

Global Studies 101: Global Studies
Spring 2013

Lectures: Tuesday and Thursday, 11:00am-12:15pm
Classroom: Cunningham Hall 107
Course Website: <https://uwm.courses.wisconsin.edu/d21/home>

Instructor: Prof. Oriol Miroso
Office: Northwest Quadrant - Building B, Room 7483
Office Hours: Tuesday, 1:00-3:00pm
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Globalization is ubiquitous nowadays. Whenever we open a newspaper or read a blog post we are bound to find some reference to global processes and consequences, or simply to the inherent global nature of contemporary society. This occurs to the point that we use terms such as ‘global’ and ‘globalization’ without stopping to think what they mean. When did globalization start? How is the world now different from before the advent of globalization? Is globalization equally spread around the world? What are the consequences of globalization for people’s lives? Is a globalized world more just and equal or the other way around? This course departs from the assumption that, since we do live in a globalized world, making sense of it and being able to operate in it requires a global perspective, that is, a nuanced and sophisticated understanding of what globalization means, as well as the ability to think critically about it. As one of three introductory courses in the Global Studies major, this class will focus on the general concept of globalization, its effects on people, and how we use different political processes and structures to manage these effects.

Class organization

In the course of the semester, we will explore a number of topics that will contribute to the development of a global perspective. I will devote part of our sessions to lectures on relevant concepts and theories, as well as on specific case studies and examples, all of which will have been introduced in the assigned readings. However, a global perspective requires that you actively and critically work through the material. For that reason, I intend to spend a significant amount of time in class having discussions.

It is fundamental, then, that you come to class and that you verbalize your questions and comments so that we can have a clarifying discussion. For this reason, in the context of this class I establish the principle that THERE IS NO SUCH THING AS A STUPID QUESTION. You should think of this class as a safe space in which we all start from zero and we work together to make sense of the readings and theories. Sometimes the simplest questions or the most misdirected comments are the most productive and illuminating ones, and we need to embrace that in this class.

Assignments

I have designed a grading scheme aimed at encouraging and maximizing the core elements of this class: active engagement with the class material and critical thinking. These are the different components through which I will evaluate you:

Exams: we will have three exams through the course of the semester. The first two will be traditional exams that will take place in class. They will be non-cumulative and they will focus on making sure that you have learned and understand the main concepts, theories and examples seen in class. The last exam will be a take-home exam. It will cover all the material seen in the semester, and it will contain essay questions in which you will have to use the knowledge acquired to make arguments. Each of the first two exams will be worth 20 points. The last exam will be worth 30 points. I will give you more details on the exams as we get closer to them.

Critical reflections: In order to push you to think critically on the material seen in class, you will have to submit 4 short reflections. These should be between 300- and 500-word comments in which you raise a question, present an interesting idea, disagree with a reading, or follow up on a class discussion. Each reflection will be worth 5 points. The reflections should be submitted online to the appropriate entry in the 'Dropbox' tab and cover the material seen since the deadline of the previous reflection. You can find the deadlines for each reflection in the reading list and table of sessions below.

Participation and attendance: I am a big fan of class discussion. For that reason, 10 points of your grade will be devoted to participation in our discussions. My main goal with this component of your grade is to encourage you to think critically about the readings and bring questions, comments, doubts, and observations to class. I am not expecting everyone to talk in every class, but to be generally engaged and contribute regularly. To be able to participate, however, you have to be in class. That is why I will be taking attendance in each and every class (besides, it will help me to learn your names). You will not be penalized for up to 4 unexcused absences, but each subsequent absence will reduce your participation grade by 2 points. Notice that this means that no matter how much you have participated in class, if you miss 5 sessions (after the first 4) your participation grade will be 0 points (5 absences x 2 points of penalty per absence = 10 penalty points). And just to be clear: attending a class implies being there for all (or most) of the class and being 'active and engaged'. Showing up late or leaving early without reason will be counted as an absence. In the same way, sleeping in class or not paying any attention to me or your classmates when they speak will also be counted as an absence, and I will be the only judge of whether you are 'active and engaged'.

Despite what I said in the previous paragraph, I am aware that it is hard to ensure everyone's participation in class because we are a relatively large group and because people have different personalities and it is hard for some of you to speak in public. For that reason, I have set up a discussion board on the Desire2Learn website where you can post comments and questions about the readings and our sessions. I would not want you to think that writing online posts means that there is no need to participate in the classroom. My main goal is to have a lively class discussion, and thus you should think about the online posts as a way to complement your participation in class. If you are someone who is usually engaged and active in class you do not need to write anything online, but if you are on the quiet side and want to get the 10 points for participation you should regularly make meaningful contributions to the online forum. And notice that I say 'regularly'. Submitting several posts in the last week of class will not make up for no participation in the previous fourteen.

The grading scheme, therefore, will be the following:

2 in-class exams	x	20 points each	=	40 possible points
1 take home exam	x	30 points	=	30 possible points
4 critical reflections	x	5 points each	=	20 possible points
Participation			=	10 possible points
TOTAL			=	100 possible points

The final letter grades will be applied over the total possible 100 points for the class in the following way:

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	0-59.9

This scheme will be strict. If you get 92.9 points your grade is AB, not A. You are warned from the very beginning so if you want a higher grade work harder and take advantage of the different opportunities available to improve your grades. Complaints of the “but I am so close!”-type at the end of the semester will not have any effect. A further comment on ‘complaints’ about grades: I am happy to discuss with you any concerns you might have about how you are evaluated and about your grades. However, I will only make changes to your grades if I made an obvious mistake. My main concern when I evaluate you is to make sure that I am fair to everyone in relation to each other. If somebody comes to see me and ‘convinces’ me to increase his or her grade, that puts those who just accept their grade and do not come to see me at a disadvantage, and therefore as a policy I do not change grades.

Credit hours and workload

Following university guidelines, this course requires at least 9 hours of work outside of the classroom every week. You should expect to spend about 3 hours doing the readings, 0.5 hours writing comments online, 1.5 hours working on your critical responses (this is an average, you will have to spend more time on this on the weeks when critical responses are due), and 4 hours studying for exams and generally reviewing and preparing for class.

A note on participation in class discussion

As I mentioned above, your active participation will be a key element of the learning experience in this class, so I want to make sure that what I mean by that is clear: participating properly in class is not a function of speaking a lot or of making only brilliant points. My main criterion for evaluating participation is: is this contribution bringing the conversation forward? This can happen by asking a

very simple question of clarification, or by saying something that is completely wrong yet allows us to confront an issue that we had not considered before. Someone who speaks non-stop or who shuts other people off is in fact stifling debate, and that is the exact opposite of what I am looking for. As I said before, I want to encourage you all to participate, thus the principle that there is no such thing as a stupid question or comment in this class. But I do ask you to be mindful: you are part of a group, and our goal is to move forward and learn together. Using participation to disrupt the conversation or to put someone else down is not acceptable and I will be strict about that.

Phone, tablets, laptops

Although I understand the potential value of using personal devices in the classroom, in my experience they tend to be much more of a distraction than a productive tool, and therefore their use is not allowed in this class. I want you to be paying attention and engaged in class, not taking notes frantically to the point that you cannot process what I am saying, and for that reason after each class I will give you access to my lecture slides. Hopefully this will mean that you will only have to take limited, pointed notes during class and there will be no need to use any electronic devices. If for a particular reason somebody needs to use a device, you have to get explicit permission from me first.

Office hours, email

I will hold office hours every Tuesday afternoon, from 1 to 3pm. You should see this as a resource to which you have access in order to seek clarification, to discuss issues both with the material and the functioning of the class, or simply to make your views known about specific topics and readings. Please use them!

You can also contact me by email at any point during the semester. I will try to reply to your messages promptly. However, you should always allow 24-72 hours for my replies. Therefore, you should not wait until the last minute to ask me important questions. Plan ahead!

Required texts

All of the readings that we will use this semester are available as electronic reserves, which you can find on the 'Content' tab of D2L.

Desire2Learn

I have set up a class website on Desire2Learn (<http://d2l.uwm.edu>). There you will be able to follow your grades and attendance for the class, access the online discussion board, submit the critical reflections on the 'Dropbox' tab, and download the different class materials. As I mentioned above, I will be posting the class slides to the website after each session.

Calendar of sessions and readings

- Tue 1/22 The Syllabus (no reading)
- Thu 1/24 A Global Perspective
- Boo, Katherine. 2009. "Opening Night. The Scene from the Airport Slums of Mumbai." *The New Yorker's website*.
(http://www.newyorker.com/reporting/2009/02/23/090223fa_fact_boo?printable=true¤tPage=all)..
- Tue 1/29 & Thu 1/30 What Is Globalization?
- Steger, Manfred B. 2003. "Globalization: A Contested Concept." In: Manfred Steger, *Globalization. A Very Short Introduction*. Oxford and New York: Oxford University Press. Pp.1-16
- Scholte, Jan Aart. 2005. "Globalization in History." In: Jan Art Scholte, *Globalization. A Critical Introduction*. 2nd ed. New York: Palgrave Macmillan. Pp.85-120.
- Tue 2/5 & Thu 2/7 Globalization and Culture
- Berger, Peter L. 2002. "The Cultural Dynamics of Globalization." In: Peter L. Berger and Samuel P. Huntington, eds., *Many Globalizations: Cultural Diversity in the Contemporary World*. Oxford and New York: Oxford University Press. Pp.1-16
- Hannerz, Ulf. 1996. *Transnational Connections. Culture, People, Places*. London and New York: Routledge. Pp.1-7, 65-78
- Deadline for Critical Reflection #1, Thu 2/7**
- Tue 2/12 & Thu 2/14 The State and Globalization
- Thomas, George M. 2007. "Globalization: The Major Players." In: George Ritzer, ed., *The Blackwell Companion to Globalization*. Malden, MA: Blackwell. Pp.84-102
- Strange, Susan. 2003. "The Declining Authority of States." In: David Held and Anthony McGrew, eds., *The Global Transformations Reader. An Introduction to the Globalization Debate*. Malden, MA: Polity Press. Pp.127-134
- Weiss, Linda. 2010. "Globalization and the Myth of the Powerless State." In: George Ritzer and Zeynep Atalay, eds., *Readings in Globalization. Key Concepts and Major Debates*. Chichester, UK: Wiley-Blackwell. Pp.166-175
- Tue 2/19 & Thu 2/21 Nationalism and Cosmopolitanism
- Barber, Benjamin R. 1992. "Jihad vs. McWorld." *The Atlantic's website*.
(<http://www.theatlantic.com/magazine/print/1992/03/jihad-vs-mcworld/303882/>).
- Pichler, Florian. 2012. "Cosmopolitanism in a Global Perspective: An International Comparison of Open-Minded Orientations and Identity in Relation to Globalization." *International Sociology* 27(1):21–50

Deadline for Critical Reflection #2, Thu 2/21

Tue 2/26 & Thu 2/28 Economic Globalization and Transnational Capital

Ritzer, George. 2010. "Global Economic Flows." In: George Ritzer, *Globalization. A Basic Text*. Chichester, UK: Wiley-Blackwell. Pp.207-242

Stiglitz, Joseph E. 2006. "The Multinational Corporation." In: Joseph E. Stiglitz, *Making Globalization Work*. New York and London: W. W. Norton & Company. Pp.187-210

Tue 3/5 **Exam 1**

Thu 3/7 & Tue 3/12 Global Inequality and Development

Ngai, Pun. 2005. "State Meets Capital." In: Pun Ngai, *Made in China. Women Factory Workers in a Global Workplace*. Durham and London: Duke University Press. Pp.23-48

Harvey, David. 2005. "Freedom's Just Another Word..." In: David Harvey, *A Brief History of Neoliberalism*. Oxford: Oxford University Press. Pp.5-38

Thu 3/14 Global Terrorism

Pearlstein, Richard M. 2004. "Transnational Terrorism and the New Global Disorder." In: Richard M. Pearlstein, *Fatal Future? Transnational Terrorism and the New Global Disorder*. Austin: University of Texas Press. Pp.15-23.

Martin, Gus. "Globalization and International Terrorism." In: George Ritzer, ed., *The Blackwell Companion to Globalization*. Malden, MA: Blackwell. Pp.644-661

----- **Spring Break** -----

Tue 3/26 & Thu 3/28 Global Migration

Solimano, Andrés. 2010. "Introduction: Understanding the Trends, Themes, and Strata of International Migration." In: Andrés Solimano, *International Migration in the Age of Crisis and Globalization. Historical and Recent Experiences*. Cambridge and New York: Cambridge University Press. Pp.1-19

Rodriguez, Robyn M. 2002. "Migrant Heroes: Nationalism, Citizenship and the Politics of Filipino Migrant Labor." *Citizenship Studies* 6(3):341-356

Deadline for Critical Reflection #3, Tue 3/26

Tue 4/2 & Thu 4/4 Transnational Social Movements

Keck, Margaret E., and Kathryn Sikkink. 1998. "Transnational Advocacy Networks in International Politics: An Introduction." In: Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press. Pp.1-38

Johnston, Josée. 2003. "We Are All Marcos? Zapatismo, Solidarity and the Politics of Scale." In: Gordon Laxer and Sandra Halperin, eds., *Global Civil Society and Its Limits*. Basingstoke: Palgrave Macmillan. Pp.85-104

Tue 4/9

Exam 2

Thu 4/11 and Tue 4/16 Global Environmental Issues

Speth, James Gustave. 2008. "Looking into the Abyss." In: James Gustave Speth, *The Bridge at the Edge of the World. Capitalism, the Environment, and Crossing from Crisis to Sustainability*. New Haven and London: Yale University Press. Pp.17-45

Rockstrom, Johan et al. 2009. "A Safe Operating Space for Humanity." *Nature* 461(7263):472-475

Elliott, Lorraine. 2004. "The International Political Economy of the Environment." In: Lorraine Elliott, *The Global Politics of the Environment*. 2nd ed. Basingstoke and New York: Palgrave Macmillan. Pp.157-177

Thu 4/18 and Tue 4/23 Alternatives to Globalization

El-Ojeili, Chamsy, and Patrick Hayden. 2006. "Resisting Globalization: The Alternative Globalization Movement." In: Chamsy El-Ojeili and Patrick Hayden, *Critical Theories of Globalization*. Basingstoke, UK: Palgrave Macmillan. Pp.178-213

Stiglitz, Joseph E. 2002. "Globalism's Discontents." *The American Prospect* 13(Winter):A16-A21

Cavanagh, John, and Jerry Mander. 2004. "Ten Principles for Sustainable Societies." In: John Cavanagh and Jerry Mander, eds. *Alternatives to Economic Globalization. A Better World Is Possible*. San Francisco: Berrett-Koehler. Pp.54-78

Deadline for Critical Reflection #4, Thu 4/25

Thu 4/25 and Tue 4/30 Global Governance

Whitman, Jim. 2005. "Global Governance: Conceptual Challenges." In: Jim Whitman, *The Limits of Global Governance*. London and New York: Routledge. Pp.65-87

Keohane, Robert O., and Joseph S. Nye. 2005. "Introduction." In: Joseph S. Nye and John D. Donahue, eds. *Governance in a Globalizing World*. Washington, D.C.: Brookings Institution Press. Pp.1-41

Thu 5/2 and Tue 5/7 Example: Global Water Governance

United Nations Development Programme. 2006. *Human Development Report 2006. Beyond Scarcity: Power, Poverty and the Global Water Crisis*. New York: United Nations Development Programme. Pp.28-54

Thu 5/9

Wrap Up (**Deadline to Submit Take-Home Exam**)

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UNIVERSITY POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

Students with Disabilities. Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following:
<http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

Students called to active Military Duty. Accommodations for absences due to call-up of reserves to active military duty are found at the following:
http://www4.uwm.edu/current_students/military_call_up.cfm

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:
<http://www4.uwm.edu/secu/docs/other/S31.pdf>

Discriminatory Conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: <http://www4.uwm.edu/secu/docs/other/S47.pdf>

Academic Misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following:
<http://www4.uwm.edu/osl/dean/conduct.cfm>

Complaint Procedures. Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at:
<http://www4.uwm.edu/secu/docs/other/S49.7.htm>

Grade Appeal Procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at

http://www4.uwm.edu/lets/upload/grievance_procedure.pdf

Procedures for graduate student grade appeal can be found at

<http://www.graduateschool.uwm.edu/students/policies/>

Final Examination Policy. Policies regarding final examinations can be found at the following:
<http://www4.uwm.edu/secu/docs/other/S22.htm>

Book Royalties. In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.

Update 06/2012