



GLOBAL STUDIES

PEACE & JUSTICE

SENIOR SEMINAR



GS³ → GLOBAL STUDIES- P&J SENIOR SEMINAR

COURSE # GL 410A

SPRING 2016

JM366 TUES: 1:30-4:40

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THE COURSE

This is the capstone experience for the Global Studies and Peace and Justice Programs at SMC. The course is designed as a senior-level readings and research seminar where you will have the opportunity to synthesize and build upon your international research interests, your international travels, and your cross-cultural experiences. At its heart, this course is both an intensely interdisciplinary and collaborative endeavor. The focus will be on our shared effort to apply the different disciplinary perspectives each one of us comes to this class with— anthropology, sociology, economics, philosophy, media studies, art, science, education, linguistics, political science, etc.— in order to critically examine and better understand the strands of globalization and this thing we call “global culture.” As part of this effort, each of you will be presenting the problems and findings of your research to the class and to the wider SMC community.

COURSE GOALS AND OUTCOMES

1. To improve students' knowledge of and deepen their interests in current global social problems.
2. To further develop the interdisciplinary and multidisciplinary analytical skillsets which are necessary to address ANY/ALL of the pressing issues related to globalization. Throughout the course, we will be examining issues of international conflict resolution, cultural difference, restorative justice and global policy making (to name just a few). These are not the domain of any one discipline. Students will be asked to step outside their major disciplines to see other approaches and perspectives.
3. To help students further analyze and synthesize the concepts surrounding globalization which they have been working with during their studies in the minor.
4. To take our research and inquiries one step further by examining possible solutions to pressing global issues. Students in the class will be asked to apply this approach to each project that they complete.
5. To help students examine their own assumptions, biases, and experiences related to globalization and global affairs.
6. To strengthen students' writing, research, and presentation skills. Students will be asked to complete a number of analytical assignments (related to readings and screenings) designed to ensure competence in several different forms of writing, research and presentation. All students will do three (3) presentations during the semester.
7. To strengthen students skills in analysis, discussion, and debate. All students will be expected to participate in discussions, and to offer ideas and opinions shaped by careful reading and consideration of assigned materials.

COURSE READINGS & SCREENINGS

During the first part of the course we will be reading, screening, and deconstructing the arguments of a variety of prominent researchers, writers, filmmakers, and others who have tackled some significant issues related to globalization and issues of social justice. Our aim will be to assess their merits and limitations in an effort to improve our own work and thinking. During the second part of the course, you will have the opportunity to research and write about significant issues related to global studies which you are passionate about.

REQUIREMENTS/EVALUATION:

1. **Attendance & Active Participation (including out of class activities) (20%)**

This is a once-a-week seminar; attendance is mandatory. Be here, in mind, body, and spirit. This is will also be a participatory class. This means that one of the essential requirements for this course will be you actively (verbally) engaged in class each week.

2. **Reading Response Papers (25%)**

During the first half of the semester, there will be **several short** reading response papers. These are due at the beginning of class for which they are assigned. Each of the response papers should be 2 pages single-spaced. Topics and specific guidelines for each of the papers will be handed out in advance. All work will be evaluated with the assumption that it has been meticulously proof-read. Grammar and spelling errors will affect your grade. Academic standards for citations, logic, and coherence will apply to all work.

3. **Presentations (25%)**

There will be **THREE** presentations due for the course. The first will address the evolution of your global consciousness. The others will relate to your final research paper.

4. **Final Research/Analysis Paper (30%)**

A final multidisciplinary research paper will be due during the second half of the course.

TEXTS:

- **Readings** — There will be a number of readings throughout the semester dealing with significant issues in globalization. I expect you to put time into the readings, take notes, and be prepared to participate in class discussions.
- **Screenings**— We will be screening various films, clips, or other digital productions each week in class in order to apply critical perspectives to a wider range of media. This isn't a time to "check out." Just the opposite. Instead, you should keep a critical eye on the ways in which viewpoints are often seductively conveyed through these media.
- **Outside Events**—There will be several outside lectures which will be required for the course. I will attempt to give you fair notice about them in advance.
- **World News (Web)**—Keeping apprised of world events is not always easy, but it is necessary for an informed citizenry. It is particularly important for anyone interested in Global Studies or Peace and Justice issues. You'll need to be reading at least one international news source each week.
- **Film – Food – Music** – Food, film, and music provide some of the more interesting "texts" through which nearly all cultures communicate. We will be screening a variety of international films, listening to some world music, and hopefully, tasting some interesting international foods (See gnosh sign-up sheet).

IMPORTANT NOTES

Out of class work. There will be a number of opportunities during the semester to hear from speakers and view films or stage productions directly relevant to our course work. These will be announced in class and by way of email. Attending these events is an expectation that will factor into your attendance and participation grade.

Deadlines and Completion of Work. Late papers will be docked a full-letter grade for every day they are late. Failure to complete any of the projects in this course means a zero (0) for the assignment. This dramatically affects the overall grade for the course.

Honesty and Academic Integrity. I maintain a firm policy on cheating and plagiarism. ALL WORK produced for this course should be original and specifically created for GL410. These are grounds for failure in this course and may result in more serious repercussions.



SOME WORDS TO THE WISE:

- 🌐 **Blind Spots**—We all have them, especially when it comes to international events, issues, and experiences. One of the central aims of this course is to help you identify your blind spots and then take steps toward overcoming some of them. Moreover, its aim is also to help others in their efforts to conquer their own blind spots. Be respectful in doing so. This course is established to provide an intellectual safe space for dealing with a variety of complex and emotionally-charged issues.
- 🌐 **Interdisciplinary & Multi-disciplinary Foundations**—Despite what many pundits often proclaim, the field of Global Studies is not the domain of any single discipline. In fact, just the opposite. Its strength as a field of study comes from the wide range of different disciplines it draws upon. In order to get even the slightest glimpse of the true impact of globalization's many faces, one must tackle global studies issues from multiple perspectives and use multiple methodological approaches. This is not easy because it demands that any researcher in global studies have a strong command of many different research strategies and techniques. It requires that you actively maintain an open mind (and critical eye) towards alternative approaches and understandings.
- 🌐 **GLOBAL vs. Regional/Nationalistic Perspectives**— One of the failures of most global studies research is that it isn't "global" at all, but rather regional, national, or mono-cultural studies of one or two areas disguised as international studies. A global perspective by its very nature involves a large scale **MACRO** perspective. Research within it needs to step well beyond the borders of any one or two countries or cultures in order to get a broader picture.
- 🌐 **Digital "Literacies"** — Whether we like or not, our global information and media environments are changing rapidly and often in ENORMOUS ways. A village in Nigeria that may not have had electricity 6 months ago, may now have a WiFi network, cell phones and computers. Talk about transformation. However, this does not mean that the **quality** of information transmitted by these networks is any better, nor that a greater understanding of how to effectively use them has changed. The same goes for us. More information and more technology **does not** mean a better understanding or a more fruitful life. However, to engage in informed debate and dialogue in this field one must have an increased information literacy and a proficiency in the world of communication and information systems (electronic, digital, or not). One of the aims of this course is to help you develop your skills and proficiencies in these areas
- 🌐 **Anthropocentrism**—One of the crucial hurdles for us to overcome from a global perspective is that of anthropocentrism. Humans are not the only important species on earth, as the adage goes, we just act like it. Consequently, the "solutions" that might be good for humans may be disastrous for other forms of life. Environmentally-minded thinking needs to be at the forefront of global studies research and thinking at all levels in the coming years.
- 🌐 **Cross-cultural Curiosity**—At the heart of global studies is (or should be) a strong cross-cultural curiosity—a desire to better comprehend and understand other people, places, cultures, belief systems, values, etc. This is not easy, given that our media and informational environments are constantly instilling within us a constant state of fear and distrust of "the other" and of cultural difference. To overcome the din of mass mediated fear-mongering messages, one must seek out alternative sources of contact as well as first-hand interactions with other cultures. Cross-cultural curiosity is a first step toward a higher level of openness and tolerance.
- 🌐 **Phones/Texting**— This isn't the place for either one. Make sure that when we start class your phone is off. Period.

GUIDELINES FOR READING RESPONSE PAPERS

The following are guideline questions for your response papers. You should address **each** of the following areas/questions in a polished response paper (2-3) pages single spaced).

Argument/Thesis?— What is the central argument/thesis developed in the work?

Evidence?—What types of evidence is provided? Who provides it? Is it substantive? WHAT seems to be MISSING? That is, what EVIDENCE could/should have possibly been provided but wasn't?

Sources?—What sources provide support for the argument? Who is quoted/cited and WHAT organizations or national/cultural affiliations do they represent? Who is NOT quoted/cited? Who possibly should have been included to make this a better argument?

Assumptions?—These are underlying and often unstated assessments, biases, or evaluations upon which the argument is grounded. What are the major assumptions underlying the author's central argument?

Cultural Angles/Slants/Perspectives?— From what PERSPECTIVE(s) is the book written? What are the personal or cultural angles or slants behind the argument? What cultural, philosophical, social, religious, economic, political, or intellectual perspective does the article support/defend/criticize? How and Why?

Judgments/Evaluations?— What are the central judgments/evaluations which are made in the article?



WEEK	TOPICS/ ASSIGNMENTS
1 Jan. 18	<p>Course Overview and Introduction What does it really mean to be "Global"</p> <ul style="list-style-type: none"> • Personal-Local-Regional-National-International Connections to the Global
2 Jan. 25	<ul style="list-style-type: none"> • The Problem of International Aid—Poverty, Growth, Development, Corruption • Dambisa Moyo, Dead Aid <p>☑ Reading and Screening Response Paper #1 Due</p>
3 Feb. 1	<ul style="list-style-type: none"> • Understanding Global Consciousness—Global Citizenship Connections Assumptions, Presumptions, Fears & Blind Spots <p>🕒 ☑ Presentation: Global Consciousness & Global Citizenship? Personal Connections & Pathways</p>
4 Feb. 8	<ul style="list-style-type: none"> • The Economics of 2.6 Billion People <p>☑ Response Paper #2 Due:</p>
5 Feb. 15	<p>Prisoners of Geography</p> <p>☑ Response paper #3:</p>
6 Feb. 22	<ul style="list-style-type: none"> • February Break NO Class
7 Feb. 29	<ul style="list-style-type: none"> • National Identity Formation and Development in the 21st Century <p>☑ Response paper #4:</p>
8 Mar. 7	<ul style="list-style-type: none"> • Globalization and the Environment <p>DUE: PHASE#1 Research – 3-1-3 Project</p>
9 Mar. 14	<ul style="list-style-type: none"> • International Relations & The Diplomatic Corps <p>Preliminary Presentation of 3-1-3 Research Project</p>
10 Mar. 21	<p>SPRING Break—NO CLASS March 21st</p>
11 Mar. 28	<p>Easter Break—NO CLASS March 28th</p>
12 April 4	<ul style="list-style-type: none"> • Cross Cultural Education: Teaching and Language Instruction <p>🕒 DUE: Phase#2 of 3-1-3 Research Project</p>
13 April 11	<ul style="list-style-type: none"> • Individual Meetings
14 April 18	<p>🕒 DUE: Final Research – 3-1-3 Project</p>
15 April 25 FRIDAY/SAT	<p>🕒 COLLEGE-WIDE RESEARCH SYMPOSIUM PRESENTATIONS</p> <ul style="list-style-type: none"> • Sessions TBA
16 May 2	<p>🕒 FINAL CLASS</p>