

**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 SPGS

Prefix: SGS Number: 303 Title: Global Trends Units: 3

Course description: **Analyzes the process of globalization across boundaries through the investigation of the determinants and ramifications of globalization from the vantage of modern social sciences. Students are expected to conduct and articulate independent critical analyses toward a more in-depth understanding of this social phenomena, global history, and particularly the global economy.**

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? No

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  
 (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](mailto: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 Daniel Pout E-mail dpout@asu.edu Phone 4802909475

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Dr. Richard Herrera Date: 1/10/19

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.

<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.	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. <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.	Syllabus
<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	303	Global Trends	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	The course examines the recent rise of potential challenges to globalization from Europe, India, and beyond.	Part 3 considers the rise of populist groups across Europe including in Greece, UK, Germany, and Hungary. Part 5 Considers the reaction of Islam to globalization as manifest in Turkey and Indonesia. Part 6 is devoted to the rise of Hindu Nationalism in India and its relationship to globalization.
2c	The course is divided geographically as it considers challenges to globalization in Europe and India and a broadly defined Islamic world.	In Europe, we study the reaction of football fans, migrants, pro-migrant activists, ethno-nationalist groups, and others to globalization. In India, we look at Beauty Queens, Relief workers, and popular culture in relation to globalization. For our Islam section, we consider economic changes in Turkey, and presumed work ethic and individualism of Muslims in the workplace.
2d	The course considers the apparent backlash against globalism across different regions of the world.	Other than the first two parts which is an introduction to some visions of the world after globalization, each of the parts focuses on a different region of the world and looks at various but comparable relations to the ever more interconnectedness of the world.

Course Catalog Description

SGS 303 **Global Trends**

**Course Description:**

Analyzes the process of globalization across boundaries through the investigation of the determinants and ramifications of globalization from the vantage of modern social sciences. Students are expected to conduct and articulate independent critical analyses toward a more in-depth understanding of this social phenomena, global history, and particularly the global economy.

Offering School/Colleges Pre-requisite(s):

College of Liberal Arts and Sciences – School of Politics and Global Studies

Prerequisite(s): minimum 45 hours

Allow multiple enrollments: No

Repeatable for credit: No

Primary course component: Lecture

Grading method: Student Option

---

## SGS 303 – Global Trends

Daniel Pout, PhD



### COURSE DESCRIPTION

Over the last half of a decade, it has become increasingly difficult to believe that, just under 30 years ago, Francis Fukuyama declared the End of History. Western liberal democracy had shown itself to be the winner through two world wars and a cold war. While liberal capitalism had not fully finished its dominant march across the whole globe, it was clear to see that this was the inevitable final destiny of the world and that this destiny would be realized very soon. Neoliberal globalization has seemed for a long time like an unstoppable inevitability. Sure, there were malcontents, mostly on the left, that wanted to eradicate third world debt or save the planet's ecologic systems. But they were fighting for a socially just version of globalization and not against globalization itself. No, almost everyone accepted, and many welcomed, the move towards a borderless world of multinational corporations, mass migration, and hybridization of culture.

Since the Brexit vote in the UK and the election of President Trump in the United States, we in the West are starting to notice a counter-globalist movement. These two events in the English-speaking world were interpreted as mass political stands against a perceived globalist elite by those who have lost out in the rush towards market liberalization and borders open to migrant workers. The election of Donald Trump and the UK vote to exit the European Union occurred in 2016 but a European populist attack on globalization had been brewing already. In Greece in 2012, Golden Dawn had surged in popularity espousing a nativist, anti-globalist ideology and, even in 2002, Jean-Marie Le Pen of France's Front National had finished second in the first round of Presidential elections. This class will begin in the West by reading what scholars have to say about the meaning and causes of this backlash against, what has often been assumed to be, a Western world order.

While these events brought this movement into sharp relief, the backlash against globalization is not confined to the West. Radical Islamic fundamentalism is probably the most apparent of these reactions against the project of modernity, perceived Western cultural (and, I suppose, military) invasions, and secularism. Less discussed but very important to the future of global politics is the success that the Hindutva movement is enjoying in India. This course will also consider these two movements and ask whether or not these movements can be compared to the rise of anti-globalism in the West.

This class will be heavily focused on reading the works of authors from a collection of relevant disciplines that bring interesting perspectives to these types of questions and offer a variety of answers. We will focus very closely on these readings and, as creators of knowledge, formulate and defend positions that are inspired by and based in our texts. We will ask questions of the authors and try to use their written works to answer for them. A lot of this activity will take place in the context of class discussion but, for a detailed and more systematic construction of argument, we will engage in writing our arguments and positions about the global community imagined in our readings.

You will be successful if you engage deeply with these writings. If you have wrestled with Fukuyama, critiqued Huntington, and engaged with Dostal, then you will have contributed properly to class discussion, kept us embedded in the text, and written your own arguments about the global world. You will have absorbed some of the content that purports to explain the world and, most critically, you will have further enhanced your ability to ask questions of texts, to find answers and problems in the works of others and to build knowledge that is relevant to an existing corpus.

## READINGS

**Our readings are taken from various authors across many academic disciplines and are all uploaded to Blackboard. There are no books to purchase for this class.**

The reading schedule is described at the end of this syllabus and we will cover just one short reading per class. You will notice that I have suggested some questions to bear in mind as you read the text but my hope is that you will rely less and less on my questions and more and more on your own to guide your reading.

The thinking behind the very limited reading requirement is that you will come to class fully prepared to discuss the reading in depth. You likely will have highlighted concepts that were interesting, confusing, and/or important to you, and written questions in the margins. You probably will have read the text more than once.

## ASSESSMENT

**The assessments described below are designed to require you to practice constructing knowledge and presenting that to peers and me for evaluation and feedback. Rubrics for these assignments may be available on Blackboard. All assignments are due at 11:59:59pm at the end of the day stated.**

### **1. Written Questions (30%, due every week)**

I would like you to practice asking written questions of your reading. This exercise requires a thorough reading of the text and will be aided by attendance and participation in our class discussion. Writing is favored by many who appreciate the scope for revision and tightening of arguments before presentation to others.

You will write one question based on one of the readings for that week. The question should be designed to generate discussion of the text and should consist of three parts. The first part should consist of a quote from the text and a brief explanation of what the quote means to you and how it inspired your question. Next comes the text of your question. Finally give another brief explanation of why your question is significant. If all three parts are complete, you will get at least a B for each question. To get an A, your question should be fairly specific and linked closely to the text that you have cited.

### **2. In-class discussion (20%)**

As mentioned in the description above, the main opportunity in this class is to discuss important works in the study of globalization. This will take place during our class periods. Your participation in these discussions will be judged and you will receive feedback by way of a general score four times during the semester (see blackboard gradebook for dates). In formulating your grade I am considering your contribution across the following criteria: i) the regularity of your contribution to class discussion, ii) the extent to which your contributions seem to add to the contributions of others, iii) the extent to which your contributions are based in the text we are considering.

Note that this is not a complicated way to take attendance. Simply showing up to class regularly will not affect this score at all. Those who come to class and bury their heads in their laptop for the entirety of the session are welcome in class but will find that this score will be quite low at the end of the semester despite sustained physical presence in the class. Only regular, quality contributions to discussions will impact this part of the assessment.

As in all assessment items, your grade really depends on my judgement as to how well you fulfill these requirements. The regular feedback will give you a clue of what I am thinking but you are also welcome to come and talk to me at any time about how you are doing in these discussions and how you might improve your contributions.

### **3. Friday discussion leading (10%, once per semester)**

On Fridays we won't have any new readings due. Rather, we will use the time to discuss both readings from the week. On this day, you will be responsible for leading class discussion. As long as you complete the task as described here, you will receive full points for this part of the assessment.

On the week you lead Friday discussions, you will be exempt from the requirement to complete a written question as described above. Instead, you will put together five questions that you will use to direct a discussion on the two texts from that week during Friday's class. To help people prepare for your discussion, you should produce a list of questions, using the guidelines from the written question assignment. Post this sheet on Blackboard so that the rest of us can read the questions before hand and think about them. Then, you will lead discussion of these questions in Friday's class.

### **4. Term Paper (40%)**

I would like you to take a position that is relevant to the reaction against globalization in which you are significantly interested. You should conduct independent research in order to support your argument making it convincing to peers. In order to help you with this task, I have broken it up into several steps, each of which have a due date and a proportion of the points allocated to it.

**Topic statement (5%):** This is one page (approx.) that outlines the scope of your paper. What is your main argument? How do you define key terms that are necessary to your argument? How does it relate to globalization? Why is it significant?

**Bibliography (3%):** This is simply a list of works (10-15) that you will use to contextualize and otherwise support your paper. It will include ideas that you want to compare your idea to as well as materials that will provide evidence for your argument.

**Annotated bibliography (Part 1) (8.5%):** You will take half of the works from your bibliography and write a paragraph for each. The paragraph will include the main ideas from the work, how they related to what you are saying and why it helps your argument.

**Annotated bibliography (Part 2) (8.5%):** Take the other half of your bibliography and follow instructions from part 1.

**Final Paper (15%):** This is the final product that all your work has been leading up to. You will hand in a 10-15-page paper that makes a well-supported argument rooted in the texts that you have chosen to work with.

## GRADING

**Final grades will be assigned based on the scale below.**

A+:	96.500-100
A:	93.500-96.499
A-:	89.500-93.499
B+:	86.500-89.499
B:	82.500-86.499



B-: 79.500-82.499  
C+: 76.500-79.499  
C: 69.500-76.499  
D: 59.500-69.499  
E: 59.499 and below

There is no extra credit in this course.

### LATE WORK

**Assignments should be handed in on time. A 3-percent penalty will be imposed on work received after the deadline and a subsequent 3 percent penalty (capped at 39% of the total grade of the late work) will be imposed for every day that goes by before the work is submitted. No work will be accepted after the last day of class, April 27th.**

Things will happen this semester such as illness, car accidents, weddings, mass shootings, vacations-of-a-lifetime, birth of family members, and ASU winning the College Basketball tournament. I am compassionate and I will genuinely feel happy with you and sad with you (depending on the event) as you inform me of these occasions. However, I find it very difficult indeed to factor these extraneous events into my grading scheme. Is two days of illness more points than a car accident that results in a concussion? I don't know. I'm so unqualified even to begin to answer these sorts of questions. On that basis, I will stick squarely to this policy here in the syllabus. Let me be as clear as I can: this policy applies in all situations that may arise this semester. Get all work in on schedule, if you are worried about Blackboard malfunctions (I have checked a few times against Blackboard's log of activity and these malfunctions are very often associated with no actual activity on the part of the student during the affected time), you may send me a backup email before the deadline. For efficient grading, always upload to Blackboard.

### ACADEMIC DISHONESTY

**ACADEMIC DISHONESTY, including plagiarism and inappropriate collaboration or cheating, is not tolerated!**

In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at: <http://provost.asu.edu/academicintegrity/impact>

There are severe sanctions for cheating, plagiarizing and any other form of dishonesty. Please see the Student Code of Conduct and Student Disciplinary Procedures. An initial incident will result in the student receiving an E and zero points for the work in question. A second incident will result in a failure (E or possibly an XE – failure for academic dishonesty) for the course. **All work must be yours and it must be original to this class. If you have questions about this, please ask me. All instances of academic dishonesty will, per CLAS policy, be reported to the appropriate authority in CLAS.**

### SYLLABUS

**This document is a good-faith outline of course requirements and expectations. Note, however, that its contents are subject to alteration during the semester. While such changes will be announced on Blackboard or in class, it is each student's sole responsibility to ascertain whether or not such alterations have been made.**

## READING SCHEDULE

In this section, you should find a list of titles associated with days. All readings can be found on Blackboard.

**Course Introduction**, No reading.

### **Part 1: Conceptualizations of Globalization**

*The end of history*

*The clash of civilizations?*

### **Part 2: Introducing the Backlash**

*Embedded liberalism and the populist backlash*

Student-led discussion

*Populism and the economics of globalization*

*The end of progressive neoliberalism*

Student-led discussion

### **Part 3: The Rise of European Populism**

*Working class votes and conservative losses*

*The rise of inclusionary populism in Europe*

Student-led discussion

*Populism is not fascism*

*Football fan culture and politics in modern Greece*

Student-led discussion

*Immobilizing mobility*

*The German federal election of 2017*

Student-led discussion

### **Part 4: Trumpism as a Reaction Against Globalism**

*Explaining nationalist political views*

*Trump inauguration speech*

Student-led discussion

*Understanding Trumpism*

*Populism on the march*

Student-led discussion

### **Part 5: Islam and Globalization**

*Islam and globalization*

*Globalization and political Islam*

Student-led discussion

*Indonesian Muslim responses to globalization*

*Islamic work ethics and individualism*

Student-led discussion

**Part 6: Hindutva**

*Beauty queens and Hindu militants*

*A critical study of Hindu nationalism in India*

Student-led discussion

*Seva, Hindutva, and the politics of post-earthquake relief*

*Constructing the nations enemy: Hindutva, popular culture*

Student-led discussion

*Rise of the political right in India*

*Sport, celebrity and popular culture*

Student-led discussion

**Part 7: Term Paper Workshops: April 16 - 27**

## List of Required Reading

### **Part 1**

Fukuyama, Francis. "The end of history?." *The national interest* 16 (1989): 3-18.

Huntington, Samuel P. "The clash of civilizations?." *Foreign affairs* (1993): 22-49.

### **Part 2**

Hays, Jude C. "Embedded Liberalism and the Populist Backlash." (2017).

Rodrik, Dani. Populism and the Economics of Globalization. No. w23559. National Bureau of Economic Research, 2017.

Fraser, Nancy. "The end of progressive neoliberalism." *Dissent* 2 (2017).

### **Part 3**

Evans, Geoffrey, and Jon Mellon. "Working class votes and Conservative losses: solving the UKIP puzzle." *Parliamentary Affairs* 69.2 (2016): 464-479.

Markou, Grigoris. "The Rise of Inclusionary Populism in Europe: The Case of SYRIZA." *Contemporary Southeastern Europe* 4.1 (2017): 54-71.

Berman, Sheri. "Populism Is Not Fascism: But It Could Be a Harbinger." *Foreign Aff.* 95 (2016): 39.

Zaimakis, Yiannis. "Football fan culture and politics in modern Greece: the process of fandom radicalization during the austerity era." *Soccer & Society* 19.2 (2018): 252-270.

Kallius, Annastiina, Daniel Monterescu, and Prem Kumar Rajaram. "Immobilizing mobility: Border ethnography, illiberal democracy, and the politics of the "refugee crisis" in Hungary." *American Ethnologist* 43.1 (2016): 25-37.

Dostal, Jörg Michael. "The Pegida Movement and German Political Culture: Is Right-Wing Populism Here to Stay?." *The Political Quarterly* 86.4 (2015): 523-531.

### **Part 4**

Rothwell, Jonathan T., and Pablo Diego-Rosell. "Explaining nationalist political views: The case of Donald Trump." (2016).

Trump, Donald J. "The inaugural address." *The White House* 1 (2017): 20-37.

Thompson, Jack. "Understanding Trumpism: the New President's Foreign Policy." *SIRIUS-Zeitschrift für Strategische Analysen* 1.2 (2017): 1-6.

Zakaria, Fareed. "Populism on the March: Why the West is in Trouble." *Foreign Aff.* 95 (2016): 9.

### **Part 5**

Yom, Sean L. "Islam and globalization: Secularism, religion, and radicalism." *Challenges of globalization: New trends in international politics and society* (2005): 27-46.

Gülalp, Haldun. "Globalization and political Islam: The social bases of Turkey's Welfare Party." *International Journal of Middle East Studies* 33.3 (2001): 433-448.

Van Bruinessen, Martin. "Ghazwul fikri or Arabization? Indonesian Muslim responses to globalization." *Southeast Asian Muslims in the Era of Globalization*. Palgrave Macmillan, London, 2015. 61-85.

Alam, Muhammad A., and Nadeem Talib. "Islamic work ethics and individualism in managing a globalized workplace: Does religiosity and nationality matter?." *Journal of Management & Organization* 22.4 (2016): 566-582.

## **Part 6**

Hussein, Nazia, and Saba Hussain. "Beauty queens and Hindu militants: Indian women's negotiation with neoliberalism and Hindu nationalism." *Exchanges: the Warwick Research Journal* 3.2 (2016): 227-240.

Siddiqui, Kalim. "A Critical Study of 'Hindu Nationalism' in India." *Journal of Business and Economic Policy* 3.2 (2016): 9-28.

Bhattacharjee, Malini. "Seva, Hindutva, and the politics of post-earthquake relief and reconstruction in rural Kutch." *Asian Ethnology* 75.1 (2016): 75.

Kumar, Sanjeev. "Constructing the Nation's Enemy: Hindutva, popular culture and the Muslim 'other' in Bollywood cinema." *Third World Quarterly* 34.3 (2013): 458-469.

Kaul, Nitasha. "Rise of the Political Right in India: Hindutva-Development Mix, Modi Myth, and Dualities." *Journal of Labor and Society* 20.4 (2017): 523-548.

Nalapat, Abilash, and Andrew Parker. "Sport, celebrity and popular culture: Sachin Tendulkar, cricket and Indian nationalisms." *International Review for the Sociology of Sport* 40.4 (2005): 433-446.