general education student learning outcomes:
This course meets the following general education requirements for humanities:

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

The GenEd outcomes will be assessed on a 1500- to 2500-word final paper (due on December 6th, 2014 at 5 pm, to be uploaded to the OAKS dropbox).

Despite globalization, geographic, political, cultural and economic borders still shape important aspects of our lives today. We will try to understand the history of their creation as well as the contemporary significance and erosion by studying important phenomena relevant to different parts of the world today. Among other things, you will study trade and human development from a multidisciplinary perspective, international governance and the changing face of the nation-state, poverty and its relationship to health and hunger, as well as migration and tourism and their relationship with the environment and its degradation. Rather than covering each of these in depth, it is meant to expose students to different regions and disciplines so that, if they further specialize in their own region and discipline over the course of their college career, they will be familiar with different ways of looking at the world, as well as the ways in which other regions are different from or similar to their own region of more in-depth study.
**Course Requirements**

**Reading Quizzes (10%)**  
I think of them as a way of self-checking and keeping you on track with reading material. About once weekly. Lowest grade is dropped.

**Active Class Participation (10%)**  
Including small in-class assignments.

**Map Quiz (5%)**  
Grasping the geography of the world is fundamental to any understanding of its societies, economies and cultures. We will test your grasp in week two.

**Midterm Exam (20%)**  
In-class exam (45 min.) on course content up to that point, comprising short answers and an essay question. This exam tests whether you have a foundation for more in-depth study. September 24th, 2014 in class.

**Class Discussion Project (10%)**  
In pairs, you will be responsible for leading a brief class discussion on an assigned topic in one session.

**Global Problem Project (15%)**  
Short summary paper mainly based on research into an issue relevant to global culture or policy.

**Final Paper (30%)**  
The final paper (1500 to 2500 words) will be based on your continuous collection of media reports about a topic and country of your choice (my prior approval is required) plus additional academic sources. This paper will be used for GenEd outcome assessment. Due date: Due December 6th, 2014 (5:00pm, on OAKS).

**Late Work Policy**  
Missing class is not an excuse for missing work. It is your responsibility to get things in on time. I will deduct five percentage points for every day that an assignment (other than in-class assignments) is late. I will not remind you if an assignment is late. Please, alert me and the Absence Memo Office to mitigating circumstances.

I do not accept papers over e-mail or a paper slipped under my door. If you are having trouble with any assignment, please come and see me. I am a person.

**Plagiarism and the Honor Code**  
To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in this course, you must acknowledge that you are doing so. If you use someone else’s words or ideas, you must indicate this by marking (with quotation marks and signal phrases) relevant passages in your writing and by listing the source(s) you consulted. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions stem from a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Other cases of suspected academic dishonesty will be reported to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. For more information about the Honor Code, please consult http://studentaffairs.cofc.edu/honor-system/.

**Grading Scale**  
Below is the grading scale used to calculate final grades as well as for individual assignment grades:

- A=100-93  
- A-=92-90  
- B+=89-87  
- B=86-84  
- B-=83-80  
- C+=79-77  
- C=76-74  
- C-=73-70  
- D+=69-67  
- D=66-64  
- D-=63-60  
- F=59 and below

**Attendance and Participation**  
Come to class every day. Come to class on time. Come to class prepared.

You are allowed 3 absences (excused or unexcused). After 3, your grade will begin to suffer. You cannot do well if you are not here. If a situation arises during the semester that will affect your ability to attend class regularly (such as extended illness), please contact me as soon as possible so we can discuss options.

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India-Pakistan Border at Wagah
Navigating This Course

How much you get out of this course will depend to a large extent on how much you put into your work in the class. Think about why someone (your professor) has decided that learning this material might be essential to your college experience, to your preparation as future professionals, to your understanding of yourself and the world in which you live.

Goals of the course are:

1. Students will demonstrate an ability to think globally from the perspective of multiple disciplines,
2. Learning to think systematically about global issues and their relevance to different regions of the world, including their relevance to you as members of a global community,
3. Acquiring and applying reading, information gathering and writing skills to the content of the course,
4. Learning to work with other students on collaborative assignments,
5. Developing a “literacy” regarding the resources available to aid students in their academic development.
Reading and Assignment Schedule (Weeks 1 to 5; for a full semester reading schedule see the OAKS website):

**Part I: Introducing International Studies and Globalization**

**Week One: Mapping International Studies and Global Issues**

**Wed: Introduction and Course Content**

**Fri**: Navigating the World – Reading: Chernotsky, chapter 1. What are borders? Why do we think about life in its various facets by referring to localities, nations, regions, and the world? Where do ideas like “Asia,” “Africa,” “Europe” etc. come from? Why should we engage with the world and on which terms?

**Week Two: A Borderless World? How Borders Matter Today.**

**Mon**: Reading: Simon Reid-Henry, “The Illusion of a Borderless World”, *New Statesman*, 2009, on OAKS.

**Wed**: Reading: Philipp Walker, “The World’s Most Dangerous Borders – Thirteen Places You Don’t Want to Be Stuck at”, *Foreign Policy*, Link on OAKS.

**Fri**: Clips from the video “Bad Borders” plus in-class discussion.

**Week Three: Globalization and Its Different Dimensions I**

**Mon**: Why we think we live in a world without borders. Reading: “The Role of Technology in Globalization” – Chernotsky, chapter 3, on OAKS.

**Wed**: Globalization – A Historical Overview


Question: When did globalization start and how? Why is this a debatable issue?

**Fri**: Globalization – An Economic Phenomenon

Reading: Steger, chapter 3 (Economy) (on OAKS). Also: MAP QUIZ about world regions/global issues.

Questions: What does the economy have to do with globalization? What role do governments, international economic institutions and transnational corporations play? Country Reporting Presentations.

**Week Four: Globalization and Its Different Dimensions II**

**Mon**: Globalization – How Politics Shapes and Is Shaped by Globalization

Reading: Steger, chapter 4 (Politics) (on OAKS).

Questions: What role does politics play in the globalization of life? Are we moving towards global government and away from nation states?

**Wed**: Globalization – Global Culture Wars or the McDonaldization of Culture?

Reading: Steger, chapter 5 (Culture) (on OAKS).

Questions: How does globalization shape different cultures? How do different cultures shape the impacts of globalization? Will there be one global culture or many?

**Fri**: Globalization – A First Look at Environmental Problems on a Global Scale

Reading: Steger, chapter 6 (Ecology) (on OAKS). What is the link between the economy, politics, consumption and environmental problems in the developed and developing world? Country Reporting Presentations.

**Week Five: Why Should You Question Globalization and Its Consequences?**


**Fri**: Discussion of the documentary “The Anti-Americans”. Country Reporting Presentations.
**Week Six: Globalization and Culture: Knowledge, Power and Prejudice - How we see the Middle East**

**Mon:** In-class discussion and group exercise: *The Middle Eastern Imaginary.*

**Wed:** Amardeep Singh on Edward Said, public lecture manuscript (on OAKS).

**Fri:** In-class documentary viewing *Edward Said on Orientalism.* Country Reporting Presentations.

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**Week Seven: Taking Stock**

**Mon:** Midterm Review Session.

**Wed (10/01):** In-class Midterm Exam (45 min.; 1:05-1:50 pm). PLEASE, BE ON TIME!

**Fri:** In-class documentary viewing and discussion of excerpts from “Stories My Country Told Me – Eqbal Ahmad and the Partitioning of India”. Please, be on time! Group Discussion. Country Reporting Presentations.

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**Week Eight: Contrasting Views of Africa**

**Mon:** Wright, “Nigeria: Building Political Stability with Democracy” (on OAKS).


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**Week Nine: Identity and Intercultural Contact**

**Mon:** Chernotsky/Hobbs, chapter 8 (Protecting Identity). + Bell, “Humanity’s Common Values” (on OAKS).

**Wed:** Chernotsky/Hobbs, chapter 9 (Challenges to Identity) (on OAKS).

**Fri:** Country Reporting Presentations. + Documentary discussion, “Pelada” (excerpts).

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**Week Ten: Geopolitics and Security Issues**

**Mon:** Chernotsky/Hobbs, chapter 4 (Searching for Security) (on OAKS).

**Wed:** Chernotsky/Hobbs, chapter 5 (Challenges to Security) (on OAKS).

**Fri:** Country Reporting Presentations.

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**Week Eleven: Cooperation at the Global Level**

**Mon:** Chernotsky/Hobbs, chapter 10 (on OAKS).

**Wed:** Chernotsky/Hobbs, chapter 11 (Challenges to Cooperation). (on OAKS).

**Fri:** Country Reporting Presentations.

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**Week Twelve: The Global Economy**

**Mon:** No Class! Fall Break.

**Wed:** Chernotsky/Hobbs, chapter 6 (Seeking Prosperity) (on OAKS).

**Fri:** Chernotsky/Hobbs, chapter 7 (Challenges to Prosperity). (on OAKS). Country Reporting Presentations.

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**Week Thirteen: Poverty and Hunger - Africa and Latin America in Comparison**


**Fri:** Discussion. Documentary “Silent Killer” (excerpts).

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**Week Fourteen: The Environment and its Degradation - Downsides of Southeast Asia's Economic Miracle**

**Mon:** Readings: Steger, chapter 6 (Environment).

Fri: Country Reporting Presentations.

**Week Fifteen: Women, Children and Globalization: Winners or losers or both?**


Film viewing of excerpts from “Born in Pakistan” + discussion. *Please, be on time!*

*Wed*: No class. Thanksgiving break.

*Fri*: No class. Thanksgiving break.

**Week Sixteen: Looking Back**

*Mon (12/1)*: The United States and Globalization - A reflection.