



# PS 0550: INTRODUCTION TO GLOBAL STUDIES

(FALL 2021)

- Faculty: Dr. Horia M. Dijmarescu (HOR-yah DIJ-muh-reh-skoo) (pronouns: he/him/his)
- Class time: [redacted].
- Classroom: [redacted]. To protect each other, **everyone must always wear a mask that covers the nose and mouth during in-person class (bandanas are not masks), unless you have an approved exception** (please speak with me if you have any concerns about the mask policy).
- Student hours: [redacted], in person or via Zoom. Student hours are times I have blocked off in my schedule to meet with you to discuss any concerns you might have, including, but not limited to questions about course materials / concepts / deadlines, accessibility / life events / anything that affects your safety or wellbeing, stress related to current events, your career plans, etc. Please sign up here: [redacted]. Meetings are in 20-minute increments. If you'd like more than 20 minutes or these times don't work for you, we can schedule alternatives via email. Please note that although I am fully vaccinated as of April 2021, **masks are required for in-person student hours, regardless of vaccination status.**

### **Course Description**

This course introduces you the exciting interdisciplinary field of Global Studies. Global Studies is not the same as International Relations (IR), nor is it simply a world-wide version of Area Studies (e.g., Latin American or European Studies). Rather, Global Studies is concerned with transnational processes that connect and divide people and disrupt established relations among people and between people and nature. These processes (and the connections, divisions, and disruptions they create) generate inequalities and productive possibilities – that is, social and political opportunities for resistance and transformation. Global Studies is concerned with the past and the present as it tries to make sense of these transnational processes and their meaning and consequences. We use the term transnational, instead of international, because we are concerned with processes that cut across borders, do not necessarily involve state-to-state relations (as in IR), and do not necessarily affect everyone or the entire planet – or do not affect them in the same way. Instead of taking established political geographical, cultural, psychological, ecological, and disciplinary borders and boundaries as given, Global Studies questions how they came about, why they are significant, and how they have been challenged, in the present and the past.

### **Learning Objectives**

If you approach the course with energy and enthusiasm, you should be much better equipped by the end of the semester to (1) think and act globally and, more specifically to (2) identify the main developments currently unfolding at a global scale and the social and political struggles that are taking place around them; (3) understand the main debates in academic circles and beyond about how to engage these developments and struggles; (4) work out where you stand regarding these debates; and (5) decide how you can contribute most effectively to promoting the kind of global future you would like to see.

### **Inclusive Learning, Sensitive Materials, and Resources**

This course serves all students, whatever their backgrounds, experiences, and ways of identifying. The class is a safe space in which to respectfully exchange ideas about the substantive and methodological

merits of the arguments presented in the course materials. Our personal lived experiences undoubtedly inform how we analytically assess the world. Scholars' perspectives are also informed by their own backgrounds, experiences, and ways of identifying. With respect to the works we read, we should try to situate them in their historical and biographical contexts, though we may vehemently disagree with their arguments. Some readings may be emotionally difficult on account having descriptions of violence and other experiences that evoke suffering. I do not assign readings with the intent of upsetting you, nor do I like to gratuitously play "devil's advocate." If something from the readings bothers you, please let me know how you're feeling. Often, when something from the reading bothers you, I find myself feeling similarly, so please know you're not alone. Often, too, I find that talking it out together can help.

I encourage and appreciate suggestions for how to improve the effectiveness of the course for you personally or for others. As part of an effort to protect and cultivate the diversity students bring to the classroom and given the sensitive nature of some of the topics we cover, I propose we work towards an atmosphere of trust and safety in the classroom. As I've said, some of the material in this course may evoke strong emotions. Please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in or beyond the classroom, either by me or other students, makes you uncomfortable. With respect to one another, I ask you to be generous and kind in framing critiques, especially when we strongly disagree with one another's points of view.

The classroom is a space in which to be respectful of differences of gender, sexuality, disability, age, socioeconomic status, ethnicity, religion, political affiliation, race, culture, nationality, linguistic background, and immigration status. I therefore ask you to please watch your language; please avoid insensitive comments. I also want to note that class rosters are usually provided to instructors with your legal name. As a class, we will address you by the name(s) and pronoun(s) with which you are comfortable, so please let me know if the roster information doesn't correctly reflect you.

I encourage you to proactively protect your health. If you feel unsafe or unwell, please dial **9-1-1** for emergencies. If you have non-emergency physical or mental health concerns, please consider getting in touch with the folks at the **Student Health Center** (<https://www.studentaffairs.pitt.edu/shs/about-us/contact/>) and/or the **Counseling Center** (<https://www.studentaffairs.pitt.edu/cc/>). Please also take a moment to review the **University's COVID-19 guidelines**: <https://www.coronavirus.pitt.edu/>. During the entirety of all in-person classes, you (and I) must wear a mask (bandanas are not masks) that covers your nose and mouth, regardless of vaccination status. If this is not feasible for you, please contact **Disability Resources and Services** (link below) as soon as possible so that I can work to accommodate you and the safety of the class. If you do not properly wear a mask in class (and do not have a pre-approved medical exception), I will kindly ask you to leave. If you are feeling unwell—and especially if you have a fever, respiratory symptoms, loss of taste or smell, or other symptoms associated with COVID-19—**do not come to class!** Instead, please contact your primary care physician for medical guidance about testing and quarantining. Any absences on account of illness will be excused.

Please also let me know if you have concerns about accessibility. If you require any accommodations, please register with **Disability Resources and Services** (<https://www.diversity.pitt.edu/disability-access/disability-resources-and-services>) as early as possible and also tell me that you have done so. Additionally, if any class meetings conflict with religious events, illness, medical appointments, family obligations, etc., please let me know and we'll work together to ensure you're on track in the course.

If you'd like to report sexual harassment, violence, or misconduct of any kind, please reach out to the **Office of Sexual Harassment and Assault Response and Education (SHARE)** (<https://www.studentaffairs.pitt.edu/share/>). Please also familiarize yourself with **Pitt and Community Assistance Resources** (<https://pitt.libguides.com/assistanceresources>).

If you have technological trouble or need to gain access to electronic resources, please reach out to **Information Technology** (<https://www.technology.pitt.edu/>) and let me know as well.

### Determination of Grades

Grades in this course follow Dietrich guidelines, with the corresponding percentages:

A+	4.00	(97% - 100%)
A	4.00	(94% - 96.9%)
A-	3.75	(90% - 93.9%)
B+	3.25	(87% - 89.9%)
B	3.00	(84% - 86.9%)
B-	2.77	(80% - 83.9%)
C+	2.25	(77% - 79.9%)
C	2.00	(74% - 76.9%)
C-	1.75	(70% - 73.9%)
D+	1.25	(67% - 69.9%)
D	1.00	(64% - 66.9%)
D-	0.75	(60% - 63.9%)
F	0.00	(<59.9%)

An A+ signifies superlative work, an A is for outstanding work, and an A- stands for excellent work. Grades in the B range signify work that is very good (B+), good (B) or more than adequate (B-). Grades in the C range signify work that is acceptable in varying degrees. **Unexcused late assignments** may be penalized by 1/3 of a full letter grade for each day they are late (1 day late would bring an otherwise A- paper into the B+ range, and so on) so please submit assignments on time and talk with me in the event of unforeseen circumstances that prevent you from doing so.

While I will always try my best to get assignments back to you in a timely manner, because of the volume of materials I must review, please be patient in receiving grades. My goal is to be as fair in assessing the quality of your work while also recognizing the effort you put into it. I also tend to give back extensive written feedback. **If I mark up your work more than you expect, please don't get discouraged.** We can work together to ensure that you improve over the course of the quarter, and I take substantial improvement into account in determining final grades. Pitt students are outstanding, and evaluations are by necessity somewhat comparative. If you are concerned about your understanding of course materials and concepts, be proactive and reach out to me as early as possible. If you would like to improve your writing skills, there are resources for that too. Pitt also provides writing support via **The Writing Center**: <https://www.writingcenter.pitt.edu/>.

If you are unhappy with your grade on a specific assignment, you may write a 1-page memo in which you state why you think the substance of your work merited a higher grade. The memo is required because I will use it as a guide for re-examining your work. I will grade your assignment from scratch (which means your grade may go *up* or *down*). That said, my goal is never to penalize just for the heck of it. **If you are concerned about your understanding of course materials, it is best to be proactive. Please talk with me before an assignment is due. I am here to help.**

### Academic Integrity

In this class and beyond, you are expected to adhere to all policies and requirements of the University of Pittsburgh and to abide by all applicable laws and regulations. This includes but is not limited to the following duties: (1) not to seek an unfair advantage over other students, by giving or receiving unauthorized assistance during completion of academic requirements; (2) to truthfully represent fact and self at all times; (3) to respect the personal rights and personhood of all members of the Pitt community; and (4) to avoid plagiarism (please note that CANVAS has tools that allows instructors to see whether parts of papers are improperly lifted from other sources). To learn more about plagiarism, please check out this resource: <https://www.plagiarism.org/article/what-is-plagiarism>. If you have questions about whether something qualifies as plagiarism, please talk with me before you turn in your assignment. If any student cheats, plagiarizes, or in any manner violates Pitt rules regarding appropriate academic conduct, the incident will be reported, and the relevant information will be forwarded to the Associate Dean for Undergraduate Studies for appropriate action. If a violation of Pitt's rules of academic conduct is deemed to have taken place, the student may receive a **F for the class**. For Dietrich academic integrity resources please visit this link: <https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>.

## Assignments

*Attendance and participation (10%):*

**You should come to each meeting prepared to discuss that week's topics in detail. Please bring texts and your reading notes (see below) to class with you so you can reference them when appropriate.** Active participation entails demonstrating critical thinking by connecting concepts across various themes of the course, engaging with me and fellow classmates, being an attentive listener to others, and creatively applying theoretical concepts to worldly situations.

**Regular attendance and active class participation are required. You may have one no-questions-asked unexcused absence during the term. Please discuss any absences beyond that with me.** Though I usually air on the side of lenient in excusing absences, I want to ensure you're on track, so good communication with me about how you're doing is key. If you're feeling unwell or test positive for COVID-19, your absence(s) will, of course, be excused.

The Provost's Office has asked that all courses that can be taught remotely be done so until September 13th. **As a result, the first two weeks of class will be held on Zoom (afterwards we will be in-person again; if this changes, I'll let you know).** Please keep in mind that your attendance and participation over Zoom during these first few weeks will be crucial as we set up the trajectory and expectations for the course.

Here are some questions you might think about as you prepare for class:

- How would you concisely summarize the week's main argument?
- What future possibilities are the week's main arguments calling us to?
- Is there anything from the readings that requires additional clarification?
- How would you defend each authors' arguments (even if you disagree)?
- How would you critique each authors' arguments (even if you agree)?
- What are the stakes in the reading(s), and for whom?
- What unspoken assumptions appear in the readings?
- What other questions should we ask about the material(s)?

*Reading Notes (30%):*

This course is a bit reading intensive. As you read the assigned materials, I ask that you take detailed notes. You are responsible for submitting your reading notes twice during the semester, **at the end of weeks 7 and 15**. Your reading notes should include two components:

**Component I:** It's sometimes easy to get lost in the details that an author is sharing; the goal of your reading notes should not be to memorize dates and names (though it's good to keep those in mind for your general knowledge). Rather, **the goal is to gain a sense of the main argument(s), assumptions, and implications that a piece conveys**. As you take notes on the readings, try to answer some of these questions (*note that these are largely the same questions you should think about as you prepare for class discussion*):

- How would you concisely summarize the author's main argument?
- Is the author's use of evidence adequate and appropriate for their argument?
- Where do the theories and ideas from the readings pop up in the world?
- What unspoken assumptions appear in the readings?
- What are the stakes in the reading(s), and for whom?
- How does a piece relate to other pieces you've read?
- Is there anything from the reading that requires additional clarification?
- What other questions would you ask about the material?

**Component II:** Your reading notes should include a log of all the concepts, expressions, ideas, etc. that you came across in the readings that you had to look up in order to understand. Your log should include a brief discussion of what you discovered after looking it up. There is no length requirement for the log, but I expect you to take it sincerely.

**It's particularly useful to add to your reading notes on a week-by-week basis instead of playing catch-up at the end of the semester.** When you write down your understanding of and questions about the texts, it's easier to engage about them in class and speak with me during student hours about any outstanding questions you have!

#### *Analyze and Reflect Papers (ARP) (3 x 20% = 60%):*

At **5pm Eastern on the Fridays of weeks 4, 10, and 15**, each student shall submit via CANVAS what I call "analyze and reflect papers," or ARPs. ARPs must include two components.

**Component I:** develop an argument about the subjects we read and discussed during the weeks immediately preceding the paper deadline (approx. 3-4 pages, single-spaced). This part of the ARP is *not* a summary. It's also *not* a tabloid. Instead, you should thoughtfully work through the ideas presented in the readings and in class, including how they might help us understand topics/themes that interest you. **Your argument should clearly come through. You should cite readings and include APA or Chicago style citations/footnotes/references where appropriate** (if you're not sure whether citation is necessary, please don't hesitate to come speak with me). **DO NOT rely extensively on lengthy quotes from the readings to make your argument.** Your argument should be written in your own words. Please proofread before submitting. Please only submit Word and Pages formats (no PDFs).

Here are some questions you might think about as you write Part I (these are just suggestions; feel free to think of other ways to engage with the subjects at hand):

- What is *your* argument about the subject you are writing on and why?
- What evidence is available to back up the argument you're making?

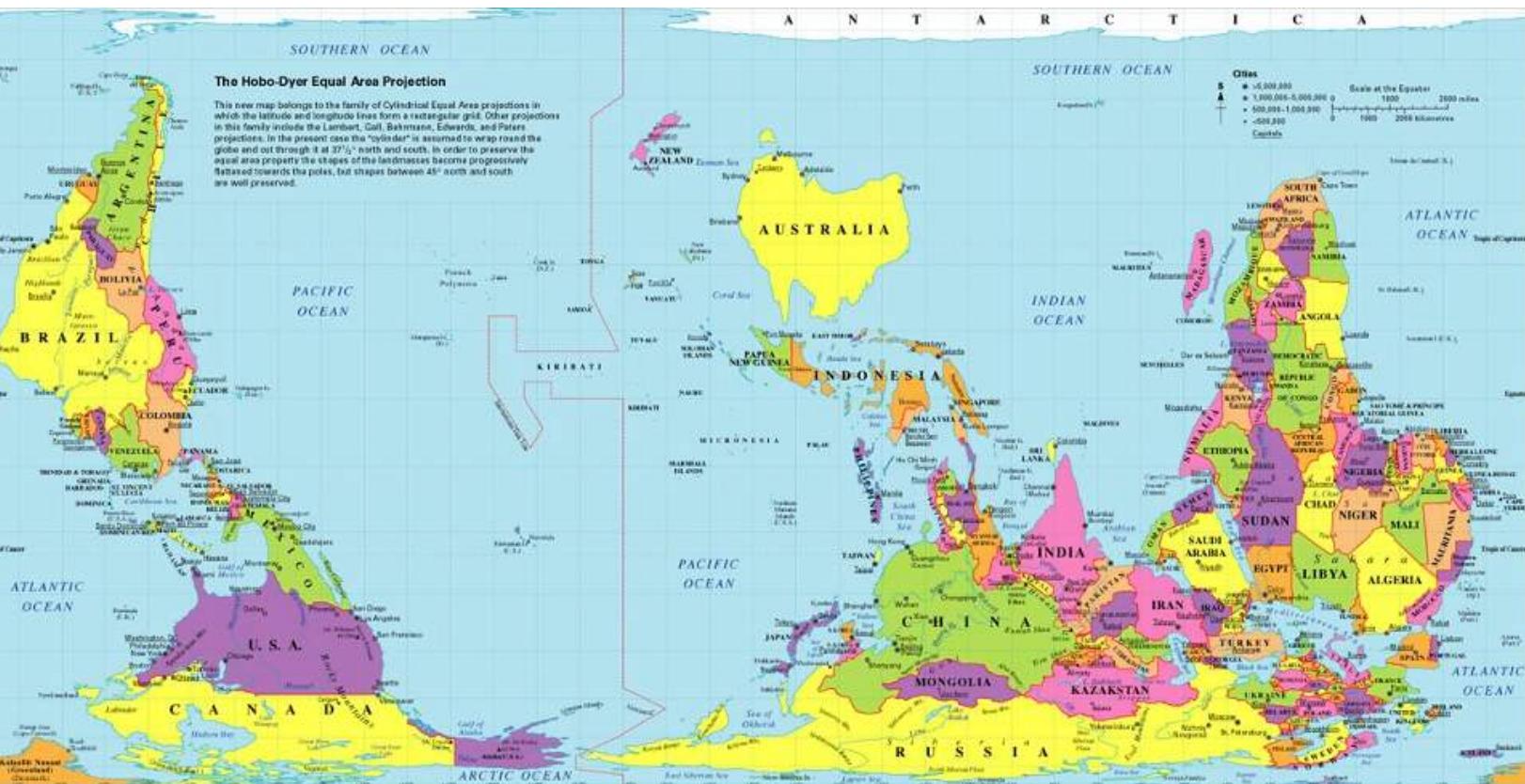
- What assumptions do you make about your subject or audience, and what is their significance? Are these assumptions convincing? Are they clearly articulated and well-thought out, or are they un-spoken and un-interrogated?
- Is your argument sufficiently attentive to various kinds of power relations?
- Might others disagree with your argument, and, if so, on what grounds? What might the authors we read in class have to say in response? How would you respond? (*Be careful to avoid setting up straw figure arguments and other logical fallacies*)
- What should policymakers do with your argument?
- What assumptions, arguments, and/or omissions from the readings do you find especially consequential for your argument?

**Component II:** describe—on one concise single-spaced page—whether you feel on track to achieve your goals in the class. Here are a few questions to which you should try to respond:

- What were your goals during the preceding weeks?
- How are you feeling about the course and how would you rate your in-class participation?
- Are there any ideas from the readings or class that you've had on your mind?
- Are there any ideas from the readings or class that you would like to hear more about?
- Are there any areas you'd like to improve during the next ARP period?

### Schedule of Topics & Readings

Below is the list of required readings for each week. To help you manage your time, I've included the page numbers for each assigned reading and the total number of pages each week (the weekly average is approx. 70 pages per week). Please look ahead to determine the time you'll need to set aside. Keeping up with readings is essential to get as much as possible out of the class. If at any point, you feel you're falling behind or you're not sure how to interpret something, I'm here to help. Since the course introduces a *variety of lens* through which to view the "global," please reflect on this iconoclastic view of the world:



## **Part I: Power Relations in “Global” Perspective**

### **Week 1: Interactions and Interstices (81 pages)**

Tuesday, August 31, 2021 (ZOOM):

**Part 1 (pp. 1-50):** Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]).

Thursday, September 2, 2021 (ZOOM):

**Article (pp. 607-638):** Cheryl Jiménez Frei, “Columbus, Juana and the Politics of the Plaza: Battles over Monuments, Memory and Identity in Buenos Aires,” *Journal of Latin American Studies* 51, no. 3 (2019).

*Reading questions:*

- What does “global” mean?
- When does “global” occur, and how does it come into existence?
- What parallels do you see among *historical* and *contemporary* “global” phenomena?
- What aspects of global studies, as you currently understand them, are you interested in?
- What are some ways that power is on display in Todorov’s account?

### **Week 2: Global and Local, Extraordinary and Everyday (33 pages)**

Tuesday, September 7, 2021: NO CLASS (Labor Day)

Thursday, September 9, 2021 (ZOOM):

**Article (pp. 557-577):** Matt Davies and Michael Niemann, “The Everyday Spaces of Global Politics: Work, Leisure, Family,” *New Political Science* 24, no. 4 (2002).

**Article (pp. 774-787):** Victor Roudometof, “The Glocal and Global Studies,” *Globalizations* 12, no. 5 (2015).

*Reading questions:*

- Where is “global” located and where is it not located?
- Which forces shape “global” interactions and how do they come to be?
- How can individuals engage “globally” from the specific position in which they are located?
- Is it appropriate for us to think about “global” and “local” as a binary, as far points along a continuum, as mutually constituted (we should define this important term!)?

### **Week 3: Great Historical Processes (58 pages)**

Tuesday, September 14, 2021 (CLASSROOM):

**Intro. and Chapter 1 (pp. 473-483):** Karl Marx, “The Manifesto of the Communist Party,” in Robert C. Tucker (ed.), *The Marx-Engels Reader* (W. W. Norton & Company, Inc., 1972).

**Chapter 1 (pp. 1-27):** Robin Blackburn, “Introduction: Slavery and Modernity,” in *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800* (Verso, 1997).

Thursday, September 16, 2021 (CLASSROOM):

**Article (pp. 17-38):** Joan Acker, “Gender, Capitalism, and Globalization,” *Critical Sociology* 30, no. 1 (2004).

*Reading questions:*

- Who is involved in “global” and in what ways?
- How are global actions enabled or constrained by certain rules, structures, institutions, etc.?
- Why do some of our authors this week prioritize class and (to lesser extent) gender relations when explaining global processes? What might they be leaving out in doing so?
- Do you agree that material conditions (that is, productive forces such as capital goods, labor, technology, etc.) are the primary explanations for why global phenomena unfold as they do?
- How does power manifest differently in an imperial project of *enslavement* versus an imperial project of *colonization*? What are some similarities in how power manifests in both?

**Week 4: Imagining the Self and Other (86 pages)**Tuesday, September 21, 2021 (CLASSROOM):**Part 2 (pp. 51-124):** Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]).Thursday, September 23, 2021 (CLASSROOM): First ARP due Friday at 5pm**Article (pp. 93-106),** Eunjung Kim, “‘Heaven for Disabled People’: Nationalism and International Human Rights Imagery,” *Disability & Society* 26, no. 1 (2011).*Reading questions:*

- Where do people’s ideas about themselves and each other come from?
- As we see in Todorov’s account of the Conquest, the actors he describes are firmly fixed within the spirit of their historical time. Does this realization demand of us a degree of humility about our own ability to perceive global (and other social) phenomena from only our own standpoint?
- Do you agree that ideational factors (that is, ideas, ideologies, identifications, cosmologies, etc.) are appropriate primary explanations for why global phenomena unfold as they do?
- What are appropriate units of analysis for thinking about “global” phenomena and what are their analytical strengths and weaknesses?
- Why do some understand the “global” in utopian, hopeful, or reverent terms, while some others see dystopia, disruption, and decadence?
- For personal reflection (*no pressure to share in class*): What are various identities you see in yourself? Which, if any, among them influence your politics? Which are most influenced by others’ politics?

**Part II: Disciplinary Vantage Points on Global Studies****Week 5: Economics (57 pages)**Tuesday, September 28, 2021 (CLASSROOM):**Article (online):** Peter Vanham, “A Brief History of Globalization,” *World Economic Forum* (2019).  
<https://www.weforum.org/agenda/2019/01/how-globalization-4-0-fits-into-the-history-of-globalization/>**Chapter 7 (pp. 131-147):** Jeffrey D. Sachs, *The End of Poverty: Economic Possibilities for Our Time* (Penguin Books, 2005).**Chapter 12 (pp. 310-331):** Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism* (Picador, 2007) + **Video:** <https://video-alexanderstreet-com.pitt.idm.oclc.org/watch/naomi-klein-the-rise-of-disaster-capitalism/details?context=channel:world-history>

Thursday, September 30, 2021 (CLASSROOM):

**Video:** Thomas Piketty, “Capital in the 21<sup>st</sup> Century,” UC San Diego Helen Edison Lecture Series (November 6, 2015). <https://youtu.be/cM32a2fZPBQ>

**Article (pp. 355-366):** Anuoluwapo Abosede Durokifa and Edwin Chikata Ijeoma, “Neo-Colonialism and Millennium Development Goals (MDGs) in Africa: A Blend of an Old Wine in a New Bottle,” *African Journal of Science, Technology, Innovation and Development* 10, no. 3 (2018).

*Reading questions:*

- Who makes economic rules at the global level?
- Who benefits from economic globalization (globalized production, increased transnational trade, multinational corporate activity, etc.) and who is left behind?
- Think back to Robin Blackburn’s discussion of the early modern slave trade (week 3); how has global economic practice changed since then (beyond the formal abolition of slavery) and what elements of our current global economic system resemble previous forms?
- Should our conception of the global economy foreground *growth* or *distribution*?
- Is the current global economic system sustainable? How so or how not?

**Week 6: Environmental Sciences (81 pages)**Tuesday, October 5, 2021 (CLASSROOM):

**Report (pp. 4-41):** “Summary for Policymakers,” in *Sixth Assessment Report of the Intergovernmental Panel on Climate Change* (IPCC, 2021).

[https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_SPM.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf)

**Article (pp. 75-87):** Kamal Uddin, “Climate Change and Global Environmental Politics: North-South Divide,” *Environmental Law and Policy* 47, no. 3/4 (2017).

Thursday, October 7, 2021 (CLASSROOM):

**Article (pp. 297-329),** Peter M. Haas, “Introduction: Epistemic Communities and International Policy Coordination,” *International Organization* 46, no. 1 (1992).

*Reading questions:*

- How are *scientific* practices distinguishable from *other forms* of practice (i.e. politics, faith, etc.)?
- How would you describe the relationship(s) between science and politics?
- How does power manifest in *how we conduct or disseminate* science research or in *how we talk about* the boundaries of “proper” science research?

**Week 7: Public Health (61 pages)**Tuesday, October 12, 2021 (CLASSROOM):

**Report (pp. 2-21):** *CDC Global Health Strategy* (Centers for Disease Control and Prevention, 2021). <https://www.cdc.gov/globalhealth/strategy/default.htm>

**Article (pp. 481-488):** Radhika Gore and Richard Parker, “Analysing Power and Politics in Health Policies and Systems,” *Global Public Health* 14, no. 4 (2019).

**Article (online):** Allyn L. Taylor and Roojin Habibi, “The Collapse of Global Cooperation under the WHO International Health Regulations at the Outset of COVID-19: Sculpting the Future of Global Health Governance,” *American Society of International Law* 24, no. 15 (2020).

<https://www.asil.org/insights/volume/24/issue/15/collapse-global-cooperation-under-who-international-health-regulations>

**Article (pp. 515-535)**, Hakan Seckinelgin, Joseph Bigirumwami, and Jill Morris, “Securitization of HIV/AIDS in Context: Gendered Vulnerability in Burundi,” *Security Dialogue* 41, no. 5 (2010).

Thursday, October 14, 2021 (CLASSROOM): First set of reading notes due Friday at 5pm

**Video (watch online):** *What COVID Vaccines Reveal: Myth & Reality of Post-Colonial Global Health*, NYU School of Public Health (2021). <https://publichealth.nyu.edu/events-news/events/featured-past-events/what-covid-vaccines-reveal-myth-reality-post-colonial>

**Book Review (pp. 1874-1875):** Simukai Chigudu, “An Ironic Guide to Colonialism in Global Health” (Review of Eugene T. Richardson, *Epidemic Illusions: On the Coloniality of Global Public Health* (MIT Press, 2020)), *Lancet* 397 (2021).

**Article (online):** Sui-Lee Wee and Steven Lee Myers, “As Chinese Vaccines Stumble, U.S. Finds New Openings in Asia,” *The New York Times* (August 20, 2021).

<https://www.nytimes.com/2021/08/20/business/economy/china-vaccine-us-covid-diplomacy.html>

**Article (pp. 146-154):** John H. Barton, “TRIPS and the Global Pharmaceutical Market,” *Health Affairs* 23, no. 3 (2004).

*Reading questions:*

- How are distributions of economic power and public health resources/outcomes related?
- Access to vaccines and life-saving medication is a form of power that global actors can yield to their own benefit; what’s at stake in how medicine and medical resources are distributed?
- What are the tradeoffs of attaching conditions to transnational sharing of health resources?
- The COVID-19 pandemic has demonstrated the transnational potential of infectious diseases; but how should we think about global manifestations of non-infectious or chronic diseases?
- How do “we” determine whether certain phenomena should be treated as public health issues (versus, say, security issues, economic issues, etc.)? *Who* determines such things?

### Week 8: Architecture (83 pages)

Tuesday, October 19, 2021 (CLASSROOM):

**Article (pp. 57-73):** Leslie Sklair and Laura Gheraldi, “Iconic Architecture as a Hegemonic Project of the Transnational Capitalist Class,” *City* 16, no. 1-2 (2012).

**Article (online):** Lyra D. Monteiro, “Power Structures: White Columns, White Marble, White Supremacy” *Medium* (October 27, 2020). <https://intersectionist.medium.com/american-power-structures-white-columns-white-marble-white-supremacy-d43aa091b5f9>

Thursday, October 21, 2021 (CLASSROOM):

**Chapter 8 (pp. 253-283):** Hendrik Spruyt, “The Galactic Politics of Southeast Asia,” in *The World Imagined: Collective Beliefs and Political Order in the Sinocentric, Islamic and Southeast Asian International Societies* (Cambridge Univ. Press, 2020).

*Reading questions:*

- Why do actors dispute and sometimes fight over architectural symbolism?
- What sort of power do architectural aesthetics play in global and local politics?

### Week 9: Art (77 pages)

Tuesday, October 26, 2021 (CLASSROOM):

**Article (pp. 80-101):** Judith Keene, “Framing Violence, Framing Victims: Picasso’s Forgotten Painting of the Korean War,” *Cultural History* 6, no. 1 (2017).

**Article (pp. 434-453):** Bolette B. Blaagaard and Nina Grønlykke Mollerup, “On Political Street Art as Expressions of Citizen Media in Revolutionary Egypt,” *International Journal of Cultural Studies* 24, no. 3 (2020).

**Article / Audio (online):** Allison Keyes, “Destroyed by Rockefellers, Mural Trespassed on Political Vision,” *NPR Weekend Edition* (2014). <https://www.npr.org/2014/03/09/287745199/destroyed-by-rockefellers-mural-trespassed-on-political-vision>

Thursday, October 28, 2021 (CLASSROOM):

**Interstate Agreement (1-8):** “Terezin Declaration on Holocaust Era Assets and Related Issues,” *Holocaust Era Assets Conference* (World Jewish Restitution Organization, 2009).

[https://wjro.org.il/cms/assets/uploads/2019/06/terezin\\_declaration.pdf](https://wjro.org.il/cms/assets/uploads/2019/06/terezin_declaration.pdf)

**Article (online):** Alex Marshall, “This Art Was Looted 123 Years Ago. Will It Ever Be Returned?” *The New York Times* (January 27, 2020). <https://www.nytimes.com/2020/01/23/arts/design/benin-bronzes.html>

**Article (pp. 498-525):** Marc Masurovsky, “A Comparative Look at Nazi Plundered Art, Looted Antiquities, and Stolen Indigenous Objects,” *North Carolina Journal of International Law* 45, no. 2 (2020).

*Reading questions:*

- How can art be used to communicate power?
- Does art evoke different views of the “global” than other mediums of expression? If so, how?
- Religious meaning is frequently conveyed via visual art; how should we think about the impact of religious art on global phenomena?
- This week our readings look mostly at visual arts; what can we extrapolate from our discussion of visual art to performance art, cinematic art, literary art, etc.?
- Should art be public? Should it be displayed near where it was created?
- Is there a piece of visual art with explicit or implicit global political messages that you like and want to share in class? If so, please email me before class and, if there’s time, we can look.



^Jacques-Louis David, “The Coronation of Napoleon” (1807; oil on canvas; 6.21m × 9.79m), Musée du Louvre, Paris.



^ Pablo Picasso, "Massacre in Korea" (1951; oil on plywood; 110cm × 210cm), Musée Picasso, Paris



^ Kang Yobae, "A Father Burying His Child" (1991; conte on paper; 38.7cm × 54cm), Hakgojae Gallery, Seoul

## Week 10: Music (83 pages)

Tuesday, November 2, 2021 (CLASSROOM):

**Podcast (listen online):** Robin Hilton, Anastasia Tsoulcas, Elise Hu, and Stephen Thompson, “The 2010s: The Globalization of Music,” *NPR All Songs Considered* (2019).

<https://www.npr.org/2019/10/07/767904453/the-2010s-the-globalization-of-music>

**Article (pp. 113-130):** John Street, “‘Fight the Power’: The Politics of Music and the Music of Politics,” *Government & Opposition* 38, no. 1 (2003).

Thursday, November 4, 2021 (CLASSROOM): Second ARP due Friday at 5pm

**Article (pp. 163-191):** Laudan Nooshin, “Whose Liberation? Iranian Popular Music and the Fetishization of Resistance,” *Popular Communication* 15, no. 3 (2017).

**Article (pp. 113-139):** Nina Cornyetz, “Fetishizing Blackness: Hip Hop and Racial Desire in Contemporary Japan,” *Social Text* 41 (1994).

*Reading questions:*

- What sorts of *political meanings* might music have and what sorts of reactions do they produce?
- How do global economic patterns affect the dissemination of musical influences across cultural and political contexts? Are there limits to such cross-context influences?
- What are tradeoffs associated with the globalization of music?
- What are some examples of pieces of music that evoke strong and diverging political meanings to disparate groups of people? How have people interacted regarding their interpretations?
- Is there a piece of music with explicit or implicit global political messages that you like and want to share in class? If so, please email me before class and, if there’s time, we can listen.

## Part III: Themes in Global Studies

### Week 11: Governance (65 pages)

Tuesday, November 9, 2021 (CLASSROOM):

**Videos (two parts; online):** “Bureau 39: Cash for Kim,” *Al Jazeera* (September 23, 2020).

<https://www.aljazeera.com/program/people-power/2020/9/24/bureau-39-cash-for-kim>

(After opening the link, please click on “read more” to access the second video.)

**Article (pp. 1-8):** Catharin E. Dalpino, “Does Globalization Promote Democracy?: An Early Assessment,” *Brookings* (2001). <https://www.brookings.edu/articles/does-globalization-promote-democracy-an-early-assessment/>

**Chapter 4 (pp. 62-80):** Branwen Gruffydd Jones, “‘Good Governance’ and ‘State Failure’: The Pseudo-Science of Statesmen in our Time,” in Alexander Anievas, Nivi Manchanda, and Robbie Shilliam (eds.), *Race and Racism in International Relations: Confronting the Global Colour Line* (Routledge, 2015).

Thursday, November 11, 2021 (CLASSROOM):

**Article (pp. 347-376):** Heikki Patomäki, “Problems of Democratizing Global Governance: Time, Space and the Emancipatory Process,” *European Journal of International Relations* 9, no. 3 (2003).

**Article (pp. 139-149):** Hannah Murphy and Aynsley Kellow, “Forum Shopping in Global Governance: Understanding States, Business and NGOs in Multiple Arenas,” *Global Policy* 4, no. 2 (2013).

*Reading questions:*

- How is the global political sphere governed?
- Who governs? Who is governed? That is, how is political power distributed in the global sphere?
- What roles do non-state actors play in creating, enforcing, and revising global rules and norms?
- How important is it that governance be considered legitimate? Who decides what is legitimate?
- Are frequent violations of global rules evidence that global rules are weak?
- Are some scholars of International Relations right to argue that the global sphere is *anarchical*—that is, marked by an absence of government?
- Is it plausible or desirable to make the global sphere more democratic? What sort of changes to current political and social practices would we need to have in order to do so?

### **Week 12: Migration (71 pages)**

Tuesday, November 16, 2021 (CLASSROOM):

**Report (pp. 1-51):** *World Migration Report 2020* (International Organization for Migration, 2020).  
<https://publications.iom.int/books/world-migration-report-2020>

**Article (online):** Sabrina Rodriguez, “It’s Not a Border Crisis. It’s a Climate Crisis,” *Politico Magazine* (July 19, 2021). <https://www.politico.com/news/magazine/2021/07/19/guatemala-immigration-climate-change-499281>

Thursday, November 18, 2021 (CLASSROOM):

**Article (pp. 640-659):** Michelle L. O’Brien and Maureen A. Eger, “Suppression, Spikes, and Stigma: How COVID-19 Will Shape International Migration and Hostilities toward It,” *International Migration Review* 55, no. 3 (2020).

*Reading questions:*

- How does migration affect identity formation?
- How do people’s ways of identifying (that is, how they perceive their identity(/ies) affect how they think about migration and act towards migrants?)
- Why are some political actors able to effectively use migration to scapegoat others?
- What are the tradeoffs of policies that aim to regulate or curtail transnational migration?
- Should we think of “migrants” (and refugees, displaced people, etc.) as a coherent (and singular) group of global political actors or is it more useful to consider the political impacts of specific diasporas, migrant communities, etc.?

### **Week 13: Recess**

Tuesday, November 23, 2021: NO CLASS (Thanksgiving Recess)

Thursday, November 25, 2021: NO CLASS (Thanksgiving Recess)

### **Week 14: Contagion (72 pages)**

Tuesday, November 30, 2021 (CLASSROOM):

**Article (pp. 51-74):** Graciela L. Kaminsky, Carmen M. Reinhart, and Carlos A. Végh, “The Unholy Trinity of Financial Contagion,” *Journal of Economic Perspectives* 17, no. 4 (2003).

**Article (pp. 15-19):** Randall Dodd and Paul Mills, “Outbreak: U.S. Subprime Contagion,” *Finance and Development* 45, no. 2 (2008). <https://www.imf.org/external/pubs/ft/fandd/2008/06/dodd.htm>

**Article (online):** Filippo Menczer and Thomas Hills, “Information Overload Helps Fake News Spread, and Social Media Knows It,” *Scientific American* (December 1, 2020).  
<https://www.scientificamerican.com/article/information-overload-helps-fake-news-spread-and-social-media-knows-it/>

**Article (online):** Roni Caryn Rabin, “As Virus Cases Rise, Another Contagion Spreads Among the Vaccinated: Anger,” *The New York Times* (August 7, 2021).  
<https://www.nytimes.com/2021/07/27/health/coronavirus-vaccination-hesitancy-delta.html>

#### Thursday, December 2, 2021 (CLASSROOM):

**Chapter 17 (pp. 315-339):** Nita Madhav, et al., “Pandemics: Risks, Impacts, and Mitigation,” in Dean T. Jamison, et al. (eds.), *Disease Control and Priorities: Improving Health and Reducing Poverty* (International Bank of Reconstruction and Development / The World Bank, 2018).

**Article (pp. 18-19):** Nicholas B. King, “Contagion: A Misnomer for Financial Crisis,” *Journal of Public Health* 38, no. 1 (2014). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3935493/>

*Reading questions:*

- What can global actors do to mitigate the cross-boundary spread of the negative effects of globalized society (i.e., infectious disease, economic crashes, misinformation, etc.)?
- What are the tradeoffs of using “contagion,” “viral,” and other medical terms as metaphors for global economic patterns, information networks, and other social phenomena?

#### **Week 15: Violence (106 pages)**

#### Monday, December 6, 2021 (CLASSROOM):

**Chapter 1 (pp. 1-44):** Rob Nixon, “Introduction,” in *Slow Violence and the Environmentalism of the Poor* (Harvard Univ. Press, 2011).

**Podcast (audio):** “The Foreign Policy Conversation Washington Doesn’t Want to Have.” *The Ezra Klein Show* (August 27, 2021). <https://www.nytimes.com/2021/08/27/opinion/ezra-klein-podcast-robert-wright.html>

#### Wednesday, December 8, 2021 (CLASSROOM): Final ARP & reading notes due Friday at 5pm

**Chapter 1 (pp. 1-62):** Franz Fanon, “On Violence,” in *The Wretched of the Earth* (Grove Press, 2004[1963]).

*Reading questions:*

- What is violence? What is not violence? What is peace? What is not peace?
- Do our authors for this week account for all the possible forms that violence might take?
- Under what conditions is non-violence possible, plausible, desirable, or warranted? Under what conditions is it impossible, implausible, undesirable, or unwarranted?
- Feminist International Relations scholar Annick T. R. Wibben writes: “The insistence on a single narrative is itself a form of violence. The choice to privilege one perspective over another is never innocent or obvious but always intensely political.” How does this account of violence map along those that we read this week?
- What forms of violence should we think about when we analyze foreign military action?

*General questions with which to end the semester:*

- Is it possible for theory to be value-neutral? Is it possible to escape power relations?
- What are some of the risks of not adequately questioning our assumptions?
- What are some strengths and limitations of academic approaches to global studies?

- Has anything you learned this quarter surprised you? If so, why?
- Is there any subject or set of questions you leave the course wanting to learn more about?
- What do you hope to do with the knowledge and tools you gained during this quarter?