Introduction to International Studies: Globalization
(Intl 110)

Fall, 2013

Carnegie Hall 305

T Th 3:00 – 4:30 p.m.

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A careless user of language is an intellectual road-hog. He/she may avoid accidents him/herself, but he/she exposes others to danger.

G.J. Renier, 1950

Every hour that passes brings a supplement of ignition to the crucible in which the world is being fused. We have not had the same past, you and ourselves, but we shall have, strictly, the same future. The era of separate destinies has run its course.

Cheik Hamidou Kane

_Ambiguous Adventure_, 1963

. . . the problem for anyone tackling the world scene is to define a hierarchy of forces, of currents, of particular movements, and then tackle them as an entire constellation.

Fernand Braudel

On History, 1980
I. COURSE DESCRIPTION

A. Substance

This is an introductory course to International Studies, or the study of major global phenomena. As Fernand Braudel and others instruct us, activities of this scale (e.g., ideas, technology and production, trade, governance, migration and displacement, and environmental transformation) are not unique to the beginning of the twenty-first century. On the contrary, both current civilizational encounters and the large questions of the age have a pedigree of some historical depth. An acquaintance with this background is an important beginning task for this course.

But the present has its own attributes, too. For, we live in a stirring "world time" with many old and new forces at work, and in peculiar combinations. Two that stand out seem to be pushing human societies in opposite directions. On the one hand, there is centripetal logic to the growth of scientific information, technology, trade and travel, search for a pluralistic and democratic order, and the spread of ecological consciousness. In short, we seem to be witnessing the reconstitution of space and time, and the coming of complex juxtapositions, with revolutionary consequences for integration and interpenetration. On the other hand, there are other coexistent trends towards centrifugence and entropy. These include: acute alienation of the individual, a resurgence of ethnic militancy, religious intolerance, deepening immiseration and marginalization of hundreds of millions of people, the collapse of polities, livelihoods and ecological systems, and war. This conundrum is the central concern of the course.

Understanding the nature of the contemporary world and, consequently, designing a worthy life require not only memory, retrieval, and analysis, but a correspondingly responsible engagement with a complicated and hidden future. For the burden of intelligence, as John Dewey reminds us, is to conceive and maintain "more and better values here and now." More specifically, this implies seeing through the complexities of the present to discern possibilities conducive to individual efficacy and shared deliberations towards transnationalist civic culture. This makes up the finale of the course.

B. Strategy

Given the extraordinary range of the project and the commensurate ambition, International Studies suffers from an affliction: multiple intellectual schizophrenia. To turn such a condition into an asset and do justice to the assignment, even at a preliminary level, command transdisciplinary daring, scholarly fervor, conceptual and methodological parsimony, in a spirit of constant humility. Operationally, then, the organizing and master concept of the semester is globalization and the approach is integrative thinking. The first connotes that the world be treated as one unit; the latter requires thinking that keeps the pieces and the whole together. Additionally, coming to grips with globalization through integrative thinking demands a dialectical oscillation between theoretical abstraction and historical concreteness. These constitute the modus operandi of the course.

In the end, the irreducible test of any course is how well it contributes to the pursuit of an integral liberal learning. Here, the key criteria include: the imagination to identify the central
question(s); the urge to think deliberately; the capacity to read with discriminating discernment; the ability to write felicitously; the competence to speak coherently and with grace; and the cultivation of a civic and cosmopolitan mind. You, the student, will have the opportunity to make the judgment as to whether and how far this course has been successful in adding value to your liberal education.

The material for the semester is organized into the following sections:

1. Syllabus review and introduction
2. Historical background
3. Environment and Global Society
4. The Dialectics of the Global Political Economy
5. Culture and Belonging

Moral of the Semester: stay attentive, disciplined, participatory, and respectful of others.

11. TEXTS
(All textbooks are available at the Lampert building)


111. COURSE FORMAT

The class meets Tuesdays and Thursdays. With a modicum of formal lectures, the main frame is constituted of dialogic encounters, the writing of a set of scholarly papers, and examinations on the main concepts of the course. Student participation will include: a pair of students assigned to summarize the readings for the day by identifying: (1) the central argument(s); (2) how the argument(s) is (are) presented; and (3) three most critical concepts. This is to be followed by brief personal comments and one question for general discussion. All of this should not take more than twenty minutes. Every member of the class will be responsible for all of the assigned readings and is expected to fully participate in the life of the course.
1V. COURSE REQUIREMENTS

A. Attendance: more than one unexpected absence will result in the deduction of three points for each absence.

B. Contributions to Class Discussion (20 points)
   1. Presentations
   2. Participation

C. First Paper (10 points): reflections on the study of International Studies (about 1,500 words).
   This is a personal but ordered statement in which you do the following:
   1. give the paper an appropriate title;
   2. suggest a definition for International Studies as a field of intellectual inquiry;
   3. articulate the reasons (be specific) why you decided to enroll in this class and what you hope to accomplish by the end of the semester.

   **Due September 9 (Monday), before 3:00 p.m. in the Office of the Department of International Studies Main Office, Carnegie Hall, # 409

D. Mid-Term Examination (in class, 20 points): Major Concepts of the Course, Thus Far. October 10th (Thursday).

E. Second Paper (25 points): comparison and analysis (4,000 words—excluding notes and bibliography—and double-spaced).
   Choose two of the readings and strive to:
   1. give a general and appropriate title to the assignment;
   2. state the purpose and organization of the paper;
   3. identify the main thesis of each work and the techniques used to support the thesis;
   4. relate other relevant materials from the rest of the course; and
   5. reflect on the concrete ways that the materials of this course have changed or reconfirmed your sense of International Studies before you enrolled.

   **Due December 9 (Monday), before 3:00 p.m. in the Department of International Studies Main Office # 409.

F. Final Examination (25 points): in-class and comprehensive—main concepts of the course.
Reminder: All papers must be given a title page and be typed, double-spaced, and with pages numbered

NO LATE PAPERS WILL BE ACCEPTED

V. GRADING

100 - 95 = A
94 – 90 = A-
89 – 85 = B+
84 – 80 = B
79 – 75 = B-
74 – 70 = C+
69 – 65 = C
64 – 60 = C-
59 – 55 = D

Grading Standards for Writing and Other Course Assignments

"A" work: (1) Responds fully and on time to the assignment; (2) Expresses its purpose clearly and persuasively; (3) Begins and ends effectively; (4) Provides adequate supporting arguments, evidence, examples, and details; (5) Is well-organized and unified; (6) Uses appropriate, direct, and precise language; (7) Is free of errors in grammar, punctuation, word choice, spelling, and format; (8) Correctly acknowledges and documents sources; and (9) Maintains a level of superior performance throughout, and shows creativity and thoughtfulness in realizing the project.

"B" work: Realizes (1) through (9) fully and completely — and demonstrates overall excellence — but shows lower levels of creativity and insight.

"C" work: Barely realizes (1) through (9) — i.e., demonstrates a minimum degree of competence — but contains some serious errors or flaws. For instance, a "C" paper may show some creativity, but those qualities don't make up for carelessness or poor argumentation, writing, and organization.

"D" work: Does not competently realize most elements of (1) through (9) and is shot with major errors.

"F" work: Fails on all accounts to realize (1) through (9).
VI. COURSE ASSIGNMENTS

A. Introduction (September 3):
   1. Review of course philosophy and syllabus
   2. What is International Studies?
   3. How does one study it?
   4. What is (are) the relationship(s) to liberal arts education?
   5. What are the prospects for career development and life-long learning?
   6. Assignments

B. The Hinterland: History and Civilization (September 5):
   1. Why history?
      a. history as time
      b. history as method
      c. history as structure and memory
   2. Why civilization?
      a. civilization as a concept vs. culture
      b. single civilization or plurality of civilizations


3. Islam and the Muslim World (September 10, 12):
   a. Origins
   b. Geography
   c. Rise/Decline
   d. Achievements and Legacy
   e. Contemporary Challenges

   Required Readings: Braudel, pp. 41 – 114.

   Discussants:  
      i. ______________________
      ii. ______________________

4. China (September 17):
   a. Origins
   b. Geography
   c. Rise/Decline
   d. Achievements and Legacy
   e. Contemporary Challenges


   Discussants:  
      i. ______________________
      ii. ______________________
5. Europe/West (September 19):
   a. Origins
   b. Geography
   c. Rise/Decline
   d. Achievements and Legacy
   e. Contemporary Challenges


Discussants:  
   i. _________________________  
   ii. _________________________

6. U.S.A (September 24):
   a. Origins
   b. Geography
   c. Rise/Decline
   d. Achievements and Legacy
   e. Contemporary Challenges

Required Readings: Braudel, pp. 458 – 479.

Discussants:  
   i. _________________________  
   ii. _________________________

C. COLLECTIVE REFLECTIONS (September 26)

D. Global Environment and Society

1. The Contours of the Drama (October 1)
   a. Neo-liberalism
   b. Public Intellectuals
   c. Slow Violence and Gender


Discussants:  
   i. _________________________  
   ii. _________________________
2. Modernity (October 3):
   a. Benefits and Costs
   b. Environmental Justice

   Required Reading: Nixon, pp. 128 – 198

   Discussants:
   i. _________________________
   ii. ________________________

3. Emerging Themes (October 8):
   a. What Are They?
   b. In Search of Balance: Sustainable Retreat/ Dissidence?

   Required Reading: Nixon, pp. 199– 280.

   Discussants:
   i. _________________________
   ii. _________________________

**Mid – Term Examination (October 10)**

E. Global Political Economy: Origins, Evolution, and Challenges

1. Lecture (October 15):
   a. What is Capitalism?
   b. Historical Evolution of Capitalism
   c. What is the Global Economy/Globalization

2. Lecture, continued (October 17)
   a. Contemporary Contradictions
   b. Scenarios for the Future

3. Commodification and Capital (October 22)
   a. Historical social system
   b. Accumulation
   c. Commodification
   d. Who gets what?
Required Reading: Wallerstein, pp. 7 – 112.

Discussants:  i. _________________________
               ii. _________________________

Fall Break (October 24-27).

4. The Ledger and the Future (October 29))
   a. Positives vs. Negatives
   b. Subjects of History and Universalism

Required Reading: Wallerstein, pp. 115 – 163.

Discussants:  I -----------------------------------------------------
               ii---------------------------------------

5. Managing Financial Capitalism (October 31):
   a.  What is Finance?
   b.  What are the Relationships Between Finance and Capitalism?

Required Reading: Shiller pp. vii – 123

Discussants:  i. _________________________
               ii. _________________________

No Class on Tuesday (November 5). Professor at Rice University, Houston, Texas

6. Key Elements (November 7):
   a.  Philanthropy
   b.  Debt
   c.  Financial Speculation

Required Reading: Shiller, pp. 124 – 208
Discussants:  
  i. _________________________
  ii. ________________________

7. Finance, Power, and Human Needs (November 12):
   a. Ownership of Capital
   b. Finance and Democracy

  Discussants: i. _______________________
  ii. _______________________

C O L L E C T I V E R E F L E C T I O N S (November 14)

7. Identity, Women, and Culture (November 19):
   a. What is Identity?
   c. The Roots of Patriarchy
   d. Globalization and Women

Required Reading: Jacobson pp. 1 – 125

Discussants:  
  i. _________________________
  ii. ________________________

No Class on Thursday, November 21, Professor at the ASA, Baltimore.

8. Identity and Culture, continued (November 26)

Required Reading: Jacobson, pp. 126– 201.

Discussants:  
  i. _________________________
  ii. ________________________

THANKSGIVING, NOVEMBER 28.
G. Independent Work on the Second Paper and Review (December 3, 5)

H. **FINAL EXAMINATION** (in Class).