Global Studies Capstone Course -- HIST 1005-1280  
Fall 2013

GLOBALIZATION:  
Impacts, Approaches, Struggles

Instructor: Roger Rouse  
Wednesdays, 6.00-8.30pm  
103 Allen

Office Hours: M noon-2.30pm in 4106 Posvar; or by appt.  
Phone: 412-251-0327; e-mail: rogrouse@pitt.edu

OVERVIEW

What is globalization? How has it been changing? And what does it mean for the ways people around the world relate to one another and their shared environment?

In recent years, scholars, journalists, and artists have increasingly used the term “globalization” to register the sense that we are in the midst of a rapid intensification and reorganization of the processes through which people interact with one another and with nature beyond the boundaries of the states in which they live. Yet there are significant debates about how to evaluate these transnational developments and more profoundly about how to understand them. Such debates are often closely linked to major disagreements and disputes about whether globalization should continue or more commonly about the forms that it should take.
LEARNING OBJECTIVES

In this course, we will focus on enhancing your ability to understand and evaluate these developments, debates, and conflicts, giving particular emphasis to:

- the varied and changing impacts of contemporary globalization on people in different parts of the world and on the processes through which their experiences are connected and divided
- the contending approaches that scholars, journalists, and artists are taking to conceptualizing these developments, investigating them, and presenting their interpretations
- the related social struggles that are being waged over how transnational interactions operate today and where they should be heading

In the process, we will also try to make it easier for you to write your BPhil thesis or a similar research paper, especially by helping you to relate the particular issues you’re addressing to broader developments around the world, to reflect in depth about the way you’re approaching these issues, and to evaluate varied ways of presenting academic research.

ORGANIZATION

To pursue these goals, we will examine the works of scholars from diverse disciplines and regions of the world as well as contributions from journalists, activists, and filmmakers; we will use a seminar format to encourage deepening discussion of the ways these materials relate to the main aims of the course; and we will use a series of writing exercises to help you generate a final essay that connects your specific research interests to our broader focus and concerns.

To build shared momentum in pursuit of these goals, it’s important that you come to every class unless you’re prevented from doing so by illness, a personal emergency, or an unavoidable university or professional commitment. It’s also important that you come having completed the readings and ready to talk about them. If you have to miss a class, please notify me as far in advance as possible.

I will give primary emphasis to providing you with constructive feedback as the course proceeds but I also have to give you grades. These will be based on three elements:

1. **Reading responses** (20% of your course grade). Each response should be about 900 to 1,000 words long (about one and a half pages single spaced) and should provide a thoughtful reaction to the readings for a given week and to any connections that you see to issues we have previously considered. It should be written for the other members of the course and submitted to the Discussion Board on the course website on CourseWeb by 5pm on the relevant Tuesday so that the rest of us can look at it before we meet. I will divide the class into two groups. People in Group A should submit responses to the readings for any four of the five classes that
meet on Sept. 4, 18, Oct. 2, 16, 30. People in Group B should submit responses to the readings for any four of the five classes that meet on Sept. 11, 25, Oct. 9, 23, and Nov. 6. (For more detailed guidelines, go to “Reading Responses” on the course website.)

(2) Contribution to discussion (30% of your course grade). Contributing effectively means helping to facilitate collective exchanges in which everyone in the room feels encouraged to participate, comfortable taking intellectual risks, and willing to talk through questions, doubts, differences, and disagreements. Five per cent of your course grade (one sixth of the discussion grade) will be based on a 15-minute, in-class presentation you will be asked to make on the topic of your final paper on either Nov. 20 or Dec. 4.

(3) Papers (50% of your course grade). You will be asked to hand in three pieces of writing that relate the broad concerns of the course to the specifics of your research project. The first piece (5% of your course grade) will be a 1,000-word (about three pages double-spaced) proposal for your final paper, due in class on Oct. 23. The second piece (10%) will be a 2,000-word (about six pages double-spaced) draft of your final paper (excluding bibliography), due in class on Nov. 13. The last piece (35%) will be the full version of your final paper, which should be 4,500-5,500 words long excluding bibliography (about twelve to fifteen pages double-spaced) and sent to me by email no later than 6pm on Dec. 13.

RESOURCES

Office hours: I encourage you to talk with me outside class about the course and your broader interests. I’m available on Mondays noon-2.30pm in 4106 Posvar and at other times by appointment. In fact, it’s best to make an appointment even if you want to see me during my office hours; send me an email indicating what you’d like to talk about, how urgently, and when you’re free to meet.

Course website: http://courseweb.pitt.edu/. Under “Syllabus,” you will not surprisingly find this syllabus. You’ll also find documents outlining university policies relevant to our course on issues such as academic integrity, disability services, and accessibility. Please review these documents carefully and let me know if there’s anything that needs clarifying.

Readings: All of the readings will be available in pdf format on the website under “Course Documents.” Please bring copies of the relevant readings to each class.
## CLASS SCHEDULE

We may adjust this as the course proceeds.
Numbers in parentheses = total number of pages per reading.
Full references for each reading are in the bibliography that follows.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Pages</th>
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<tbody>
<tr>
<td>I: OVERVIEW &amp; EXAMPLE</td>
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<tr>
<td>Aug. 28</td>
<td>Global Studies</td>
<td>Juergensmeyer (2)</td>
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<tr>
<td>Sept. 4</td>
<td>Transnational Connections &amp; Divisions: Clothing</td>
<td>Zimmerman (1); Leslie (13), Claudio (7); Krugman (4), Pun (20), Esbenshade (18)</td>
<td>63</td>
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<td>II: STRUGGLES, DEBATES, APPROACHES</td>
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<td>11</td>
<td>Globalization: Narrative Maps</td>
<td>Steger (45), Friedman 1999 (12), 2005 (9), Hall et al (14)</td>
<td>80</td>
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<td>18</td>
<td>Economic Perspectives: Crisis &amp; Response</td>
<td>Williamson (2), IMF Staff (8), Chang (24), Bello 2013a (40)</td>
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<td>25</td>
<td>Political Perspectives: Alliance &amp; Division</td>
<td>Huntington (6), Said (15); Barber 2010a (7), 2010b (2), Mitchell (18); Nederveen Pieterse (20), Nye (8)</td>
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<td>Oct. 2</td>
<td>Cultural Perspectives: Producing Subjects</td>
<td>Boltanski &amp; Chiapello (16), Rose (18), Walkerdine &amp; Bansel (15), Rudnyckyj (19), Dolan (5)</td>
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<td>9</td>
<td>Ecological Perspectives: Dealing with Water</td>
<td>Brahic (2), Segerfeldt (8), Bakker (26), Mirosa &amp; Harris (18), Aiyer (19)</td>
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<td>III: ISSUES &amp; IMPACTS</td>
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<td>16</td>
<td>Development</td>
<td>Sachs (11), Easterly (11), Shiva (5); Collier (10), Bello &amp; Baviera (14); Ferguson (19)</td>
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<td>Oct. 23</td>
<td>Migration</td>
<td>Castles (15), Davis (30); Carroll &amp; Pilkington (2), Coutin (22), Stephen (6)</td>
<td>75</td>
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<td></td>
<td><strong>HAND IN PROPOSAL FOR PAPER</strong>*</td>
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<td>30</td>
<td>Microfinance</td>
<td>Arun &amp; Hulme (11), Boudreaux &amp; Cowen (5), Elyachar (21), Roy (15), Bedecarrats et al (20)</td>
<td>72</td>
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<td>Nov. 6</td>
<td>Security &amp; Rights</td>
<td>Paris (16), Maskovsky &amp; Cunningham (15), Chen &amp; Churchill (25), Cowen (22)</td>
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<td>13</td>
<td>Looking to the Future</td>
<td>Norberg (26), Stiglitz (7), Sparke (27), Bello 2013b (9)</td>
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<td><strong>HAND IN SHORT DRAFT OF PAPER</strong>*</td>
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**IV: PRESENTATIONS**

20     | Group A             | No Reading                                                              |       |
27     | No Class – Thanksgiving | No Reading                                                             |       |
Dec.  4 | Group B             | No Reading                                                              |       |

13     | **FINAL VERSION OF PAPER – TO ME VIA EMAIL BY 6 PM*** |                                                                          |       |

Average amount of reading per week -- over 12 weeks, 67 pages; over 14 weeks, 58 pages.
COURSE BIBLIOGRAPHY

Aiyer, Ananthakrishan

Arun, Thankom and David Hulme

Bakker, Karen

Barber, Benjamin R.

Bedecarrats, Florent et al

Bello, Walden

Bello, Walden and Mara Baviera

Boltanski, Luc and Eve Chiapello

Boudreaux, Karol & Tyler Cowen

Brahic, Catherine

Carroll, Rory and Ed Pilkington
2013 Dream Nine Immigrant Activists Freed. theguardian.com, 7 August 2103.

Castles, Stephen
Chang, Ha-Joon  

Chen, Tina and David Churchill  

Claudio, Luz  

Collier, Paul  

Coutin, Susan  

Cowen, Deborah  

Davis, Mike  
2004 Planet of Slums. New Left Review 26: 5-34.

Dolan, Catherine  

Easterly, William  

Elyachar, Julia  

Esbenshade, Jill  

Ferguson, James  

Friedman, Thomas L.  

Hall, Stuart et al  
Huntingdon, Samuel P.

IMF Staff

Juergensmeyer, Mark

Krugman, Paul

Leslie, Deborah

Maskovsky, Jeff and Hilary Cunningham

Mirosa, Orial and Leila M. Harris

Mitchell, Tim

Nederveen Pieterse, Jan

Norberg, Johan

Nye, Joseph

Paris, Roland

Pun Ngai


Zimmerman, Alex 2013 Pitt to Work with Factory Monitoring Organization after Pressure from a Student Group. post-gazette.com, August 27, 2013.