

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 School of Civic & Economic Thought & Leadership

Prefix: CEL Number: 494 Title: Globalism, Nationalism, and Citizenship Units: _____

Course description: **This course engages the topic of its title from an interdisciplinary perspective, drawing from global sources to consider challenges of justice, solidarity, prosperity, and identity from both a non-American as well as a American perspective in a world that appears at once to be unifying and fragmenting.**

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, each topic requires an individual submission, separate from other topics.

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 2021 Effective Date: **October 2, 2020**

For Spring 2022 Effective Date: **March 5, 2021**

Area 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. 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.

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:

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

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Trevor Shelley E-mail Trevor.shelley@asu.edu Phone 602-391-6657

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Paul Carrese Date: August 31, 2021

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 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
CEL	494	Globalism, Nationalism, and Citizenship	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 checklist)	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>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>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.</p>
<p>1. this course engages the study of globalism, nationalism, and citizenship from various perspectives, and is not US-specific</p>	<p>This course examines the political and cultural significance of different polities in Biblical, ancient Greek and Roman times, as well as from contemporary European, East and South Asian, and American perspectives and contexts.</p>	<p>The readings from the course include works from authors of British, French, Israeli, Indian, Turkish and other backgrounds and nationalities. The content of these works address ancient, medieval, and modern forms of community loyalty, allegiance, exit, and citizenship, as well as patterns of commerce and trade over historical time and civilizational space. It is therefore both global in scope and highly interdisciplinary (adopting the approaches of British sociology; French philosophy; Turkish economics; Indian political economy; Israeli political science; and so on) See entire "Schedule and Reading Assignments"</p>
<p>2c. This course engages in comparison and analysis of thought that is 80% non-American material</p>	<p>The course examines a global pattern and series of trends that are by no means exclusive to the US, and compares various ages and thinkers outside of the US; the course operates on a comparative premise suggesting that one cannot properly study either globalism (or globalization) or nationalism without comparing and contrasting the phenomena and its effects in different national, cultural, historical, and civilizational settings.</p>	<p>The readings, assignments, and discussions engage in cross-cultural and cross-historical examinations prior to and beyond the US. See, "Course Description and Learning Objectives" and "Schedule and Reading Assignments"</p>

Global Awareness [G]

Page 4

<p>2d. This course engages the problem of globalism and nationalism in a broad historical context, both pre-dating the US and well beyond or outside of it today</p>	<p>This course examines the cultural, social, and political significance of an issue that is affecting the world at large</p>	<p>Students will certainly have opportunity to reflect on globalism, nationalism, and citizenship in an American context, but by no means in an exclusively American one. The emergence of globalization and the rise of nationalism are issues affecting the entire globe, while the question of citizenship is a timeless one, and we consider these phenomena from an interdisciplinary perspective as well from a variety of cultural perspectives.</p>



CEL 494 GLOBALISM, NATIONALISM, & CITIZENSHIP
FALL 2021
M & W 4:30pm – 5:45pm

*“We ever have the impression of being in a world that is
at once more universal and more fragmented.”*

—Pierre Hassner, Violence and Peace

Instructor: Trevor Shelley
Email: Trevor.shelley@asu.edu
Office: Social Sciences 107F
Office Hours: 3:30 M & W or by appointment

Course Description and Learning Objectives

This course takes the form of a debate and includes a number of important debates, not least regarding what most divides citizens and political leaders today. Some argue the left-right divide of politics is no longer the most salient division, or no longer the most important axis upon which the political world now turns. There may be in today’s liberal democracies, if not in the world more broadly, something of a shuffling or sorting—what some call even a realignment—in large part due to a deeper divide, namely between those who defend the idea of nations and particular nation-states—thus, the nationalists—and those who believe that we must go somehow beyond nations and move toward some higher order of governance structures to place power and decision-making at the global level—thus, the globalists.

The globalist-nationalist debate has been brewing at least since the end of the Cold War and arguably came most fully to light in 2016 with Brexit and the election of Donald Trump, who declared himself a nationalist, while many European parties who won in this period likewise took on the mantle of nationalism in contradistinction to the pro-European Union parties and advocates of further “widening and deepening” of European unity. Much of this debate centers around the question of “globalization”—what it is, how it ought to operate, to whose benefit, and so on. Questions also arise regarding the nature of justice and what kind of law is most just, whether or not uniformity of law can be imposed and defended, but also where peoples’ ultimate political allegiances or loyalties lie—thus, the question of citizenship is front and center to this debate. We hear a lot about the noble ideal of being a world citizen, or citizen of the world, but what in fact does this mean, and is it even possible—or, is it possible for all equally?

With all of this in mind, however, despite the apparent novelty of this great debate—between globalists and nationalists—it is an old political problem. Perhaps it is even among a handful of intractable problems of politics, or political problems at the heart of the human condition. There is a tension between the universal and the particular, to put it philosophically. As we will see this semester, in the ancient world there was a contestation between the city and the empire, the former more universal and the latter more particular. Ancient empires sought to include the whole world—or the “known world”—under their rule, promising peace and security, while the ancient cities were consciously exclusionary but sought to defend liberty and a certain way of life, not least through regular warfare. In the Bible, too, we find a contestation between the ancient Israelites—God’s chosen people, or even chosen *nation*—and the many surrounding empires (Egyptian, Babylonian, Assyrian, etc.) whose ambition was to conquer and absorb all peoples into their rule. Through the Middle Ages there are competing alternatives between kingdoms and principalities, some trading republics and cities, as well as empires, and into this mixture is added the universal or Catholic Church, which despite being the embodiment of another city—the Heavenly City, or City of God—nonetheless acted in the world as a new sort of empire, or universal form, over and against the terrestrial empires or cities of man. Thus, in many ways this tension between the universal forms of rule and community, and the more particular forms of political power and life, is an ongoing problem. Today’s debate is only the latest manifestation in the form of globalists versus nationalists.

In this course, we will have opportunity to explore some of this history in the works we read, but especially examine this debate from a variety of perspectives—economic, legal, constitutional, social or sociological, political and philosophical—as well as from European, non-Western, and from American points of view. The purpose is to deepen our appreciation of the complexity of this debate through this richness of disciplinary and cultural approaches.

Upon completion of the course, students will have acquired the following:

1. An understanding of the different and alternate political *forms* or bodies that polities have taken in the course of political development, and what advocates and critics alike have said about the advantages and shortcomings of each.
2. A grasp on the varieties of citizenship from the ancient and modern world, including different perspectives on what citizenship entails and how it is defined or delineated; what rights and/or responsibilities may be involved; and what such concepts as “global citizen” may or may not mean.
3. Knowledge of the sources of order and disorder in political communities, as well as the challenges and obstacles to founding and maintaining the integrity and flourishing of a polity and its people.
4. Perspective on why the contemporary debate around globalism and nationalism is often as charged as it is, as well as how one might learn from advocates and arguments on either side of the debate to moderate extremes.
5. Experience in understanding different perspectives across civilizational time and space, as well as by way of multiple disciplines, while engaging in discussion and debate among peers.
6. Increased skills in communicating and writing about important political and ethical ideas—past, present, and future.

Required Materials

Samuel Goldman, *After Nationalism* (University of Pennsylvania Press, 2021).
ISBN: 9780812251647

David Goodheart, *The Road to Somewhere* (C Hurst & Co., 2020).
ISBN: 9781787382688

Yoram Hazony, *The Virtue of Nationalism* (Basic Books, 2018).
ISBN: 9781541645370

David Held, et. al., *Debating Globalization* (Polity, 2007).
ISBN: 9780745635255

Pierre Manent, *A World Beyond Politics?* (Princeton University Press, 2008).
ISBN: 9780691125671

Martha Nussbaum, *For Love of Country?* (Beacon Press, 2002)
ISBN: 9780807043295

Jeremy Rabkin, *Law Without Nations?* (Princeton University Press, 2005).
ISBN: 9780691130552

Dani Rodrik, *The Globalization Paradox* (W.W. Norton & Co., 2011).
ISBN: 9780393071610

Course Requirements

Students' performance in the course will be assessed according to the following:

1. Attendance, participation and preparedness in classroom discussions: 20%
2. Weekly short reflection/discussion papers (15 total): 30%
3. Two (2) presentations to class to kick off and lead discussion: 20%
4. Final Paper Proposal: 5%
5. Final Paper: 25%

1. Attendance and Participation (20%)

Attendance at all class meetings and **preparation for class by completing assigned reading are required** – any unexcused absences will result in a 2% loss of grade per missed meeting. The difficulty of some of the material requires working through it together in class, in participatory dialogue with one another. Late arrival and early departure are strongly discouraged; please notify your instructor in advance of any excused absences or lateness.

Excused absences include those related to religious observances/practices that are in accordance with [ACD 304-04](#) “Accommodations for Religious Practices,” as well as to university-sanctioned events/activities that are in accordance with [ACD 304-02](#) “Missed Classes Due to University-Sanctioned Activities.”

2. Weekly Short Reflection/Discussion Papers (30%)

Students will be required to write **15 short (~2-3 pages) reflection or discussion papers** over the course of the semester, **due each Friday by 4pm**. Papers should be textually based, introducing and engaging important themes, arguments, and concepts of the texts relevant to the overall topics of our course. These are **not intended to be mere summary** papers, but **brief analytical essays** raising questions, themes, problems for further inquiry (i.e., possible final paper topics) and/or offering interpretations, critiques, or commentary on the text(s) at hand. While short, papers should be properly edited and executed with care—last minute, careless papers will be graded accordingly.

3. Brief Presentations (20%)

On two occasions over the course of the semester, each student will give a brief presentation of no less than 5 minutes and no more than 10 minutes, providing an overview of the text or selection of readings for the day, and thereafter raise between 5-6 questions to initiate and guide our discussion for the day—these should be *leading questions* with some specifics to consider. The idea is to give us something to “chew on” and to spur others to engage, not least by drawing us back to the text (so, questions may include reference to passages or even reading from the text).

4. Final Paper Topic Proposal (5%)

No less than three weeks before the end of semester, students will submit a brief outline for their final paper, including the thesis statement, a plan indicating the general order or logic of the argument, a brief bibliography, etc.

5. Final Paper (25%)

Students will be required to write one final paper (~12-15 pages) that is either a research paper or an interpretive, essay. Either way, good papers will formulate a clear question or thesis statement related to the broad themes of the course and may engage in a comparative discussion of multiple texts/authors. Students are encouraged to begin formulating ideas early and developing them over the course of the semester, *consulting regularly with the instructor* in addition to the mandatory proposal assignment—I am happy to discuss your ideas with you at any point. All texts and references must be properly cited (Chicago style is preferred, but any of the official styles are acceptable; https://www.chicomanualofstyle.org/tools_citationguide/citation-guide-1.html).

Additional Information

Covid-19

Arizona State University is returning to the classroom prudently and will require masks in most classrooms. Unless and until the university changes its policies, this will include our classroom. Students will be expected to wear a face mask in class. Although at times the university may provide extra masks for students who lost or forgot one, students should not expect them. Any student not wearing a mask will be asked to leave to get one (if none are available). Students who do not return until after halfway through the class hour will be considered absent for the class. See the **attendance policy** for more details on missing class.

*****Please note I am required to notify the Dean of Students (<https://eoss.asu.edu/dos>) if any student refuses to wear a mask in the classroom.**

Any student who feels ill or develops symptoms should stay home.

Students who miss class because they are ill or because they have been identified through university contact tracing will be excused from the absence provided they contact me to set up a time to get caught up. In short, do not worry if you miss class for these reasons. I will ensure that no student falls behind if they miss class due to illness or quarantine.

Students can find more information on the university policy here:

<https://provost.asu.edu/fall-2021-learning-expectations>

<https://www.asu.edu/about/fall-2021#face-coverings>

<https://www.asu.edu/about/fall-2021>

<https://eoss.asu.edu/health/announcements/coronavirus/faqs>

Academic Integrity

Students are responsible for knowing and adhering to the ASU Student Academic Integrity Policy (see <http://provost.asu.edu/academicintegrity>); violations - which include, but are not limited to plagiarism, cheating on examinations, etc. - will be sanctioned in accordance with ASU guidelines.

Students with Disabilities

We are eager to make accommodations for instruction and testing for students with disabilities; please consult the instructor and the ASU Disabilities Resource Center (DRC). 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: asu.edu/studentaffairs/ed/drc.

Expected classroom behavior

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

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.

Reporting Title IX violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

Policy on Sexual Discrimination

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Copyrighted materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

If you have any questions, please refer to [ACD-304-10 Course Syllabus](#) or contact Amanda A. Smith or Jenny Smith in The College Office of Students and Academic Programs at (480) 965-6506.

Schedule and Reading Assignments

NB: Dates and reading assignments are subject to change; you will be notified in the event.

WEEK 1

N/A

The Sociology of Globalization

WEEK 2:

Mon Aug 23: Class Intro + David Goodheart, *The Road to Somewhere* Chs. 1-2 (pgs. 1-48)

Wed Aug 25: David Goodheart, *The Road to Somewhere* Chs. 3-4 (pgs. 49-116)

WEEK 3:

Mon Aug 30: David Goodheart, *The Road to Somewhere* Chs. 5-7 (pgs. 117-192)

Wed Sep 1: David Goodheart, *The Road to Somewhere* Chs. 8-9 (pgs. 193-234).

The Globalization Debate

WEEK 4:

Mon Sept 6: **No class meeting - Labor Day**

Wed Sept 8: Mauro F. Guillén, "Is Globalization Civilizing, Destructive or Feeble? A Critique of 5 Key Debates in the Social Science Literature" (on Canvas); & David Held, et. al., *Debating Globalization* Chs. 1-5 (pgs. 1-64)

WEEK 5:

Mon Sept 13: David Held, et. al., *Debating Globalization* Chs. 6-15 (pgs. 65-167)

Democracy and the World Economy

Wed Sept 15: Dani Rodrick, *The Globalization Paradox* Intro + Chs. 1-3 (pgs. ix-xxii, 3-66)

WEEK 6:

Mon Sept 20: Dani Rodrick, *The Globalization Paradox* Chs. 4-6 (pgs. 67-134)

Wed Sept 22: Dani Rodrick, *The Globalization Paradox* Chs. 7-9 (pgs. 135-206)

WEEK 7:

Mon Sept 27: Dani Rodrick, *The Globalization Paradox* Chs. 10-12 + Afterword (pgs. 207-284)

The Nation and Nationalism

Wed Sept 29: Yoram Hazony, *The Virtue of Nationalism* Part 1 (pgs. 1-57)

WEEK 8:

Mon Oct 4: Yoram Hazony, *The Virtue of Nationalism* Part 2 (58-140)

Wed Oct 6: Yoram Hazony, *The Virtue of Nationalism* Part 2 Cont. (141-189)

WEEK 9:

Mon Oct 11: **No class - Fall Break**

Wed Oct 13: Yoram Hazony, *The Virtue of Nationalism* Part 3 (190-234)

The Human Political Condition

WEEK 10:

Mon Oct 18: Pierre Manent, *A World Beyond Politics?* Intro + Chs. 1-4 (pgs. 1-49)

Wed Oct 20: Pierre Manent, *A World Beyond Politics?* Chs. 5-8 (pgs. 50-97)

WEEK 11:

Mon Oct 25: Pierre Manent, *A World Beyond Politics?* Chs. 9-14 (pgs. 98-160)

Wed Oct 27: Pierre Manent, *A World Beyond Politics?* Chs. 15-18 (pgs. 161-206)

Law and Politics

WEEK 12:

Mon Nov 1: Jeremy Rabkin, *Law without Nations?* Chs. 1-3 (pgs. 1-70)

Wed Nov 3: Jeremy Rabkin, *Law without Nations?* Chs. 4-5 (pgs. 71-129)

WEEK 13:

Mon Nov 8: Jeremy Rabkin, *Law without Nations?* Chs. 6-7 (pgs. 130-192)

Wed Nov 10: Jeremy Rabkin, *Law without Nations?* Chs. 8-9 (pgs. 193-270); & Jon Kyl, Douglas J. Feith, and John Fonte, "The War of Law," *Foreign Affairs* *** Class Visit by Sen. Jon Kyl to Discuss

Citizenship and Patriotism

WEEK 14:

Mon Nov 15: Martha Nussbaum, *For Love of Country* Pgs. 3-90

Wed Nov 17: Martha Nussbaum, *For Love of Country* Pgs. 91-144; & Jonathan Haidt, "The Ethics of Globalism, Nationalism, and Patriotism" (On Canvas)

WEEK 15:

Mon Nov 22: Samuel Goldman, *After Nationalism* Intro & Ch. 1 (pgs. 1-39)

Wed Nov 24: Class Canceled

WEEK 16

Mon Nov 29: Samuel Goldman, *After Nationalism* Chs. 2 & 3 (pgs. 40-94)

Wed Dec 1: Samuel Goldman, *After Nationalism* Chs. 4 & 5 (pgs. 95-128)

*****Final Paper Due Mon Dec 6 by 4pm**

DAVID GOODHART

The Road to Somewhere

*The Populist Revolt and the Future
of Politics*



HURST & COMPANY, LONDON

CONTENTS

<i>Acknowledgements</i>	vii
1. The Great Divide	1
<i>A Journey from Anywhere</i>	14
2. Anywheres and Somewheres	19
<i>The Decline (but Survival) of Traditional Values</i>	27
<i>Higher Education and Mobility</i>	33
<i>The Great Liberalisation</i>	38
<i>The Outriders</i>	44
3. European Populism and the Crisis of the Left	49
<i>Populism Goes Mainstream</i>	54
<i>America and Europe: The Populist Convergence</i>	64
<i>Populist Parties: The Necessary, the Weird and the Ugly</i>	69
<i>Why Populists Damage the Left Most</i>	75
4. Globalisation, Europe and the Persistence of the National	81
<i>A World on the Move?</i>	81
<i>The Globalisation Overshoot</i>	85
<i>The European Tragedy</i>	91
<i>The Persistence of the National</i>	104
5. A Foreign Country?	117
<i>The Immigration Story</i>	122
<i>What About Integration?</i>	127
<i>The London Conceit</i>	134
6. The Knowledge Economy and Economic Demoralisation	147
<i>The Disappearing Middle</i>	149

CONTENTS

<i>A Short History of Education and Training</i>	154
<i>Living Standards and Inequality</i>	167
<i>Short-Termism and Foreign Ownership</i>	172
7. The Achievement Society	179
<i>What is Actually Happening on Mobility?</i>	183
<i>Making it into the Elite</i>	187
8. What About the Family?	193
<i>More State, Less Family</i>	199
<i>What do Women Want?</i>	205
<i>Supporting Partnerships in an Age of Male-Female Equality</i>	210
9. A New Settlement	215
<i>Somewheres are not going Anywhere</i>	221
<i>Giving Somewheres a Voice</i>	225
Notes	235
Select Bibliography	261
Index	265

Debating Globalization

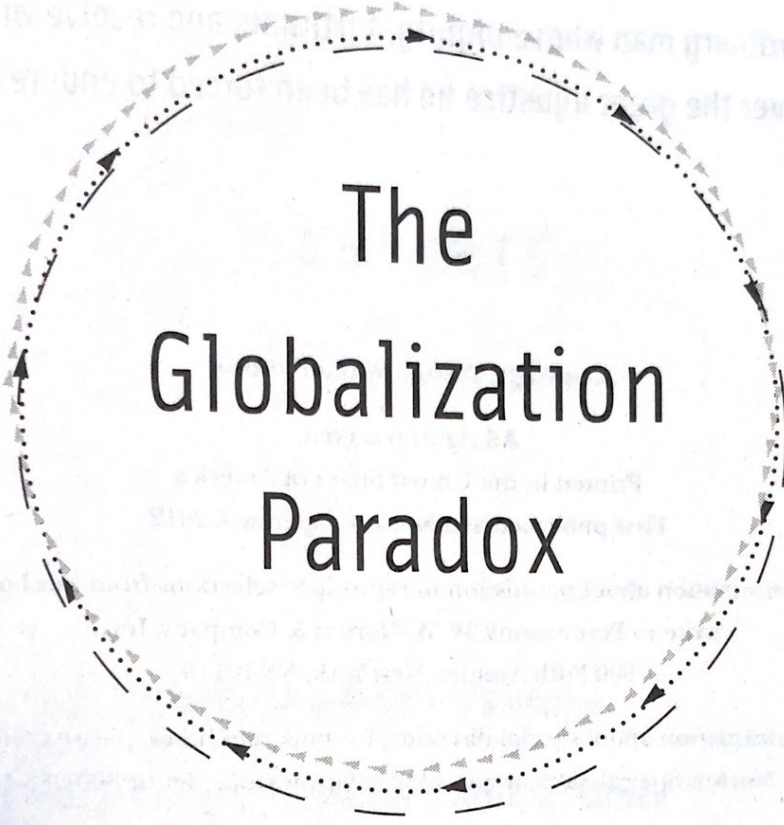
DAVID HELD *et al.*

Edited by Anthony Barnett, David Held
and Caspar Henderson

Contents

Notes on Contributors	vii
Preface by Anthony Barnett and Caspar Henderson	xi
Acknowledgements	xiii
1 Globalization: The Dangers and the Answers <i>David Held</i>	1
2 The Case for Optimism: A Response <i>Martin Wolf</i>	37
3 Delusions of Internationalism <i>Roger Scruton</i>	43
4 The Limits to Globalization: Questions for Held and Wolf <i>Grahame Thompson</i>	52
5 The Far Side of Globalization: David Held's Missing Links <i>David Mepham</i>	59
6 Social Democracy as World Panacea? <i>Meghnad Desai</i>	65
7 The Test of Practice: Global Progress in a World of Sovereignty <i>Maria Livanos Cattai</i>	71

8	Top Down or Bottom Up? A Reply <i>Patrick Bond</i>	82
9	Global Governance from Below <i>Benjamin Barber</i>	93
10	Globalization's Reality Check <i>John Elkington</i>	106
11	Three Modes of Ordering amidst Globalization <i>Takashi Inoguchi</i>	112
12	The Debate on Globalization: Two New Contributions <i>Narcís Serra</i>	118
13	A Covenant to Make Global Governance Work <i>Anne-Marie Slaughter and Thomas N. Hale</i>	126
14	Three Crises and the Need for American Leadership <i>Kofi Annan</i>	134
15	What are the Dangers and the Answers? Clashes over Globalization <i>David Held</i>	141
	Appendix A: The Barcelona Development Agenda	168
	Appendix B: What is Human Security? <i>Mary Kaldor</i>	175
	Notes	191
	Index	197



The Globalization Paradox

Democracy and the Future of the World Economy

Dani Rodrik



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Recast CONTENTS

Narrative

INTRODUCTION: Recasting Globalization's Narrative	ix
1. Of Markets and States: Globalization in History's Mirror	3
2. The Rise and Fall of the First Great Globalization	24
3. Why Doesn't Everyone Get the Case for Free Trade?	47
4. Bretton Woods, GATT, and the WTO: Trade in a Politicized World	67
5. Financial Globalization Follies	89
6. The Foxes and Hedgehogs of Finance	112
7. Poor Countries in a Rich World	135
8. Trade Fundamentalism in the Tropics	159
9. The Political Trilemma of the World Economy	184
10. Is Global Governance Feasible? Is It Desirable?	207
11. Designing Capitalism 3.0	233
12. A Sane Globalization	251
AFTERWORD: A Bedtime Story for Grown-ups	281
NOTES	285
ACKNOWLEDGMENTS	319
INDEX	321

The
VIRTUE
of
NATIONALISM

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BASIC BOOKS
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CONTENTS

Introduction: A Return to Nationalism	1
---------------------------------------	---

PART ONE

Nationalism and Western Freedom

I Two Visions of World Order	16
II The Roman Church and Its Vision of Empire	21
III The Protestant Construction of the West	23
IV John Locke and the Liberal Construction	29
V Nationalism Discredited	37
VI Liberalism as Imperialism	43
VII Nationalist Alternatives to Liberalism	50

PART TWO

The Case for the National State

VIII Two Types of Political Philosophy	58
IX The Foundations of Political Order	61
X How Are States Really Born?	76

XI	Business and Family	82
XII	Empire and Anarchy	90
XIII	National Freedom as an Ordering Principle	99
XIV	The Virtues of the National State	109
XV	The Myth of the Federal Solution	141
XVI	The Myth of the Neutral State	155
XVII	A Right to National Independence?	167
XVIII	Some Principles of the Order of National States	176

PART THREE

Anti-Nationalism and Hate

XIX	Is Hatred an Argument Against Nationalism?	190
XX	The Shaming Campaigns Against Israel	192
XXI	Immanuel Kant and the Anti-Nationalist Paradigm	196
XXII	Two Lessons of Auschwitz	202
XXIII	Why the Enormities of the Third World and Islam Go Unprotected	209
XXIV	Britain, America, and Other Deplorable Nations	214
XXV	Why Imperialists Were	219
	Conclusion of the Study of Nationalism	225

Pierre Manent

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Contents

<i>Preface to the American Edition</i>	vii
INTRODUCTION	I
CHAPTER 1 The Organization of Separations	10
CHAPTER 2 The Theologico-Political Vector	21
CHAPTER 3 The Movement of Equality	32
CHAPTER 4 The Question of Political Forms	42
CHAPTER 5 The Nation and the Work of Democracy	51
CHAPTER 6 Europe and the Future of the Nation	60
CHAPTER 7 The Wars of the Twentieth Century	70
CHAPTER 8 The Forces of Trade	86
CHAPTER 9 Declaring the Rights of Man	98
CHAPTER 10 Becoming an Individual	110
CHAPTER 11 The Religion of Humanity	121

CHAPTER 12		
	The Body and the Political Order	130
CHAPTER 13		
	Sexual Division and Democracy	141
CHAPTER 14		
	The Question of Communism	151
CHAPTER 15		
	Is There a Nazi Mystery?	161
CHAPTER 16		
	The Empire of Law	171
CHAPTER 17		
	The Empire of Morality	186
CHAPTER 18		
	The Human Political Condition and the Unity of the Human Race	197
	<i>NOTES</i>	207
	<i>INDEX</i>	215

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Requires Sovereign States

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CONTENTS

CHAPTER ONE	
Introduction: By Our Own Lights	1
CHAPTER TWO	
Global Governance or Constitutional Government?	18
CHAPTER THREE	
The Constitutional Logic of Sovereignty	45
CHAPTER FOUR	
The Enlightenment and the Law of Nations	71
CHAPTER FIVE	
Diplomacy of Independence	98
CHAPTER SIX	
A World Safe for Eurogovernance	130
CHAPTER SEVEN	
The Human Rights Crusade	158
CHAPTER EIGHT	
Is Sovereignty Traded in Trade Agreements?	193
CHAPTER NINE	
American Independence and the Opinions of Mankind	233
<i>Notes</i>	271
<i>Index</i>	345

For Love of Country?

Martha C. Nussbaum

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Contents

Editor's Preface by Joshua Cohen • VII

Introduction by Martha C. Nussbaum • IX

I. Martha C. Nussbaum

PATRIOTISM AND COSMOPOLITANISM • 3

II. Kwame Anthony Appiah

COSMOPOLITAN PATRIOTS • 21

Benjamin R. Barber

CONSTITUTIONAL FAITH • 30

Sissela Bok

FROM PART TO WHOLE • 38

Judith Butler

UNIVERSALITY IN CULTURE • 45

Richard Falk

REVISIONING COSMOPOLITANISM • 53

Nathan Glazer

LIMITS OF LOYALTY • 61

Amy Gutman

DEMOCRATIC CITIZENSHIP • 66

Gertrude Himmelfarb

THE ILLUSIONS OF COSMOPOLITANISM • 72

Michael W. McConnell

DON'T NEGLECT THE LITTLE PLATOONS • 78

Robert Pinsky

EROS AGAINST ESPERANTO • 85

Hilary Putnam

MUST WE CHOOSE BETWEEN PATRIOTISM
AND UNIVERSAL REASON? • 91

Elaine Scarry

THE DIFFICULTY OF IMAGINING
OTHER PEOPLE • 98

Amartya Sen

HUMANITY AND CITIZENSHIP • 111

Charles Taylor

WHY DEMOCRACY NEEDS PATRIOTISM • 119

Immanuel Wallerstein

NEITHER PATRIOTISM NOR
COSMOPOLITANISM • 122

Michael Walzer

SPHERES OF AFFECTION • 125

III. Martha C. Nussbaum

REPLY • 131

Notes • 145

Contributors • 153

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CONTENTS

Introduction	1
1. The New English Covenant	14
2. Broken Crucible	40
3. A Warlike Creed	63
4. Memory, Nostalgia, Narrative	95
5. After Nationalism	117
Notes	129
Index	143
Acknowledgments	147

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Enrollment Requirements: None

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Special notes: This course focuses on important debates regarding globalization, the nation, and varieties of citizenship. It does so through an examination of contemporary speeches, texts, and analyses, as well as by considering ancient and modern sources. In light of this textual variety covering a vast historical span we raise questions philosophical, political, economic, and strategic regarding America's role and position in a globalized world, with the aim of providing an enriched understanding of debates over the duties and responsibilities of citizens, policy makers, and legislators in the present globalist-nationalist context.

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