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

CAS 212 MWF 11:15-12:10pm

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Office Hours: MWF 12:10-1:10pm; and by appointment as needed.

### Abstract:

In 2018 the U.S. State Department estimated that approximately 9 million Americans live, study, and work abroad, and the number is growing rapidly. This is just one example of “globalization,” a term popularized by the publication of Theodore Levitt’s “The Globalization of Markets” in 1983. 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. Nearly 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.

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

Texts:

1. Manfred B. Steger and Amentahru Wahlrab, *What Is Global Studies? Theory and Practice* (New York: Routledge, 2017).
2. Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed., (New York: Oxford University Press, 2017).
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 12:10-1:10pm; 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 Feb. 16); b) weeks 6-10 (due March 30); and, c) weeks 10-15 (due April 30).

 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. **No late papers will be accepted**.

 ***A Note on Grading***

 You must complete all assigned written and oral work in order to pass the course. Any student found guilty of plagiarism will fail the course.

 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* 6th Revised Edition (Chicago: University of Chicago Press, 1996) **ISBN**: 0226816273 (~$11.20)

***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 safeassign/blacboard. *Later 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 80-82 = B- 66-69 = D+

 90-92 = A- 76-79 = C+ 63-65 = D

 86-89 = B+ 73-75 = C 60-86 = D-

 83-85 = B 70-72 = C- 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.uttyler.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.uttyler.edu/wellness/rightsresponsibilities.php

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

* Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
* Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
* Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
* Being reinstated or re-enrolled in classes after being dropped for non-payment
* Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services

**Campus Carry:**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

**UT Tyler a Tobacco-Free University:**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

**DATES**

<https://www.uttyler.edu/schedule/files/academic-calendar-19-20.pdf>

**COURSE SCHEDULE**

**Week 1**: **Imagining the global**:

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

Reading:

* Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed., *Very Short Introductions; 86* (New York: Oxford University Press, 2017): Preface & chapter one.
* Manfred B. Steger and Amentahru Wahlrab, *What Is Global Studies? Theory and Practice* (New York: Routledge, 2017): Introduction & Chapter 1
* \*\*Chanda, Nayan. *Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization*. New Haven: Yale University Press, 2007: Introduction & Chapter 1.
* 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).

**PART I: APPROACHES TO STUDYING THE GLOBAL**

**Week 2: History**

* Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed., *Very Short Introductions ; 86* (New York: Oxford University Press, 2017): chapter 2 “Globalization and History: is globalization a new phenomenon?”: 17-37.
* Manfred B. Steger and Amentahru Wahlrab, *What Is Global Studies? Theory and Practice* (New York: Routledge, 2017): Chapter 2
* 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).

**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*, 4th ed., *Very Short Introductions ; 86* (New York: Oxford University Press, 2017): chapter 3 “The Economic Dimension of Globalization,” : 37-59.
* Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed., *Very Short Introductions ; 86* (New York: Oxford University Press, 2017): 103 -117.
* Theodore Levitt, “The Globalization of Markets,” in Manfred B. Steger, *Globalization: The Greatest Hits, a Global Studies Reader* (Boulder: Paradigm Publishers, 2010): 16-32.
* 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*, 2nd ed., *Very Short Introductions ; 86* (New York: Oxford University Press, 2009): chapter 4 “The Political Dimension of Globalization,” : 60-73.
* 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

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

* 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: Jihadist globalization**

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

* Manfred B. Steger, *Globalization: A Very Short Introduction*, 4th ed., *Very Short Introductions ; 86* (New York: Oxford University Press, 2017): Chapter 5 “The Cultural Dimension of Globalization”: 71-83 & 125-130.
* 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: Chapater 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).
* James Ferguson, *Global Shadows: Africa in the Neoliberal World Order* (Durham: Duke University Press, 2006): chapter 1 (pdf available on Canvas).
* Isaac Kamola, “Why Global?: Diagnosing the Globalization Literature Within a Political Economy of Higher Education,” *International Political Sociology*, March 2013 7(1).
* 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.
* 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

* 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**

* 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)

**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**

* 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.

**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*, 4th ed., (New York: Oxford University Press, 2017): Chapter 8 “Assessing the future of Globalization,” : 129-135.
* 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 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 8.