

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Dept of Comp Stds in Hum - D0518
College/Academic Group	Humanities
Level/Career	Undergraduate
Course Number/Catalog	4597.02
Course Title	Global Culture
Transcript Abbreviation	Global Culture
Course Description	Examines contemporary global cultural flows, the concepts useful in analyzing them, and the questions they raise about power and cultural change.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Completion of GEC second writing course.
Exclusions	Not open to students with credit for CS 597.02.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	30.9999
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters	Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted	Replaces 597.02, Global Culture. Add Social Diversity/Global Studies, Nonwestern GEC.

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- World systems theory and theories of globalization
- Effects of globalization in Brazil and China
- Effects of globalization on the poor
- Changing role of nation-states in a globalizing world
- Globalization and national sovereignty
- Globalization and the media
- Global media and telecommunications and cultural change
- Religion and globalization
- Globalization and environmentalism
- Globalization and biopiracy
- Political resistance to globalization
- Globalization and social justice
- Race
- Gender
- Class
- Ethnicity
- Globalization.
- Culture

Attachments

- 4597_02_global_culture_syllabus_(Feb_10_2012).pdf: revised sample syllabus
(Syllabus. Owner: Lynd, Margaret Elizabeth)
- 4597_02_GE_rationale_(Feb 10 2012).pdf: revised proposal and assessment plan
(Other Supporting Documentation. Owner: Lynd, Margaret Elizabeth)

Comments

- Corrections in syllabus and proposal made as requested; attachments replaced (Feb 2012).
(Revised GE proposal, including revised assessment plan, is attached.) This is a GEC 597 course. Add "Social Diversity/Global Studies: Nonwestern GEC status. Course fulfills these goals without changes. Semester syllabus and GE proposal are attached. *(by Lynd,Margaret Elizabeth on 02/15/2012 10:40 AM)*
 - 2-10-12: See e-mail to M. Lynd. *(by Vankeerbergen,Bernadette Chantal on 02/10/2012 12:18 PM)*
 - 7/28/11: Feedback from CCI Assessment subcommittee:
 - a. Description of how learning goals are met for global studies are very basic
 - b. Assessment does not address GE learning goals
 - c. Topics do not seem to match the course description
- 5/18/11: Please submit GE proposal to add new category to this course. *(by Meyers,Catherine Anne on 07/28/2011 03:27 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lynd,Margaret Elizabeth	05/03/2011 04:22 PM	Submitted for Approval
Approved	Holland,Eugene William	05/10/2011 04:49 PM	Unit Approval
Approved	Williams,Valarie Lucille	05/11/2011 11:52 AM	College Approval
Revision Requested	Meyers,Catherine Anne	05/18/2011 09:17 AM	ASCCAO Approval
Submitted	Lynd,Margaret Elizabeth	06/29/2011 01:59 PM	Submitted for Approval
Approved	Holland,Eugene William	07/01/2011 06:46 AM	Unit Approval
Approved	Williams,Valarie Lucille	07/05/2011 07:49 AM	College Approval
Revision Requested	Meyers,Catherine Anne	07/28/2011 03:27 PM	ASCCAO Approval
Submitted	Lynd,Margaret Elizabeth	08/05/2011 03:19 PM	Submitted for Approval
Approved	Lynd,Margaret Elizabeth	08/05/2011 03:27 PM	Unit Approval
Approved	Williams,Valarie Lucille	01/23/2012 01:17 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/10/2012 12:18 PM	ASCCAO Approval
Submitted	Lynd,Margaret Elizabeth	02/15/2012 10:42 AM	Submitted for Approval
Approved	Lynd,Margaret Elizabeth	02/15/2012 10:46 AM	Unit Approval
Approved	Heysel,Garett Robert	02/18/2012 09:25 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	02/18/2012 09:25 PM	ASCCAO Approval

Comparative Studies 4597.02 Global Culture

Semester: Autumn 2012

Instructor:

Office:

Office Hours:

Phone/E-mail:

Meeting Time:

Classroom:

COURSE DESCRIPTION

The first part of the course introduces students to the principal concepts and themes defining the discourse of globalization. Through weekly readings, lectures, and extensive class discussions, this first part of the course will cover a range of debates concerning the historical and contemporary meanings of globalization and its intersection with a number of related fields of research, including economics; political sovereignty, the nation-state, and global governance; NGOs and international organizations; migration; media and telecommunications; religion; the environment; and global justice movements.

We will also situate the weekly readings in relation to extracts from a range of recent documentary films addressing global issues, as well as research sites that offer different ways of situating globalization today. In this initial context, we will be asking (both within and against the assigned textbook) not only “*what* is globalization?” (its meanings and thematic concerns), but also a range of other questions: “*when* is globalization?” (What are its origins? How do we begin to write its history?); “*where* is globalization? (How do we think about the relationships between the local, regional, and global? What are the geopolitical spaces of the global?); and “*for whom* is globalization?” (Who experiences globalization and in what ways? Which voices speak for and against globalization?). Extending the questions raised in the first part of the course, the second part focuses on the concept of “alter-globalization.” We will address a number of recent debates, and class discussions, film extracts, presentations, and research assignments will turn on rethinking the widespread claim voiced by alter-globalization movements that “another world is possible.”

GENERAL EDUCATION GOALS AND LEARNING OUTCOMES FOR CROSS-DISCIPLINARY SEMINARS AND GLOBAL STUDIES COURSES:

Cross-disciplinary seminars:

Goal: Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Learning Outcomes:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Global Studies Courses:

Goal: International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.

2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course examines cultural issues in the context of globalization processes taking place in the contemporary world. Students will learn to analyze how globalization affects political, economic, environmental, religious, and social issues in different parts of the world. The broad general goals and the expected learning outcomes of both Cross-Disciplinary Seminars and Global Studies courses are fulfilled through the various reading, viewing, and writing assignments the class requires. In addressing significant issues from the interdisciplinary perspectives of cultural studies, Comparative Studies 4597.02 focuses on these elements: world systems theory, globalization, nation-states and sovereignty, environmental degradation, the role of NGO's in the developing world, religion, media technologies, and emerging democracy. Through critical analysis of these issues, the course seeks to understand a range of issues in their relationship to contemporary processes of globalization. Students will read a diversity of texts and view several films that help define these issues and that provide important commentary upon them. Through weekly informal writing assignments, a film review, an essay midterm, and a substantial research paper (7-12 pages), students will develop their understanding of cultural change in relation to a number of important issues as they relate to globalization.

REQUIRED TEXT

Frank Lechner and John Boli, ed., The Globalization Reader (3rd edition) (available at SBX)

The following documentaries (with related websites) are on reserve in the Main Library:

Commanding Heights: The Battle for the World Economy (2002, dir. Yergin and Cran)

<http://www.pbs.org/wgbh/commandingheights/>

Darwin's Nightmare (2004, dir. Hubert Sauper)

<http://www.darwinsnightmare.com/>

Sixth Section (2003, dir. Alex Rivera)

<http://www.pbs.org/pov/pov2003/thesixthsection/>

Afro@digital (2003, dir. Balufu Bakupa-Kanyinda)

google "afro@digital" for reviews

Life and Debt (2001, dir. Stephanie Black)

<http://www.lifeanddebt.org/>

Choropampa (2002, directed by Ernesto Cabellos and Stephanie Boyd)

<http://www.guarango.org/english/projects/choropampa.htm>

On the Fringes (2003, dir. Paul Avakian)

<http://www.anthrosource.net/doi/abs/10.1525/jlat.2004.9.2.503>

Squatting: On the Fringes of Sao Paulo (2005, dir. Evaldo Mocarzel)

download at:

<http://www.jaman.com/a/Margem-do-Concreto-Squatting-Fringes-Sao-Paulo/video/0HkTcsmmKvws>

Bullshit (2006, dir. PeÅ Holmquist and Suzanne Khardalian)

<http://www.peaholmquist.com/bullshit/about.htm>

Mardi Gras: Made in China (2006, dir. David Redmon)

<http://www.mardigrasmadeinchina.com/>

Tales From the Global Economy: The Cappuccino Trail (2002, dir. Jeremy Newson)

(available on-line through OSCAR Web E-Video: HD9199 .T35 2002)

<http://news.bbc.co.uk/1/hi/business/1488758.stm>

REQUIREMENTS

Attendance is *mandatory*, and extensive class participation is expected from all students. Absences will be noted, and will be taken into account in the final grade. The course will involve class participation and presentations (25%), writing and research assignments (25%), a midterm examination (25%), and a final research paper (25%) (all graded on A-E scale). NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS TO RECEIVE A PASSING GRADE.

Class Participation/Presentations (25%)

- a) short presentation/handout on a weekly reading
- b) short presentation on a film review
- c) 5-10 min presentation on final research project (during weeks 14-16)

Writing/Research Assignments (25%)

- a) occasional in-class writing assignments on films and readings
- b) prepared handout on a weekly reading (posted on Carmen)
- c) 5-7 page film review (see list of films on reserve)

Midterm Examination (25%)

- Essay questions for Part 2 of exam handed out 4th week
- Thursday 24 April in-class exam (5th week)
- Exam: Part 1: 5 paragraph questions on readings (no books/notes)
- Part 2: essay question (with books/notes/essay plan)

Final Research Paper (25%) (7-15 pages)

- Email 10-20 line research paper proposal, due by 8th wee)
- Final Papers handed in by 4pm Wednesday 4 June (exam week)
- (Comp Studies mailbox in Hagerty 451 or under door in Hagerty 424)

Grading Scale:

94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
60-67 D
Below 60 E

Disabilities

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/> ”

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the

committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

COURSE OUTLINE

WEEKS 1-2 Aug 22, 27

Introduction to the Course: Key Concepts and Debates

Readings: "Preface" and "General Introduction" GR 1-5
"Debating Globalization" GR 9-47

Documents: "Foreign Recipes" Columbus Dispatch Aug 19, 2007
Shahram Entekhabi, "Happy Meal" video
<http://www.entekhabi.org/htm/happy%20meal.html>

WEEKS 2-3 Aug 29, Sept 3 (Labor Day), Sept 5

World-System Theory/Neorealism/World Polity Theory/World Cultures

Readings: "Explaining Globalization" GR 49-115

Documentary: Darwin's Nightmare (2004, dir. Hubert Sauper)

WEEK 4 Sept 10, 12

Experiencing Globalization

Readings: "Experiencing Globalization" GR 117-156

Documentary: Mardi Gras: Made in China (2006, dir. David Redmon)
On the Fringes (2003, dir. Paul Avakian)
Squatting: On the Fringes of Sao Paulo (2005, dir. Evaldo Mocarzel)

WEEK 5 Sept 17, 19

Economics and Globalization

Readings: "Economic Globalization" GR 157-216

Documentary: Commanding Heights: The Battle for the World Economy
(2002, dir. Yergin and Cran)
Life and Debt (2001, dir. Stephanie Black)

WEEK 6 Sept 24, 26

Nation-States and Sovereignty

Readings: "Political Globalization 1: Demise of the Nation-State" GR 217-256

Documentary: Sixth Section (2003, dir. Alex Rivera)

MIDTERM EXAMINATION

WEEK 7 Oct 1, 3

NGOs

Readings: "Political Globalization 11: Reorganizing the World" GR 257-300

Documentary: Tales From the Global Economy: The Cappuccino Trail
(2002, dir. Jeremy Newson)

WEEK 8 Oct 8, 10

Media and Tele-communications

Readings: "Cultural Globalization 1: The Role of the Media" GR 301-341

Documentary: Afro@digital (2003, dir. Balufu Bakupa-Kanyinda)

WEEK 9 Oct 15, 17

Religion and Globalization

Readings: "Cultural Globalization 11: The Role of Religions" GR 343-398

WEEK 10 Oct 22, 24

Environmentalism

Readings: "Changing World Society: Environmentalism" GR 399-437
Global Exchange Briefing on Biopiracy, available at:
<http://www.globalexchange.org/countries/americas/mexico/biopiracyReport.html>

Documentary: Bullshit (2006, dir. PeÅ Holmquist and Suzanne Khardalian)
Choropampa (2002, directed by Cabellos and Stephanie Boyd)

WEEK 11 Oct 29, 31

Alter-Globalization and Democracy

Readings: "Resisting Globalization: Critique and Action" GR 439-494

Documentary: This is What Democracy Looks Like (2000)
Naomi Klein "The Shock Doctrine" video
<http://www.naomiklein.org/main>

WEEK 12 Nov 5, 7

"Another World is Possible"

Reading: from Boaventura de Sousa Santos, The Rise of the Global Left

WEEK 13 Nov 12, 14

Conclusions/Summaries/Questions

Reviewing LinkTV episodes, NGOs, alter-globalization websites

WEEK 14 Nov 19, 21

FINAL RESEARCH: STUDENT PRESENTATIONS

WEEK 15 Nov 26, 28

FINAL RESEARCH: STUDENT PRESENTATIONS

WEEK 16 Dec 3

FINAL RESEARCH: STUDENT PRESENTATIONS

Final Papers due in class.

Comparative Studies 4597.02 Global Culture

Rationale for GE Diversity: Global Studies Category and Assessment Plan for the Course

Course Description:

Comparative Studies 4597.02, Global Culture, is a successor to the quarter course, Comparative Studies 597.02, of the same title. The course is converted as a semester equivalent, and therefore falls within the Cross-disciplinary Seminar category. The course in its quarterly form has served primarily to fulfill the GEC Contemporary Issues requirement, but has also fulfilled a major requirement for students in the Comparative Studies major (as long as a second course was taken to fulfill the GEC requirement). The semester version will also fulfill either a GE requirement or a major elective requirement. We are proposing that the course also fulfill the GE Diversity: Global Studies category. No changes are required in this regard; the semester conversion process is simply a convenient moment to add the second GE category.

As its title indicates, the course examines culture in the context of globalization processes taking place in the contemporary world. Students will learn to analyze how globalization affects different cultures, who benefits and who suffers from various aspects of globalization, and how cultural values and beliefs affect and are affected by global forces (transnational business, new communication networks, environmental problems, and so forth). The broad general goals and the expected learning outcomes of both Cross-Disciplinary Seminars and Global Studies courses are fulfilled through the various reading, viewing, and writing assignments the class requires. In particular, the course readily fulfills the GE Global Studies goal of helping students become “educated, productive, and principled citizens of their nation in an increasingly globalized world.”

In addressing significant issues related to globalization, Comparative Studies 4597.02 focuses on these elements: various theories of world systems and globalization; economic issues; nation-states and sovereignty; non-governmental organizations; media and telecommunications; religion; environmentalism; democracy. Through critical analysis of these issues as they arise within the context of increasing globalization, the course seeks to understand how globalization is changing the ways in which people and cultures interact with and influence each other. Students will read a range of texts and view a number of documentary films that define these issues. Through the writing of midterm and final essay exams, a number of short informal writings, several short inclass presentations and one more substantial one, as well as daily discussion, students will develop their understanding of what globalization is, how it is changing all cultures, and how their own future roles as national and global citizens will come to be defined.

General Education Goals and Learning Outcomes for Global Studies Courses:

Comparative Studies 4597.02 meets the goals and learning objectives of GE Cross-Disciplinary Seminars (as a 597 successor). The course also meets the goals and objectives of Global Studies Courses in the following ways:

Goal: International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world. Students will understand the multi-faceted ways in which globalization is affecting people around the world and how it will affect their own lives. The class will explore and evaluate different theories of globalization, and consider a range of issues related to globalization, including economics, the changing role of nation-states, the work of non-governmental organizations, the influence of media and telecommunications, religion and religious movements, environmental problems and activism, resistance to globalization, and democracy movements. Understanding that globalization is a complicated process with both positive and negative consequences will help students become thoughtful, responsible adults.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. Students understand the various ways in which all facets of life—their own and others'—are being affected by globalization. The class will address to some degree each of these aspects of globalization—political, economic, environmental, religious, cultural—in different regions of the world, including various resistance movements.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. Students will analyze the economic and social consequences of globalization, as well as changing cultural values related to categories of cultural difference. Students will, for example, discuss labor issues in China, the fate of the poor in Brazil, multinational corporations' appropriation of indigenous knowledge. Questions about which groups benefit from contemporary globalization processes and which do not is an element of discussion throughout the course.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. Students analyze how global telecommunications and global flows of people are related to their changing understanding of all aspects of diversity. The class will address issues related both to economic development and social and cultural change in different regions of the world and also to social justice movements critical of some elements of globalization.

Assessment plan for the course:

Assessment is embedded in the grading criteria for the assignments; that is, assignments will be evaluated based on the overall goals and specific learning objectives of the course. Comparative Studies courses all embody general learning objectives, including the ability to express ideas with clarity and precision in written and oral assignments; to develop coherent and persuasive arguments that rely on sound logic and specific evidence; to engage in critical analysis of written and visual texts; to understand the need for multiple disciplinary perspectives in addressing complex social and cultural issues; to appreciate the need to consider context and the role of difference and diversity in the analysis of cultural phenomena.

Courses that fulfill the GE Global Studies requirement fulfill specific GE goals, and these, too, will be incorporated into the grading criteria for all assignments as follows:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples, and cultures outside the U.S. In their written and oral assignments, students will be expected to refer to the assigned readings and visual texts (which address these issues) to support their arguments and to incorporate those ideas into their analyses. All assignments will be judged not only on the learning goals (noted above) that apply generally to Comparative Studies classes, but to those specific to this one. In particular, students will be expected to be able to discuss different theories of globalization, how the sovereignty of nation-states is changing in relation to globalization, whether NGOs have

been effective in working for social and economic change, how the media influences cultural change, the role of religion in different groups' efforts to adapt to global change, the use of botanical resources by multinational corporations, how protest movements are working for democracy in different local contexts.

2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship. In their written and oral assignments, again, students will be expected to refer to the assigned readings and visual texts to support their arguments and to incorporate those ideas into their analyses. Students will be expected, for example, to explain clearly how indigenous peoples may be affected by biopiracy; how national sovereignty, including the ability to regulate labor and environmental standards, may be undermined by globalization; and how religious movements, both liberal and conservative, may grow out of changes brought about by globalization.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. Again, students will be graded on demonstration within their assignments that they have achieved this goal. Essay exams and informal writings will be expected to show that students understand, for example, how democracy movements in developing nations are relevant to U.S. issues; how media (both U.S. and international) affect our understanding of different cultural (ethnic, racial, gender, class) groups in different regions; how the work of NGOs may have both negative and positive consequences, particularly when understanding of cultural differences is limited.

In each case, the instructor will assess the degree to which both the broad objectives of Comparative Studies classes and the specific objectives of the GE requirement have been achieved in the various course assignments. The assessment of this class will focus most broadly on students' ability to express a critical understanding of various theories of globalization and a range of different aspects of globalization, such as national sovereignty, NGOs, media, religion, the environment, democracy movements. The instructor will evaluate whether the student has achieved these learning objectives by confirming that the student has in fact referred to and incorporated into his or her essays and informal writing assignments the set of terms and ideas that the student has read about in the assigned readings, heard and seen in the assigned visual texts, and discussed in class. If the student is able to refer, in written assignments, to the assigned readings and visual texts and to the ensuing class discussions to support his or her argument, it will be assumed that the student has, to a greater or lesser degree, achieved the several learning objectives and will be graded accordingly.

In addition, students will be asked to fill out narrative evaluations at the end of the semester (as well as online SEI's). Narrative evaluation forms used in Comparative Studies ask detailed questions regarding the effectiveness of the course, including the teaching materials. Based on the comments of the students, but also including the instructor's assessment of the course (which includes an evaluation of the materials and pedagogy employed to reach the objectives of the course), appropriate changes will be made to the syllabus.