



PS 0550: INTRODUCTION TO GLOBAL STUDIES

(SPRING 2022)

Faculty: Dr. Horia M. Dijmarescu (HOR-yah DIJ-muh-reh-skoo) (pronouns: he/him/his)
Office location: 4810 W. W. Posvar Hall
Email: dijmarescu@pitt.edu

Class time: [Redacted].

Classroom: [Redacted]. To protect each other, **everyone must always wear a mask that covers the nose and mouth on campus (bandanas are not masks).**

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 boosted as of Oct. 2021, **masks are required for in-person student hours, regardless of vaccination status.**

Course Description

This course introduces 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 (i.e., Latin American Studies, African Studies, European Studies, etc.). Rather, Global Studies examines the transnational processes that connect and divide people, disrupt established relations among people and with 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 examines the past and present to make sense of these transnational processes and their meaning and consequences. The term *transnational* (rather than *international*) hints at the importance of processes that cut across borders and which do not necessarily involve state-to-state relations (as in IR), nor necessarily affect everyone (or affect them in the same way) or the entire planet. Instead of taking established political geographical, cultural, psychological, ecological, and disciplinary borders and boundaries as given, we will question how they came about, why they are significant, and how they have been and/or can be challenged.

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 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/cold 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. All 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/assistanresources>).

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 semester, 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 a tool called *TurnItIn* that allows instructors to see whether parts of papers are improperly lifted from other sources. Students agree that by taking this course all required papers may be subject to submission for textual similarity to *TurnItIn* for the detection of plagiarism. *TurnItIn* will be used solely for the detection of plagiarism in papers. 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. I usually air on the side of lenient in excusing absences. I also want to ensure you're on track, so please communicate with me about how you're doing. Likewise, 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 January 27th. **As a result, the first two and a half 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 (2 x 15% = 30%):

This course is reading intensive. As you read the assigned materials, I ask that you take good notes. You are responsible for submitting your reading notes twice during the semester, **at the end of weeks 8 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** (if you're writing more than one single-spaced page per reading, you should work to synthesize more concisely). I recommend organizing this component by author. As you take notes on the readings, try to answer some of these questions (*these are suggestions; you don't have to exhaustively address them all for each reading. Just keep them in mind as you read. Note the similarity to 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?
- What concepts, expressions, ideas, etc. did you come across in the readings that you didn't understand? What did you find when looking up what you didn't know?

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 or about which you would like to hear more?
- Are there any areas you'd like to improve in the future?

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!

Analysis Paper (20%) & Commentary Papers (2 x 10% = 20%):

Throughout the semester each student will be a part of a three-person writing group. Each student must submit an analysis paper once per semester, during week 4, 8, or 12 (the specific date is to be determined by consensus among members of the writing group). The author of the Analysis Paper must submit it to CANVAS by 5pm on the due date and as well as distribute it among the other members of the writing group who then have a few days to write up a short Commentary Paper. By the end of the semester, you will each turn in one Analysis Paper and two Commentary Papers for analyses written by your colleagues.

For your Analysis Paper, you must develop an argument about the subjects we read and discussed during the weeks immediately preceding the paper deadline (upper page limit: 4 pages, single-spaced, 12-pt. Times New Roman, 1-in. margins). This 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. **Take care not to use truisms, platitudes, and logical fallacies in your essay** (see the “Essay Writing – Best Practices” guide on CANVAS for additional information). **You must cite readings and other sources using APA or Chicago style for citations/footnotes/references where appropriate** (if you’re not sure whether citation is necessary, please 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 note that two examples of effective Analysis Papers are available on CANVAS.

For each Commentary Paper, you must read the analysis paper submitted by your groupmate and formulate a concise and response to the argument presented therein (upper page limit: 1 page, single-spaced, 12-pt. Times New Roman, 1-in. margins). In addition to turning in your Commentary Paper on CANVAS by the due dates listed in the table below, you must also distribute them among your group (this means the author of the paper will see your Commentary Paper, so please take care that your writing is always respectful).

	Week 4	Week 8	Week 12
<i>Student A</i>	Analysis Paper (Due Feb. 4, 2022)	Commentary on Student B’s Analysis Paper (Due Mar. 7, 2022)	Commentary on Student C’s Analysis Paper (Due Apr. 4, 2022)
<i>Student B</i>	Commentary on Student A’s Analysis Paper (Due Feb. 7, 2022)	Analysis Paper (Due Mar. 4, 2022)	Commentary on Student C’s Analysis Paper (Due Apr. 4, 2022)
<i>Student C</i>	Commentary on Student A’s Analysis Paper (Due Feb. 7, 2022)	Commentary on Student B’s Analysis Paper (Due Mar. 7, 2022)	Analysis Paper (Due Apr. 1, 2022)

Whether you’re drafting your Analysis Paper or responding to one via a Commentary Paper, here are some questions you might think about (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? How does it relate to others’ argument(s) (whether one of the authors on the syllabus or one of your colleagues)?
- What evidence is available to back up the argument(s) you or others are making?
- What assumptions about subject or audience underlie the argument(s), 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?
- How do various forms of power relations influence your analysis of the topic(s)?
- 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 the ideas that you’re discussing?

Take-Home Final (20%):

A take-home exam will be released via CANVAS on Friday, Apr. 22, 2022, at 9am and which is due Wednesday, Apr. 27, 2022, at 5pm. The exam will require you to think about how concepts from weeks 12-15 of course apply to various subjects that we discussed throughout the semester. One question will also give you an opportunity to reflect on how you might improve your Analysis Paper, so have that and the Commentaries you get from others on-hand.

E-Mail Communication Policy

Each student is issued a University email address (username@pitt.edu) upon admittance. This email address may be used by the University for official communication with students. Students are expected to read email sent to this account on a regular basis. You should also ensure that you receive CANVAS announcements to your university email account because I send out messages to the class via CANVAS from time to time. Failure to read and react to university communications in a timely manner does not absolve students from knowing and complying with the content of the communications. The University provides an email forwarding service that allows students to read their email via other service providers (i.e., Gmail). Students that choose to forward their email from their pitt.edu address to another address do so at their own risk. If email is lost because of forwarding, it does not absolve the student from responding to official communication sent to their university email address. To forward email sent to your university account, go to <http://accounts.pitt.edu>, login to your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you've finished. For the full Communications Policy, please see: <https://www.policy.pitt.edu/ao-15-e-mail-communication-policy-formerly-09-10-01>

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 and Theorizing the “Global”**Week 1: Interactions and Interstices (81 pages)**

Tuesday, January 11, 2022 (ZOOM):

Please read this syllabus all the way through.

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).

Thursday, January 13, 2022 (ZOOM):

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

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?

Week 2: Global and Local (58 pages)

Tuesday, January 18, 2022 (ZOOM):

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

Chapter 1 (pp. 1-24): John M. Hobson and Leonard Seabrooke, “Everyday IPE: Revealing Everyday Forms of Change in the World Economy,” in John M. Hobson and Leonard Seabrooke (eds). *Everyday Politics of the World Economy* (Cambridge Univ. Press, 2007).

Thursday, January 20, 2022 (ZOOM):

Chapter 1 (pp. 21-42): Atsuko Ichijo and Ronald Ranta, “Everyday Creation of the Nation,” in Atsuko Ichijo and Ronald Ranta (eds.), *Food, National Identity and Nationalism* (Palgrave Macmillan, 2016).

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!)?
- What are appropriate units of analysis for thinking about “global” phenomena and what are their analytical strengths and weaknesses?

Week 3: Historical Systems and Processes (58 pages)

Tuesday, January 25, 2022 (ZOOM):

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, January 27, 2022 (CLASSROOM):

Article (pp. 76-85): Jodi Melamed, “Racial Capitalism,” *Critical Ethnic Studies* 1, no. 1 (2015).

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?
- Who benefits from economic globalization (globalized production, increased transnational trade, multinational corporate activity, etc.) and who is left behind?
- 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?
- Why do some understand the “global” in utopian, hopeful, or reverent terms, while some others see dystopia, disruption, and decadence?

Week 4: Imagining the Self and Other (86 pages)

Tuesday, February 1, 2022 (CLASSROOM):

Part 2 (pp. 51-124): Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]).

Thursday, February 3, 2022 (CLASSROOM):

Article (pp. 93-106), Eunjung Kim, “‘Heaven for Disabled People’: Nationalism and International Human Rights Imagery,” *Disability & Society* 26, no. 1 (2011). [*This piece may elicit strong emotional reactions*]

First Analytical Paper due Friday, Feb. 4 at 5pm

First round of Commentaries due Monday, Feb. 7 at midnight

Reading questions:

- Where do people’s ideas about themselves and each other come from?
- What are some ways that power is on display in Todorov’s account?
- 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?
- For personal reflection (*no pressure to share in class*): What are various identities you see in yourself? Which of them influence your politics? Which are most influenced by others’ politics?

Part II: Vantage Points on Global Studies

Week 5: Leisure, Games, Sport (57 pages)

Tuesday, February 8, 2022 (CLASSROOM):

Article (pp. 489-510): Matthew McDonald, Stephen Wearing, and Jess Ponting, “Narcissism and Neo-Liberalism: Work, Leisure, and Alienation in an Era of Consumption,” *Loisir et Société / Society and Leisure* 30, no. 2 (2007).

Recommended – SCOTUS Opinion (pp. 1-29): PGA Tour, Inc. v. Martin, 532 U.S. 661 (2001) (Justice J. P. Stevens, majority opinion).

Thursday, February 10, 2022 (CLASSROOM):

Article (pp. 155-174): Nicolas de Zamaróczy, “Are We What We Play? Global Politics in Historical Strategy Computer Games,” *International Studies Perspective* 18, no. 2 (2017).

Article (pp. 839-854): Liam Stockdale, “More Than Just Games: The Global Politics of the Olympic Movement,” *Sport in Society* 15, no. 6 (2012).

Reading questions:

- How do leisurely activities enable people’s participation in global processes?
- What are some of the political stakes of engaging in games and sports?
- What does the consumption of leisure tell us about the reach of capitalist forms of production?
- How useful is the maxim “it’s just a game” for thinking about the economic, political, and social effects of sports, games, and other leisurely activities?

Week 6: Environmental Sciences (85 pages)Tuesday, February 15, 2022 (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

Chapter 9 (pp. 117-130): Shangrila Joshi, “Postcoloniality and the North-South Binary Revisited: The Case of India’s Climate Politics,” in Raymond L. Bryant (Ed.), *The International Handbook of Political Ecology* (Edward Elgar Publishing, 2015).

Thursday, February 17, 2022 (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 (70 pages)Tuesday, February 22, 2022 (CLASSROOM):

Article (pp. 1-9): Suerie Moon, “Power in Global Governance: An Expanded Typology from Global Health,” *Globalization and Health* 15, suppl. 1 (2019).

Article (pp. i4-i13): Y-Ling Chi and Jesse B. Bump, “Resource Allocation Processes at Multilateral Organizations Working in Global Health,” *Health Policy and Planning* 33, suppl. 1 (2018).

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).

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).

Thursday, February 24, 2022 (CLASSROOM):

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>

Article (pp. 1-10): Zhaohui Su, et al., “COVID-19 Vaccine Donations—Vaccine Empathy or Vaccine Diplomacy? A Narrative Literature Review,” *Vaccines* 9, no. 9 (2021).

Article (pp. 241-261): Laura G. Pedraza-Fariña, “The Intellectual Property Turn in Global Health: From a Property to Human Rights View of Health,” *Osiris* 36 (2021).

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 (82 pages)

Tuesday, March 1, 2022 (CLASSROOM):

Chapter 3 (pp. 69-103): Virag Molnar, “Prefabricating Modernity: Mass Housing and Its Discontents,” in *Building the State: Architecture, Politics, and State Formation in Postwar Central Europe* (Routledge, 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, March 3, 2022 (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).

First set of reading notes due Friday, Mar. 4 at 5pm

Second Analytical Paper due Friday, Mar. 4 at 5pm

Second round of Commentaries due Monday, Mar. 7 at midnight

Reading questions:

- Why do actors dispute and sometimes fight over architectural symbolism?
- How does the built environment influence interactions between the global and local?
- What sort of power do architectural *aesthetics* play in global and local politics?
- What are the ethical implications of recognizing some of the (troubling) ways that actors use architecture to communicate political meanings?

Week 9: Spring Recess (no class; no readings)**Week 10: Art** (81 pages)

Tuesday, March 15, 2022 (**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, March 17, 2022 (**CLASSROOM**):

Article (1-10): Rebecca Mead, “Where Did That Cockatoo Come From?” *The New Yorker* (June 28, 2009).

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?
- 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 11: Music (83 pages)

Tuesday, March 22, 2022 (CLASSROOM):

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

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

Thursday, March 24, 2022 (CLASSROOM):

Podcast (listen online): Robin Hilton, Anastasia Tsioulcas, 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. 113-139): Nina Cornyetz, “Fetishizing Blackness: Hip Hop and Racial Desire in Contemporary Japan,” *Social Text* 41 (1994). [*This piece may elicit strong emotional reactions*]

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: Cross-Cutting Themes in Global Studies**Week 12: Governance (57 pages)**

Tuesday, March 29, 2022 (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.*)

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, March 31, 2022 (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).

Third Analytical Paper due Friday, Apr. 1 at 5pm

Third round of Commentaries due Monday, Apr. 4 at midnight

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 13: Migration (52 pages)

Tuesday, April 5, 2022 (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).

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, April 7, 2022 (CLASSROOM):

Article (pp. 1462-1483): Shawan Chowdhury, et al. "Migration in Butterflies: A Global Overview," *Biological Review* 96 (2021).

Reading questions:

- How does human 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 human migrants?
- Why are some political actors able to effectively use human migration to scapegoat others?
- What are the tradeoffs of policies that aim to regulate or curtail transnational human migration?
- Should we think of [human] "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.?
- How does non-human migration interact with other global processes?

Week 14: Contagion (61 pages)

Tuesday, April 12, 2022 (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. 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/>

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, April 14, 2022 (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).

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)Tuesday, April 19, 2022 (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>

Thursday, April 21, 2022 (CLASSROOM):

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

Second set of reading notes due Friday, Apr. 22 at 5pm*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?

Week 16: Exam**Take-home final will be posted Friday, April 22 at 9am and is due Wednesday, April 27 at 5pm.***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 semester 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 semester?