This course examines the economic, political and cultural transformations caused by the processes of globalization and modernization. We will look at these issues from a critical perspective, seeking to understand how different peoples, both in the present and the past, understand the issues of the day that were shaped by these processes. At the end of the course, you will better understand how modernity was constructed politically, culturally, economically, and socially. As we look at the perspectives of other countries, the process of globalization will be revealed to be a major force in the contemporary world. What is globalization? What are the costs and benefits of globalization? Do all people experience the same costs and benefits from globalization? How are our lives and beliefs affected by the processes of modernization and globalization?

The course is not intended to survey the history of the modern world. Instead, we will discuss in detail some carefully chosen examples of events and ideas that are crucial to our world and the debates that shape it. We will examine some examples of the ideas, values, and institutions of the modern world. In each case, we will read and view a variety of materials, including essays, films, and case studies. You are encouraged to participate actively in our discussions and to suggest ideas and materials from your experience and other courses that can supplement the ones we have chosen.

In addition to knowledge of contemporary issues and debates, you will have the opportunity to develop a variety of skills in the course, including the ability to read and discuss serious texts and ideas, the ability to analyze film and other visual materials, and the ability to write and speak with some confidence in serious intellectual debates. These are the skills of the engaged citizen and the person who believes that education is a means of improving the quality of our lives and of those with whom we interact.

Attendance and participation are essential for success in this course. Course activities include group lectures and presentations, films, panels, and individual discussion sections. Attendance is mandatory.

**READINGS** Students should purchase the books listed below. In addition, periodic assignments will come from other sources.

J. M. Blaut, *The Colonizer’s View of the World*

Thomas Friedman, *The Lexus and the Olive Tree*
You are expected to read all of the assigned materials before you come to class. We will use the materials in class; if you don’t read them before hand, you will understand less of what is being discussed. Quite frequently we will offer you some guidance in the readings, with either points to consider or questions to think about. Some of these are included on this syllabus. This syllabus is to be found, with necessary updates, at http://www.juniata.edu/~nagengast/is200.htm.

Please refer to it frequently.

<table>
<thead>
<tr>
<th>EVALUATIONS</th>
<th>POSSIBLE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>250</td>
</tr>
<tr>
<td>Quizzes (announced and unannounced) and Assignments</td>
<td>150</td>
</tr>
<tr>
<td>Overall JIF team grade</td>
<td>100</td>
</tr>
<tr>
<td>Individual JIF negotiation grade</td>
<td>100</td>
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<tr>
<td>JIF paper</td>
<td>200 Due March 18</td>
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<tr>
<td>Final project (first draft)</td>
<td>75 Due April 8</td>
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<tr>
<td>Final project (second draft)</td>
<td>125 Due April 30</td>
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<td>Total possible points</td>
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In addition, we reserve the right to adjust your grade by up to one letter for strong or weak participation. Participation includes attendance at all class functions; the level and quality of effort in various class activities, including ungraded assignments; the quality and quantity of analytical comments in class; work in teams; class presentations; and evidence of having read and understood the assigned materials.

Each writing assignment will be evaluated primarily on content, but the organization and writing of the paper will also be evaluated. It is difficult to imagine how a good paper can be produced that has not gone through at least three edits. Please keep the need for multiple drafts in mind as you plan your researching and writing timetable. Your professors will be quite happy to look at early drafts for content, organization, and writing. You should, as well, use the writing center for any questions.

CODE OF ETHICS: Except where explicitly stated, it is expected that all work prepared for this course be done individually. Joint study sessions are not only permitted, but encouraged. Joint preparations of written assignments will not be allowed. In class examinations are to be done by each student without any form of assistance, either from another individual or any form of notes. ANY violation of these rules will result in at least a zero grade for the assignment and possibly a failing grade in the class. Students who observe a violation of these rules are encouraged to inform the instructor.

FINAL PROJECT Each will write a final project. This written assignment comprises 20 percent of the course grade. You will receive full instructions during the semester.

WITHDRAWAL POLICY Students will not be permitted to withdraw from this course after March 25.
OFFICE HOURS Please use these times to speak with your instructors. Other times may be arranged.

Sowell: MWF, 10:00-11:45; TTH 1:00-2:30
Nagengast: MW 2:00-3:00; TTH 1:30-2:30

Juniata International Forum

Please refer to the JIF packet for full instructions concerning all aspects of the conference. This packet will be distributed in class.

COUNTRY TEAMS A major portion of the class will be given to the discussion of three themes from the point of view of different countries. We will form teams to represent the countries of: China, India, Germany, Nigeria, Russia, Saudi Arabia, France, Egypt, Venezuela, Brazil, and Indonesia. The JIF consists of three committees: 1) Trade & Development; 2) Energy & Environment; 3) Security. Three delegates will represent each country (one per committee). On January 28 all students will turn in a paper that lists, in order of preference, the team on which they would like to participate. (One for most desirable, eleven for least desirable.) We will make the team assignments known on February 11.

Beginning on March 14 just after spring break, we will begin a series of eleven conferences. Your team task will be to represent your country in these conferences, not your own viewpoint. In advance of the conferences, each student will prepare a JIF paper, containing a county profile, historical background and policy position statement for your instructors and classmates. This will be due on March 18. You must bring eleven hard copies of your paper (one copy for your instructor and one for each other country) to class on March 18. Members of other teams are expected to read the papers of the ten other delegates on their committee.

JIF PAPER The JIF paper must have three sections. Each section must be between 2-4 pages long, bringing the length of your paper to between 6 and 12 pages, not including notes and bibliography. These sections must be in your paper.

1 Country Profile This must be based upon at least two textual and five internet sources. At least three of your sources must be from the country that you represent. This part must include (at least) sections on current politics (structure, leadership, political culture, parties), economics (imports, exports, labor force, domestic economy), demography (population, rates of growth over the last 50 years, urban/rural ratio) and natural resources.

2 Historical and Cultural Background This part must be based upon at least three textual sources. None of the sources for this part of the paper may be produced by an agency of the United States government or an international agency. Ideally, at least one of the sources should be written by a citizen of your country. The objective of this paper is to tell a non-national things that they should know about your country (from your national perspective), including major cultural attributes and gender roles. It must include major domestic and
international conflicts during the past 300 years, and the political history of the last 75 years.

3 Policy Position Statement This section of the paper must detail your country’s position on the debate topic of your assigned committee. It must be based largely on national sources, which will be included in a bibliography that is not included in the paper length. The paper should include a description of how your country has defended its point of view at international conferences, the United Nations, or in multi- or bi-lateral negotiations. In this section you must include a paragraph that defines your primary objective in the conference. What do you, as the representative of your country, aim to achieve? The policy position statement should be as specific as possible and should guide your negotiations in the JIF. An A paper must demonstrate an advanced understanding of the relevant issue, and of the country’s stance on this issue.

IMPORTANT We strongly encourage members of the same country to share their research sources for this paper, but you may not borrow any text written by another student. In simple terms, the rules concerning plagiarism apply at all levels. Also, you must acknowledge any shared research in your endnotes. For example:


Culturegrams As a first step toward getting to know your country, we recommend that you consult the Culturegrams on your country as published by the University of Utah. They are located in the Resource Room of the Center for International Education in the Oller Center. Other materials on your country can be found in the Resource Room. Please cite materials obtained from the culturegrams, but they will not count toward the number of required sources.

JIF Individual Negotiation Grade After each conference, the team representative responsible for the position being discussed will send Professor Nagengast a confidential evaluation of each team member’s contribution to the success of the conference. The evaluation should be honest, not “grade inflated,” and based on a 10 (best) to 1 (worst). Please do not be afraid to assign a low evaluation if that reflects your opinion. These assessments, in combination with our own assessments, will constitute the basis for the Individual Negotiation Grade.

JIF Team Grade At the end of the JIF the instructors will assign a grade to each student based on the overall negotiation performance of the student’s country throughout the forum.
COURSE SCHEDULE WITH ASSIGNED READINGS

We will do our best to adhere to this schedule. It is your responsibility to come to class prepared, ready to talk, and ready to ask questions about issues that are unclear to you.

January 14 Introduction

January 15 GAP survey

Assignment. Write an essay that identifies three indicators of a modern society and explains why you chose these indicators. Two page max. Due January 17th in class

January 17 Top Ten Indicators of a Modern Society

January 21 The Washington Consensus

January 22 Isaiah Berlin, "The Pursuit of the Ideal" (Library Reserve)
   - What does Berlin mean with the term "cosmic jigsaw puzzle"? According to Berlin, why is this concept one of the defining features of the modern era?
   - How does Berlin distinguish between "relativism" and "pluralism"?
   - What does Berlin mean when he argues: "The possibility of a final solution ... turns out to be an illusion; and a very dangerous one"?

An Enthusiastic Perspective

January 24 Friedman, The Lexus and the Olive Tree, Part 1
   - What are the contrasts between the logic of the international system in Cold War era versus the era of globalization?
   - What do the Lexus and the olive tree represent?
   - Where did globalization come from? Who is “in charge”?
   - What is the Golden Straightjacket?
   - What is the “electronic herd” and why does it love the golden straightjacket?

REQUIRED EVENING FILM January 28 9:00 pm GH202

January 28 Friedman, The Lexus and the Olive Tree Part 2
   - What is the role of the state in the era of globalization?
   - What is “globalution”?
   - Why are France and Russia on Friedman’s “sell list”?
   - What is the argument behind the Golden Arches Theory of Conflict Prevention?
   - Why is globalization a “winner take all” system?

January 29 Friedman, The Lexus and the Olive Tree Part 2 continued
   - Discussion of Monday evening film

January 31 Friedman, The Lexus and the Olive Tree Part 3
- Who are the “turtles”?
- “Globalization lacks inspirational power.”
- “The wretched of the earth want to go to Disneyland, not to the barricades.”

February 4  Friedman, The Lexus and the Olive Tree Part 4
- Why is the US best suited for the globalized world?
- “The US is the capital of global arrogance.”
- What are the greatest threats to globalization?
- “You cannot advocate free trade without advocating a strong social welfare safety net (social democracy).”

February 5  Friedman, The Lexus and the Olive Tree Part 4 continued

A Critical Perspective

February 7  Blaut, A Colonizer’s Model of the World, 1-69
- What is Blaut’s primary purpose in writing The Colonizer’s Model of the World?
- What are the assumptions and explanations used in the texts (1850s, 1940s, and 1990s) to explain European success? (pp. 3-8) What type of mentality is spawned by such assumptions?
- Be prepared to discuss the basic model of diffusionism and the seven arguments Blaut presents
- How does “modern diffusionism” differ from “classic diffusionism?”
- Although Blaut states that “diffusionism is a poor theory,” it has exerted a “tremendous influence on scholarship, and has done so for a very long time. How do we account for the fact that a bad theory can be so widely believed to be true, and for such a long time?” (p. 30)
- What are the main arguments that sustain advocates of the “European Miracle?”
- What points do its critics make?
- What is scientific racism? How is it used to sustain a belief in the European miracle?
- Demographic features play a central role in the European miracle. How? What do critics say in opposition to this?

February 11  Distribution of the JIF packets; Discussion of Blaut

February 12  Blaut, A Colonizer’s Model of the World, 69-135
- The White Man’s Burden, Rudyard Kipling
  - http://www/International studies/whitemansburden.html
- Why would European’s view the tropics as “nasty?”
- How does Oriental Despotism contrast with European politics?
- According to the Eurocentrist perspective, how is European rationality different from the rationality of other peoples?
- List five ways that Blaut refutes the alleged superiority of European technology
- Read and analyze “The White Man’s Burden” from the critical perspective of Blaut.
   Eric Wolf, *Europe and the People without History*, chapter 2 (on library reserve)
   ➢ Come to class prepared to break into teams that will answer the following questions.
   ➢ How many regions of the world would you identify in the 1400-1492 period?
   ➢ What features do you use in creating a region?
   ➢ What are their comparative features?
   ➢ What distinguishes them? What links them?

February 18  Discussion of Blaut

   ➢ What is the role of silver (and gold) in the transformation of Europe?
   ➢ How do plantations contribute to that transformation?

February 21  Trade, Liberalism, and Workers
   ➢ Why did some politicians wish to reform tariff policies in nineteenth century Latin America?
   ➢ What were their goals?
   ➢ Why did many artisans oppose these reforms? What arguments did they make against the reformers?

   ➢ What does Smith mean by the “division of labor”?  
   ➢ How does it affect the manufacture process?  
   ➢ How would changes in the division of labor affect you if you were one of the new unskilled workers brought into the pin factory?  
   ➢ How would changes in the division of labor affect you if you were one of the old skilled pin makers who had lost their job because of this new method of production?  
   ➢ Over the 200 years since Smith articulated this idea, the division of labor has become globalized. Please come to class prepared to talk about how globalization has affected the production of shoes and hamburgers  
   ➢ What, if any, relationship exists between tariff reform, skilled workers, unskilled workers, and the global division of labor?

February 25  Feminism and Multiculturalism
   “The Feminist West: Acute schizophrenia, left and right,” by Cathy Young  
   http://www.reason.com/0201/co.cy.the.shtml
February 26  The Poverty of Progress (or, Hegemonic and Sub-Altern Discourses)
Domingo Sarmiento; Antonio Gramsci; and the “Gaucho” (handouts)
➢ What is a hegemonic discourse?
➢ What is a sub-altern discourses?
➢ Did Sarmiento speak with a hegemonic or sub-altern voice?
➢ What points does the Gaucho raise against globalization?

Assignment. Please prepare an essay that compares the Universal Declaration of Human Rights and the United Nations Declaration of the Right to Development. When were they written? Who most shaped their content? How (and why) does their content differ? Three page max. Due February 28.

February 28  Human Rights
The Universal Declaration of Human Rights
http://www.yale.edu/lawweb/avalon/un/unrights.htm

Declaration on the Right to Development
http://www.unac.org/canada/bowles98/annex5.html

March 11  Exam Review – Pre-Conference Discussion
March 12  EXAMINATION
March 14  Juniata International Forum Introductory Conference

March 18  JIF Debriefing Session JIF PAPER DUE at the start of class
March 19  JIF Session
March 21  JIF Session

March 25  JIF Debriefing
March 26  JIF Session
March 28  JIF Session

April  1  JIF Debriefing
April  2  JIF Session
April  4  JIF Session

April  8  JIF Debriefing  FINAL PROJECT FIRST DRAFT DUE
April  9  JIF Session
April 11  JIF Session

April 15  JIF Debriefing
April 16  JIF Session
April 18  JIF Session
April 22  JIF Final Debriefing
Globalization, Culture and the Future of Humanity

<table>
<thead>
<tr>
<th>April</th>
<th>Student Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>GAP Survey</td>
</tr>
<tr>
<td>30</td>
<td>Conclusions</td>
</tr>
</tbody>
</table>

FINAL PROJECT SECOND DRAFT DUE