

**Macalester College,  
Autumn, 2016.**

**Introduction to International Studies: Globalization  
(Intl 110).**

**A First Year Course.**

**Carnegie Hall 404**

**T Th 3:00 – 4:30 p.m.**

Instructor: Professor Ahmed I. Samatar  
**Office Hours: Wednesday 1:00–5:00 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.... To pay no attention to the sequence of one's ideas and the way in which they are connected is to court the danger of being misunderstood.

G.J. Renier, *History, Its Purpose and Method*, 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, citizenship and democratic ethos, migration and displacement, and environmental transformation) are not unique to 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 the lineaments of this background is a useful companion to 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 such empowering developments as 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 bewildering 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 chauvinism, 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 requires 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: a 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. The Globalization Phenomenon: Old and New.
3. The Dialectics of the Health, Wealth, and Inequality.
4. Hunger, Philanthropy, and Global Society.
5. Politics and Culture

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

## II. TEXTS

(All textbooks are available at the Lampert building)

1. Steger, Manfred. *Globalization: A Very Short Introduction*. Oxford: Oxford University Press, 2013
2. Deaton, Angus. *The Great Escape: Health, Wealth, and the Origins of Inequality*. Princeton: Princeton University Press, 2013
3. Rieff, David. *The Reproach of Hunger: Food Justice, and Money in the Twenty-First Century*. New York: Simon & Schuster, 2015.
4. Shulman, David. *Dark Hope: Working for Peace in Israel and Palestine*. Chicago: University of Chicago Press, 2007.

### III. 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.

### IV. 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 (15 points): reflections on the study of International Studies and Globalization (about **3000 words**).

This is a personal but ordered statement in which you do the following:

- 1. Give the paper an appropriate title;
- 2. Compose an autobiographical section;
- 3. Suggest **definitions** for *International Studies* and *Globalization* as a subjects for intellectual inquiry;
- 4. Articulate the reasons (be specific) why you decided to enroll in this class and what (precisely) you *hope* to accomplish by the end of the semester.

**\*\* Outline Due September 9 (Friday), before 3:00 pm. Drop it at the mailbox by my office door.**

**\*\* Full Essay Due September 19 (Monday), before 3:00 p.m. Drop it at the mailbox by my office.**

- D. Mid-Term Examination (in class, 15 points): Major Concepts of the Course, Thus Far. **October 13 (Thursday)**.

**E. Second Paper** (30 points): comparison and analysis (**5000 words**—excluding notes and bibliography—and double-spaced). *Outline is welcome as long as it is submitted at least a WEEK before the deadline.*

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 that are used to support the thesis;
4. Identify any *paramount* convergences and divergences of insights.
5. Integrate other *relevant* materials from the rest of the course; and
6. Reflect on the *concrete* ways that the materials of this course have changed or re-confirmed your sense of International Studies and Globalization before you enrolled.

**\*\* Due December 7 (Wednesday), before 3:00 p.m. at the mailbox by the door of my office.**

**F. Final Examination** (20 points): in-class and comprehensive—main concepts of the course. **Dec. 15 (Thursday), 1:30-3:30 pm.**

**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 (Sept. 1):

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, Capitalism and Globalization (Sept. 6):

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. Capitalism and Globalization: (*Sept. 8 and Sept. 13*):
  - a. What is Capitalism?
  - b. Historical Evolution of Capitalism.
  - c. Contemporary Contradictions.
  - d. Scenarios for the Future.

Required Reading: (start on Steger).

\*\* LIBRARY SESSION (Sept.15), with Dave Collins. Class meets promptly at the front desk of the Wallace Library.

4. Globalization (*Sept. 20*).
  - a. Conceptual Debates.
  - b. Economic Features.
  - c. Political Features.

Required Readings: Steger, pp. 1-73.

Discussants: i. \_\_\_\_\_  
 ii. \_\_\_\_\_

5. Globalization (*Sept. 22*).
  - a. Cultural Features.
  - b. Ecological Features.
  - c. Contradictions and The Future.

Required Readings: Steger, pp.74-137.

Discussants: i. \_\_\_\_\_  
 ii. \_\_\_\_\_

C. Consequences of Progress (*Sept. 27*)

1. Wealth and Health.
  - a. Life and Death.
  - b. Nutrition and Sanitation.
  - c. The Tropics.

Required Readings: Deaton, pp. ix – 125

Discussants: i. \_\_\_\_\_  
ii. \_\_\_\_\_

2. Health in the Modern World (*Sept. 29*).
  - a. Money.
  - b. State of Health in the USA.
  - c. Global Poverty.

Required Readings: Deaton, pp. 126- 263

Discussants: i. \_\_\_\_\_  
ii. \_\_\_\_\_

3. Health, Wealth and the Future (*Oct. 4*).
  - a. Progress v. Inequality.

Required Readings: Deaton, pp. 267-329.

Discussants: i. \_\_\_\_\_  
ii. \_\_\_\_\_

R E V I E W ( OCT. 6 and 11).

M I D - T E R M E X A M I N A T I O N ( OCT. 13).

D. Food Crises and Hunger. (*Oct. 18*).

1. The Contours of the Drama:
  - a. Optimism and Development.
  - b. The Ghost of Malthus.
  - c. Millennium Development Goals and Sustainability.
  - d. Power and “Authoritarian Capitalism.”

Required Readings: Rieff, pp. xi – 108.

Discussants: i. \_\_\_\_\_  
ii. \_\_\_\_\_

**F A L L      B R E A K    (*Oct. 20*)**

2. The Promethean Project (*Oct. 25*):
  - a. The Green Revolution.
  - b. Neo-Liberalism.
  - c. Legacy of Structural Adjustment.
  - d. Privatization and NGOs.

Required Reading: Rieff, pp. 109– 209

Discussants: i. \_\_\_\_\_  
ii. \_\_\_\_\_

3. End of Hunger? (*Oct. 27* and *Nov. 1*):
  - a. The role of Philanthropy.
  - b. Optimism vs. Pessimism.
  - c. Power and Hunger.

Required Reading: Rieff, pp. 210– 336.

Discussants: i. \_\_\_\_\_  
ii. \_\_\_\_\_

C o l l e c t i v e   R e f l e c t i o n s (Nov. 3)

E. Politics and Civic Engagement (*Nov. 8*):

1. Identity.
  - a. Biography and Activism.
  - b. Crossing the Divide.

Required Reading: Shulman, pp. 1-101

Discussants: i. \_\_\_\_\_  
ii. \_\_\_\_\_

2. Solidarity, Justice, and Peace (*Nov. 10*).
  - a. Power.
  - b. Land.
  - c. Ethnicity and Nationalism.
  - d. Dark Hope?

Discussants: i. \_\_\_\_\_  
ii. \_\_\_\_\_

C O L L E C T I V E   R E F L E C T I O N S (*Nov. 15, 17, 22*).

THANKSGIVING, NOVEMBER 23-27.

- F. Work, on your own, on the Second Paper (November 29, December 1, 6).
- G. Review and Preparation for the Final Examination (**December 8**).
- H. Final Paper Due: Due December 7.
- I. FINAL EXAMINATION (in class). **Dec. 15. 1:30 – 3:30 pm.**