PS 0550: Introduction to Global Studies

(Fall 2023)

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Office location: [redacted]
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Class time: [redacted]

Classroom: [redacted]

Student hours: [redacted] **in person or via Zoom**. I invite you to come to student hours to introduce yourself. Please also come by to discuss readings, course concepts, assignment deadlines, accessibility concerns, how you're feeling about life events, stress related to current events, etc. To attend, please sign up for a 20-minute slot. For meetings longer than 20 minutes or these times don't work for you, please email me.

Advising: [redacted]**, in person or via Zoom**. If you'd like consult about degree planning and progress, course enrollment, career goals and internships, student groups, campus opportunities and challenges, study abroad, etc., please sign up for advising using Navigate.

UTA: [redacted]

Course Description

What discourses connect or divide people? What actions inspire, disrupt, or come to define interactions among people and with nature? What processes shape patterns of human thought and action? Answers to these questions don't necessarily affect everyone (and certainly don't affect them in the same way) or the entire planet, but they cut across borders and do not solely involve state-to-state relations. The course surveys vantage points on complex social and political realities from various academic disciplines. By exploring identity formation, power relations, and how people make sense of the past to shape their contemporary daily lives, we will scrutinize the evolution and significance of political and cultural boundaries using a Global Studies lens.

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 arguments presented in the course materials. Our personal lived experiences undoubtedly inform how we each 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 get in touch with the folks at the Student Health Center and/or the Counseling Center. 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 are excused.

Please also let me know if you have concerns about accessibility. If you require any accommodations, please register with 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.

If you have technological trouble or need to gain access to electronic resources, please reach out to Information Technology and let me know as well. Please also familiarize yourself with Pitt and Community Assistance Resources, and verify that you can receive alerts about campus emergencies.

Sexual Misconduct, Title IX, and Mandatory Reporting

Any form of sexual harassment or violence will not be excused or tolerated at the University of Pittsburgh. If you are experiencing sexual assault, sexual harassment, domestic violence, and stalking, please report it to me and I will connect you to university resources to support you. If you'd like to report sexual harassment, violence, or misconduct of any kind directly, I encourage you to reach out to the Office of Sexual Harassment and Assault Response and Education (SHARE).

University faculty and staff members are required to report all instances of sexual misconduct, including harassment and sexual violence to the Office of Civil Rights and Title IX. When a report is made, individuals can expect to be contacted by the Title IX Office with information about support resources

and options related to safety, accommodations, process, and policy. This does not trigger actions without your approval. I encourage you to use the services and resources that may be most helpful to you.

As your professor, I am required to report any incidents of sexual misconduct that are directly reported to me. You can also report directly to Office of Civil Rights and Title IX: (412) 648-7860 (08:30 to 17:00 M-F) or via the Pitt Concern Connection at: Make A Report. An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as a relevant part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you wish to make a confidential report, Pitt encourages you to reach out to these resources:
- University Counseling Center: (412) 648-7930 (08:30-17:00 M-F) and (412) 648-7856 (after COB).
- Pittsburgh Action Against Rape (community resource): (866) 363-7273 (24:00/7).
- If you have immediate safety concerns, contact the University of Pittsburgh Police: (412) 624-2121.

Determination of Grades

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

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

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.

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 always represent fact and self truthfully; (3) to respect the personal rights and personhood of all members of the Pitt community; (4) to avoid plagiarism; and (5) to refrain from using artificial intelligence tools to write materials on your behalf. Please note that CANVAS has a tool called *TurnItIn* that allows instructors to see whether parts of papers are improperly lifted from other sources or were written using AI. Students agree that by taking this course all required papers may be subject to submission 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. 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 click here.

Required Texts

All texts are available online via CANVAS. **You are not required to purchase any texts**. That said, if you're like me and struggle to read long texts on your computer (or if you want to build up your academic library), we'll be reading a large volume from the following text. If you choose to buy the book, used copies are available on Amazon, eBay, and other online book vendors.

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

Assignments

Class Discussion (20%):

> **Regular attendance is required. You may have one no-questions-asked unexcused absence during the term. If you (or someone close to you) test(s) positive for COVID-19, or if you're feeling otherwise unwell, DO NOT COME TO CLASS.** Absences for medical reasons, family/friend emergencies, extraordinary circumstances, etc. will be excused, provided you discuss them with me. In some cases, I may ask for documentation. In general, I just want to ensure you're on track, so please communicate with me about what's going on.
>
> Please note that **I may provide additional important course information in class, including assignment instructions beyond what's written in this syllabus. It is your responsibility to acquire this information when you're absent.** Please do so by coming to student hour and/or getting notes from a classmate.
>
> **Rather than me just talking at you, this is a course that foregrounds student discussion. That means that you should come to each session having carefully read the assigned texts.**

Be prepared to discuss and offer your analysis. I may ask you to point to a specific passage that backs up your perspective, so **please bring texts and notes to class with you so you can reference them**. Active participation is required to get an A in class discussion, and it entails critically thinking, connecting concepts across various themes of the course, regularly engaging with me and fellow classmates, being an attentive listener to others, and creatively applying theoretical concepts to worldly situations.

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 one ask about the material(s)?

Argument Summaries Log (30%):

This course is reading intensive because we have a lot of ground to cover to survey this broad field. Succinctly summarizing arguments that vary in complexity is an important skill. As you read the assigned materials, write summaries of authors' main argument(s). **The first tranche of summarized arguments (summarizing 7 readings from weeks 1-5) is due on Friday, Sept. 29 at 23:59**. **The second tranche of summarized arguments (summarizing 7 readings from weeks 6-10) is due on Friday, Nov. 3 at 23:59**. **The third tranche of summarized arguments (summarizing 7 readings from weeks 11-15) is due on Wednesday, Dec. 13 at 23:59.**

Organize your log by author(s). In each summary (max. three paragraphs, 12pt Times New Roman, 1-inch margins, single-spaced), **concisely clarify the main (theoretical) argument in the piece in your own words. Do not just quote the readings**. For some texts, the argument is very clearly laid out. For others, you'll have to synthesize, interpret, and cut through examples and details. To avoid getting overwhelmed by historical descriptions or empirical details, think about how author(s) use(s) examples to make larger claims. Ask yourself: What socio-political processes is(are) the author(s) explaining? Sections of texts by the same author (e.g., various chapters from Todorov and Wilkerson) should be summarized in a single entry (make sure to articulate how the various sections complement each other to help the author make their overall argument). I also strongly encourage you to supplement your summaries with academic definitions of any words or concepts you come across with which you're unfamiliar.

This assignment spans large periods of the semester and requires you to manage your time wisely (another important skill!). **If you do not add to your log on a week-by-week basis, it is virtually guaranteed that you'll feel overwhelmed during the weeks that it's due. Therefore, please add to your log weekly to avoid playing catch-up later.** Keeping a weekly log of the arguments our authors make also facilitates class participation. Please note that a sample of a good argument summary is available on CANVAS.

Research Memo (50%):

Throughout the semester you will work towards developing a ~6-page (12pt Times New Roman, 1-inch margins, single-spaced) research memo. The purpose of this assignment is to develop your critical thinking and analytical skills by examining contemporary themes using a global studies lens. Your analysis should be grounded in academic research, supported by relevant examples, and demonstrate a clear understanding of the global forces at play in and beyond a specific geographic setting. Your research memo should primarily focus on a place with which you're familiar (that means you can write about processes in Pittsburgh, your hometown, or a place you've lived) or a place that you'd like to get to know better (e.g., a place that you're applying for grad school, internships, jobs, etc.). Examples of themes about which you may write include (you may consult with me if you'd like to take your paper in other directions than these examples):

1. *Transnational communities*: Is the location you're researching home to a diverse range of transnational communities, including immigrant and refugee populations from around the world? Your research could focus on studying the transnational connections, networks, and identities of these communities, including their cultural practices, social organizations, economic activities, and transnational mobility.
2. *Global health issues*: Is the location you're researching renowned for its world-class medical and research institutions? Pittsburgh, for example, contains the University of Pittsburgh Medical Center (UPMC) and various global health organizations. You could study global health issues, such as infectious diseases, healthcare access, health disparities, and healthcare policy, and examining the local and global causes and implications of these phenomena.
3. *Global supply chains*: Does the location you're researching have a history of industrial manufacturing or commercial activities and is home to various companies involved in global supply chains? Your research could focus on understanding the dynamics of global supply chains, including production, distribution, logistics, and labor issues, and examining their impacts on local and global economic processes.
4. *Global education and internationalization*: Is the location you're researching contain universities and educational institutions that have attract students from all over the world and offer international programs, study abroad programs, and partnerships with institutions beyond the United States. Your research could focus on the impact of international education and internationalization efforts in higher education, including cross-cultural learning, student mobility, curriculum internationalization, and global competency development.
5. *Global arts, culture, and media*: Does the location you're researching have a vibrant arts, culture, and media scene with diverse representations of global influences. Your research could focus on studying local manifestations of global arts, culture, and media, including museums, cultural festivals, community organizations, media productions, and the ways in which global influences shape local cultural expressions.
6. *Global sports and recreation*: Does the location you're researching have a rich sports culture, with professional sports teams, recreational facilities, and sports events that attract local and international audiences? You could study the role of sports in local and global communities, including issues such as sports diplomacy, globalization of sports, fandom, identity construction through sport, and sports' impact on social, economic, and cultural processes.
7. *Global environmental issues*: Does the location you're researching face global environmental challenges such as climate change, pollution, and sustainability. Your research could focus on understanding the local and global implications of these environmental issues, including examining local efforts to address them, the impact of global environmental policies, and the ways in which global environmental issues intersect with local social, economic, and political processes. You could also consider how pollution, hazards, natural disasters, etc. move across political boundaries and ways that responses require multi-layered governance.

Throughout your paper, a **clear analytical argument** should come through. A good analytical argument not just an articulation of an opinion, but rather is a well-evidenced theoretical description of the relationship among social phenomena that you see playing out in your research. To help you build a solid argument, your research memo should contain the following sections: (1) **introduction –** clearly state some of the ways that your chosen theme manifests in the place you are studying and provide a brief overview of its global significance and relevance; (2) **context –** explore the underlying historical context that has led to how your chosen theme emerged in your location of study, playing particular attention to the global (political, economic, technological, environmental, or cultural) factors that contribute to its development; (3) **impact –** examine the effects that the interplay between your chosen theme and your location of study has on other areas of life and social, political, economic, and cultural practices in different regions, countries, and societies at both local and global levels; (4) **case studies or examples –** incorporate specific case studies or real-world examples that illustrate how your chosen theme's local manifestations affect broader social, political, economic, and cultural practices; (5) **future outlook –** identify and analyze opportunities and obstacles that could impact the trajectory of the trends you describe, as well as structural, political, economic, or social factors that might affect it (while this section invites some speculation, it should be informed by strong logical reasoning and evidence; be realistic and consider tradeoffs for various potential pathways); (6) **conclusion –** reflect on the scope of your work, the generalizability it may or may not allow, and broader implications of your argument(s).

Your research memo should be well-organized and written in clear, concise, and formal language. Your memo should use **one or more concepts from the course readings** to explain to your audience what sorts of social, political, economic, and/or cultural processes unfold in your thematic area of research. Properly cite all sources using APA or Chicago citation style. Make effective use of academic resources, including scholarly articles, books, reports, and reputable news sources. Focus on critical analysis rather than mere description.

Your research memo will be evaluated based on the following criteria: (1) depth of analysis and understanding of how your chosen theme plays out in your place of study and its global manifestations; (2) quality and relevance of examples; (3) clarity and coherence of writing, including organization and structure; (4) appropriate use of academic sources to support claims; (5) thoughtful consideration of potential future developments and implications.

The **final draft is due on Friday, Dec. 8 at 23:59.** Because it will be impossible to research and write your memo the week it's due, you are also responsible for the following deliverables, which will help you build towards your final draft: (1) a thoughtful **topic paragraph** articulating the place and theme(s) you will study (**due Friday, Oct. 6 at 23:59**); (2) a **detailed outline** summarizing your main points and providing an annotated preview of the academic sources you intend to use to substantiate your claims (**due Friday, Oct. 27 at 23:59**); (3) a **first complete draft** of your memo to share with a classmate for feedback (**due Friday, Nov. 17 at 23:59**); and (4) **feedback** on a classmate's complete draft (I'll assign you a partner; **due Friday, Dec. 1 at 23:59**). All components should be 12pt Times New Roman, 1-inch margins, single-spaced.

This is how the grade for the assignment will be broken down: Topic paragraph (5% - graded for completion) + detailed outline (10% - graded for completion) + first completed draft (25% - graded for completion) + feedback (15% - graded for completion) + final draft (50% - graded for content) = total assignment score (100%). **IMPORTANT: Your final draft will only be graded for a letter grade if you've turned in all four of the graded-for-completion components**.

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. To set up email forwarding, 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 click here.

Schedule of Topics & Readings

Below is the list of required readings for each week. To help you manage your time, I've included the total number of pages each week (the weekly average is ~57 pages per week). Please look ahead to determine the time you'll need to set aside. If at any point, you feel you're falling behind or aren't sure how to interpret something we read or discuss, **please come to student hours because I'm here to help**.

If you're interested in topics that we cover, I recommend taking some of the other courses I list below (almost) every week's readings. Please note that these lists are non-exhaustive, and Pitt may not offer all these classes every academic year. Some classes may have pre-requisites. The asterisk (*) denotes courses that have counted for the Global Studies Certificate in the last few years. Since the university catalog is an evolving document, **please always double-check whether a class counts for your degree(s)**, by consulting with Elaine Linn (for programs offered by the Global Studies Center), me or Andrew Lotz (for programs offered by the Political Science Department), and your school's/department's academic advisor.

Part I: Cross-Cutting Themes

The routines, challenges, and opportunities through which we experience our everyday lives take shape through the interaction of innumerable social processes. The academic field of Global Studies maps out and seeks to understand those interacting processes. For the first half of the semester, we'll be reading a variety of texts that collectively examine how people come to see themselves and each other as parts of larger groups, the social systems within which they live and that they influence, and the how patterns of practice crystalize and shift over time. As we read these texts, pay particular attention to the theoretical points that the authors make that might be generalizable beyond the examples they give, including to other authors' arguments and to contemporary local practice.

Week 1: A Global Studies Lens (syllabus + 46 pages)

Tuesday, August 29, 2023:
Please read this syllabus all the way through.
(pp. 29-54): Eve Darian-Smith and Philip C. McCarty, *The Global Turn: Theories, Research Design, and Methods for Global Studies* (Univ. of California Press, 2017).

Thursday, August 31, 2023:
(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:
- What are the characteristics of a "global studies approach" to studying social phenomena?
- What are some concrete examples of the analytical value-added of interdisciplinarity?
- *Where*, according to Darian-Smith and McCarty (2017), should scholars locate the "global"?
- Where do Ichijo and Ranta (2016) locate the "global" and how well does it align with Darian-Smith and McCarty's (2017) suggested "global studies approach"?
- How do Ichijo and Ranta (2016) explain the relationship among people's evolving culinary practices and the (re)construction of national identity?
- How do people judge what constitutes cuisine that "authentically" represents a culture or place?
- What sorts of phenomena interest you, to which you'd like to apply a global studies approach?

To dive deeper into some of the topics of this week, consider the following Pitt courses: *ANTH 1752: Anthropology of Food; *HIST 1084: Food and History; *NUTR 1612: Food and Culture; ANTH 1716: Politics of Gender and Food; *PS 1357: Politics of Food, Land, and Sustainability; SOC 0002: Sociology of Everyday Life; etc.

Week 2: Historical Memory, part I (23 pages)

Tuesday, September 5, 2023:
(pp. 1445-1468): Jonathon Catlin, "When Does an Epidemic Become a 'Crisis'? Analogies between COVID-19 and HIV/AIDS in American Public Memory," *Memory Studies* 14, no. 6 (2021).

Thursday, September 7, 2023:
Research Workshop. **NOTE: I kept the reading light this week so you can do some exploratory research for the Research Memo assignment. Please come prepared to discuss some ideas with classmates.**

Reading questions:
- What role does people's experiences and memory of the HIV epidemic affect how particular communities came to understand what was happening during the COVID-19 pandemic?
- Why do some actors invoke the Holocaust to in response to Reagan Administration's failure to acknowledge the HIV epidemic? What rhetorical work does such an analogy do for the speaker?
- What factors contribute to people's determination whether a phenomenon constitutes a "crisis"?
- How, according to Catlin (2021), do analogies affect understandings of the past and present?

To dive deeper into some of the topics of this week, consider the following Pitt courses: COMMRC 0310: Rhetoric and Society; JS 1252/HIST 1769: Holocaust History and Memory; *HRS: Introduction to Epidemiology; etc.

Week 3: Historical Memory, part II (61 pages)

Tuesday, September 12, 2023 (**ON ZOOM**):
(pp. 1-9): Dagmar Herzog, *Sex after Fascism: Memory and Morality in Twentieth Century Germany* (Princeton Univ. Press, 2001).

(pp. 192-213): Cristina Petrescu, "Nostalgia, Identity and Self-Irony in Remembering Communism," in Lavinia Stan and Lucian Turcescu, *Justice, Memory and Redress in Romania: New Insights* (Cambridge Scholars Publishing, 2017). **NOTE: Prof. Dr. Cristina Petrescu is joining us on Zoom on this day. Please read the article carefully, do some background research on Romania, and come prepared to discuss/ask questions about what you find interesting.**

Thursday, September 14, 2023:

(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 are the ways in which German fascism was (mis)remembered by subsequent generations, according to Herzog (2001)?
- What are various ways to understand nostalgia, according to Petrescu (2017)? How does her work challenge "commonplace" assumptions about how the shape of nostalgia for the pre-1989 era?
- What is the relationship, according to Frei (2019), between (1) debates about Columbus and Azurduy statues in Buenos Aires, and (2) ethno-national communities in Argentina?
- What, according to Frei (2019), can scholars notice by focusing on monumental construction?
- Reflecting on readings from weeks 2 and 3, what, in your view, constitutes *historical erasure*?

To dive deeper into some of the topics of this week, consider the following Pitt courses: ANTH 1776: Myth, Symbol and Ritual; HAA 1455: Art in the Third Reich and Memorializations of the Holocaust; HIST 1240: Political East Europe; HIST 1511: Violence and Memory in Latin America; HIST 1385: Europe since 1945; HIST 1770: After the Holocaust; PS 1322: Latin American Political Development; HIST 1511: Violence and History in Latin America; RUSS 0850: Appropriating the Past – The Early History and Cultures of the Eastern Slavs, 988-1825; Pitt's study abroad on Identity and Global Politics in Romania; etc.

Week 4: The "Self" and the "Other", part I (63 pages)

Tuesday, September 19, 2023:

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

Thursday, September 21, 2023:

(pp. 506-519): Nadia Kaneva and Delia Popescu, "'We are Romanian, Not Roma': Nation Branding and Postsocialist Discourses of Alterity." *Communication, Culture and Critique* 7, no. 4 (2014).

Reading questions:

- What is the theoretical point (about confronting difference) behind Todorov's (1999) account of Columbus' interaction with indigenous people in the Western hemisphere?
- How, according to Kaneva and Popescu (2014), can actors use modern tools, such as national branding to, construct narratives about belonging?
- Whereas Torodov (1999) highlights Self/Other identity construction in moments of "first contact," Kaneva and Popescu (2014) focus on deeply embedded perceptions of difference. In what ways are these accounts theoretically compatible and divergent?

To dive deeper into some of the topics of this week, consider the following Pitt courses: SPAN 1442: Racial, Ethnic and Religious Difference in Colonial Latin America; SPAN 1470: The Incas – Andean

Indigenous Peoples and Spanish Colonial Rule; HIST 1525: Mexico, Aztecs to Present; HIST 1115: The West and the World; HIST 1715: Empires in the Modern World; PS 1348: Xenophobia in Modern Europe; *ANTH1701/RELGST 1420: Religion and Race; ANTH 0536: Mesoamerica before Cortez; Pitt's study abroad on Identity and Global Politics in Romania; etc.

Week 5: The "Self" and the "Other", part II (96 pages)

Tuesday, September 26, 2023:
(pp. 51-124): Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Univ. of Oklahoma Press, 1999[1982]). [*This piece may elicit strong emotional reactions*]

Thursday, September 28, 2023:
(pp. 197-219): Deborah Root, "The Imperial Signifier: Todorov and the Conquest of Mexico," *Cultural Critique* 9 (1988).

First tranche of *Arguments Summaries Log* due Friday, Sept. 29 at 23:59

Reading questions:
- How does Todorov's (1999) account of the interactions between Montezuma and Cortés differ from his account of Columbus?
- In Todorov's (1999) explanation for the Conquest, the actors he describes are inexorably fixed within the spirit of their historical context. How does this affect how one should think about historical global (and other social) phenomena?
- Which of Root's (1988) reflections about Todorov (1999) are helpful for understanding the latter?
- Describe and reflect on whether you agree with Root's (1988) critique of Todorov's (1999) insufficient attention to the effects of imperial power structures on his own recounting of history.

Week 6: Hierarchy (71 pages)

Tuesday, October 3, 2023:
(pp. 15-35, 39-53, and 73-88): Isabel Wilkerson, *Caste: The Origins of Our Discontents* (Random House, 2020). [*This piece may elicit strong emotional reactions*]

Thursday, October 5, 2023:
(pp. 3-25): Robin Blackburn, *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800* (Verso, 2010[1997]). [*This piece may elicit strong emotional reactions*]

Topic paragraph of *Research Memo* due Friday, Oct. 6 at 23:59

Reading questions:
- What is "caste" and how is it different from "race" in Wilkerson's (2020) view?
- Does Wilkerson's (2020) idea of "caste" extend to other forms of discrimination (e.g., gender, sexuality, nationality, dis/ability, etc.)? What are some analytical tradeoffs of generalizing the concept beyond her intended framing?
- Wilkerson (2020) argues that because of caste, "none of us are ourselves" (p. 53). What does she mean by this and what are some of the implications of this claim?
- Blackburn (2010) argues material conditions (i.e., productive forces, such as capital, labor, technology, trade, etc.) inspired the inter-generational slavery that defined the early modern Transatlantic Slave Trade. How well does his account align with Wilkerson's (2020)?

- With his vignette about a woman buying sugar (p. 16), Blackburn (2010) suggests that mundane local actions contribute to global patterns of practices. To what modern actions and practices can one extend this insight? What are its ethical implications for you personally?

To dive deeper into some of the topics of this week, consider the following Pitt courses: *HIST 1772: Race, Caste, and Ethnicity in Global Perspective; HIST 1018: Global Inequality – Histories and Debates; HIST 1541: History of the Early Caribbean to Emancipation; HIST 1674: Pride and Prejudice; HIST 1773: Slavery/Anti-Slavery in Global Perspective; HIST 1076: Comparative Slavery; ECON 0480: Economics of Inequality; *SOC 0460: Race and Ethnicity; *SOC 1365: Race, Class, and Gender; etc.

Week 7: Violence, part I (79 pages)

Tuesday, October 10, 2023:

(pp. 11-58): Eduardo Galeano, *Open Veins of Latin America: Five Centuries of the Pillage of a Continent* (Monthly Review Press, 1997[1971]). [*This piece may elicit strong emotional reactions*]

Thursday, October 12, 2023:

(pp. 261-280): Paul Farmer, "On Suffering and Structural Violence: A View from Below," *Daedalus* 125, no. 1 (1996).

(pp. 409-422): Thom Davies, "Slow Violence and Toxic Geographies: 'Out of Sight' of Whom?" *EPC: Politics and Space* 40, no. 2 (2022).

Reading questions:

- How, according to Galeano (1997), did wealth from the Western Hemisphere contribute to the economic, political, and intellectual flourishing of Europe?
- What forms of violence did European colonizers employ to rule the Western Hemisphere?
- How, according to Farmer (1996), are direct and structural violence distinct? How do they relate?
- Where, in Wilkerson's (2020) account of caste systems, do we see structural violence?

To dive deeper into some of the topics of this week, consider the following Pitt courses: HIST 0500: Colonial Latin America; HIST 1017: Globalization and History; *HIST 1080: Empires and the Environment in World History; HIST 1144: Iberian Empire and Early Modern Globalization; HIST 1511: Violence and Memory in Latin America; *SOC 0432: Wealth and Power; etc.

Week 8: Violence, part II (46 pages)

Tuesday, October 17, 2023:

(pp. 93-104), 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*]

(pp. 131-153): Carsten Mildner, "Making Lives, Making Communities: Deaf Youth in Benin," in Mora L. McLean (ed.), *West African Youth Challenges and Opportunity Pathways* (Palgrave Macmillan, 2020). **NOTE: In class we will watch the following film (24 min):** Ted Evans, *The End*, Zoom Focus (2011). https://www.bslzone.co.uk/watch/zoom-focus-end [*This piece may elicit strong emotional reactions*]

Thursday, October 19, 2023:

(pp. 409-422): Mark Neocleous, "Off the Map: On Violence and Cartography," *European Journal of Social Theory* 6, no. 4 (2003).

Reading questions:
- Kim (2011) argues that states and other kinds of actors (e.g., international non-governmental organizations, international organizations, etc.) use imagery related dis/ability to define themselves in civilizational terms. What are the consequences of such appropriation?
- How are local forms discrimination related to regional, national, or global forms of violence?
- What kinds of violence, according to Neocleous (2003), do processes of state boundary-drawing and map-making encourage and discourage?
- 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." Is this a useful perspective for reflecting on how you interact with others in your daily practices?

To dive deeper into some of the topics of this week, consider the following Pitt courses: PS 1504: Nationalism; *SOCWRK 1040: Poverty and Income Inequality; *SOC 0432: Wealth and Power; ANTH 1750: Inequity and the Body; *THEA 1349: Disability and Performance; HIST 1157: History of Maps and Spatial Representation; etc.

Part II: Disciplinary Vantage Points on Global Phenomena

No single academic discipline has a monopoly on how to correctly analyze connections among phenomena. Each brings unique insights because its analytical focus foregrounds certain aspects of reality over others, and because scholars approach questions using different methodological tools. Global Studies is richest when it takes advantage of connections among scholars of different backgrounds who approach their research questions from different vantage points. For the second half of the semester, we'll therefore spend time reading about a *selection* of the problems that scholars within various disciplines focus on. Pay particular attention to the analytical value-added when we place scholars of different disciplinary backgrounds in conversation with each other and how some of the themes we explored in the first half of the semester might shed light on the topics to come.

Week 9: Environmental Sciences (56 pages)

Tuesday, October 24, 2023:

(pp. 27-35): S. Mo Jang, "Framing Responsibility in Climate Change Discourse: Ethnocentric Attribution Bias, Perceived Causes, and Policy Attitudes," *Journal of Environmental Psychology* 36 (2013).

(pp. 117-128): 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, October 26, 2023:

(pp. 70-90): Peter Newell, "Race, Class and the Global Politics of Environmental Inequality," *Global Environmental Politics* 5, no. 3 (2005).

(pp. 90-107): Jekatyerina Dunajeva and Joanna Kostka, "Racialized Politics of Garbage: Waste Management in Urban Roma Settlements in Eastern Europe," *Ethnic and Racial Studies* 45, no. 1 (2022). [*This piece may elicit strong emotional reactions*]

Detailed outline of *Research Memo* due Friday, Oct. 27 at 23:59

Reading questions:
- According to Jang (2013), how do judgments about who *causes* environmental problems affect local and global political action?
- What are the relative merits, according to Joshi (2015) of adopting the global North / South binary when debating climate change policy? What legitimacy does invoking "global North" or "global South" during climate change debates confer upon actors?
- How does "environmental racism" manifest in peoples' daily practices and lived experiences?
- How, according to Dunajeva and Kostka (2022), can governance of environmentally impactful activities exacerbate interethnic structural violence?

To dive deeper into some of the topics of this week, consider the following Pitt courses: *GEO 1332: Environmental Advocacy and Activism; *HIST 0705: World Environmental History; *HIST 1696: Environmental History; *ECON 0360: Introduction to Environment and Resource Economics; PS 1267: Environmental Politics and Policy; PS 1542: Global Environmental Politics; *HIST 1080: Empires and the Environment in World History; *SOC 1445: Society and Environment; URBNST 0114: Urban Sustainability; Pitt's study away program on Lakota Perspectives on Environmental Sustainability and Indigenous Rights; etc.

Week 10: Public Health (48 pages)

Tuesday, October 31, 2023:
(pp. 1-9): Suerie Moon, "Power in Global Governance: An Expanded Typology from Global Health," *Globalization and Health* 15, suppl. 1 (2019).
(pp. 265-279): Jeff Collin, Kelley Lee, and Karen Bissell, "The Framework Convention on Tobacco Control: The Politics of Global Health Governance," *Third World Quarterly* 23, no. 2 (2002).

Thursday, November 2, 2023:
(pp. 1-7): Anja Krumeich and Agnes Meershoek, "Health in Global Context; Beyond the Social Determinants of Health?" *Global Health Action* 7, no. 1 (2014).
(pp. 515-533): Hakan Seckinelgin, Joseph Bigirumwami, and Jill Morris, "Securitization of HIV/AIDS in Context: Gendered Vulnerability in Burundi," *Security Dialogue* 41, no. 5 (2010).

Second tranche of *Arguments Summaries Log* due Friday, Nov. 3 at 23:59

Reading questions:
- What forms of power, according to Moon (2019), should scholars consider when analyzing practices and processes related to public health? How relevant are those forms of power for scholars studying phenomena in other disciplines?
- How do private sector actors affect multilateral efforts to create global public health policy?
- What is a "social determinants of health" framework? What are its strengths and weaknesses?
- Seckinelgin, Bigirumwami, and Morris (2010) argue HIV/AIDS securitization obscures gendered social environments that produce specific vulnerabilities for women in and beyond armed conflict. What practices, according to them, constitute gendered social environments in Burundi?
- How does framing HIV/AIDS as a security challenge affect states' and non-state actors' responses to the epidemic? What's at stake in such framing, and who benefits and loses?
- The COVID-19 pandemic has demonstrated the transnational potential of infectious diseases and many of the readings for this week have to do with infectious diseases. How ought one think about global manifestations of and responses to non-infectious or chronic diseases?

To dive deeper into some of the topics of this week, consider the following Pitt courses: PUBHLT 1001: Introduction to Public Health; ECON 0220: Introduction to Health Economics; *HIST 1090/SOC 1488: History of Medicine and Health Care; *PS 1263: Health Policy and Human Flourishing; *SOC 0477: Medical Sociology; *SOC 1450: Health and Illness; PS 1261: Health Policy in the USA; PS 1393: Global Public Health and Social Policy; *ANTH 1793: Asian Medical Systems; Pitt's study abroad on Comparative Healthcare in Graz, Austria; etc.

Week 11: Media and Disaster Response (49 pages)

Tuesday, November 7, 2023:

(pp. 129-143): Maria-Sabina Draga Alexandru, "Global Rhetorics of Disaster: Media Constructions of Bataclan and the "Colectiv Revolution" in the Wake of 9/11," *Journal for Communication Studies* 10, no. 1 (2017).

(pp. 45-58): Stijn Joye, "The Hierarchy of Global Suffering: A Critical Discourse Analysis of Television News Reporting on Foreign Natural Disasters," *The Journal of International Communication* 15, no. 2 (2009).

Thursday, November 9, 2023:

(pp. 414-427): Maria Angelina M. Uson, "Natural Disasters and Land Grabs: The Politics of Their Intersection in the Philippines Following Super Typhoon Haiyan," *Canadian Journal of Development Studies* 38, no. 3 (2017).

(pp. 224-233): Humayun Kabir, Myfanwy Maple, and Syadani Riyad Fatema, "Vulnerabilities of Women Workers in the Readymade Garment Sector of Bangladesh: A Case Study of Rana Plaza," *Journal of International Women's Studies* 19, no. 6 (2018). [*This piece may elicit strong emotional reactions*]

Reading questions:

- What are some ways that media discourses about human-made disasters resemble one another across geographic and social context? What is at stake in the construction of patterns of media discourses Draga Alexandru (2017) describes?
- How does various framings of disasters, according to Joye (2009), create differentiated perceptions of evitability, responsibility, and care among audiences?
- What global processes produce dangerous workplace conditions in marginalized communities?
- Under what conditions, according to Uson (2017), do "natural" disasters catalyze a consolidation of local land ownership in the hands of elites? What consequences does this have for class relations in the context of increasingly frequent climate change-induced disasters?

To dive deeper into some of the topics of this week, consider the following Pitt courses: *SOC 0317: Globalization; *GEOL 0820: Natural Disasters; SOC 0490: Mass Media; COMMRC 0320: Mass Communication and Society; PS 1235: Media and Politics; PUBSRV 1455: Law, Ethics and Public Policy in the Mass Media; COMMRC 1122: Media Criticism; *ENGCOMP 0420: Writing for the Public; Pitt's study abroad on Identity and Global Politics in Romania; etc.

Week 12: The Built Environment (64 pages)

Tuesday, November 14, 2023:

(pp. 7-25): Juliana Maxim, "Mass Housing and Collective Experience: on the Notion of *Microraion* in Romania in the 1950s and 1960s," *The Journal of Architecture* 14, no. 1 (2009).

(approx. 16 pages of text): 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

Tuesday, November 16, 2023:

(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 complete draft of *Research Memo* due Friday, Nov. 17 at 23:59

Reading questions:

- Maxim (2009) analyzes the ideological use of architecture and urban planning in a centrally planned economic system and totalitarian political system. Monteiro (2020) describes their ideological use in the context of a capitalist democratic society. What parallels and divergences do you see between these accounts?
- What socio-economic conditions informed Eastern bloc states' focus on mass-housing?
- How, according to Spruyt (2020), does analyzing the relationship between the organization of the built environment and cultural cosmologies allow scholars to understand socio-political order?

To dive deeper into some of the topics of this week, consider the following Pitt courses: *ARC 0110: Approaches to the Built Environment; HAA 0730/ARC 0114: Art and Architecture of the Muslim World; ARC 1161: Modernity, Modernism and Housing; *ARC 1180: World Cities; PS 1362: Comparative Urban Government; PIA 1102: City of White Supremacy – Race, Space, and Policy in American Cities; *HAA 1520: Black Built America; *URBNST 100: World Urban Patterns; Pitt's study abroad on Identity and Global Politics in Romania; etc.

Week 13: November Recess (NO CLASS)

Week 14: Art (48 pages)

Tuesday, November 28, 2023:

(pp. 151-164): Piotr Bernatowicz, "Picasso behind the Iron Curtain: From the History of the Postwar Reception of Pablo Picasso in East-Central Europe," in Jérôme Bazin, Pascal Dubourg Glatigny, and Piotr Piotrowski (eds.), *Art Beyond Borders: Artistic Expression in Communist Europe [1945-1989]* (Central European Univ. Press, 2016).

(pp. 434-450): 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).

Tuesday, November 30, 2023:

(pp. 170-188): Liv Nilsson Stutz, "Claims to the Past. A Critical View of the Arguments Driving Repatriation of Cultural Heritage and Their Role in Contemporary Identity Politics," *Journal of Intervention and Statebuilding* 7, no. 2 (2013).

Peer review of *Research Memo* due Friday, Dec. 1 at 23:59

Reading questions:

- How do political contexts affect the reception of pieces of art and the artists who create them?

- Blaagaard and Mollerup (2020) argue that street art is capable of effecting political change on account of its (1) spatial emplacement, (2) ability to "travel", and (3) catalyzation of inter-artist conversation. To what extent do other forms of art share such features?
- This week's texts give radically different accounts of forms of politicization of art. What insights do they collectively inform and what other forms of politicization should scholars analyze?
- What's at stake for various actors in debates about art / cultural repatriation?
- This week's texts look mostly at visual arts; what can we extrapolate from our discussion to performance art, cinematic art, literary art, etc.?

To dive deeper into some of the topics of this week, consider the following Pitt courses: *HAA 0105: Art and Empire; *HAA 0125: Museums, Society and Inclusion; HAA 0520: Art and Politics in Modern Latin America; HAA 0730/ARC 0114: Art and Architecture of the Muslim World; *HAA 0460: Art in Public – Inclusion, Identity, and Activism; *HAA 1050: World Art – Contact and Conflict; HAA 1450: Art and Politics in the Weimar Republic; HAA 1455: Art in the Third Reich and Memorializations of the Holocaust; *HAA 2025: History and Ethics of Collecting; etc.

Week 15: Music (44 pages)

Tuesday, December 5, 2023:
Sharing research – write and share via CANVAS prior to class a max. 2-3 paragraph summary of your research. In class, we'll do a research-sharing activity, so reflect on how you'd present the various components of your research memo verbally in 3 minutes or less.

Tuesday, December 7, 2023:
(pp. 113-132): Nina Cornyetz, "Fetishizing Blackness: Hip Hop and Racial Desire in Contemporary Japan," *Social Text* 41 (1994). [*This piece may elicit strong emotional reactions*]
(pp. 163-188): Laudan Nooshin, "Whose Liberation? Iranian Popular Music and the Fetishization of Resistance," *Popular Communication* 15, no. 3 (2017).

***Research Memo* (final draft) due Friday, Dec. 8 at 23:59**
Third tranche of the *Argument Summaries Log* due Wednesday, Dec. 13 at 23:59

Reading questions:
- What sorts of *political meanings* might music have and what sorts of reactions do they produce? Considering Nooshin's (2017) skepticism about the appropriateness of reading subversive intent unto musical performance, when can one be sure a piece is explicitly political?
- How does the meaning of music change as it enters new socio-political contexts? What's at stake for various actors when they use non-local music to interact with local institutions/norms?

To dive deeper into some of the topics of this week, consider the following Pitt courses: *MUSIC 0216: Global Music; *MUSIC 0311: Introduction to World Music; *MUSIC 1310: Global and Popular Music; *MUSIC 1396: Music in Society; MUSIC 1321: Music, Gender and Sexuality; *MUSIC 1326: African-American Music in the US; MUSIC 1306: Global Music Industries; MUSIC 1262: Critical Listening and Music Criticism; ANTH 1723: Black Masculinity; etc.

Have a great Winter break!