

INST 221

Global Studies

Spring 2022

Tuesdays and Thursdays, 1-2:15pm

Croft 204

Professor: Dr. Ana Velitchkova

Email: avelitch@olemiss.edu

Office Hours: Tuesdays 2:30-3:30pm or by appointment via Zoom

Course description

This course offers an overview of major approaches to understanding culture, economics, and politics on a global scale. We will focus especially on the issues of development, globalization, and human rights. Through an interdisciplinary set of readings, we will address the historical contexts and processes associated with global phenomena, such as environmentalism, inequality, populism, and terrorism among others. We will survey key global players, including nation-states, transnational corporations, and international governmental and nongovernmental organizations. The course readings offer important theoretical treatments of the issues at hand and present notable examples. However, these are not the only relevant approaches and cases; so, the readings should be treated as introductions to the topics. Students will have the opportunity to research (additional) issues and cases in more depth on their own.

In terms of building transferable knowledge and skills, in this course, students will 1) learn fundamental social science concepts and learn how these concepts are used in empirical research; 2) learn how to dissect an argument, including drawing conceptual maps, and how to weigh an argument against its alternatives; 3) work on developing a historical, comparative, and global perspective; 4) practice conducting bibliographical research and reviewing the scholarly literature on important issues; 5) practice their presentation skills; and 6) acquire substantive knowledge about global issues. These skills are necessary to form and present informed opinions on world matters and to take the initial steps in conducting research projects, such as writing a senior thesis.

Course goals at a glance

<u>Goals</u>	<u>Points</u>	<u>Due date</u>	
Attendance and participation	30	Daily	
Reading journal	40	Daily	
Case study proposal	5	Week 2	1/28
Case study presentation	15	Week 7	3/2 (+3/4)
Research justification	5	Week 3	2/4
Annotated bibliography	36 (3*12)	Week 6, 8, 11	2/25, 3/11, 4/8
Literature review	24	Week 13	4/22
Research presentation	15	Week 14	4/26 (+4/28)
Final exam	30	Finals week	5/3-5
Total	200		

Final grade (total points)

A (186-200)	B- (160-165)	D (120-139)
A- (180-185)	C+ (154-159)	F (<120)
B+ (174-179)	C (146-153)	
B (166-173)	C- (140-145)	

A grade lower than "C" will not count towards the international studies major.

Readings

This course is based on a review of scholarly literature on globalization and related issues. No lecture, discussion, or summary can convey all the information contained in the readings. Therefore, students are expected to do all the required readings. There are two required textbooks:

Lechner, Frank J. and John Boli, eds. 2014. *The Globalization Reader*. 5th edition. Malden, MA: Wiley-Blackwell.

McMichael, Philip. 2016. *Development and Social Change: A Global Perspective*. 6th edition. Thousand Oaks, CA: Sage.

Additional readings will be made available on Blackboard. Students are responsible for all readings listed under each class period. For some topics, additional readings are listed under "Further reading." These are to serve as future references. Students are not required to read them for this course.

Attendance and participation (30 points)

Attendance and participation are more important than the points they count toward a student's grade. Students who attend class regularly, who keep up with readings and with journal entries, and who take an active part in their learning by contributing questions and observations to class discussions tend to know the course material better, and therefore tend to get better grades on assignments. Class attendance and participation are therefore highly recommended and worth many points. Because life happens, students can miss two class periods without questions asked and without penalty (Don't email me about it, seriously!). With each additional absence, students will lose three (3) attendance and participation points. Exceptions can be made only in catastrophic circumstances. Participation involves asking questions, volunteering to share argument maps, and providing comments and clarifications on the issues discussed. As any other skill, the more you do it, the better you become at it. For students who are shy, planning before class how they can participate may be helpful. Reading journal entries are excellent starting points for participation contributions.

Reading journal (40 points)

Students learn best when they engage with the material. To ensure such engagement as well as to ensure reading comprehension and retention, students should keep a reading journal. This is one of the most important aspects of the course. The reading journal will help students prepare for the final exam too. Students should have at least 20 entries in their journal. Each reading journal entry is worth 2 points and could include the following: 1) summary and/or comparison of the arguments presented in the readings, 2) graphical representation of the argument(s) conveyed in the readings, and/or 3) personal reaction to the readings (questions, rebuttal, relevance to current affairs, etc.). Try each of these options to see what the benefits are. 1) and 3) should be about 200 words (about the length of this paragraph). Written work must be submitted in Word, PDF, or text format. Argument graphs can be drawn electronically or by hand (take a photo and upload it in such a case). Reading journal entries are due on Blackboard by class time. If they are submitted the night before, I may have a chance to see what we need to focus on in class. Students are encouraged to share their summaries, graphs, questions, and comments in class. Reading journals will be graded twice (early in the semester to make sure students understand what they are about and at the end of the semester).

Case study presentation (15 points)

Many social phenomena have global or transnational dimensions, meaning they pertain to or are affected by developments (actors and processes) spanning the globe or at least several countries. Students are invited to present on one such phenomenon/case that they think is important and that their classmates should know about. Case study proposals are due during the second week of the semester (see schedule below for details). Case study presentations are due during week 7. Presentations should be about 10-minute long. Audio-visual aids are encouraged. The goal is infotainment. Case study presentations can be recorded via Zoom, saved on one's computer, and uploaded online (on YouTube, Google drive, etc.). A link to the presentation should be posted on Blackboard. Students should comment on each of their classmates' presentations.

Annotated bibliography (36 points)

Students will have the opportunity to conduct individual scholarly research on a topic of their interest, so that they can take ownership of their own learning in yet another way. In a nutshell, they will search for, identify relevant sources for, compile, read, and summarize scholarly works pertaining to their topic. We will dedicate the entire Week 4 to how to do this. Students will prepare an annotated bibliography consisting of summaries of at least twelve (12) works broken down into three parts, due by the end of Weeks 6, 8, and 11. Written work must be submitted in Word, PDF, or text format.

Literature review (24 points)

Once students have identified a solid list of scholarly works on their topic, they can move to the next level and prepare a literature review. The literature review is a more creative exercise, which allows students to process the information they have collected and write a report on their findings. Students will provide an overview of their topic and organize scholarly works according to emerging themes and arguments. They can make inferences, discuss strengths and limitations of the studies they review, and give recommendations for future research. I will provide more details about the nature of the genre later in the semester. Many entry-level research positions in the NGO sector and in government involve this kind of work. Written work must be submitted in Word, or PDF format.

Research presentation (15 points)

During the last week of classes, students will present the findings of their research. The format of the presentation will be the 3-minute elevator pitch. The goal is to be able to tell anyone (presumably a potential employer one meets in an elevator) about the most

exciting aspects of one's research. Presentations can be recorded via Zoom, saved on one's computer, and uploaded online (on YouTube, Google drive, etc.). A link to the presentation should be posted on Blackboard. Students should comment on each one of their classmates' presentations.

Final exam (30 points)

A comprehensive final exam will consist of three essay questions. The purpose of the exam is to assess students' grasp of important concepts and theories, their knowledge of the cases we cover, and their ability to apply theories to different cases. Keeping a good reading journal will help students prepare for the final exam. The final exam will be administered on Blackboard during finals week. Students will have 48 hours to complete the exam. Written work must be submitted in Word, PDF, or text format.

COVID-19 Policies

For the most recent information on the university's response to the COVID-19 pandemic, please visit <https://coronavirus.olemiss.edu/>.

Vaccines are important tools for controlling the spread of the virus and saving lives and are available free of charge on campus. Visit the site above for information on how to get vaccinated on campus.

Masks are another important tool for mitigating the spread of the virus and protecting oneself and others. A **mask requirement** is in place **for vaccinated** and **unvaccinated** people on campus. As a result, proper mask wearing covering the nose and the mouth is required **indoors** and in the **classroom**. Therefore, students should not be in classroom spaces when they are out of compliance with these guidelines unless they have an accommodation approved by Student Disability Services. Failure to adhere to health requirements during the COVID-19 emergency is deemed disruptive to the classroom and will be enforced following the Academic Conduct and Discipline procedures.

If you are feeling ill, experiencing COVID-19 symptoms, or believe you may have been exposed to the virus, do NOT attend a face-to-face class. Stay home to protect others. Seek medical attention at the Student Health Center and contact your instructors to let them know that you will be missing class due to a health-related issue. In such circumstances, we could arrange remote access to the class via Zoom.

You are encouraged to get regular testing, available free of charge on and off campus. Testing is especially important if you have symptoms or if you are exposed to someone with COVID-19. If you are not fully vaccinated, you should follow quarantine protocols

found at <https://coronavirus.olemiss.edu/students/>. If you test positive for COVID-19, you should isolate at home. If students test positive for COVID-19 at any health care facility, they must contact the Student Health Center at 662-915-7274. University Health Services will coordinate contact tracing to lessen the likelihood of spread.

Academic integrity

The University of Mississippi Creed affirms the values of “personal and professional integrity” as well as “academic honesty.” In the context of this class, this means working independently (unless otherwise instructed) and guarding against cheating and plagiarism. **Plagiarism** involves taking someone else’s work, or part thereof, and turning it in as one’s own. When referring to ideas you took from someone else, please use proper citation. Text taken from someone else should also be put in quotations. If students have questions about what constitutes academic integrity, cheating, or plagiarism, they can talk to me so I can help clarify this for them. If a student violates the principle of academic integrity, cheating or plagiarizing, there will be consequences, up to and including failing the course and being reported to the Dean for disciplinary action.

Non-Discrimination

Students must not engage in discrimination or harassment on the basis of race, color, gender, sex, pregnancy, sexual orientation, gender identity or expression, religion, national origin, citizenship, age, disability, veteran status, or genetic information. You can visit the EORC office website for more information and access to the relevant policies: <https://eorc.olemiss.edu/>.

Accommodations and support

In the pandemic context, there are many possible challenges that might affect your ability to keep up with class attendance, participation, and assignments. If you are dealing with difficult circumstances, please let me know so we can figure out a way for you to still succeed in this course. In addition, the university offers a number of resources that you may find helpful.

The university’s Keep Learning site <https://keeplearning.olemiss.edu> offers information and resources related to COVID 19 support. The site provides links to university student services to facilitate and support learning.

The University Counseling Center offers help with anxiety, stress, depression, or having suicidal thoughts. We all need help sometimes, so don’t hesitate to get it when you

need it. There is no fee for currently enrolled university students and everything you say to your counselor is confidential. You can contact the Counseling Center at <https://counseling.olemiss.edu>, counslg@olemiss.edu, 662 915 3784, 320 Lester Hall, and <https://www.facebook.com/universitycounselingcenterolemiss/>. You can schedule an appointment or get information about appointments by calling the UCC at 662-915-3784.

The Violence Prevention Office (<https://violenceprevention.olemiss.edu/>) serves as a confidential advocate to assist victims of dating and relationship violence, sexual assault, harassment, and stalking. Shelli Poole is the advocate/case manager of the VPO. You can reach her at 309 Longstreet Hall, sapoole@olemiss.edu, or by phone at: 662-915-1059.

For students struggling with food insecurity, the University offers support through the Grove Grocery. For more information, please visit: <https://grovegrocery.olemiss.edu/>.

If students have a disability and would like an accommodation, they should discuss their situation with the Office of Student Disability Services (SDS) and have the office notify me of the accommodation needed. It is a good idea to start the process early in the semester. The SDS website is <http://sds.olemiss.edu>. The office can be reached at 662-915-7128. It is located in 234 Martindale.

The Writing Center (<https://writingcenter.olemiss.edu/>) is an excellent resource that can help you improve your writing.

Course Schedule

(Note: The schedule might change. If it does, I will give you an update)

Week 1: Introductions

T 1/18 Introductions

Why are you taking global studies? What issue can you look at from a global perspective?

Th 1/20 Development, globalization, and human rights

What is the meaning of “development”? How do you understand “globalization”? What is the significance of the Universal Declaration of Human Rights? Who is responsible for realizing “development,” “globalization,” and “human rights”?

McMichael: Chapter 1. Development: Theory and Reality (1-23)

Friedman, Thomas. 2005. “It’s a Flat World, After All.” *NY Times* (April 3).

Samuelson, Robert. 2016. “The (Largely False) Globalization Narrative.” *Washington Post* (August 7).

United Nations. 1948. *Universal Declaration of Human Rights*. Paris (<http://www.un.org/en/universal-declaration-human-rights>).

Further reading

James, Paul and Manfred B Steger. 2014. “A Genealogy of ‘Globalization’: The Career of a Concept.” *Globalizations* 11(4):417-34.

Santos, Boaventura D. 2006. “Globalizations.” *Theory Culture & Society* 23(2-3):393-99.

Week 2: Contextualizing Development and Globalization

T 1/25 Development in context

Who decides what “development” is? Why does McMichael write about a development “project”? What are the essential aspects of the development project, historically, geographically, and institutionally?

McMichael: Part I. The Development Project (25-107)

Th 1/27 Globalization in context

Who are the global players involved in the globalization project? What kinds of exchanges constitute the globalization project? What are the intellectual and ideological foundations of the globalization project? What are its consequences?

McMichael: Chapter 5 and 6. Instituting the Globalization Project. The Globalization Project in Practice (109-178)

F 1/28

- **Submit a proposal for your case study presentation consisting of a couple of possible topics/cases**

Week 3: Theories of Globalization

T 2/1 Globalization debates

What is the nature of globalization? What is at stake in the globalization debates?

Lechner & Boli: Part I. Debating Globalization (1-49)

Further reading

Deutschmann, Emanuel. 2016. "The Spatial Structure of Transnational Human Activity." *Social Science Research* 59:120-36.

Th 2/3 Globalization causes

Why is globalization happening? What are the driving forces of globalization?

Lechner & Boli: Part II. Explaining Globalization (51-104)

Further reading

Sklair, Leslie. 1999. "Competing Conceptions of Globalization." *Journal of World Systems Research* 2:143-63.

Sassen, Saskia. 1991. *The Global City: New York, London, Tokyo*. Princeton: Princeton University.

F 2/4

➤ **Submit a one-paragraph justification for your research topic**

Week 4: Research Week: How to Review Scholarly Articles

T 2/8 Literature reviews, citation management software, and scholarly literature searching

What are the elements of a literature review? How do we write literature reviews?

Guillén, Mauro F. 2001. "Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature." *Annual Review of Sociology* 27:235-60.

Steinmetz, George. 2014. "The Sociology of Empires, Colonies, and Postcolonialism." *Annual Review of Sociology* 40(1):77-103.

➤ **Bring your computers to class**

Further reading

Randolph, Justus J. 2009. "A Guide to Writing the Dissertation Literature Review." *Practical Assessment, Research & Evaluation* 14(13):1-13.

Torraco, Richard J. 2005. "Writing Integrative Literature Reviews: Guidelines and Examples." *Human resource development review* 4(3):356-67.

Th 2/10 Standardization, citation styles, and individual research
Why does standardization matter? Which areas of life does standardization affect? Which areas doesn't it affect? How does it happen? Why do we use citation styles?

Loya, Thomas A. and John Boli. 1999. "Standardization in the World Polity: Technical Rationality over Power." Pp. 169-97 in *Constructing World Culture: International Nongovernmental Organizations since 1875*, edited by J. Boli and G. M. Thomas. Stanford: Stanford University Press.

University Library System. "Citation Styles." University of Pittsburgh (<https://pitt.libguides.com/citationhelp>).

➤ **Bring your computers to class**

Week 5: Globalization and the World Economy

T 2/15 Experiencing globalization

How does globalization affect persons? Who loses from globalization? Who benefits from globalization? How does globalization affect you?

Lechner & Boli: Part III. Experiencing Globalization (105-162)

Listen: On Point. 2021. "What America's supply chain shortages mean for your buying, from phones to cars." (<https://www.wbur.org/onpoint/2021/10/04/what-americas-supply-chain-shortages-mean-for-your-buying-from-phones-to-cars>). (48 min.)

Further reading

Sassen, Saskia. 2014. *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge, MA: Harvard University Press.

Th 2/17 The world economy

How is the global economy organized? Is there a “free market” and if so how does it come about? What is the structure and what are the consequences of economic inequality?

Lechner & Boli: Part IV. Globalization and the World Economy (163-226)

Listen: Marketplace. 2022. “Global economic growth likely to slow in 2022, World Bank says.” (<https://www.marketplace.org/2022/01/12/global-economic-growth-likely-slow-2022-world-bank-says/>). (7 min.)

Further reading

Fairbrother, Malcolm. 2014. “Economists, Capitalists, and the Making of Globalization: North American Free Trade in Comparative-Historical Perspective.” *American Journal of Sociology* 119(5):1324-79.

Hung, Ho-fung and Jaime Kucinkas. 2011. “Globalization and Global Inequality: Assessing the Impact of the Rise of China and India, 1980–2005.” *American Journal of Sociology* 116(5):1478-513.

Kim, Sangmoon and Eui-Hang Shin. 2002. “A Longitudinal Analysis of Globalization and Regionalization in International Trade: A Social Network Approach.” *Social Forces* 81(2):445-71.

Korzeniewicz, Roberto Patricio and Timothy Patrick Moran. 2009. *Unveiling Inequality: A World-Historical Perspective*. New York: Russell Sage Foundation.

Milanovic, Branko. 2016. *Global Inequality: A New Approach for the Age of Globalization*. Cambridge, MA: Harvard University Press.

Zhou, Min. 2010. “Multidimensionality and Gravity in Global Trade, 1950–2000.” *Social Forces* 88(4):1619-43.

Week 6: Global Governance

T 2/22 The nation-state

How has globalization affected governance and the nation-state? If you were a leader of a nation-state, how would you deal with the pandemic?

Lechner & Boli: Part V. Globalization and the Nation-State (227-264)

Capano, Giliberto, Michael Howlett, Darryl SL Jarvis, M Ramesh and Nihit Goyal. 2020. "Mobilizing Policy (in) Capacity to Fight Covid-19: Understanding Variations in State Responses." *Policy and Society* 39(3):285-308.

Further readings

Harrison, Graham. 2019. "Authoritarian Neoliberalism and Capitalist Transformation in Africa: All Pain, No Gain." *Globalizations* 16(3):274-88.

Weiss, Linda. 1997. "Globalization and the Myth of the Powerless State." *New Left Review* 225: 3-27.

Wejnert, Barbara. 2005. "Diffusion, Development, and Democracy, 1800-1999." *American Sociological Review* 70(1):53-81.

Wimmer, Andreas and Yuval Feinstein. 2010. "The Rise of the Nation-State across the World, 1816 to 2001." *American Sociological Review* 75(5):764-90.

Th 2/24 Global governance

How is governance possible at the global level in the absence of a global state? Which actors have power to effect change globally and how do they utilize it?

Lechner & Boli: Part VI. Global Governance (265-307)

Further reading

Beckfield, Jason. 2010. "The Social Structure of the World Polity." *American Journal of Sociology* 115(4):1018-68.

Kay, Tamara. 2005. "Labor Transnationalism and Global Governance: The Impact of NAFTA on Transnational Labor Relationships in North America." *American Journal of Sociology* 111(3): 715-756.

F 2/25

➤ **Annotated bibliography Part 1 due**

Week 7: Case Studies

W 3/2 Case study presentations (no class meeting)

➤ **Case study presentation due**

F 3/4 Case study presentation comments (no class meeting)

➤ **Comments on your classmates' presentations due**

Week 8: Human Rights and Citizenship

T 3/8 The human rights regime

What are the promises and the limitations of human rights?

Hafner-Burton, Emilie M. 2012. "International Regimes for Human Rights." *Annual Review of Political Science* 15:265-86.

Levin, Leah. 1978. "Human Rights and the International Community: Twenty Questions." *UNESCO Courier*. (<https://en.unesco.org/courier/october-1978/human-rights-and-international-community-twenty-questions>).

Further reading

Bromley, Patricia and Susan Garnett Russell. 2010. "The Holocaust as History and Human Rights: A Cross-National Analysis of Holocaust Education in Social Science Textbooks, 1970–2008." *Prospects* 40(1):153-73.

Cole, Wade M. and Francisco O. Ramirez. 2013. "Conditional Decoupling: Assessing the Impact of National Human Rights Institutions, 1981 to 2004." *American Sociological Review* 78(4):702-25.

Levin, Leah. 2012. *Human Rights: Questions and Answers*. 6th edition. Paris: UNESCO.

Moravcsik, Andrew. 2000. "The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe." *International Organization* 54(2):217-52.

Sikkink, Kathryn. 2017. *Evidence for Hope: Making Human Rights Work in the 21st Century*. Princeton, NJ: Princeton University Press.

Tsutsui, Kiyoteru, Claire Whitlinger and Alwyn Lim. 2012. "International Human Rights Law and Social Movements: States' Resistance and Civil Society's Insistence." *Annual Review of Law and Social Science* 8:367-96.

Zhou, Min. 2012. "Participation in International Human Rights NGOs: The Effect of Democracy and State Capacity." *Social Science Research* 41(5):1254-74.

Th 3/10 The limits of citizenship

What are the limits of citizenship? What are the historical foundations of these limits? How have these limits been challenged?

Bashi Treitler, Vilna. 2016. "Racialization and Its Paradigms: From Ireland to North America." *Current Sociology* 64(2):213-27.

- Boatcă, Manuela and Julia Roth. 2016. "Unequal and Gendered: Notes on the Coloniality of Citizenship." *Current Sociology* 64(2):191-212.
- Velitchkova, Ana. 2021. "Citizenship as a Caste Marker: How Persons Experience Cross-National Inequality." *Current Sociology*.

Further reading

- Korzeniewicz, Roberto Patricio and Scott Albrecht. 2016. "Income Differentials and Global Migration in the Contemporary World-Economy." *Current Sociology* 64(2):259-76.
- Ong, Aihwa. 1999. *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham, NC: Duke University Press.
- Pierotti, Rachael S. 2013. "Increasing Rejection of Intimate Partner Violence: Evidence of Global Cultural Diffusion." *American Sociological Review* 78(2):240-65.
- Ramirez, Francisco O., Yasemin Soysal and Suzanne Shanahan. 1997. "The Changing Logic of Political Citizenship: Cross-National Acquisition of Women's Suffrage Rights, 1890 to 1990." *American Sociological Review* 62(5):735-45.
- Shachar, Ayelet. 2009. *The Birthright Lottery: Citizenship and Global Inequality*. Cambridge, MA: Harvard University Press.
- Yuval-Davis, Nira. 1999. "The 'Multi-Layered Citizen': Citizenship in the Age of Globalization." *International Feminist Journal of Politics* 1(1):119-36.

F 3/11

➤ Annotated bibliography Part 2 due

Spring Break!!!!

Week 9: Global Non-State Actors

T 3/22 Global civil society

What is global civil society? How does it affect global dynamics? What is the difference between INGOs and transnational social movements?

Lechner & Boli: Part VII. Globalization, INGOs, and Civil Society (309-360)

Further reading

- Campbell, Danella May and Marie Chollier. 2018. "Trans-National Advocacy and the Hashtag Black Lives Matter: Globalisation and Reception in the UK and France."

- Pp. 101-35 in *Exploring the Role of Social Media in Transnational Advocacy*: IGI Global.
- Della Porta, Donatella, ed. 2007. *The Global Justice Movement: Cross-National and Transnational Perspectives*. Paradigm.
- Hughes, Melanie M., Lindsey Peterson, Jill Ann Harrison and Pamela Paxton. 2009. "Power and Relation in the World Polity: The INGO Network Country Score, 1978–1998." *Social Forces* 87(4):1711-42.
- Kohler, Kristopher. 2012. "World Social Forum." in *The Wiley-Blackwell Encyclopedia of Globalization*: Blackwell Publishing Ltd.
- McMichael: Chapter 7. Global Countermovements (179-211)
- Shayne, Julie, ed. 2014. *Taking Risks: Feminist Activism and Research in the Americas*: SUNY Press.
- Silver, Beverly J. 2003. *Forces of Labor: Workers' Movements and Globalization since 1870*. Cambridge: Cambridge University Press.
- Smith, Jackie. 2005. "Building Bridges or Building Walls? Explaining Regionalization among Transnational Social Movement Organizations." *Mobilization: An International Journal* 10(2):251-69.

Th 3/24 The dark side of globalization
How do "uncivil" actors take advantage of globalization?

- United Nations Office on Drugs and Crime. 2010. *The Globalization of Crime: A Transnational Organized Crime Threat Assessment*. United Nations Publications. (pp. ii-36)
- Wiest, Dawn. 2007. "A Story of Two Transnationalisms: Global Salafi Jihad and Transnational Human Rights Mobilization in the Middle East and North Africa." *Mobilization: An International Journal* 12(2):137-60.

Further reading

- Bergesen, Albert J. and Omar Lizardo. 2004. "International Terrorism and the World-System." *Sociological Theory* 22(1):38-52.
- Feingold, David A. 2005. "Human Trafficking." *Foreign Policy* (150):26-32.
- Kempadoo, Kamala, Jyoti Sanghera and Bandana Pattanaik. 2015. *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*. New York: Routledge.

Lizardo, Omar. 2006. "The Effect of Economic and Cultural Globalization on Anti-U.S. Transnational Terrorism 1971–2000." *Journal of World-Systems Research* 12(1):149-86.

Shelley, Louise. 2010. *Human Trafficking: A Global Perspective*. Cambridge: Cambridge University Press.

Week 10: Globalization and Culture

T 3/29 Cultural globalization

How has globalization affected cultural production and consumption?

Lechner & Boli: Part VIII. Globalization and Media (361-411).

Further reading

Igarashi, Hiroki and Hiro Saito. 2014. "Cosmopolitanism as Cultural Capital: Exploring the Intersection of Globalization, Education and Stratification." *Cultural Sociology*.

Janssen, Susanne, Giseline Kuipers and Marc Verboord. 2008. "Cultural Globalization and Arts Journalism: The International Orientation of Arts and Culture Coverage in Dutch, French, German, and U.S. Newspapers, 1955 to 2005." *American Sociological Review* 73(5):719-40.

Th 4/1 Cultural complexities

What happens to culture at the intersection of the global and the local level?

Adams, Laura L. 2008. "Globalization, Universalism and Cultural Form." *Comparative Studies in Society and History* 50: 614-640.

Sylvain, Renee. 2005. "Disorderly Development: Globalization and the Idea of 'Culture' in the Kalahari." *American Ethnologist* 32(3): 354-370.

Further reading

Tomlinson, John. 1999. *Globalization and Culture*. Chicago: University of Chicago Press.

Week 11: Religion and Identity

T 4/5 Global religions

How has globalization affected religious traditions?

Lechner & Boli: Part IX. Globalization and Religion (413-455)

Casanova, José. 2011. "Cosmopolitanism, the Clash of Civilizations and Multiple Modernities." *Current Sociology* 59(2):252-67.

Th 4/7 Global identities

How have global processes influenced persons' identities?

Lechner & Boli: Part X. Globalization and Identity (457-495)

Further reading

Calhoun, Craig. 2008. "Cosmopolitanism and Nationalism." *Nations and Nationalism* 14(3):427-48.

F 4/8

➤ **Annotated bibliography Part 3 due**

Week 12: Globalization and the Environment

T 4/12 Environmentalism

What is environmentalism about? What has environmental activism taught us? What is the nature of environmental problems?

Lechner & Boli: Part XI. Global Environmentalism (497-542)

"Flagship UN study shows accelerating climate change on land, sea and in the atmosphere" (<https://news.un.org/en/story/2020/03/1059061>).

Youtube: "The Story of Stuff." (<https://www.youtube.com/watch?v=9GorqroigqM>)

Further reading

Givens, Jennifer E. and Andrew K. Jorgenson. 2013. "Individual Environmental Concern in the World Polity: A Multilevel Analysis." *Social Science Research* 42(2):418-31.

Schofer, Evan and Ann Hironaka. 2005. "The Effects of World Society on Environmental Protection Outcomes." *Social Forces* 84(1):25-47.

Th 4/14 Sustainable development

*What are some steps global actors have proposed to address environmental problems?
What can and/or should be done to address environmental problems locally,
nationally, and globally?*

McMichael: Chapter 9. Sustainable Development? (249-279)

United Nations Climate Change. "What is the Kyoto Protocol?"

(<https://unfccc.int/process-and-meetings/the-kyoto-protocol/what-is-the-kyoto-protocol>).

United Nations Climate Change. "What is the Paris Agreement?"

(<https://unfccc.int/process-and-meetings/the-paris-agreement/what-is-the-paris-agreement>).

Week 13: Crises and Alternatives

T 4/19 Crises

*We have experienced different crises: economic, environmental, health, political, etc.
Which crisis is the most important to you? Why?*

Calhoun, Craig. 2016. "Brexit Is a Mutiny against the Cosmopolitan Elite." *New Perspectives Quarterly* 33(3):50-58.

de Sousa Santos, Boaventura. "Virus: all that is solid melts in the air."

(<https://www.opendemocracy.net/en/openmovements/virus-all-solid-melts-air>).

McMichael: Chapter 8. The Globalization Project in Crisis (214-248)

Roy, Arundhati. 2020. "The Pandemic is a Portal." *Financial Times*

(<https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca>).

Further reading

Inglehart, Ronald and Pippa Norris. 2016. "Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash." *HKS Working Paper No. RWP16-026* Harvard University.

Matthewman, Steve and Kate Huppertz. 2020. "A Sociology of Covid-19." *Journal of Sociology* 56(4):675-83.

Pettifor, Ann. 2017. "Brexit and Its Consequences." *Globalizations* 14(1):127-32.

Th 4/21 Alternatives

Where do we go from here? Why? How can we get there?

Brenner, Neil, Jamie Peck and Nik Theodore. 2010. "After Neoliberalization?"
Globalizations 7(3):327-45.

Lechner & Boli: Part XII. Alternative Globalization and the Global Justice Movement
(543-595).

McMichael: Chapter 10. Rethinking Development (280-300)

Teivainen, Teivo and Pauli Huotari. "Democratic horizons in times of corona
governance."

<https://www.opendemocracy.net/en/openmovements/democratic-horizons-times-corona-governance>).

2020. "Coronavirus Will Change the World Permanently. Here's How." *Politico*
<https://www.politico.com/news/magazine/2020/03/19/coronavirus-effect-economy-life-society-analysis-covid-135579>).

Listen: Think. 2021. "In the future, we may all be nomads."

<https://think.kera.org/2021/10/18/in-the-future-we-may-all-be-nomads/>). (31
min.)

F 4/22

➤ **Literature review due**

Week 14: Wrap-up

T 4/26 Presentations (no class meeting)

➤ **3-minute elevator-pitch style presentations due**

Th 4/28 Presentations feedback (no class meeting)

➤ **Comments on your classmates' presentations due**

Finals week

T-Th 5/3 noon-5/5 noon (on Blackboard)

➤ **Final exam (take-home)**