**Global Studies 500: Governing the Global Society: Pursuing Order, Welfare, and Legitimacy**

**Fall 2024 – DRAFT SYLLABUS**

**Friday, August 30th – Friday, December 13th, 2024**

**12:30 – 2:50 PM – original timeslot**

**1:00 – 2:30 pm class meeting on Zoom (*as needed, end time can vary pending student presentations*)**

**Remaining 50 minutes - hour for asynchronous chat**

Donna Tonini, Instructor

Associate Director of the Center for Global Studies, 323 Coble Hall

(217) 300-7034; toninil1@illinois.edu

**Office Hours:**

Fridays: 2:30 – 4:30 PM (*I will be available via Zoom at this time but please either email me ahead of time or notify me during the synchronous portion of class so I can send you a Zoom link*), or by appointment.

This seminar is designed for graduate students from varied disciplines and professional programs. The seminar is in partial fulfillment of student obligations under the FLAS Fellowship. Students completing this seminar are also invited to consider pursuing the Graduate Minor in Global Studies, which would require only two additional graduate courses, one of which would have to be at the 500 level.

**Rationale:** The unit of analysis of the seminar is the world’s population, which has grown to 8.2 billion people in 2024, and is projected to reach 10 billion by 2057 (UN). From this global perspective, this interdisciplinary and inter-professionalseminar debates two contested propositions. First, there now exists a global society, defined by the increasing scope, depth, and accumulation of interdependencies of the world’s diverse peoples. Although people are divided by religion, culture, language, national, and ethnic loyalties as well as by race, gender, class, and status, they confront shared socio-economic, political, and moral challenges. Problems of central human concern - war, sustainable economic development, environmental degradation, human rights, popular rule, etc. - must now be addressed, *simultaneously, synchronously, and systemically,* at local, state, regional, and transnational levels.

Second, the provisional governance of the global society — the state system for order (O), global markets for welfare (W), and democratic rule for legitimacy (L) — is profoundly flawed. Absent the fundamental reform of these institutions and their competing structures of power, the global society is at risk.

This seminar will first define the field of Global Studies and its origins, and introduce the concept of globalization as a multifaceted, multidisciplinary, ever contested and changing term. Embedded within the week’s readings will be the four pillars of Global Studies – Globalization, Transdisciplinarity, Space and Time and Critical Thinking (Steger & Wahlrab, 2016). The first few weeks of exploration into this field will help to situate our knowledge and help us gain a better understanding of the impact of globalization on order, welfare, and legitimacy.

**Goals for each student - By the end of class, you should be able to:**

1. Draw on the literature to develop an understanding of globalization and the framework of Global Studies.
2. Think critically about how globalization impacts global order, welfare, and legitimacy.
3. Apply the concepts of Global Studies to your own academic discipline.
4. Employ Global Studies concepts in a practical way that broadens your approach to working in your field.
5. Identify Global Studies concepts, problems, and approaches in national and international policy.

**Requirements:** Students have five responsibilities to gain credit for the course:

1. Do the weekly readings, attend class regularly and actively participate in class discussions, both synchronously and asynchronously
2. Lead assigned weekly sessions and help facilitate discussion
3. For weeks in which you lead a discussion, compose a 1-2-page (including references) blog that connects your academic and/or professional experience with the readings for the week.
4. Policy Micro-Assignments
5. Develop a Policy Brief for the Final Assignment (includes a draft, presentation, and final brief)

***Requirement #1***

* Keep abreast of weekly readings, attend class regularly, and actively participate in class discussions, both asynchronous and synchronous.
	1. *Asynchronous Discussions*: These take place on the forum on Canvas. If you are leading the week, you should post two or three questions that help us explore the readings. Students should require an understanding of the text to be able to answer the questions. If you are not leading the week, you need to respond twice. The first response is directly to the questions posted by the discussion leader. The second response can be an answer to the student leader, a response to a fellow student, or your own reflection on the readings for the week. **Asynchronous posts are due the Thursday Evening (midnight CST) before the Friday class. Instructor will review all posts and respond intermittently. Posts are considered late after start of class time on Friday.**
	2. *Synchronous Discussions*: The “synchronous” discussion refers to the portion of class when we are all together. The lead discussant will lead a presentation of the readings. Students are expected to answer questions posed by the leader and be prepared to engage in a discussion that not only focuses on the readings but also ties into current events, your academic fields, and your lived experiences. The classroom promotes a safe space for discussion and encourages a critique of the authors and challenges to their ideas.
	3. *Optional: You may share relevant news, articles and briefs pertaining to the class; please give students a full week to read any article longer than 5 pages, and at least 24 hours to read a brief that is less than 5 pages.*

***Requirement #2***

* Lead assigned weekly sessions to establish an agenda for discussion. *(Note: some weeks may have co-leads.)*
	1. *Asynchronous Lead*: For the weeks you are assigned to lead the discussion in the asynchronous chat in Canvas, please post at least **2** (no more than **3**) probing questions that draw upon **1** reading selection.
		1. The questions should be analytical in scope and require an understanding of the text to answer.
		2. You will also take the lead in being the moderator on the discussion board.
		3. Leaders should respond to posters but are not required to answer or respond to every question or post; simply guide the discussion toward a better understanding of the texts.
		4. *Please post by the TUESDAY evening (by 7pm, CST) prior to the Friday your class presentation is due. Your questions should be based on 1 course reading (please indicate by citation). Please let your classmates know on Saturday (prior to the Friday your class presentation is due) which reading you have chosen for them to focus on for the chat.*
* *Synchronous Lead*: For the weeks you are a discussion leader please prepare a 15-20-minute presentation on the readings.
	1. Presentations should provide a brief summary of the readings and offer critiques, but not rehash the probing questions from the asynchronous chat unless you can pursue a different angle or perspective.
	2. The lead(s) will also guide the discussion after and will have freedom to design the discussion as they wish. (In the past, students have shared videos, musical selections and performances, and broken students into small groups to tackle difficult questions.)
	3. The discussion should run for no more than an hour, allowing time for set up and wrap-up.
* *Note for Co-leads, if applicable*: All the above requirements apply. The additional responsibility student co-leads take on is that of coordination with the instructor and other students who are leading. Please meet with the instructor briefly after the class prior to the week you are assigned to be co-lead to discuss organization and smooth transition of in-class presentations.

***Requirement #3***

* For weeks in which you lead a discussion, compose a 1-2-page blog post (including references) that connects your academic and/or professional experience with the readings for the week. (Please see sample on Canvas.) ***This blog will be due 1 day after your presentation (Saturday)* and *turned in by 11:59pm.***

***Requirement #4***

* Policy micro-assignments: To prepare for the final policy brief assignment, the micro-assignments will involve short online assignments that will break down the various elements of a policy brief, including purpose, audience and positionality, content, and structure.
* We will also delve into what is considered the standard structure of policy briefs: the executive summary, an introduction, an overview of the research or problem, an examination of the findings, and a concluding section that explains the policy recommendations and implications of the research.
* For each of these elements, online resource material will be included for review and analysis. A short micro-assignment, in the form of a short 1-2 paragraph discussion post, will be based on the elements of the policy brief.
* The purpose of these assignments is to connect Global Studies to policy, and assist students in noticing policy, analyzing policy, reading policy, and eventually writing a policy brief. See this site <https://www.idrc.ca/en/how-write-policy-brief> for examples of briefs. ***These 5 assignments will be due every 2 weeks; please see schedule in Canvas course site.***

***Requirement #5***

* Develop a policy brief that identifies a global issue confronting the world’s populations, and coping strategies by states and their population to manage or resolve the problem.
* The policy brief will be defined in individualized consultations with the instructor.
* The students should draw on their disciplinary and professional knowledge in designing the brief.
* See here for samples of past policy briefs:[*https://www.ideals.illinois.edu/handle/2142/3501*](https://www.ideals.illinois.edu/handle/2142/3501)
* A short draft/outline of the brief is required for review and feedback (due 11/22).
* Each student will present their policy brief the last day(s) of class.
* Opportunities to publish the policy briefs will be discussed.

**Grading:**

Class discussion leadership – 25% (asynchronous chat moderating 10%, presentation on readings 10% & blog 5%)

Class participation – 25% (13% Zoom and 12% asynchronous chat – **2** highest quality posts per week evaluated)

Policy Brief: Policy Brief Micro Assignments 5%

Early Policy Brief Draft – 10% ***DUE BY 11/22, 5:00pm***

 Research Presentation – 10% ***DUE BY 12/6, during class time***

 Policy Brief – 25% - ***DUE BY 12/13, 5:00pm***

Most readings will be uploaded to the class website on Canvas: <https://canvas.illinois.edu/courses/21255>

**Weekly Seminar Topics and Readings**

**Week 1; 8/30: Rationale and Organization of the Seminar, Framing our Learning.**

 Kolodziej, E. (2016). Whither Globalization? From book launch talk on *Governing Globalization.*

Rizvi, F. and Lingard, B. (2009). Globalizing Education Policy. Routledge, N.Y. (*Read pp. 1-14, stop at section “Shifts in Education Policy Processes”*).

**Week 2; 9/6: Globalization and the Field of Global Studies** ***Discussion Leader: Instructor***

Flew, T. (2020). Globalization, neo-globalization and post-globalization: The challenge of populism and the return of the national. Global Media and Communication. 16(1), 19–39.

Steger, M. B., and Wahlrab, A. (2016). What is Global Studies? Theory and Practice. Routledge. Introduction & Chapter 1, pp. 3-52. Here is a video for reference: <https://www.youtube.com/watch?v=15BEljMJl-Y>

**Week 3; 9/13: How did we get here? Perspectives on the History of Globalization & Its Principal Driving Forces**

***Discussion Leader: Instructor***

McNeill, J. R. and McNeill, W. H. (2003). The Human Web: A Bird's Eye View of Human History. W. W. Norton. pp. 3-24, 319-327.

McNeill, W. H. (2010). Long-Term Process or New Era in Human Affairs? In M. B. Steger (Ed.), *Globalization: A Global Studies Reader*, Paradigm. pp. 294-303.

Drayton, R. and Motadel, D. (2018). Discussion: The futures of global history. *Journal of Global History*. 13(1), pp. 1-21.

Gopal, P. (2019). Insurgent Empire: Anticolonial Resistance and British Dissent. Verso. (*Read pp. 9-27 as marked*).

**Weeks 4 - 6; Competing Conceptions of Globalization: A Contested Notion**

**Week 4: 9/20: An Overview of Disputed Conceptions of Globalization**

***Discussion Leader:***

Kaplinsky, R. (2005). Globalization, Poverty, and Inequality. Polity Press. pp. 8-25.

Conrad, S. and Sachsenmaier, D. (2007). Competing Visions of World Order: Global Moments and Movements, 1880s – 1930s. Palgrave McMillan. Chapter 1.

Held, D. and McGrew, A. (Eds.). (2002). The Global Transformations Reader. Polity Press. pp. 1-45.

Cooper, F. (2001). What is the concept of globalization good for? An African historian’s perspective. *African Affairs.* 100, 189–213.

**Week 5: 9/27 Transdisciplinary Perspectives on Conceptions of Globalization**

***Discussion Leader:***

**Globalization as a Quest to Define the Universal Moral Worth of Each Individual Human Being**

Singer, P. (2002). One World: The Ethics of Globalization. Yale University Press, 2d ed., pp. 1-13, 196-201.

**Sociological & Anthropological Perspectives: The World Society is Lumpy**

Sassen, S. (2007). A Sociology of Globalization. W. W. Norton. pp. 3-44.

Lewellen, T. (2002). The Anthropology of Globalization. London: Bergin and Garvey. pp. 29-60.

**Week 6; 10/4: The Rise of a Global Society**

***Discussion Leader:***

Appadurai, A. (1996). Modernity at Large: Cultural Dimensions of Globalization. University of Minnesota Press, pp. 27 – 65.

Ehrenberg, J. R. (2017). Civil Society: The Critical History of an Idea. NYU Press. Global Civil Society, pp. 222-238.

Castells, M., (2008). The new public sphere: Global civil society, communication networks, and global governance. *The Annals of the American Academy of Political and Social Science.* 616(1), 259-276.

**Week 7; 10/11: Properties of the Global Society**

***Discussion Leader:***

Kaldor, M. (2010). “Five Meanings of Global Civil Society.” In M. B. Steger, (Ed.), *Globalization: A Global Studies Reader*, Paradigm. pp. 153-163.

Schewel, B. (2014). What is “Postsecular” about Global Political Discourse? *The Review of Faith and International Affairs.* 12(4),49-61.

~~Kolodziej, E. A. (2016). Governing Globalization. Rowman & Littlefield. Properties of the Global Society, pp. 27-67 & Maps~~

Kolodziej, E. A. (2022). Global Governance. Routledge. Preface (x-xvi), Chapters 1 (1-13), and 7 (169-205).

**Week 8; 10/18: Contesting Paradigms of Global Governance**

***Discussion Leader:***

Avant, D. D., Finnemore, M., and Sell, S. K. (Eds.). (2010). Who Governs the Globe? Cambridge University Press, pp. 1-31.

Zeng, J. (2019). Chinese views of global economic governance. *Third World Quarterly*. 1-17.

**Week 9; 10/25: The State as the Solution and Problem of Global Order:**

***Discussion Leader:***

**Violence, Force, and Coercive Threats as Endemic to Human Interdependence? The Clash of Preferences**

Hobbes, T. (1997). Leviathan. R. E. Flathman, (Ed.). W.W. Norton, pp. 68-72, 93-96.

Turchin, P. (2006). Ultrasociety: How 10,000 Years of War Made Humans the Greatest Cooperators on Earth. Bresta Books, LLC. Chapter 5: The Myth of Self-Interest.

**The State as the Leviathan and the Emergency of an Anarchical Global Nation-State System**

Watson, A. (1984). European International Society and Its Expansion. In A. Watson and H. Bull, (Eds.), *The Expansion of International Society*, Oxford University Press. pp. 13-32.

Linklater, A. (2017). The International Society of 'Civilized States'. In H. Suganami, M. Carr, and A. Humphreys, (Eds.), *The Anarchical Society at 40: Contemporary Challenges and Prospects*, 286-302.

**Week 10; 11/1** **Failure of the Nation-State System to Address Systemic Risks and Collective Goods:**

***Discussion Leader:***

**Nation-State Failure to Provide for Public Goods: Global Environmental and Ecological Degradation**

Hamilton, C. (2018). Climate Change. The Oxford Handbook of Global Studies, 630-646. doi:10.1093/oxfordhb/9780190630577.013.23

Bjørn, A., Lloyd, S. M., Brander, M. and Matthews, H. D. (2022). Renewable energy certificates allow companies

to overstate their emission reductions. Nature Climate Change. (12), 8-9. Policy Brief.

**Coping with Failed States**

Werrell, C.E., Femia, F. and Sternberg, T., (2015). Did we see it coming? State fragility, climate vulnerability, and the uprisings in Syria and Egypt. *SAIS Review of International Affairs*, *35*(1), 29-46. (<http://muse.jhu.edu/journals/sais_review/v035/35.1.werrell.html>)

CED. (2022). Policy Brief: Putin’s Nuclear Escalation. 1-3.

[**How COVID-19 & the environmental crisis are linked | All Hail The Lockdown**](https://canvas.illinois.edu/courses/21255/modules/items/1829727) – Al Jazeera series

**Week 11; 11/8: Global Markets as the Solution and the Problem of Welfare**: **The Market System at Risk**

***Discussion Leader:***

**Explaining the Welfare Imperative: Karl Marx**

Marx, K. (1976). Preface to a Contribution to the Critique of Political Economy. Foreign Languages Press. 1-7.

**Solving the Welfare Imperative: The Efficiency and Effectiveness of Global Voluntary Markets**:

Smith, A. (1937). The Wealth of Nations. Modern Library. 3-21; p. 423 [Paragraph on the “invisible hand.”] (NB: e-reserves has divided these readings into four files.)

**How the Market System Works: A Brief Overview**

Lindblom, C. E. (2001). The Market System: What it is, How It Works, and What to make of it. Yale University Press. Preface, Chapters 1, 2, and 19. (Online via: <http://www.jstor.org/stable/j.ctt1nq0cg?sid=OCLC:WCDS> )

<https://www.cnbc.com/2022/09/14/patagonia-founder-donates-entire-company-to-fight-climate-change.html>

**Week 12; 11/15: Continuation of the Welfare Imperative: Markets as the Problem: Some Examples**

***Discussion Leader:***

**The Market System: Inequality and Poverty**

Oxfam. (2020). Time to Care: Unpaid and underpaid care work and the global inequality crisis: Chapter 1: A Tale of Two Extremes. 20-27.

Kolodziej, E. A. (2016). Governing Globalization. Rowman & Littlefield. Chapter 7, The Market System: The Solution and Problem of Global Welfare: The Challenges of Inequality and Poverty. 153-189.

UNCTAD. (2022). United Nations Conference on Trade and Development. Policy Brief No. 97. pp. 1-4.

OECD. (2021). Trade Policy Brief: Trade and Gender. pp. 1-4.

**Week 13; 11/22: Democratic Rule as the Solution and Problem of Legitimacy: Liberal Democracy at Risk**

***Discussion Leader: Instructor***

**Weakness of Liberal Democracy**

Birmingham, P. (2019). Democracy, populism, and the production of superfluousness: Three lessons from Arendt’s origins of totalitarianism. *Soundings: An Interdisciplinary Journal*, 102(2-3), 176-195.

Bhutto, B. (2008). Reconciliation – Islam, Democracy, and the West. Harper Collins. Chapter 3: Islam and Democracy: History and Practice.

**The Emergence of a World Society and the Democratic Deficit under Conditions of Global Interdependence**

Held, D. (1999). The Transformation of Political Community: Rethinking Democracy in the Context of Globalization. In I. Shapiro and C. Hacker-Cordon, (Eds.), *Democracy's Edges*, Cambridge University Press, 84-111.

Dahl, R. (1999). Can International Organizations Be Democratic: A Skeptical View. In I. Shapiro and C. Hacker-Cordon, (Eds.), *Democracy's Edges*, Cambridge University Press. 19-36.

**Early Draft of Policy Brief, 1 page in length, due by 11/22, 5:00pm. Draft should include resources, rationale for brief, and outline. Please see style sheet on Canvas for reference. You may meet with the instructor to discuss brief topic. Meeting should take place before 11/22.**

**Week 14; 11/29 Mid-Semester Break**

**Week 15; 12/6: Student Reports on Policy Briefs (***related to the academic programs of enrolled students)* **[**This session will be three hours to ensure that each student has time to present a draft paper and to elicit suggestions for revision and perfections from the other members of the seminar. Ideally, the draft would be submitted to members of the seminar before each presentation, but given time constraints and other academic obligations, this requirement can be met by the presentation of an abstract that will be circulated to the members of the seminar.)

**Week 16; 12/13: Student Reports on Policy Briefs (***related to the academic programs of enrolled students)* **[**This session will be three hours to ensure that each student has time to present a draft paper and to elicit suggestions for revision and perfections from the other members of the seminar. Ideally, the draft would be submitted to members of the seminar before each presentation, but given time constraints and other academic obligations, this requirement can be met by the presentation of an abstract that will be circulated to the members of the seminar.) **OF NOTE: THIS IS A BUFFER WEEK TO BE USED IF PRESENTATIONS ARE NOT COMPLETE BY THE PREVIOUS WEEK**.

**Academic Integrity:**

Students caught cheating may be punished to the full extent that has been established by University of Illinois policy. If you are unsure what constitutes cheating, please see the UI Student Handbook and/or discuss the situation with me. For on-line information concerning University of Illinois policies on academic integrity please refer to: <https://studentcode.illinois.edu/article1/part4/1-401/>

**Late Policy:**

All work is expected to be done on time and turned in by the date and time as indicated on the syllabus. If any difficulties are foreseen, please send an email to the instructor as soon as possible. Only documented medical and family emergencies will be considered. Late assignments will have grade adjustments for each day late. Here is the campus policy on attendance: <https://studentcode.illinois.edu/article1/part5/1-501/>

# Students Who May have Special Needs:

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-1970, e-mail disability@illinois.edu or go to the [DRES website](https://www.disability.illinois.edu/). If you are concerned you have a disability-related condition that is impacting your academic progress, you can talk with someone at the Counseling Center, McKinley Mental Health, or DRES about how to see a provider to obtain a diagnosis or get your questions answered.

If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

Writer’s Workshop

Undergrad Library

217-333-8796

[https://writersworkshop.illinois.edu/](http://writersworkshop.illinois.edu/)

<https://www.disability.illinois.edu/strategies>

<http://www.counselingcenter.illinois.edu/outreach-and-prevention/interactive-resources>

Also, most college offices and academic deans provide academic skills support and assistance for academically related and personal problems. Links to the appropriate college contact can be found by going to this website and selecting your college or school: [https://illinois.edu/academics/academics.html](http://illinois.edu/academics/academics.html)

If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

Counseling Center

206 Fred H. Turner Student Services Building

7:50 a.m. - 5:00 p.m., Monday through Friday

Phone: 333-3704

McKinley Mental Health

313 McKinley Health Center

8:00 a.m. - 5:00 p.m., Monday through Friday

Phone: 333-2705

McKinley Health Education offers individual consultations for students interested in learning relaxation and other stress/time management skills, call 333-2714.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable the professor to direct the student to resources.

**Resources for the online environment:**

ONLINE TEACHING HELP

atlas-tlt@illinois.educitl-info@illinois.eduStudents: consult@illinois.edu

**Zoom Login:** Recommended Login: <https://answers.uillinois.edu/illinois/91897>