

**Global Studies 2096-003:
Introduction to Global Studies**
Temple University, Spring 2018
TR 2:00 p.m.– 3:20 p.m.,
Gladfelter 448

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Office hours: Tuesday 11:00 a.m. – 12:30 p.m., Wed 2 – 3 p.m., or by appointment

The 21st century is an age of globalization. Individuals no longer live their lives exclusively within local and national communities, but are touched by, and interact with, states, groups, firms and individuals across the world. In the area of international security, states have always fought, and prepared to fight, wars with other states, but these interstate wars have been joined by both increasingly destructive civil wars within countries and by international and global terrorism perpetrated by non-state actors. In the economic realm, recent decades have witnessed a dramatic opening of almost all the world's economies to flows of international trade, finance, and people, such that all of us are now touched, in one way or another, by developments in the global economy. In the realm of culture, centuries-old national cultures, languages, and traditions that have shaped people's world views are increasingly coming into contact – via increased travel, mass communications, and the internet – with cultures from other countries.

This new globalized world can no longer be understood – if indeed it ever could – through the tools of any single academic discipline. The Global Studies major at Temple University is designed to provide students with a comprehensive view of our globalized world, with the multiple disciplinary tools and perspectives needed to understand that world, and with the opportunity to concentrate and specialize on one of three broad tracks: Global Security, Global Economy, or Global Cultures. In this introductory course, we will introduce the phenomenon of globalization and the interdisciplinary nature of Global Studies, and, in three modules, preview the Security, Economy, and Cultures tracks of the Global Studies major.

Course Materials: There is no assigned text you need to purchase for this course. All written material and video or audio material will be available to you through the modules on Canvas. If you have difficulty accessing the material, it is your responsibility to notify me in advance of the class to which it is assigned.

Learning Goals: This is a writing-intensive course, and therefore includes multiple writing assignments of various lengths and formats, designed to build multiple research, writing, revision, and citation skills across multiple disciplines. Specifically, the course aims to teach the following skills:

- Close reading of different types of texts, including scholarly books and articles as well as primary sources such as news articles about global affairs.
- Summary of other authors' arguments, e.g. in an annotated bibliography or literature review.
- Formulation and concise statement of an original thesis or argument, and elaboration of that argument in a short paper.

- Information literacy skills, including the ability to navigate and find reliable sources in a variety of different databases available through the Temple University Library.
- Careful citation of primary and secondary sources, in a variety of different scholarly styles (Chicago, APA, and MLA).
- The ability to respond, meticulously and creatively, to comments and criticisms on first drafts of scholarly writing, producing more polished and enriched final drafts.

Evaluation:

1. Entrance Essay (4%)
2. Security Memo (7%), Revision (10%)
3. Economy Memo (7%), Revision (10%)
4. Culture Memo (7%), Revision (10%)
5. Reading Reflection Journal (20%)
6. Participation (25%)

Additional Course Requirement

- **One on one meeting:** In addition to the above, graded assignments, we will schedule mandatory but ungraded one-on-one meetings to discuss your writing mid-semester.

Written Work: Specific instructions for the entrance essay and research track assignments will be distributed throughout the semester. Instructions and prompts for the *weekly entries* in your reading journal are available on Canvas. All written work for this course will be evaluated on a 25 point scale using the rubric found on Canvas. When each assignment is graded, you will be given the overall grade as well as the totals for each of the rubric’s categories. Be aware that a significant portion of your grade will depend on the technical writing of each assignment, 10 of 25 points. I strongly encourage students to take advantage of the University’s writing center early in the semester. When submitting your written work, it should be in a standard format – one inch margins, 11 or 12 pt font, double spaced, etc.

Participation: You are expected to participate in every class. I believe strongly that students (and professors) learn best when we learn from each other. *Attendance alone does not secure you any points towards your final grade.* Contributions to class meetings will be evaluated according to the following criteria:

- critically evaluating and responding to the readings and comments of others;
- demonstrating knowledge of the material by active participation;
- relating your knowledge to relevant frameworks, interpretations, and theories;
- discussing the subject critically and reflectively; and
- presenting your ideas coherently and in a well-organized way.

Etiquette and Netiquette: Part of your education involves learning to be professional; this manifests itself in several ways for the purposes of this class. Students are expected to treat each other in a courteous and respectful manner. You need not agree with your classmates, but you need to treat each other with respect. Failure to do so will result in a lowered participation grade. You will not text or check your email or facebook (or any similar account) during class. When communicating with me (or your peers) for the purposes of this class, you should use the professional standards you might use with an employer. This means avoiding “text speak” or unnecessary abbreviations. More specifically, it means including some kind of greeting to introduce your email (Dear Professor X, for instance) – very few people are actually named

“Hey,” and you ought not to begin your emails (and certainly not to me) with such a greeting. Your email should include the class, a clear statement of why you are sending the email, a closing statement, and your name. Lastly, as with everything, you should write in full and complete sentences, and proofread your text prior to clicking send.

Late Work Policy: If extenuating circumstances arise, you may request an extension, but will need to supply some sort of proof of the major, significant, or highly unusual nature of the situation. Simply asking for an extension does not guarantee you will be granted one. If you do not submit a paper on time, the grade on the paper will drop by one letter grade every 24 hours until it is turned in.

Disability Policy: Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 or 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Tuttleman Counseling: Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. Temple University provides mental health services to support the academic success of students. Tuttleman Counseling Services offers free, confidential services to help you manage personal challenges that may threaten your well being. Tuttleman Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at counseling.temple.edu or by calling (215) 204-7276. Students working through mental health issues with Tuttleman Counseling may be entitled to reasonable accommodation.

Academic Conduct: Temple University has adopted standards on academic conduct, and all students are expected to comply fully with those standards, including with reference to the important issue of plagiarism. All students should, in all assignments, fully and unambiguously cite sources from which they are drawing important ideas and/or sizable quotations (for example, more than eight consecutive words or more than 50% of a given sentence or paragraph). Failure to do so constitutes plagiarism, which is a serious act of academic misconduct and will result in a failing grade for the course and notification of the infraction to the Dean of Students. Similarly, cheating during exams, copying written assignments from other students, or providing answers to others during exams are considered acts of academic misconduct. If you are unfamiliar with policies about plagiarism or other types of academic misconduct, you may wish to consult the on-line guide to “Quoting, Paraphrasing, and Acknowledging Sources,” available at the Temple Writing Center or if you still have remaining doubts or specific questions, raise them directly with me.

Temple University policy on the freedom to teach and learn: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02), which can be accessed through the following link: <http://policies.temple.edu/PDF/99.pdf>

**Readings subject to change. All changes will be announced in class and posted on Canvas.

Class Schedule

Week 1: Introduction and Globalization

August 28 - No readings

August 30

- Thomas Friedman, "It's a Flat World, After All," *The New York Times Magazine*, (April 3, 2005).
- Pankaj Ghemawat. "Actually, the World Isn't Flat" (Video file, June 2012). Retrieved from https://www.ted.com/talks/pankaj_ghemawat_actually_the_world_isn_t_flat?language=en

Security Unit

Week 2: Conceptualizing Security and Power

September 4

- United Nations Department for Disarmament Affairs Report of the Secretary-General, "Concepts of Security," (1986), document number A/40/553.
 - Read through page 21 and skim the rest.
- "National Security vs Global Security," *UN Chronicle: The Magazine of the United Nations* (May 2015).
****Entrance Essay Due**

September 6

- Greg Cashman and Leonard C. Robinson, introduction to *An Introduction to the Causes of War* (Lanham, MD: Rowman & Littlefield, 2007), introduction: 1-25.
- Joseph Nye, "Global Power Shifts" (Video file, July 8, 2007). Retrieved from http://www.ted.com/talks/joseph_nye_on_global_power_shifts?language=en
- Mary Kaldor, *New & Old Wars: Organized Violence in a Global Era* (Cambridge, UK: Polity Press), introduction: 1-12.

Week 3: Terrorism

September 11

- Bruce Hoffman, "Defining Terrorism," *Inside Terrorism* (New York: Columbia University Press, 1998), 13-44.
- P. Alex Schmid, "Frameworks for Conceptualising Terrorism," *Terrorism and Political Violence* 16:2 (2004): 197-221.
- Ömer Taşpınar, "Fighting Radicalism, not 'Terrorism': Root Causes of International Actor Redefined," *SAIS Review* XXIX: 2 (2012, June): 75-86.

September 13

- No assigned readings

Week 4: Human Security

September 18

- United Nations Systems Staff College, "Understanding the Human Security Approach" (Video file), Retrieved from: <https://www.unssc.org/news-and-insights/resources/understanding-human-security-approach/>
- Roland Paris, "Human Security: Paradigm Shift or Hot Air?" *International Security*,

26:2 (Fall 2001): 87-102.

- Amitav Acharya, "Human Security: East versus West," *International Journal*. 56, no. 3 (Summer 2001): 442-460.

September 20

- Hasan Mahmud, Muhammad Mahbub Quaisar, Abdus Abur, and Sharmin Tamanna, "Human Security or National Security: The Problems and Prospects of the Norm of Human Security," *Journal of Politics and Law* 1:4 (December 2008): 67-72.
- Christine Chinkin, "Human Security vs. State Security," *Global-Sisterhood Network blog on the World Tribunal on Iraq* (June 25, 2006).

Week 5: Peace and Progress(?)

September 25

- Steven Pinker, preface in *The Better Angels of Our Nature: Why Violence Has Declined* (New York: Viking, 2011): xvi-xxvi.
- Joshua Goldstein, "Think Again: War," *Foreign Policy* (August 15, 2011).
- Steven Pinker and Andrew Mack, "The World Is Not Falling Apart: Never mind the headlines. We've Never lived in such Peaceful Times." *Slate* (December 22, 2014).

September 27

- John Gray, "Steven Pinker is Wrong About Violence and War," *The Guardian* (March 13, 2015).
- Institute for Economics & Peace, "Global Peace Index 2018: Measuring Peace in a Complex World." Read Executive Summary and Key Findings, and Highlights (2-11) and Trends in the Global Peace Index (24-33)
- Jacqui True, "Winning the Battle but Losing the War on Violence, *International Feminist Journal of Politics*," 17:4 (2012, June): 554-572.

Economy Unit

Week 6: The Global Economy: Economics, Political Economy, and History

October 2

- Paul R. Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, 9th edition (New York: Prentice-Hall, 2011), Chapter 1, Introduction, pp. 1-9.
- Thomas Oatley, *International Political Economy*, 5th edition (New York: Longman, 2012), Introduction, pp. 1-20.
- Vincent Ferraro, "Dependency Theory: An Introduction," in *The Development Economics Reader*, ed. Giorgio Secondi (London: Routledge, 2008), pp. 58-64.

****Security Memo Due**

October 4

- Thomas Lairson and David Skidmore, *International Political Economy*, 3rd edition, Chapters 2 ("The Origins of a World Economy") and 3 ("The Political Economy of American Hegemony, 1938-1973"), pp. 43-96, *skim for main argument*.

Week 7: Global Trade

October 9

- Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz, *World Politics: Interests,*

Interactions, Institutions (New York: W.W. Norton, 2012), Chapter 7, "International Trade," pp. 264-305.

October 11

- *Readings to be assigned during the semester*

Week 8: Global Finance and the Globalization Debate

October 16

- Joshua Goldstein and Jon Pevehouse, *International Relations*, 10th edition (New York: Pearson, 2012), Chapter 9, "Global Finance and Business," pp. 319-348.

October 18

- Joseph E. Stiglitz, *Making Globalization Work* (New York: W.W. Norton, 2007), Chapter 1, "Another World is Possible," pp. 3-24.
- Jagdish Bhagwati, *In Defense of Globalization* (New York: Oxford University Press, 2004), Chapter 1, pp. 1-13 only; Chapters 2 and 3, pp. 28-35; Chapter 5, pp. 51-67.
- Nikil Saval, "Globalisation: The Rise and Fall of an Idea that Swept the World," *The Guardian*, 14 July 2017, <https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world>.

Week 9:

October 23

- Joshua Goldstein and Jon Pevehouse, *International Relations*, 9th edition (New York: Pearson, 2010), Chapter 12, "The North-South Gap," pp. 423-31, 437-451; and Chapter 13, "International Development," pp. 459-483 *only*.

October 25

- Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time* (New York: Penguin Press, 2005), pp. 1-4, 20-25, 188-220, and 288-308.
- Dambisa Moyo, *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa* (New York: Farrar, Straus and Giroux, 2009): chapters 1, 3, and 5.
- James McBride, "How Does the U.S. Spend Its Foreign Aid?" *CFR Backgrounder*, April 11, 2017, <https://www.cfr.org/backgrounder/how-does-us-spend-its-foreign-aid>.

Culture Unit

Week 10: Cultural Legacies of Colonialism

October 30

***Economy Memo Due*

November 1

- John Tomlinson, "[Globalization and Cultural Identity](#)," in *The Global Transformations Reader*, CH.23
- Anthony D. Smith, "Towards a Global Culture?" *Theory, Culture, and Society*, Vol.7 (1990), 171-191. (available on Canvas as pdf)

Week 11: Human Rights

November 6

- [Universal Declaration of Human Rights](#)

- Goedde, Human Rights (available on Canvas as pdf)

November 8

- Samuel Moyn, "Imperialism, Self-Determination, and the Rise of Human Rights," (available on Canvas as pdf).

Week 12: Values

November 13

- Samuel Huntington, "The Clash of Civilizations" *Foreign Affairs*, Vol. 72, No. 3 (Summer, 1993), pp. 22-49 (available on Canvas as pdf).
- Kwame Anthony Appiah, "[The Case for Contamination](#)," *New York Times Magazine*, January 1, 2006. (review from week 1).

November 15

- Benjamin Barber, "[Jihad vs. McWorld](#)," *The Atlantic*, March 1992
- Martha Nussbaum, "[Radical Evil in Liberal Democracies](#)," in Thomas Banchoff, *Democracy and the New Religious Pluralism* (Oxford, 2007). If the hyperlink does not work go to the library and find the online version of the book.

Week 13: Thanksgiving Break – No class

Week 14: Democracy and the Internet Revolution

November 27

- Daniel Schorr, "Iran's Twitter Revolution." *New Leader*, Vol. 92, No. 3/4 (2009): 4-5. (available on Canvas as pdf)
- Blake Hounshell, "[The Revolution Will Be Tweeted](#)." *Foreign Policy*, Issue 187 (2011), pp. 20-21.
- Jon B. Alterman, "The Revolution Will Not Be Tweeted." *Washington Quarterly*, Vol. 34, No. 4 (2011): 103-116 (available on Canvas as pdf).
- Malcolm Gladwell, "[Small Change: Why the Revolution will not be Tweeted](#)," *The New Yorker*, October 4, 2010

November 29

- Lee McIntyre, "The Rise of Social Media and the Problem of Fake News" in *Post-Truth* (available on Canvas as pdf)

Week 15:

December 4

- Readings to be determined
***Culture Memo Due*

December 6