



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department International Letters & Cultures
Prefix SLC Number 425 Title What is Globalization? A History of Contact and Conflict Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials NB (Required)

Course description:

Requested designation: Global Awareness-G Mandatory Review: (Choose one)

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Nina Berman E-mail nina.berman@asu.edu Phone (480) 965-6281

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 3/13/2017

Chair/Director (Signature): [Handwritten Signature]

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	X
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	X
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
SLC		What is Globalization?	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p><b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p><b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p><b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</p>
1	<p>This course introduces students to the broader experience of globalization by examining cultural material in relation to the circumstances and conditions of the globalization process. The course is organized chronologically, and divided into four units: the period before European hegemony; the era of European colonialism and imperialism; the period of decolonization and modernization; and the contemporary context. These units serve to highlight continuities and changes in the globalization process.</p>	<p>Class discussion centers on cultural texts and other artifacts from across the world, which will be analyzed in light of various background readings. See readings and syllabus.</p>
2c	<p>The course is comparative in nature and covers most regions of the world across several centuries..</p>	<p>The course is organized chronologically, and divided into four units: the period before European hegemony; the era of European colonialism and imperialism; the period of decolonization and modernization; and the contemporary context. These units serve to highlight continuities and changes in the globalization process. Readings and visual and aural materials comment on the globalization process across the world, including Africa, South America and the Caribbean, Europe, the Middle East, and Asia.</p>


**Course Catalog Description:**

SLC 425 - What is Globalization? A History of Contact and Conflict

This course introduces you to the broader experience of globalization by examining cultural material in relation to the circumstances and conditions of the globalization process. The course is organized chronologically, and divided into four units: the period before European hegemony; the era of European colonialism and imperialism; the period of decolonization and modernization; and the contemporary context.

## SLC 425

3 Credit Hours; General Studies Designations G, L, and HU

### What is Globalization? A History of Contact and Conflict

TuTh 2:30 pm – 3:50 pm

Nina Berman

[nina.berman@asu.edu](mailto:nina.berman@asu.edu)

LL440A; 480-965-3762

Office hours: TTh 11-12 am; additional appointments per email

This course introduces you to the broader experience of globalization by examining cultural material in relation to the circumstances and conditions of the globalization process. The course is organized chronologically, and divided into four units: the period before European hegemony; the era of European colonialism and imperialism; the period of decolonization and modernization; and the contemporary context. These units serve to highlight continuities and changes in the globalization process. Questions of empire, migration, various types of networks, and the relationship between local lives and larger political and economic systems are central to all units. With the onset of European colonization and imperialism, however, the scale and nature of the interdependency of different areas of the world changed dramatically. The broad timeframe of the course allows a systematic discussion of these changes. The course pays particular attention to the ways in which human lives are affected by different aspects of globalization and how people have commented on this process. Class discussion centers on cultural texts and other artifacts, which will be analyzed in light of various background readings.

The goal of the course is to provide you with a broad perspective on the concept of globalization, and to relate contemporary issues, such as global inequality and labor migration, to historical dimensions of the process of globalization. The course is designed to enhance your understanding of basic keywords, such as empire, colonialism, imperialism, migration, modernization, transnationalism, diaspora, networks, citizenship, and human rights. Readings and classroom discussions will aim to make connections between the physical, intellectual, and emotional dimensions of human lives and complex social, economic, and political developments.

#### Learning Outcomes

*Upon successful completion of this course, students*

- *will be able to articulate orally and in writing key facts about longer cultural and political history of globalization*
- *will be able to analyze these facts by drawing on contextual and interdisciplinary knowledge that is particularly relevant to understanding current events across the globe.*

The course fulfills General Education Requirements in Global Awareness, Literacy, and Humanities

### Assignments and Grading:

**Participation and preparation (20%):** You are expected to participate actively in the discussions. Attendance is not part of the participation grade.

**3 short papers (30%--C1):** Questions will be distributed in class, asking you to respond to specific aspects of the readings; the papers should be 500-600 words in length, double-spaced, 12-point font. Grading: 70 % for content, 10 % organization/structure, 20 % for language/style.

**Term paper (50%--C1, C2, C3, C4):** The term papers should discuss an aspect of globalization by analyzing cultural expressions (such as literary texts, travel accounts, photographs, documents) or religious, political, and social movements, in their respective context. The cultural material should be analyzed by drawing on theoretical, historical, political, sociological etc. sources.

- a 200-word abstract (5% of total grade) is due on April 2; must include a tentative title; outline your topic and focus; articulate the central questions you plan to address; and contain a statement about the kind of sources you plan to use and research for your analysis
- an annotated bibliography (15% of total grade), due April 14; the bibliography should contain 8-10 book and article sources and be annotated; that is, the relevance of the book/article for your term paper should be explained in three to four sentences. Grading criteria: number of entries; length; quality; relevance; formatting.
- length: Ca. 2,500 words (minimum 2,000), double-spaced, excluding the bibliography. Grading: 70 % for content, 10 % organization/structure, 20 % for language/style.

### Extra Credit Opportunities

- You can earn extra credit (.2), once, by attending a public lecture in the Humanities.

### Grading Scale

A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
D	1.00
E	0.00

### Attendance Policy

Attendance is mandatory; more than two unexcused absences will lower your grade by .2 for each absence (on a 4.0 grading scale)

Feel free to make use of ASU's Writing Centers

<https://tutoring.asu.edu/student-services/writing-centers>



## Class Schedule

### Books:

Jürgen Osterhammel and Niels P. Petersson, *Globalization: A Short History* (Princeton; ISBN-10: 0691133956)

Jamaica Kincaid, *A Small Place* (Farrar, Straus and Giroux; ISBN-10: 0374527075)

**All other materials** (including texts by, among others Ibn Battuta, Michel de Montaigne, José Martí, Qasim Amin, Rabindranath Tagore; Alison Brysk, Gershon Shafir, Kim Ryzgiel, Linda Polman, and others) **will be posted on Blackboard or are accessible elsewhere online.**

### **I. Before European Hegemony: Global Systems and Empires**

This unit will introduce you to political, economic, and cultural aspects of the world before European hegemony. Historical background readings will provide you with an overview of economic systems and political structures of the ancient and medieval world. Through an analysis of maps, travel accounts, and cultural texts, you will gain insight into different concepts that structured the view of the world as articulated by different civilizations and imperial structures.

- January 13: Introduction to course: Keywords, timeline, and approaches
- January 15: Osterhammel and Petersson, *Globalization: A Short History*, Chapter One and Two (pp 1-29)  
→ Comparison of different ancient and medieval maps; discussion of “centrism,” interplay of religious and political belief systems
- January 20: Georgia L. Irby, “Mapping the World: Greek Initiatives from Homer to Eratosthenes”  
→ discussion of ancient views of the world
- January 22: Alessandro Scafi, “Mapping Eden: Cartographies of the Earthly Paradise”  
→ discussion of early Christian views of the world
- January 27: *The Travels of Ibn Battuta* (14<sup>th</sup> century)  
→ Ibn Battuta’s travels are a testimony to the expanse of Islamic civilization in the fourteenth century; the discussion of the text will focus on diversity within Islam, and on the Islamic world as a network for employment and trade
- January 29: *The Travels of Ibn Battuta*  
Background: maps about Islamic conquest; trade routes in the ancient world

**Topic for first short paper will be distributed.**

### **II. Colonialism, Imperialism, Age of the Nation-state**

This unit introduces you to the changes brought on by European colonialism beginning in the late fifteenth century and continuing into the twentieth century.

- February 3: **First short paper is due (in class, hard copy).**  
Osterhammel and Petersson, *Globalization: A Short History*, Chapter Three (p 31-56)
- February 5: Michel de Montaigne, “Of Cannibals” (1580)

→ This text allows for a discussion of the effect European colonial empires had on the European view of non-European cultures.

Bartolomé de Las Casas, “An Account Much Abbreviated, of the Destruction of the Indies” (1542)

→ In what ways does the text by Las Casas shed light on the essay by Montaigne?

February 10: Nelly Hanna, *Making Big Money in 1600: The Life and Times of Isma'il Abu Taqiyya, Egyptian Merchant*

→ This text describes changes in trading practices in the Islamic world and between the Islamic world and Europe through the case study of a Cairo-based merchant.

February 12: Osterhammel and Petersson, *Globalization: A Short History*, Chapter Four (pp 57-80)

February 17: Karl Marx, Friedrich Engels, *The Communist Manifesto* (1848)

<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Osterhammel and Petersson, *Globalization: A Short History*, Chapter Five (pp 81-111)

February 19: Albert Schweitzer, *On the Edge of the Primeval Forest* (1922)

→ Schweitzer's autobiography allows for a discussion of European beliefs about the superiority of European civilization, race, and Christianity, and how these beliefs functioned in the colonization of non-European societies.

**Topic for second short paper will be distributed.**

### III. Decolonization, Alternative Modernities

This unit focuses on African, Middle Eastern, Asian, and Latin American responses to European colonialism and imperialism, and to modernization.

February 24: **Second short paper is due (in class, hard copy).**

Jose Marti (1853-1895), selected writings

→ Marti's writings raise questions related to political and economic domination—and independence from that domination—of Central and Latin America and the Caribbean.

February 26: Qasim Amin, *The Liberation of Women* (1899)

→ Amin's text mirrors the discussion of modernization in Egyptian society at the time.

March 3: Rabindranath Tagore, “The Sunset of the Century” (1899); *Nationalism* (1917)

→ Tagore's and Fanon's (next meeting) writings highlight issues with regard to the nation-state during the colonial/imperial period.

March 5: Frantz Fanon, “The Trials and Tribulations of National Consciousness” (1961)

March 10: “Kala Shairi”: Swahili historiographic poetry about the German occupation of East Africa (around 1900)

→ These poems illustrate the degree to which East African articulated their cultural and political resistance to the German colonizers.

March 12: Léopold Sédar Senghor (1906-2001), selected poems  
→ Senghor's poetry rejects colonialist and European values, and offers a romantic vision of the African past.

**Topic for third short paper will be distributed.**

— Springbreak —

#### IV. Contemporary Practices of Globalization

This unit centers on contemporary dimension of globalization, in particular with regard to issues such as transnationalism, migration, diasporas, networks, citizenship, and human rights. The discussion places an emphasis on how globalization shapes the everyday life of human beings, how it affects people's bodies, their living conditions, and their view and experience of life.

March 24: Jamaica Kincaid, *A Small Place* (1988)  
→ Kincaid's text raises questions regarding the effects of tourism and economic development on the lives of people living in the Caribbean.

Osterhammel and Petersson, *Globalization: A Short History*, Chapter Six (pp 113-39)

March 26: **Third short paper is due (in class, hard copy).**

*Life and Debt* (2001), screened in class; directed by Stephanie Black, based on Jamaica Kincaid's *A Small Place*

→ Black's film is loosely based on Kincaid's book and discusses effects of Western economic policies on lives of peoples living in poor nations.

March 31: Osterhammel and Petersson, *Globalization: A Short History*, Chapter Seven (pp 141-52)

Andrew Ross, ed., *No Sweat: Fashion, Free Trade, and the Rights of Garment Workers* (e-book, in OSU library); read at least one article

April 2: **Abstract for term paper is due (in class, hard copy). Start work on your annotated bibliography.**

"The Universal Declaration of Human Rights" (1948)  
<http://www.un.org/en/documents/udhr/>

Alison Brysk and Gershon Shafir, "Introduction: Globalization and the Citizenship Gap"; Gershon Shafir, "Citizenship and Human Rights in an Era of Globalization" (In: *People Out of Place*)

April 7: Kim Rygiel, *Globalizing Citizenship*  
Derrick M. Nault, "Introduction," *Globalization and Human Rights in the Developing World*

Bob Marley, "Get Up, Stand Up" (1973)

April 9: Sebastian Salgado, *Migrations* (2000)  
→ Salgado's volume of photographs highlights the human dimension of migration across the globe. Read the interview on Blackboard and view images on <http://pdngallery.com/legends/legends10/>

April 14: **Annotated bibliography is due (electronic submission via Blackboard for faster feedback)**

Linda Polman, *The Crisis Caravan: What's Wrong with Humanitarian Aid?*  
Jonathan Grant, "Merchants of Death: The International Traffic in Arms"  
<http://ehistory.osu.edu/osu/origins/article.cfm?articleid=75>

→ Polman and Grant deal with global dimensions of humanitarian intervention and the arms trade.

Lionel Ritchie et al., "USA for Africa—We are the World" (1985)

April 16: JR (born 1983); <http://www.jr-art.net/>

→ The work of this artist raises issue related to the human face of globalization.

April 21: Globalization and Soccer (on Blackboard)

April 23: Final discussion; presentation of term papers

**The term paper is due on Friday, May 1, 5 pm, in the dropbox on Blackboard.**

**Recommended movies that comment on various effects of globalization:**

*Syriana* (2005)

*Dirty Pretty Things* (2002)

*Babel* (2006)

*Marley* (2012)

*Paraiso for Sale* (2011, OSU library)

### **Attendance Policy**

Attendance is mandatory; more than two unexcused absences will lower your grade by .2 for each absence (on a 4.0 grading scale). Students who need to be absent from class due to religious observances or due to participation in university-sanctioned activities, should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

### **Academic integrity**

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

### **Accommodating students with disabilities**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

### **Expected classroom behavior**

No cell phones  
No texting  
No internet surfing

### **Policy against threatening behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. (ASU's policy against threatening behavior (Student Services Manual SSM 104-02 "Handling Disruptive, Threatening or Violent Individuals on Campus")