

Global Studies 101: People and Politics
Spring 2016

Lectures: Tuesday and Thursday, 2:00-3:15pm
Classroom: Lapham Hall 160

Course Website: <https://uwm.courses.wisconsin.edu/d2l/home>

Instructor: Prof. Oriol Miroso
Office: Bolton Hall 726
Office Hours: Tuesday, 9:00-11:00am
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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 time in class having discussions.

It is fundamental, then, that you come prepared 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 throughout 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 25 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 pieces in which you answer a question that I will be sending you ahead of time. 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.

The grading scheme, therefore, will be the following:

2 in-class exams	x	25 points each	=	50 possible points
1 take home exam	x	30 points	=	30 possible points
4 critical reflections	x	5 points each	=	20 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 A-, 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, 2 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 morning, from 9 to 11am. 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 D2L (<https://uwm.courses.wisconsin.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 1/26 The Syllabus (no reading)
- Thu 1/28 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 2/2 & Thu 2/4 What Is Globalization?
- 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 2/9 & Thu 2/11 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 2/11

- Tue 2/16 & Thu 2/18 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 2/23 & Thu 2/25 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 2/25

Tue 3/1 & Thu 3/3 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

Tue 3/8 Global Terrorism

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

Thu 3/10 **Exam 1**

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

Tue 3/22 & Thu 3/24 Global Inequality and Development

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

Tue 3/29 & Thu 3/31 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, Thu 3/31

Tue 4/5 & Thu 4/7 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.1-37
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 4/12 **Exam 2**

Thu 4/14 and Tue 4/19 Global Environmental Problems

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

Thu 4/21 and Tue 4/26 Alternatives to Globalization

Evans, Peter. 2008. "Is an Alternative Globalization Possible?" *Politics & Society* 36(2):271-305.

Deadline for Critical Reflection #4, Tue 4/26

Thu 4/28 and Tue 5/3 Global Governance

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 5/5 and Tue 5/10 Example: Global Water Governance

Deadline to Submit Take-Home Exam, Tue 5/10

Table of Sessions

Session	Topic	# of pages
Jan 26 (T)	The Syllabus	
Jan 28 (R)	A Global Perspective	11
Feb 2 (T)	What Is Globalization	35
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Feb 9 (T)	Globalization and Culture	37
Feb 11 (R) CR#1		
Feb 16 (T)	The State and Globalization	31
Feb 18 (R)		
Feb 23 (T)	Nationalism and Cosmopolitanism	40
Feb 25 (R) CR#2		
Mar 1 (T)	Economic Globalization and Transnational Capital	35
Mar 3 (R)		
Mar 8 (T)	Global Terrorism	17
Mar 10 (R)	Exam 1	
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Mar 22 (T)	Global Inequality and Development	33
Mar 24 (R)		
Mar 29 (T)	Global Migration	34
Mar 31 (R) CR#3		
Apr 5 (T)	Transnational Social Movements	58
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Apr 12 (T)	Exam 2	
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Apr 26 (T) CR#4		
Apr 28 (R)	Global Governance	41
May 3 (T)		
May 5 (R)	Example: Global Water Governance	0
May 10 (T)	(Take-Home Exam due May 10th)	
	Total number of pages	437
	Average number of pages per session (28 sessions)	15.61

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