation in a video and upload it in the platform. More information and instructions will be provided.

SESSION 14 (LIVE IN-PERSON)

Wrap-up and review

This session will take stock. It will review the content and highlight the main takeaways of the seminar. It will also discuss the implications of what we have discussed in light of the recent crises.

SESSION 15 (LIVE IN-PERSON)

Final assessment

Students will take a final assesment on the course content and material.

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Class Participation	10 %		

Questions	20 %		Students will answer a set of questions about the course material throughout the seminar
Group Presentation	30 %		
Final Assessment	40 %		

RE-SIT / RE-TAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility). Grading for retakes will be subject to the following rules: The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.

Dates and location of the retakes will be posted in advance and will not be changed. The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

ADDITIONAL MATERIALS

- Aníbal Pérez-Liñán. Democracies (chapter 5). Oxford University Press.
Chapter 5 (pp.86-99) of the book Comparative Politics, Daniele Caramani (ed.)
- Francis Fukuyama. The End of History. The National Interest, No. 16 (Summer 1989), pp. 3-18
[IE Library](#)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.