

Globalization(s): Introduction to Global Studies:  
Imagining the Global

HPR 253 MWF 10:10-11:05am

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Student Walk-in Office Hours: MWF 11:10-12:10pm; and by appointment as needed. I will usually stay longer as needed.

**Abstract:**

In 2023 the Association of American Residents Overseas (AARO) estimated that 5.5 million lived and worked overseas (excluding military).<sup>1</sup> But migration is just one common example used to help us understand the popular term “globalization.” The term was originally popularized by the publication of Theodore Levitt’s “The Globalization of Markets” in 1983. Some version of the term “globalization” has become almost de rigueur in academic, policy, and business circles as a means of explaining the increased interactions between peoples, states, corporations, cultures and etc. More than 40 years later, most universities around the world have a Global Studies major as a means to understand what Manfred Steger describes as the “significance and impact of the current compression of time and space.” This “Introduction to Global Studies” course is meant to familiarize students with the array of interdisciplinary terms, concepts, and methodological approaches used to describe, analyze, interpret and understand the process of globalization and the phenomena that process produces. It also intends to provide students with the basic intellectual tools necessary to begin to understand their place in this globalizing world, as citizens of the world. Finally, it is hoped that this course will prepare students who may find work abroad or very likely work with people from other parts of the world.

**Course objective:**

This course is designed to introduce students to the processes of globalization and a broad range of cultural, economic, political, and social issues confronting our globalized world today. The course is structured around three thematic categories – imagining the global, critiquing the global, and acting in/actualizing the global -- designed to capture principal dimensions of the multifaceted connections among nation-states, nongovernmental organizations, ethnic, cultural, and religious groups, and populations around world.

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<sup>1</sup> <https://www.aaro.org/living-abroad/how-many-americans-live-abroad>. Note that the numbers vary. In 2018 the U.S. State Department estimated that approximately 9 million Americans live, study, and work abroad.

**Required Reading (i.e. you must buy these books):**

Texts:

1. Manfred B. Steger, *Globalization: A Very Short Introduction*, 6th ed., (New York: Oxford University Press, 2023): 978-0192886194
2. Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): 978-1250353276
3. Additional reading online and through Canvas.

**Film Screening**

We will also be watching at least one film during the course of the class: *This is What Democracy Looks Like*—in addition to being exceptionally good, there will be paper questions and class discussion dedicated to these films.

**News**

Because there is already quite a bit of reading for this class, students are not required to keep up with the news regarding Globalization—although this is *highly* recommended. I will post links to good news sources on the class' Canvas website.

**Office Hours**

I really enjoy meeting with students during office hours and encourage all students to stop by. I have traditional office hours from **MWF 11:10-1:10pm; and by appointment as needed**. In addition, anyone who cannot meet me during this time should contact me via email to schedule an appointment. I am available by email and will respond to your emails within one *working* day.

**Student Learning Outcomes:**

By the end of this course students will be able to:

- Classify, describe, and distinguish the four pillars of global studies.
- Classify, describe, and distinguish the major ideological viewpoints on globalization.
- Classify, describe, and distinguish some of the major empirical examples of globalization in social, historical, cultural, and political context.
- Define the various forms of globalization.
- Choose and apply differing ideological and theoretical approaches to the study of globalization and global politics.
- Analyze and appraise competing ideological descriptions of global political phenomena.
- Critically appraise competing approaches to the study of globalization
- Conduct research on a problem from a global perspective

**Assignments (Assessment of Student Learning Outcomes)**

It is important to me to encourage you to maintain an exploratory mind and create your own active learning environment—not solely interacting with me, but with each other as well. I will facilitate student discussions by creating a safe context that allows you to speak up freely. But I do not accept the equation of subjective experience with “truth.” You must be able to confront the questions I ask, regardless of your own preferences. Most of all, I am interested in preparing you for independent research which requires a tolerant, reflective mind, best summarized by Immanuel Kant’s dictum: “*Sapere aude*”—“Have the courage to use your *own* understanding!”

The course readings, assignments, and videos have been carefully selected to generate broad in-class discussions and oral presentations, ultimately guiding students to write informed essays. Responsible participation in class discussions will be based on weekly assignments.

In the third section of the course, students (in groups) will be responsible for a 30 min. *in-class presentation* on the readings (including leading class in the ensuing 25 min. discussion). Please clarify a suitable topic with me beforehand during my office hours. Please use supportive materials for your presentation (handouts, video clips, overhead, computer technology, etc.). Sign up for your presentation in the first three weeks of classes.

Moreover, you are required to write *three(3) interpretive essays* (five to seven double-spaced, typed pages in length). **Each paper should address *one* well-formulated theme or problem taken from a) weeks 1-5 (due in week 5); b) weeks 6-10 (due in week 10); and, c) weeks 10-14 (last day of class).**

For the interpretive papers, you will pick your own theme/problem from the relevant readings of that particular section. In the paper, you should carefully explore the meaning of the theme/problem, and, with as much sophistication as possible, you should indicate how that theme/problem reveals something of political significance about the larger context from which it is taken. *No book reports or plot summaries please!* These short essays represent exercises in critical political thinking.

### ***A Note on Grading***

You must complete all assigned written and oral work to pass the course. Any student found guilty of plagiarism will fail the course. Use of AI is frowned upon and will likely produce suboptimal results. Use it at your peril. **You must be able to do something that the robots cannot do.**

Your in-class presentation will count for 15%, your three interpretive essays 75% (25% each), your attendance and participation 10%. Thus, your course grade will reflect your presentation, your willingness to participate in discussions, class attendance, and the overall quality of your written work. You are required to sign the circulating attendance sheet at the beginning of each class. You are allowed a total of **2 absences** (no documentation necessary); each additional absence will result in a penalty of 5% (up to the total of 10%). Students who distinguish themselves during our class discussions will receive *extra credit*--meaning that if you find yourself between two grades at the end of the semester, you will receive the *higher grade*.

Please be advised that *overparticipation* and the monopolization of class discussion at the expense of your peers may count against you, especially if such actions consistently derail the course agenda. I reserve the right to cut off discussion at any point in order keep us on track and help *all* students to understand the relevant material. A significant element in the study of political theory is the ability to learn to listen to other voices.

For the purposes of this seminar, you should interpret the grades you receive in the following terms:

*1) In-Class Presentations:*

An “A” will only be given to presentations that are clearly superior in form as well as content. Typically, such presentations are coherent, well-organized, and adhere to the given time frame. “A” students show their thorough and careful reading of the text(s), bring in outside materials for reference, and generate genuine interest and excitement for their topic. They lead discussions effortlessly, distribute speaking time fairly, and stay focused on their theme. Use Hand-outs which help students follow along and suggest further readings (reference list to books and journal articles that you used).

If this grade is to mean something, just doing a “good job” is not good enough for an “A.” You must demonstrate your ability to go *beyond* the expected.

*2) Interpretative Essays:*

Much of the above pertains to essays/papers as well. In addition to treating the subject in a sophisticated and creative manner, “A” papers exhibit elegant and clear prose. Such papers draw connections between nonobvious points; they are well organized and furnish adequate citations of primary and secondary sources without losing their own unique and distinct “voice.” An “A” term paper in an advanced undergraduate course should add a “new wrinkle” to the existing body of literature on this topic.

A useful style manual will help you with citation formats. I recommend: Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* Revised Edition (Chicago: University of Chicago Press).

***Late paper policy***

Papers will be marked down one third of a grade every (business) day they are late (i.e. 24 hours late turns a B+ into a B). If you do not turn in a paper you get zero points. If a paper is late two weeks or more you will automatically receive an F (59%). It is in your interest to turn all assignments in, even if they are late, since failing to turn in even one paper makes it almost mathematically impossible to pass the class.

NOTE: This fairly lenient late policy will be compensated for by the fact that there will be NO extensions given, except in case of an extreme emergency. If an emergency arises, documentation is required (police reports, obituaries, etc.) and I should be notified as soon as possible.

### ***Turing in papers***

Papers will be turned in via Canvas. *Late papers will receive grades only, no comments.*

### **Assignments and Grades**

**“A” paper**—provides an original, insightful, and well argued thesis which is defended systematically using significant citation; demonstrates a sophisticated understanding of the course material; is elegantly written and thoroughly proofread.

**“B” paper**—proves a coherent thesis which is defended; uses sufficient citations; demonstrates an understanding of the course material; is well written.

**“C” paper**—provides a more-or-less coherent thesis; uses adequate citations; demonstrates a basic understanding of the course material; is readable.

**“D” paper**—provides a basic argument; uses minimal or no citations; demonstrates minimal understanding of the course material; is poorly written

**“F” paper**—Paper is turned in but does not meet basic requirements (too short, does not answer the question, etc.). Not turning in a paper results in a zero.

### ***Grade Scale***

100-93 = A

90-92 = A-

86-89 = B+

83-85 = B

80-82 = B-

76-79 = C+

73-75 = C

70-72 = C-

66-69 = D+

63-65 = D

60-86 = D-

0-59 = F

### ***Academic Dishonesty***

The UT Tyler community regards cheating as an extremely serious matter and deals severely with those who violate the standards of academic integrity.

Examples of academic dishonesty include (but are not limited to):

- Copying from another person’s test paper
- During a test, possession of materials not authorized by the person administering the test
- Discussing the contents of an examination with another student who will take the examination or the divulging of examination contents to another when an instructor has allowed the exam to be kept by the student
- Working with others in taking tests or preparing academic assignments when not authorized by the course instructor
- Obtaining by any means another person’s work and submitting that work as one’s own. This included the downloading of academic papers or the purchase of papers written by others.

If a student is suspected of academic dishonesty, the classroom instructor may ask the student to meet with him or her to discuss the incident. A student may admit to allegations of academic dishonesty, waive the right to a hearing and accept penalties imposed by the instructor. The student may also deny all allegations and ask to see the Dean of Student Affairs. An accused student may accept the decision of the Dean of Student Affairs or ask for a hearing before an impartial hearing officer appointed by the university. Witnesses may be called and evidence presented. The hearing officer will consider all evidence and make a decision. The decision of the hearing officer may be appealed to the President by either the student or the Dean of Student Affairs. For a discussion of possible penalties, please see <http://www.utt Tyler.edu/mainsite/conduct.html>.

### *University Policies*

#### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.utt Tyler.edu/wellness/rightsresponsibilities.php>

#### **Policy on Artificial Intelligence (AI)**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.

[APA Style Citation Information](#)

[MLA Style Citation Information](#)

[Chicago Style Citation Information](#)

### **DATES**

<https://www.utt Tyler.edu/academics/academic-calendar-25-26/>

## COURSE SCHEDULE

### Week 1: Imagining the global:

**Themes:** intro: the environment, culture, politics, economy, etc., critique the dominance of economics.

#### Required Reading:

- ! Manfred B. Steger, *Globalization: A Very Short Introduction*, 6th ed., (New York: Oxford University Press, 2023): Preface & chapter one.
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Introduction and Chapter one.

#### Suggested Readings:

- + Manfred B. Steger and Amentahru Wahlab, *What Is Global Studies? Theory and Practice* (New York: Routledge, 2017): Introduction & Chapter 1 (online via ebook at UT Tyler Library).
- + Timothy Mitchell, *Rule of Experts: Egypt, Techno-Politics, Modernity* (Berkeley: University of California Press, 2002): Chapter one, “Can the Mosquito Speak?” (read 19-27 carefully, skim 27-53) (Canvas).
- + Carlos de la Torre and Treethep Srisa-Gga, *Global Populisms*, (Routledge, 2022): Chapter 1 (pdf online).
- + Chanda, Nayan. *Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization*. New Haven: Yale University Press, 2007: Introduction & Chapter 1 (pdf online).

## PART I: APPROACHES TO STUDYING THE GLOBAL

### Week 2: History

#### Required Readings:

- ! Manfred B. Steger, *Globalization: A Very Short Introduction*, 6th ed., (New York: Oxford University Press, 2023): chapter 2 “Globalization in History”: 12-33.
- ! Karl Marx and Frederick Engels, *Manifesto of the Communist Party* February 1848 (<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/>) : read: 14-36; skim 36-57(the entire work can be accessed online and through Canvas).
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 2

#### Suggested Readings:

- + Manfred B. Steger and Amentahru Wahlab, *What Is Global Studies? Theory and Practice* (New York: Routledge, 2017): Chapter 2 ebook available through Muntz library.



**Week 3: Economics**

**Themes:** Neoliberalism, Free Market, Capitalism, ideology, globalization from above, WTO, IMF, World Bank (IFIs)

- ! Manfred B. Steger, *Globalization: A Very Short Introduction*, 6th ed., (New York: Oxford University Press, 2023): chapter 3 “The Economic and Technological Dimensions of Globalization,” : 34-65. And 111-114 on “market globalism”.
- ! Theodore Levitt, “The Globalization of Markets,” in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 16-32 pdf online.
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 3.
- + Manfred B. Steger and Amentahru Wahlrab, *What Is Global Studies? Theory and Practice* (New York: Routledge, 2017): Chapter 3
- + Chanda, Nayan. *Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization*. New Haven: Yale University Press, 2007: Chapter 2 “From Camel Commerce to E-Commece.”

**Week 4: Politics**

**Themes:** de-politicization, disempowerment, Imperialism, and Sept 11

- ! Manfred B. Steger, *Globalization: A Very Short Introduction*, 6th ed., (New York: Oxford University Press, 2023): chapter 4 “The Political Dimension of Globalization.”
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 4
- + Manfred B. Steger, “From Market to Imperial Globalism: Ideology and American Power after 9/11,” in Manfred B. Steger, *Globalization : The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 177-197.
- + Manfred B. Steger and Amentahru Wahlrab, *What Is Global Studies? Theory and Practice* (New York: Routledge, 2017): Chapter 4
- + Eric M. Fattor, *American Empire and the Arsenal of Entertainment: Soft Power and Cultural Weaponization* (New York: Palgrave, 2014): Introduction & Conclusion

**Week 5: Discussion & Analysis of Assignment**

- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 5
- + Joseph Stiglitz, “The Promise of Global Institutions,” in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 136-152.
- + James H. Mittelman, “Globalization: An Ascendant Paradigm?,” in Manfred B. Steger, *Globalization : The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 117-135.



- ✚ Manfred B. Steger and Amentahru Wahlrab, *What Is Global Studies? Theory and Practice* (New York: Routledge, 2017): Chapter 5

### ASSIGNMENT #1 DUE:

Interpretive Essays due: 5-7 pages reviewing the approaches and identifying shortfalls and benefits. Is it important to take an integrative approach or is it better to approach globalization from a single perspective? (Steger & Wahlrab Chapter 3 will be especially helpful here.) Rough draft due on Monday, final draft due on Friday.

## PART II: CHALLENGES TO ECONOMIC GLOBALIZATION

### Week 6: The cultural dimension of globalization

**Themes:** Jihad, global losers, ideology, Right wing populism

- ! Manfred B. Steger, *Globalization: A Very Short Introduction*, 6th ed., (New York: Oxford University Press, 2023): Chapter 5 “The Cultural Dimension of Globalization”: 83-94 & 119-122.
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 6
- ✚ Olivier Roy, “Al Qaeda and the New Terrorists,” in Manfred B. Steger, *Globalization : The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 164-176.
- ✚ \*\*Chanda, Nayan. *Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization*. New Haven: Yale University Press, 2007: Chapter 4 “Preachers’ World”.

### Week 7: Globaloney

**Themes:** is globalization real?

#### Readings:

- ! Michael Veseth, *Globaloney 2.0: The Crash of 2008 and the Future of Globalization*, 2nd ed ed. (Lanham, Md.: Rowman & Littlefield, 2010): Chapters 2-3 (35-72 online).
- ! Isaac Kamola, “Why Global?: Diagnosing the Globalization Literature Within a Political Economy of Higher Education,” *International Political Sociology*, March 2013 7(1).
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 7.

#### Suggested:

- ✚ James Ferguson, *Global Shadows: Africa in the Neoliberal World Order* (Durham: Duke University Press, 2006): chapter 1 (pdf available on Canvas).

- ✚ Isaac Kamola, "Reading 'the Global' in the Absence of Africa" in *Thinking International Relations Differently*, Arlene B. Tickner and David L. Blaney, eds. (2012: London, Routledge), 183-204.
- ✚ Isaac Kamola, "U.S. Universities and the Production of the Global Imaginary," *British Journal of Politics and International Relations*

### Week 8: Feminism, Justice Globalism & Democracy

- ! Valentine Moghadam, "The Spectre That Haunts the Global Economy?: The Challenge of Global Feminism," in Manfred B. Steger, *The Global Studies Reader* (New York: Oxford University Press, 2014): 103-110.
- ! *This is What Democracy Looks Like*, Produced by IMC and Big Noise Films
- ! Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed., (New York: Oxford University Press, 2017): 117-125.
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 8.
- ! Barbara Epstein, "Anarchism and the Anti-Globalization Movement," *Monthly Review* 53, no. 4 (2001). (Canvas & Online).

### Week 9: Justice Globalism

**Themes:** egalitarianism, social justice, left wing populism, ideology, nonviolence

#### Readings to be determined

- ! **TBD**
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 9.

#### Suggested Readings:

- ✚ Michale Hardt and Antonio Negri, "Preface to *Empire*," in Manfred B. Steger, *Globalization : The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010):
- ✚ Mary Kaldor, "The Five Meanings of Global Civil Society," in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 153-163.
- ✚ Jackie Smith and Marina Karides et al., "Globalization and the Emergence of the World Social Forum," in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 277-293.
- ✚ Amentahru Wahlrab, "Globalization and Nonviolence," in *The SAGE Handbook of Globalization*. Edited by Manfred B. Steger, Paul Battersby, and Joseph Siracusa. Thousand Oaks, CA: SAGE Publications USA, 2014. (on Canvas)
- ✚ Manfred B. Steger, James Goodman, and Erin K. Wilson, *Justice Globalism: Ideology, Crises, Policy* (London: SAGE, 2013).

**Week 10: Analysis & Papers**

## Required Readings

- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 10.

## Suggested Readings:

- + Meghana Nayak and Eric Selbin, *Decentering International Relations* (New York: Zed, 2010): 91-123.
- + Michael Lind, "The Post-Cold War Era is Over," *Salon.com*, (July 3, 2012): (Online/Canvas).
- + Amentahru Wahlrab, "Speaking Truth to Power: Hip-Hop and the African Awakening" in *Hip Hop and Social Change in Africa: Ni Wakati*. Edited by Msia Kibona Clark and Mickie Mwanzia Koster. New York: Lexington Press, 2014. (on Canvas)
- + Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World* (London ; New York: Verso, 2001): Preface and Chapter 4. (online)

**SECOND ESSAY DUE:** review the challenges and consider each perspective with care. To what extent do these challenges merit responses? 5-7 pages. **Rough draft due on Monday, final draft due on Friday.**

**Part III: Integrating Case Studies:** Student Driven content and presentations**Week 11: Security: Student Presentations**

- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 11.
- ! Donald J. Trump, *The National Security Strategy of the United States 2017*
- ! George W. Bush, Speech on September 11, 2001 (online: Bush-10-1-2001.pdf)
- ! George W. Bush, President Bush Delivers Graduation Speech at West Point, <http://www.whitehouse.gov/news/releases/2002/06/20020601-3.html>
- ! George W. Bush, *The National Security Strategy of the United States 2006*, (online).
- ! Thomas Barnett, "The Pentagon's New Map," *Esquire* March 2003, 139.3: 139-147 (online).
- ! Robert D. Kaplan, "Supremacy by Stealth," *Atlantic Monthly* (July/August 2003): 66-83 (online).
- ! Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): Chapter 13 "From Market Globalism to Imperial Globalism: Ideology and American Power after 9/11," : 177-197.
- ! Amentahru Wahlrab, "Fostering Global Security," in *Rethinking Security in the Twentieth Century*, ed. Edwin Daniel Jacob (New York: Palgrave, 2017).

**Week 12: The Environment: Student Presentations**

- ! Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed., *Very Short Introductions*; 86 (New York: Oxford University Press, 2017): "The ecological dimension of globalization": 84-97.

- ! Jared Diamond, "The World as a Polder: What does it all Mean to Us Today?," in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 198-208.
- ! Naomi Klein, *This Changes Everything: Capitalism Vs. The Climate*, First Simon & Schuster hardcover edition. ed. (New York: Simon and Schuster, 2014): Introduction, Chapter 1, Chapter 2, Conclusion.
- ! Euny Hong, *The Birth of Korean Cool: How One Nation is Conquering the World Through Pop Culture (Expanded Edition with a new Afterward)*, (Picador Press, 2025): Chapter 12.

**Alternatively: cultural globalization**, especially hybridity in music, food, and fashion

- ! Lane Crothers, *Globalization and American Popular Culture*, 2nd ed. (Lanham, Md.: Rowman & Littlefield, 2009): selected chapters
- ! Jan Nederveen Pieterse, *Globalization and Culture: Global Mélange*, 2nd ed. (Lanham, Md.: Rowman & Littlefield, 2009): Selected chapters

### **Week 13: Global Governance: Student Presentations**

- ! James N. Rosenau, "Governance in the Twenty-First Century," *Global Governance* 1, no. 1 (1995).
- ! Lawrence S. Finkelstein, "What Is Global Governance," *Global Governance* 1, no. 3 (1995).
- ! Manuel Castells, "The New Public Sphere: global Civil Society, Communication networks, and Global Governance," in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 259-276.
- ! Alexander Wendt, "Why a World State Is Inevitable," *European Journal of International Relations* 9, no. 4 (2003).

**Alternatively: Food/Japanese Earthquake: Student Presentations**

- ! "The Silent Tsunami," *The Economist*, (April 17, 2008) online.
- ! "The New Face of Hunger," *The Economist*, (April 17, 2008) online.
- ! Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World* (New York: Verso, 2001).
- ! Mike Davis, *Planet of Slums*, Paperback ed. (New York: Verso, 2007).

**Alternatively: Migration: Student Presentations**

- ! Chanda, Nayan. *Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization*. New Haven: Yale University Press, 2007: Chapter 5: "World in Motion."
- ! Saskia Sassen, "The Global City Model," in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 90-99.

- ! Mike Davis, "The Urban Climacteric," in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 242-258.

#### **Part IV: Re-imagining the Global**

#### **Week 14: Re-imagining the global: Course wrap-up and final analyses**

- ! Manfred B. Steger, *Globalization: A Very Short Introduction*, 6<sup>th</sup> ed., (New York: Oxford University Press, 2023): Chapter 8 "Present and Future Trends,".
- ! Isaac A. Kamola, *Making the World Global : U.S. Universities and the Production of the Global Imaginary* (Durham: Duke University Press, 2019): Conclusion.
- ! William H. McNeill, "Globalization: Long term Process or New Era in Human Affairs?," in Manfred B. Steger, *Globalization : The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 294-304.
- ! Michael Veseth, *Globaloney 2.0 : The Crash of 2008 and the Future of Globalization*, 2nd ed. (Lanham, Md.: Rowman & Littlefield, 2010): Chapter 9 "The Future of Globalization (and Globaloney)": 181-199.
- ! Amentahru Wahlrab, "Imagining Global Nonviolence," *Perspectives on Global Development & Technology* 16, no. 1-3 (2017). (on Canvas)

**Final Assignment Due** (this will take the place of the final exam).

Third Essay Due: five to seven pages offering a sophisticated analysis of your case study (taken from your presentation in weeks 11-14) that uses the theoretical approaches discussed in weeks 2-5 and/or challenges discussed in weeks 6-10. Conclude by discussing to the extent that your case helps us re-imagine the global. This assignment is meant to tie together the entirety of the course by combining the theoretical approaches from the beginning to practically applied portions of Part III (weeks 11-14). Please note that you will receive a grade only for this final paper as I will not have time to make comments and get grades into the registrar in a timely fashion. **Paper due December last day of class.**