

(Dis)Order and (In)Justice: An Introduction to Global Studies

(GSI 201 – Section 03)

Course Description

This course provides an interdisciplinary introduction to global studies. We will use the overarching themes of ‘order/disorder’ and ‘justice/injustice’ to think critically about a number of global issues. Our discussions, readings and other class assignments will explore the diverse, interconnected nature of global systems and attempt to better understand how global processes, flows and ideas are connected to our everyday lives. Some of the topics we will be looking at include: gender and race politics, militarization, globalization, immigration and refugees, environmental change, human rights and questions of global justice and the nation state.

Course Goals

The aim of this course is to help students better understand and participate in the complex global world we are all a part of. This will be accomplished by using a wide range of theoretical, empirical and narrative materials that help us think about what it means to “study” global issues from diverse social science perspectives. Students will come away with a better understanding of some of the central issues of concern in global politics, as well as some of the debates currently taking place within and across the broad field of global studies.

Required Books

Thinking Globally: A Global Studies Reader

Mark Juergensmeyer, Univ. of California Press, 2014 – *available via GVSU library as e-book*

Violent Borders: Refugees and the Right to Move

Reece Jones, Verso, 2017 – *placed on course reserve in library (hard copy) & in bookstore*

Optional Text

Globalization: A Very Short Introduction

Manfred Steger, Oxford University Press, 2017

**Additional course readings and content will be posted on Blackboard.*

~ This course is subject to all GVSU policies as listed here: <http://www.gvsu.edu/coursepolicies>. ~

Policies and Procedures

Class Organization

- **Class Participation:** Students will be expected to have done all assigned reading before class and to take an active role in all classroom discussions.
- **Presentations:** Students will be put into small groups, and each group will be responsible for leading a class discussion related to their blog topics for that week.
- **Thought Pieces:** Students will write a series of bi-weekly posts on global issues.
- **Global Issue Portfolio:** Students will develop a global “issue portfolio” that provides information and background research on a global topic of their choice.

Class Participation (20% of final grade)

Students are expected to read and reflect on the assigned material before class, and to actively participate in the class in an informed and respectful way throughout the semester. Please bring the assigned readings (books or handouts) for that week with you to class.

Presentations (20% of final grade)

Students will be divided into groups and each group will make a short class presentation. Each student in the group will be responsible for leading one part of the group discussion, as well as preparing any handouts or summaries for class. Groups will have 20 minutes each to present.

Thought Pieces (30% of final grade)

Students will be asked to write short, bi-weekly blog posts (6 posts in total, 750-1,000 words) reflecting on a global issue from at least four major world regions (Africa, Asia, Europe, Caribbean, Central America, North America, South America, Oceania). These posts will require students to critically reflect, analyze and compare how global political issues change over the course of the semester. Each post will count for 5% of your grade.

Global Issue Portfolio (30% of final grade)

Students will develop an “Issue Portfolio” around a global political topic of their choice. This final assignment will involve three aspects: Designing an infographic poster; Writing a short issue brief; Compiling a short annotated bibliography of research relevant to your topic. Each portion of the assignment will count for 10% of your grade.

Assignment Due Dates

Late assignments will automatically have points deducted from the total. This is a firm policy, except for the extenuating circumstances noted above. No credit will be given for any assignment more than 4 days late without official documentation.

Class Blog

The official GSI 201 class blog is located at: <http://201.gvsuglobalstudies.org>.

Class Attendance

More than 3 unexcused absences may result in a grade reduction for the course. Coming to class significantly late will count as an unexcused absence. See policies in the GVSU [Student Code](#).

Exceptions for class absences are as follows:

- Personal illness or death in the family (documentation required)
- Religious holiday or participation in university-approved activity (documentation required)
- Cosmic event making attendance impossible (flood, earthquake, zombie apocalypse)

Classroom Conduct

Students are expected to treat each other and the professor with courtesy, and refrain from any personal attacks. Due to the nature of political disagreements, arguments may emerge from time to time over deeply-held convictions. Students are encouraged to express their beliefs and convictions, but must do so respectfully, and without insulting or attacking fellow classmates. Any discriminatory remarks, personal attacks or threats will not be tolerated, and students will be asked to leave the class if they cannot respect their peers or the professor.

Office Hours & Communication

Students who wish to meet with me can either speak to me before or after class or e-mail me to schedule a time to meet during regular office hours. I will try to respond to all e-mails within 48 hours. If for some reason you don't receive a reply after two days, please send a follow up email.

Use of Electronics in Class

All cell phones and other electronic devices should be silenced and put away during class. Laptops or tablets are allowed **if** being used for note taking or accessing electronic readings. Use of Facebook/Twitter/WeChat/WhatsApp/Instagram/Weibo during class is not active class participation. Repeated abuse of electronics is grounds for a reduced grade.

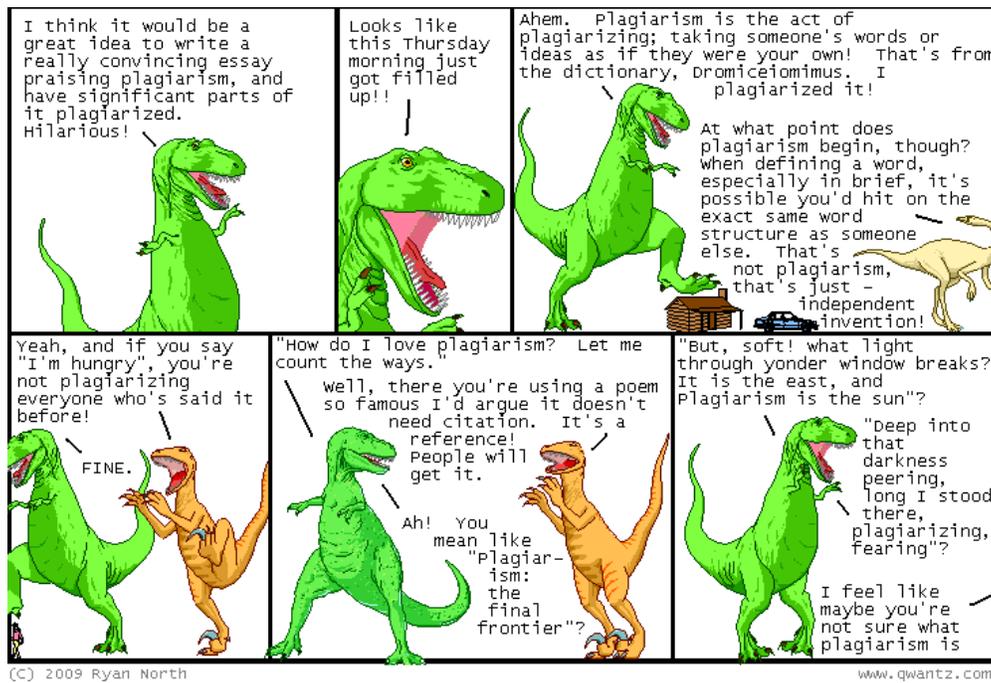
Writing Help

Students needing additional writing or editing help should contact the Writing Center in Lake Ontario Hall, 120. More information is available here: <https://www.gvsu.edu/wc/>.

Plagiarism

Plagiarism is a sign of intellectual laziness. Students found guilty of plagiarism risk an F for the course. GVSU's statement on Academic Integrity of Grades and Scholarship is listed [here](#):

“The principles of academic honesty and integrity are fundamental to a community of scholars. The University expects that students will not engage in acts of academic dishonesty in curricular and non-curricular academic activities. Engaging in academic dishonesty compromises the integrity of university grades, and scholarship and research. Academic dishonesty is defined as actions or behaviors that misrepresent one’s contributions to or the results of any scholarly product submitted for credit, evaluation, or dissemination. This definition includes, but is not limited to, fabrication, falsification, cheating, and plagiarism.”



Disability Support

I will make every effort to accommodate any special needs students may have in the classroom. If you need accommodations for a learning, physical, or other disability, please give me a memo from Disability Support Resources indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (JHZ 4015) by calling 331-2490 or email dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. More information is available at: <https://www.gvsu.edu/dsr/>.

Gender Pronouns & Preferred Name

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun (she/her/hers, he/him/his, they/them/theirs, etc.). Please advise me of your preferences so that I can may make appropriate changes to my records. More information about GVSU's myName process online at: <https://www.gvsu.edu/myname/>.

Course Learning Objectives

At the end of this course you should be able to **Demonstrate** knowledge about the relevance of concepts such as globalization, justice and world systems; **Interpret** a range of approaches to evaluate global issues and **Demonstrate** how global conditions and systems affect the well-being of people and the planet; **Identify** underlying causes, actors and actions to address global social problems; **Demonstrate** the ability to write and discuss about global social issues; and **Identify** questions of justice and responsibility (systemic & individual) to see how global changes affect diverse communities at global, regional and local levels.

--- PART I: INTRODUCTION & BACKGROUND ---

Week 1 (8/28, 8/30): Welcome & Course Introduction

Hand out syllabus, review goals, organization and materials, class introductions.

Readings:

- **Jan Nederveen Pieterse** – “What is Global Studies?” *Globalizations*, 2013, 10:4
- **Habibul Haque Khondker** – “Globalization, Glocalization, or Global Studies: What’s in a Name?” *Globalizations*, 2013 10:4
- **Mark Juergensmeyer** – *Thinking Globally: A Global Studies Reader* (Preface)

No class 9/4 – Labor Day

Week 2 (9/6): Thinking Globally

Readings:

- **Manfred Steger** – *Globalization: A Very Short Introduction* (Preface, Ch 1)
- **Mark Juergensmeyer** – *Global Studies Reader* (Ch 1-2)

Assignments:

- Blog Post #1 Due (9/6)

--- PART II: GLOBAL SURVEY ---

Week 3 (9/11, 9/13): Africa and the Middle East

Readings:

- **Manfred Steger** – *Globalization: A Very Short Introduction* (Ch 2)
- **Mark Juergensmeyer** – *Global Studies Reader* (Ch 3-4)

Week 4 (9/18, 9/20): South/East/Central Asia & the Pacific

Readings:

- **Mark Juergensmeyer** – *Global Studies Reader* (Ch 5-7)

Assignments:

- Blog Post #2 Due (9/18)

Week 5 (9/25, 9/27): Europe, Russia & the Americas

Readings:

- **Mark Juergensmeyer** – *Global Studies Reader* (Ch 8-9)

--- Part III: GLOBAL ISSUE IN CONTEXT ---

Week 6 (10/2, 10/4): Globalization, Nations and Religious Politics

Readings:

- **Mark Juergensmeyer** – Global Studies Reader (Ch 10-12)

Assignments:

- Blog Post #3 Due (10/2)

Week 7 (10/9, 10/11): Global Labor, Finance and Development

Readings:

- **Mark Juergensmeyer** – Global Studies Reader (Ch 13-15)

Week 8 (10/16, 10/18): Sex, Drugs, Health and the Environment

Readings:

- **Mark Juergensmeyer** – Global Studies Reader (Ch 16-17)

Assignments:

- Blog Post #4 Due (10/16)

Week 9 (10/23, 10/25): Media, Migration and Global Civil Society

Readings:

- **Mark Juergensmeyer** – Global Studies Reader (Ch 18-20)
- **Manfred Steger** – Globalization: A Very Short Introduction (Ch 8)

--- Part IV: IN FOCUS - MIGRATION & REFUGEES ---

Week 10 (10/30, 11/1): From the EU to the US, A Crisis of Borders

Readings:

- **Reece Jones** – Refugees and the Right to Move (Intro, Chs 1-3, pgs 1-69)

Assignments:

- Blog Post #5 Due (10/30)

Week 11 (11/6, 11/8): Enclosing the Public, Fencing the Poor

Readings:

- **Reece Jones** – Refugees and the Right to Move (Chs 4-5, pgs 70-118)

Week 12 (11/13, 11/15): Climate Change Knows No Borders

Readings:

- **Reece Jones** – Refugees and the Right to Move (Chs 6-7, pgs 119-161)

Assignments:

- Blog Post #6 Due (11/13)

No class 11/22 – Turkey Slaughter Break

Week 13 (11/20): Freedom to Move or to Suffer?

Readings:

- **Reece Jones** – Refugees and the Right to Move (Conclusion, pgs 162-180)

Week 14 (11/27, 11/29): Wrapping Up and Circling Back

Wrap-up Discussion & Review

Assignments:

- Global Issue Portfolio presentations

Week 15 (12/4, 12/6): Final Projects

Wrap-up Discussion & Review

- Global Issue Portfolio presentations

Week 16 (12/11, 12/13): Final Projects

Wrap-up Discussion & Review

Assignments:

- Global Issue Portfolio presentations
- Final Global Issue Portfolios due **Thursday Dec 13.**

End of Class – Happy Yuletide Greetings