

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/School Politics and Global Studies
 Prefix: SGS Number: 301 Title: Principles of Global Studies Units: 3

Course description:

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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

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). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials RH (Required)

Requested designation: Global Awareness—G **Mandatory Review:** (No)

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 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

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 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 Henry Sivak E-mail henry.sivak@asu.edu Phone 5-1336

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Herrera Date: 11/17/17

Chair/Director (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.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		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. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<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 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.	
<input checked="" 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."	Syllabus

Course Prefix	Number	Title	Designation
SGS	301	Principles of Global Studies	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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: 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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2D: The study of a non-US centered global issue	The course explores the cultural significance of human rights issues and governance dilemmas as well as patterns and processes of global inequality.	The course meetings from 18-27 Sept. address a wide spectrum of human rights issues, including women's rights and the re-definition of homosexuality, autism, and bipolar disorder in medical manuals. The block from 23 Oct. 1 Nov evaluates UN data on income inequality. Finally, the second policy paper familiarizes students with governance dilemmas within one of a number of transnational organizations (FIFA, WADA, etc.).

SGS 301 – Global Awareness:

Course Catalog Description: Presents current debates about globalization and subjects these to critical analysis.

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Supplementary Required Readings

Nikil Saval, "Globalisation: the rise and fall of an idea that swept the world," *The Guardian* 14 July 2017, at <https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world>

Paul L. Knox, John A. Agnew, and Linda Mary McCarthy, "Evolution of the Core Regions," in *The Geography of the World Economy* (London: Hodder Education, 2008), pp. 116–137.

Franklin Foer, "How Soccer explains the pornography of sects," in *How Soccer Explains the World: an Unlikely Theory of Globalization* (New York: HarperCollins, 2004).

J. Boli, "Human rights or state expansion? Cross-national definitions of constitutional rights, 1870–1970," in G.M. Thomas et al., *Institutional Structure* (Sage, 1987).

Ian Hacking, "Making Up People," *London Review of Books* 28, no. 16 (2006): 1–12.

Philip McMichael, *Development and social change: a global perspective* (Los Angeles: SAGE, 2012), 55–79.



SGS 301-Thinking Globally: Principles of Global Studies REVISED (19859)

Fall 2017 C session (17 August-1 December)

3 credit hours

MW 3.05–4.20

Tempe ED 226

Course Description

Globalization is a complex word. It is often used broadly and descriptively, for example by politicians wanting to blame 'someone else' for a problem or as the cause of a factory's relocation of a town's downfall. Dig a bit further, though and a different picture starts to emerge. The world is made up of a system of states, markets, bureaucracies, cultures, places, and individuals. Globalization has impacted each of these differently, transforming (for instance) the scope and reach of markets while also highlighting the (in)ability of communities and states to cope with these shifts. At the same time, we can identify cultural responses to these shifts, which are often described as instrumental rationality, cosmopolitan or world society thinking. In this course, we study long-term, large-scale changes in global structures and we consider three theories of global change: state-centric, social-cultural, and economic. We consider the idea that the world is one culture and society, and competing ideas of how culture sits in specific places. Much of the geographical and historical analysis comes from comparing developments in different regions of the world, including Latin America, Western and Eastern Europe, N. Africa, and E. Asia.

Structurally, this course divides globalization theoretically into four broad sections, or macro-units: (i) Long-term processes & global change; (ii) Global Capitalism, the Inter-State System, Individualism; (iii) Contemporary Political Economy; and, (iv) Place-making and identity. Each of these then contains several micro-units (e.g., 'states and people' or 'A Global Sense of Place'), which focus on one dimension of contemporary globalization. These are basically organized sequentially, so that we move from 'large scale' to 'small scale' processes and explanations (e.g., from big, global economic structures down through national economies and into consumer tastes and preferences). Finally, within each micro-unit we will consider multiple specific questions and issues (e.g., human rights, cultural imperialism, and so forth).

Note: You may not take both SGS 301 & 101 for credit. For details, check with an academic advisor.

Instructor Information

Dr. Henry Sivak, email henry.sivak@asu.edu, phone (480) 965–1336 (no voicemail), Office Coor Hall 6698, Office hours MW 1–2, T 10–11, W 1-2, TH 10-11 or by appointment. Office hours are open times at which you may drop in; more generally, if my door is open feel free to knock.

Getting in touch

I try to reply to emails promptly during 'business hours' (roughly, 8am–6pm M-F). Insofar as possible, I try to disconnect from email on the weekends, so don't be surprised if emails wait until Monday morning for a reply. Write courteously. Messages that don't address me and that begin with 'Hey did u...' will not receive a response, simply because I'm likely to overlook them/ think they are spam and so not pay them any attention. Finally, please use your ASU email address to communicate; spam filters will let them through.

Course Goals

By the end of this course, students should

- a. Understand how state-centered, political-economic, and cultural approaches to globalization differ, and the strengths and weaknesses of each;
- b. Know the workings of institutions such as the IMF, World Bank, and WTO, along with NOGs and INGOs.
- c. Analyze the importance (or non-importance, depending on your perspective) of global governance in areas such as women's rights, labour, and environmental issues; and,
- d. Consider whether there exists a cosmopolitan or world society.

Course texts

You will need to buy one book for this course: Frank J. Lechner and John Boli, *The Globalization Reader* (Malden, MA: J. Wiley & Sons, 2015), ISBN 978-1-118-73355-4 (referred to below as TGR). It should be available from the ASU bookstore, or can be purchased/rented directly through the publisher, on Amazon, or elsewhere online. You will need to have it in class on many of the weeks we use it.

Other readings are available in the "course documents" section of Blackboard.

Course requirements

The following descriptions should give you a basic idea of requirements and demands on this course. As needed, we may make minor modifications to the assignments; you will always be given at least one week's notice of any changes.

Discussion assignments form the basis of each week's substantive focus (e.g., 18–20 September will focus on human rights, so our questions will follow from there). Each assignment starts with a question, or (more frequently) a set of questions. They will usually be handed out, on paper, in Monday's class meeting and we may have some time to work on them in class. The assignment is then due by that Friday. In the case of discussion board posts, you will need to reply to other classmates to get full credit. Here I am looking for substantive replies. Simply saying "good work" or "wow, that's great," or anything equally general and superficial will earn you zero points.

There are *two mid-term tests* on the course. The first is completed in class, in 'blue books'. The second is a take-home test. You will receive the questions one week ahead of time; on the day of the test, you will need to answer a subset of those questions. This style of testing rewards steady work throughout the semester, since your ability to explain ideas, problems, and issues, rather than recite facts, is at a premium.

Policy Papers are designed to give you a feel for a specific issue of global public policy, and to write a 'white paper' (https://en.wikipedia.org/wiki/White_paper) providing clear and specific information and advise on the subject. For these, you will work in groups to facilitate the research process and present your work to the class. The papers, however, will be written individually. I will provide detailed information on each policy paper as we get closer to these assignments.

Attendance and participation and both mandatory. I will take attendance fairly regularly throughout the semester. Attendance may be taken at the start, the middle, or the end of the class period. Penalties for absences are as follows (all are cumulative):

Absence	Penalty
First absence	No worries, all is well
Second absence	-1 point
Third Absence	-3 points
Fourth absence	-5 points
Fifth Absence	You aren't passing this class

Regarding participation: Simply attending every single class meeting, without ever saying a word, will earn you 5/15. The other 10 points are for participation. This includes active engagement in open discussions/mini seminars; participation in group assignments; regularly showing up for and leaving class on time; and, putting your phone away in class (unless we need to search for information).

Summary of requirements	Points
One Mid-term test	25 points
One Final take-home test	30 points
Regular assignments	30 points
Two policy papers	30 points
Attendance and Participation	15 points
Total	130 points

Grading Scale

A+	130 points	B-	105-107.8
A	120.9–129.9	C+	97.5–104.9
A-	117–120.4	C	91–97.4
B+	113.1–116.9	D	78-90.9

Note: The University does not recognize the grades of C-, D+/-, or E. All grades are rounded to the nearest .10 point; a total of 116.82 is a B+, not an A-.

Policies

Blackboard is used primarily to distribute course materials (those not found in The Globalization Reader), to store grades (see 'grade center'), and to set the agenda for each 'micro-unit' of the course (see the folders). It is not a replacement for attending class. This class is not a potted plant, and, depending on people's interests, background, comfort level, etc. we will likely make small changes to the syllabus (e.g., dropping a reading, adding something new, etc.). These are usually worked out in class. There is no guarantee that everything we do in class will make in on to Blackboard!!!

Late Assignments: All Assignments must be completed by their due dates. Late assignments will be penalized 2 points per day late; I also reserve the right to refuse to accept a late assignment, if I feel that circumstances warrant this. Assignments that are to be uploaded to Blackboard MUST be uploaded to Blackboard!!!! Emailing an assignment to your course professor(s) will result in your work being overlooked. This included user end problems with getting Blackboard to work correctly. System outages are broadcast on twitter (<https://twitter.com/asuoutages?lang=en>); in the case of a serious outage, I will of course extend deadlines. Otherwise, though, it is your responsibility to make sure that you can use Blackboard correctly and effectively. ASU maintains plenty of resources to help you avoid common mistakes, such as running videos in the background while using BB, using Apple's Safari browser, or not regularly updating your computer's operating system (or browser). Use the "browser test" link in the course site to make sure your system is BB compatible.

This said, there are three possible exceptions here. One is that you have a foreseeable issue, such as scheduled surgery, military deployment, etc. that cannot reasonably be rescheduled. In the case, write to me prior to the start of the semester with (a) a description of the event or issue; (b) the dates during which you will be indisposed/unavailable; (c) appropriate documentation; and, (d) the date by which you can get the work completed. A second exception occurs in the case of a serious medical emergency (e.g., you break a bone). In this case, I will need paperwork from the hospital/clinic and an estimate of when you can complete the work. Finally, if you are traveling on University-related business (e.g., you are on a sports team) I will make allowances for you to complete your work. In all of the above cases please write to me first by email with the appropriate documentation attached, using a clear subject line (e.g., "SGS101Cexcusedlatework" or "SGS101Cexcusedabsence" works fine) and with a brief description of the issue. Then, please follow up with me in class (or office hours) at the earliest

reasonable opportunity. Quite simply, there are a good number of you in this class, and only one of me, so taking these steps helps a lot in helping me work with you if (or when) problems arise.

Policy against threatening behaviour: 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 behaviour 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. For more information see Student Services Manual SSM 104-02, "Handling Disruptive, Threatening or Violent Individuals on Campus." (<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

More generally, we must all be aware that the classroom is a place of respect and tolerance. While you are free to respectfully disagree with the course professor and/or other students, ad hominem attacks, or racist, xenophobic, sexist, and otherwise intolerant arguments will not be accepted. Students who engage in these behaviours, or spend class time texting/facebook-ing/IMing/playing Pokémon Go/Kakao-ing will lose points and/or have their discussion board posts removed, as deemed necessary by the course instructor. Put your phone away in class!!!

Academic integrity: Academic honesty is expected of all students in all examinations, papers, 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 the Office of the University Provost on academic integrity at <https://provost.asu.edu/academic-integrity>.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: 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. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit [the DRCs website]: <https://eoss.asu.edu/drc>.

Course Schedule

Part I: Long-term global processes and global change

21 August: Large-scale, long-term change; an introduction to the course.

Assignments: If you haven't done so already, activate your free NYT subscription through ASU at <https://lib.asu.edu/librarychannel/newyorktimes>.

23 August: Debating Globalization

Readings: TGR: Intro and 1('The Hidden Promise'), 2 ('How to Judge Globalism'), 3 ('The elusive concept of globalization'); Nikil Saval, "Globalisation: the rise and fall of an idea that swept the world," *The Guardian* 14 July 2017, at <https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world>.

Part II: Global Capitalism, the Inter-State System, Individualism

28 August–30 August (2 meetings & labour day holiday): Capitalist Transformation.

Readings: TGR: 6 ('The Modern World System as a Capitalist World Economy'); 12 ('Waves in the History of Globalization'); Karl Polanyi, "Societies and Economic Systems," in *The Great Transformation* (Boston: Beacon Press, 2001), pp. 45–58; Paul L. Knox, John A. Agnew, and Linda Mary McCarthy, "Evolution of the Core Regions," in *The Geography of the World Economy* (London: Hodder Education, 2008), pp. 116–137.

6–13 September (3 meetings): States and people.

Readings: J. Strayer, "The historical experience of nation-building in Europe," in K. Deutsch and W. J. Foltz (eds.), *Nation-building* (New York: Atherton Press, 1963), 17–26; Mattelart, A. (2000) "The Bipolar Geopolitics of Technology," in *Networking the World, 1794-2000*. U of Minnesota Press; Franklin Foer, "How Soccer explains the pornography of sects," in *How Soccer Explains the World: an Unlikely Theory of Globalization* (New York: HarperCollins, 2004);

18–27 September (4 meetings): People, identity, rights

Readings: J. Boli, "Human rights or state expansion? Cross-national definitions of constitutional rights, 1870–1970," in G.M. Thomas et al., *Institutional Structure* (Sage. 1987); Ian Hacking, "Making Up People," *London Review of Books* 28, no. 16 (2006): 1–12; TGR: 39 ('The Emergence and Transformation of the International Women's Movement'), 40 ('The Evolution of Debates over Female Genital Cutting'), 41 ('Women's Human Rights and the Muslim Question').

Policy paper n°1 presentations will be held on 27 September; the paper will be due Sunday, 1 October, on BB.

Part III: Contemporary Global Governance

2-4 October: Structure

Readings: TGR 7 ('Sociology of the Global System'), Philip McMichael, *Development and social change: a global perspective* (Los Angeles: SAGE, 2012), selections; TGR 17 ('Fear and Money in Dubai'); TGR 8 ('A Brief History of Neoliberalism').

9 October: No class-fall break. Mid-term questions will be available on Blackboard by this date, if not sooner.

11 October: Catch-up & review

16 October:Mid-term

18 October: No class

Watch *Life and Debt* (search the title, or SGS301, no space, in the search box).

23 October-1 November (4 meetings): Global Governance-states and non-state actors

Readings: TGR, Intro & 21 ('Commodity Chains'), 22 ('The Global Economy...'), 23 ('Global Income Inequality'), 26 ('The Twin excesses'), 28 ('The Declining Authority of States'), 33 ('The IMF...'), 34 ('The Nature of the Multilateral Trade System...'), 35 ('A New World Order...'), 38 ('The Bill & Melinda Gates Foundations' Grant-Making Programme'), 43 ('Closing the Corruption Casino'), 44 ('Trading Diamonds Responsibly') & 45 ('Poverty Capital').

6-8 November: Media Spheres in Global Life

Readings: TGR: intro and 46 ('Cultural Imperialism'), 47 ('Mapping Global Media Flow'), 48 ('Hybridity and the rise of Korean Pop Culture...'), 49 ('Watching *Big Brother*'), 50 ('Bollywood v. Hollywood'), 51 ('Why Hollywood Rules the world').

13-15 November: Policy Paper n°2--group research and writing.

20-29 November (3 meetings): A global sense of place

Readings: TGR: 13 ('How Sushi went Global'), 14 ('McDonald's in Hong Kong'), 15 ('The Transnational Villagers'), 59 ('Global/Indian'), 62 ('Cosmopolitans and Locals in World Culture'), 64 ('Greenpeace and Political Globalism'), 65 ('Environmental Advocacy Networks'), 66 ('Toward Democratic Governance'), 68 ('Forest Stewardship Council'). **No class meeting on 22 November).**

Mid-term II due Friday, 8 December at 4.20pm