######  GLBL 501 Perspectives on Global Studies:

###### Interdisciplinary and Interprofessional Approaches

Course Topic

Global Studies is an emerging and rapidly changing field. It is well on the way to becoming a new field of study among the major research universities in the United States and abroad. It is also more than a discipline. Today it is increasingly expected that holders of graduate degrees—whether professional degrees in Medicine, Law or Business, Masters or Ph.D.—also acquire an understanding of key global concepts and debates along with training in their primary disciplines. This course provides that much-needed analytical and methodological understanding.

This understanding requires more than a basic familiarity of globalization or key so-called global problems and transnational phenomena. It requires novel ways of thinking about one’s research interests including an ability to see issues from multiple perspectives, to identify and analyze the connections among relevant actors and institutions that exist at difference scales (local, national, global, regional) and skills with which to research and then articulate such differences and relationships. This course is aimed to acquaint students with these key concepts and analytical strategies in addition to the traditional substantive themes of global studies, such as security, migration, trade, democratization and global health and environmental issues.

Objectives

* To instill in graduate students an understanding of key global concepts and methods in a variety of fields and disciplines.
* To introduce graduate students to different perspectives on globalization and transnational social relations: these are key debates about global issues.
* To foster critical analytical skills with an eye to application to concrete case studies.
* To assist students in carrying out research and writing that is accessible for a broad global studies audience.

To achieve these goals by the end of the semester students should be able to answer the following questions:

1. What is global studies in your definition and whose definition of this field is closest to yours?
2. What is the threshold for the global for different perspectives?
3. What are the chronologies of the global?
4. How did the concept of the global emerge? For what ends? By whom?
5. What are some of the critical perspectives that have been brought to bear on "the global"?
6. What are some of the key concepts for global studies?
7. What are some examples of global studies scholarship?
8. What is the difference between a comparative and a global approach? Is this particular reading using one or the other? Would this topic be better addressed using one or the other?
9. How does the study of the United States and of what the U.S. academy labels "area studies" fit into global studies?
10. How do nations and nationalism intersect with global studies?
11. How have scholars studied "the global" within particular disciplines?
12. How have scholars studied "the global" across various disciplines?

In addition to these general questions about global studies students should routine ask the following guiding questions of texts and class discussions.

Guiding Questions

1. Must a global studies approach cross various regions, such as north/south, east/west, urban/nonurban? How would our understanding of this topic be affected by using such an approach?
2. How do the concepts of geography and scale affect our understanding of this issue? Would the explicit inclusion of these concepts have enhanced our understanding?
3. How can a global studies approach help me with my research?
4. What do scholars in other disciplines and geographic areas have to offer to my research topic?
5. What is the unit of concern in this reading (individuals, small collectives, nations, something else)? How would shifting or expanding the unit of concern affect our understanding of the subject?
6. How does this reading characterize the relationship (and its directionality) between local-national-global? Does one or another scale seem more or less powerful in this reading than in others? How does this affect our understanding?
7. How does this reading construct the definition of the local or global? What is the political stake in this definition? What is the political stake in defining something as a local, national, or global issue?
8. Does the vantage point of this reading make the global more or less visible than it would have been if the author had chosen another vantage point?

**Course Requiements:**

* Reading all assigned texts by the date indicated in syllabus.
* Completing short in-class writing assignments
* Completing online quizzes on key concepts
* Checking course webpage daily for new links, instructions, study questions, etc.
* Thoughtful, focused, and respectful contributions to discussion in class (graded)
* Completing a problem paper (see description in appendix) deadlines TBA
* Completing the final research paper (see description in appendix) deadlines TBA
* Presentation of your research paper or another topic to be negotiated with the instructor.
* A plus: adding course-related material (illustrations, news, etc) to the course webpage on Compass.

Grade Composition:

Quizzes 10%

Problem paper 25%

Research paper 50%

Participation 5%

In-class writing assignments 5%

Presentation 5%

**Suggested schedule**

**Week 1-3 Introduction to Global Studies**

 Concepts:

* + - nation state
		- world system (core, periphery, semi-periphery)
		- universalism
		- network society
		- scales
		- international vs. global vs. transnational vs. translocal
		- area studies

Readings:

1. Jones, Andrew. 2010. “Introduction: Thinking About Globalization.” In: *Globalization: Key Thinkers.* Polity Press. 1-18.
2. Enders, Jurgen (2004) Higher Education, Internationalization, and the Nation-State: Recent Developments and Challenges to Governance Theory. *Higher Education*, 47(3): 361-382.
3. Nussbaum, Martha (1993) Social Justice and Universalism: In Defense of an Aristotelian Account of Human Functioning. *Modern Philology*, 46-73.
4. Cooper, Frederick. 2001. “What is the concept of globalization good for? An African Historian’s Perspective.” *African Affairs. 100:* 189-213.
5. Pomerantz, Phyllis and David L. Wank. 2008. “Is Global Studies a Field.” *Global-e: A Global Studies Journal.*
6. Castells, Manuel. 1989. “Conclusion: The reconstruction of social meaning in the space of flows.” In: *The Informational City*. Oxford: Basil Blackwell. 348-353.

Background and Optional Readings:

1. \_\_\_\_\_. 1996. “The net and the self: Working notes for a critical theory of the informational society.” *Critique of Anthropology*. 16(1):9-38.
2. Arrighi, Giovanni. 1999. “Globalization and Historical Macrosociology.” In *Sociology for the Twenty-First Century: Continuities and Cutting Edges*, edited by Janet L. Abu-Loghod. 117-133.
3. Rachel Harvey. 2014. “The persistence of the particular in the global.” In Hilary Kahn. (Ed.). *Framing the Global: Entry Points for Research.* Indiana University Press.

**Week 4 Methods for Global Studies Research and Library Week**

Concepts:

 comparisons (cross-national vs. relational)

global ethnography

 multi-sited research

 historical research methods

 content and visual analysis

 international statistical databases

methodological nationalism

Readings:

1. Amelina, Anna, Nergiz, Devrimsel D., Faist, Thomas, and Nina Glick Schiller, eds. (2012) *Beyond Methodological Nationalism: Research Methodologies for Cross-Border Studies*. Routledge. Chs TBA
2. Burawoy selctions form Global EThnography
3. Burton: selections from primer
4. Tsing on non-scalability

**Week 5-6 Globalization in historical perspective: what is new, what isn’t?**

Concepts:

* modernity/modernization, postmodernity
* globalization vs. development
* colonialism
* imperialism
* neoliberalism
* free trade
* protectionism
* flexible accumulation
* scapes
* commodity, supply and/or value chains
* supranational organizations and key treaties
* de-centering Europe

Readings:

1. Harvey, David. 1990. *The Condition of Postmodernity: An Inquiry into the Origins of Cultural Change*. Oxford: Blackwell. 121-197, 284-307.
2. McMichael, Philip. 1996. “Globalization: Myths and realities.” *Rural Sociology*. 61(1):25-55.
3. Rodrik, Dani. 2011. *The globalization paradox: democracy and the future of the world economy.* W. W. Norton & Company. Chs. TBA
4. Loomba, Ania. 2005. *Colonialism, Postcolonalism.* “Defining the Terms.” Routledge. 7-22.
5. Said, Edward.” 1995. (1987). “Orientalism.” Bill Aschcroft, Gareth Griffiths and Helen Tiffin (Eds.) *The Postcolonial Studies Reader*. London: Routledge. 87-91.
6. Selection of readings from *The Economist.*

Background and Optional Readings:

1. Gereffi, Korzeniewicz, and Korzeniewicz. 1994. “Introduction: Global Commodity Chains.” In: Gereffi and Korzeniewicz (Eds.) *Commodity Chains and Global Capitalism.* Prager Press.1-15.
2. Korzeniewicz, Miguel. 1994. “Commodity Chains and Marketing Startegies: Nike and the Global Footware Industry.” In: Gereffi and Korzeniewicz (Eds.) *Commodity Chains and Global Capitalism.* Prager Press.247-266.
3. Bartley, Tim. 2014. “Rules: Global Production and the Puzzle of Rules.” In Hilary Kahn. (Ed.). *Framing the Global: Entry Points for Research.* Indiana University Press.
4. Roy, Ananya. 2010. *Poverty Capital: Microfinance and the Making of Development.* Routledge. Chs. TBA.
5. Clarke, John. 2004. “Dissolving the public realm? The logics and limits of new-liberalism.” *Journal of Social Policy*. 33:1. 27-48.
6. Chakraborty, Dipesh. 2009. (New Edition) *Provincializing Europe: Postcolonial Thought and Historical Difference*. “Introduction.” Princeton University Press.

**Week 6-7 Finance, Trade, and the 2008 economic crisis from transnational perspectives**

 Concepts:

 finance capital/financialization

 privatization/land grabs

 global public goods

Readings:

1. Stiglitz, Joseph. 2010. *The Stiglitz Report: Reforming the International Monetary and Financial Systems in the Wake of the Global Crisis.* The New Press.
2. Arvind Palat, Ravi. 2010. “World Turned Upside Down? Rise of the global South and the contemporary global financial turbulence.” *Third World Quarterly*, Vol. 31, No. 3, 2010, pp 365–384.
3. Lysandrou, Photis. 2011. “Global inequality as one of the root causes of the financial crisis: a suggested explanation.” *Economy and Society* .Volume 40 Number 3 August 2011: 323**-**344.
4. Debate on land grabbing:
Olivier De Schutter. 2011. “The Green Rush: The Global Race for Farmland and the Rights of Land Users.” *Harvard International Law Journal* .Vol. 52.
5. Pistor, Katharina. 2011. “The Emergence of a Transnational Real Estate Market: Comments on Olivier De Schutter’s The Green Rush.” *Harvard International Law Journal.* Vol. 53. 11-24.
6. Kaul, Inge. 2012. “Global Public Goods: Explaining their Underprovision.” *Journal of International Economic Law.* 15(3): 729–750.

**Week 8 Migration**

Concepts:

 transnationalism/transmigration

 global cities

 Readings:

1. Statistics on world migration.
<http://www.oecd-ilibrary.org/social-issues-migration-health/data/oecd-international-migration-statistics_mig-data-en>
2. Gibson, John and David MacKenzie. 2011. “Eight Questions about Brain Drain.” *Journal of Economic Perspectives*. Volume 25. Number 3—Summer 2011—Pages 107–128.
3. Schiller, Basch and Szanton Blanc. 1995. “From immigrant to transmigrant: Theorizing transnational migration.” *Anthropological Quarterly.* 68(1):48-63.
4. Portes, Alejandro, Guarnizo, Luis, E. and Landolt, Patricia. 1999. Introduction: Pitfalls and promise of an emergent research field. *Ethnic and Racial Studies.* 22(2):217-237
5. Solomon, Scott M. 2009. State-Led Migration, Democratic Legitimacy, and Deterritorialization: The Philippines' Labour Export Model. *European Journal of East Asian Studies.* 8 (2): 275-300.
6. Dannecker, Petra. 2013. Rationalities and Images Underlying Labour Migration from Bangladesh to Malaysia*. International Migration* Vol. 51 (1).
7. Trinidad Galva´ N, Ruth. 2008. “Global Restructuring, Transmigration and Mexican Rural Women Who Stay Behind: Accommodating, Contesting and Transcending Ideologies.” *Globalizations.* Vol. 5, No. 4, pp. 523–540.

**Week 9 Democratization, Human Rights**

Concepts:

 NGOs and INGOs

 Readings:

1. Park, Mi. 2011. “Imagining a Just and Sustainable Society: A Critique of Alternative Economic Models in the Global Justice Movement.” *Critical Sociology*. 39(1): 65-85.
2. Freund, Caroline and Melise Jaud. 2013. “On the Determinants of Democratic Transitions.” *Middle East Development Journal*, Vol. 5, No.1.
3. Hemment, Julie. 2012. Nashi, Youth Voluntarism, and Potemkin NGOs: Making Sense of Civil Society in Post-Soviet Russia. *Slavic Review.* Vol. 71, No. 2 (SUMMER 2012), pp. 234-260.
4. Dalmasso, Emanuela and Francesco Cavatorta. 2010. “Reforming the Family Code in Tunisia and Morocco – the Struggle between Religion, Globalisation and Democracy.” *Totalitarian Movements and Political Religions.* Vol. 11, No. 2, 213–228.
5. Moghadam, Valentine M. 2013. “What is democracy? Promises and perils of the Arab Spring.” *Current Sociology.* 61(4) 393–408.

**Week 10 Global and Local Spaces and Scapes**

Concepts:

 global cities

 scapes

 de and re-territorialization

 scales

 Readings:

1. Jones, Andrew. 2010. “Spatial Thinking: Peter Dicken and Saskia Sassen.” In: *Globalization: Key Thinkers.* Polity Press. 110-129.
2. Massey, Doreen. 1994. *Space, Place and Gender.* Minneapolis: Minnesota Press. Pages TBA
3. Sassen, Saskia. 1995. “The state and the global city: Notes towards a conception of place-centered governance.” *Competition and Change.* 1:31-50.
4. Appadurai, Arjun. 1990. “Disjuncture and difference in the global cultural economy.” *Public Culture.* 2(2):1-24.
5. Miraftab, Faranak. 2014. “Displacement: Framing the Global Relationally.” In Hilary Kahn. (Ed.). *Framing the Global: Entry Points for Research.* Indiana University Press.

Background and Optional Readings:

1. Brenner N. 1999. “Beyond state-centrism? Space, territoriality, and geographical scale in globalization studies.” *Theory and Society* 28:39-78.

**Week 11-12 Cultures, Identities, Citizenship**

Concepts:

cosmopolitanism

citizenship

multiculturalism

imagined communities

 global consciousness

 globality

Readings:

1. Richard C. Barnett, Joydeep Bhattacharya & Helle Bunzel, Choosing to Keep up with the Jonses and Income Inequality, 45 *Economic Theory* 469 (2010).
2. Le Bach Duong, “Viet Nam: Children in Prostitution in Hanoi, Hai Phong, Ho Chi Minh City and Can Tho,” *Report for the International Labor Organization* (July 2002).
3. Tsing, Anna. 2009. “Supply Chains and the Human Condition.” *Rethinking Marxism*. 21(2):148-176.
4. World Values Survey. <http://www.worldvaluessurvey.org/>
5. Turner, Bryan S. 2001. “The erosion of citizenship.” *British Journal of Sociology.* 52(2):189-209.
6. Habermas, Jürgen. 1994. “Citizenship and National Identity.” In B. van Steenbergen (Ed). *The Condition of Citizenship*. London: Sage.
7. Anderson, Benedict. 1983. *Imagined Communities*. London: Verso. 1-46.
8. Kymlicka, William and Keith Banting. 2006. “Immigration, Multiculturalism, and the Welfare State.” Ethics & International Affairs. Volume 20, Issue 3, 281–304.
9. Soysal, Yasemin. 2010. “Unpacking cosmopolitanism: an insider-outsider’s reading.” *The British Journal of Sociology.*

Background and Optional Readings:

1. Critique of Soysal by Koopmans and Morris, and Soysal’s response to her critics
2. Bloemraad, Irene; Korteweg, Anna; Yurdakul, Gökçe. 2008. “Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State.” *Annual Review of Sociology.* Vol. 34 Issue 1: 153-179

**Week 13 Global Environmental and Health Problems**

Readings:

1. Middleton, Nick. 2013. *The Global Casino.* (Fifth Edition.) Routledge. Chs. TBA
2. Roberts, Timmons, J. and Bradley Parks. 2006. “Fueling Injustice: Emissions, Development Paths and Responsibility.” In: *A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy* (Global Environmental Accord: Strategies for Sustainability and Institutional Innovation). 133-184. MIT Press.
3. Haffeld, Just Balstad; Siem, Harald and Røttingen, John-Arne. 2010. “Examining the Global Health Arena: Strengths and Weaknesses of a Convention Approach to Global Health Challenges.” *The Journal of Law, Medicine & Ethics*. 38(3):614 -628.

**Week 14 and 15 Presentations and Summary**

**APPENDIX**

**Problems paper instructions**

* This paper should be three to four pages, maximum, double spaced, 12 point font, with page numbers at the bottom of each page, starting at least by page two.
* Choose a monograph or Ph.D. thesis related to your research interest.
* In your paper, you should identify the problem(s) it grapples with, identify its discipline and/ore subdiscipline and summarize its argument.
* Apply some of the guiding questions listed at the beginning of the syllabus and assess how this analysis would benefit from a global studies approach.
* Conclude by suggesting a particular global studies framework and/or methodology to analyze this topic or research.

**Research paper instructions**

Depending on how advanced you are in your studies this paper may take the form or a research proposal (if you haven’t done the research yet), or an actual research paper that analyzes your finding.

**Instructions for research proposal:**

This paper should be five to seven pages, maximum, double spaced, 12 point font, with page numbers at the bottom of each page, starting at least by page two.

The purpose of this assignment is to ready you for your research and to practice the format of thesis prospectus and grant proposals.

1. A title that evokes the conceptual, geographical, and temporal scope of your project
2. The identification of the conceptual problem or question that your paper will grapple with. Be sure to state the merit of studying this issue.
3. A review of the existing secondary literature that sets up your project by identifying the strengths you wish to build on and the limitations that motivate your research.
4. A discussion of your primary source base that explains why these sources and how they relate to the problem you have identified.
5. An explanation of the methods you will use to build an argument from your sources. This includes any theoretical or interdisciplinary approaches that will figure largely in your research paper.
6. A work plan. You should plot out when you will consult your primary sources, read secondary sources, create an outline, and write up your findings.

You should write your paper in cohesive essay form, rather than as a series of numbered sections. The exception to this rule is #6 – this information may be provided in calendrical form.