

GBST 301

**ORIGINATOR'S SECTION:**

1. College:  CHABSS  CoBA  
 CoEHHS  CSM

Desired Term and Year of Implementation (e.g., Fall 2008):  
 Fall 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*)  Yes  No

3. Course will be a variable-topics (generic) course?  Yes  No  
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* GBST 301

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
 Constructing Global Identity

6. Abbreviated Title for PeopleSoft:  
 (no more than 25 characters, including spaces)  
 Construct Global Identity

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

~~What does it mean to be a citizen of the world? Considers the impact of globalization on individual and community identities from the perspective of the interdisciplinary global humanities. Addresses the relationship of global citizenship to local, national, and ethnic identities. Topics may include: cosmopolitanism; humanitarianism; religion; cultural diasporas/migrations; class; gender; human rights; food, sport; the ethics of travel and tourism.~~ See attached for updated catalog description.

9. Why is this course being proposed?

The Global Studies Department is an interdisciplinary program. To date it has concentrated on building its interdisciplinary social science offerings with the GBST prefix. Now that the department has a .5 FTEF humanities faculty member, it is turning its attention to strengthening the department's interdisciplinary humanities classes as a formal part of the major. The class also addresses important issues (e.g. cosmopolitanism, cultural hybridity) related to globalization that are not considered in the current GBST classes.

10. Mode of Instruction\*

For definitions of the Course Classification Numbers:  
[http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:\*

Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
 Credit/No Credit Only (C)  
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment?  Yes  No

Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? (including first offering)

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**GBST 301 C-Form box 8- Catalog Description**

"Addresses the meaning of global citizenship and its relationship to local, national, and ethnic/racial identities considered from humanities perspective. Issues covered may include cosmopolitanism, humanitarianism, religion, cultural diasporas/migrations, class, gender, human rights, food, sports, and/or the ethics of travel and tourism."

15. Is Course Crosslisted:  Yes  No

If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No

17. Corequisite(s):  Yes  No

18. Documentation attached:

Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established?\* At least once per year.

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**

*(Mandatory information - all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:

This will be an elective class in both the Global Studies major and minor programs.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

*ETS T - see attached.  
SOC - see attached.*

Literature and Writing Discipline

*see attached*

Signature

Date

Support

Oppose

Philosophy Discipline

*see attached*

Signature

Date

Support

Oppose

History Discipline

*see attached*

Signature

Date

Support

Oppose

*Anthropology - see attached*

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Originator (please print or type name) *P. Seleski* Date *1/26/16*

2. Program Director/Chair *Elizabeth J. Matton* Date *1/26/16*

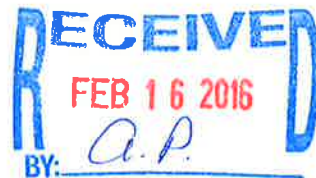
3. College Curriculum Committee *Robert [unclear]* Date *2/10/16*

4. College Dean (or Designee) *Mark Stollan/Heg* Date *2/10/16*

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_



\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

LTWR  
support

## Elizabeth Matthews

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**From:** Rebecca Lush  
**Sent:** Wednesday, January 27, 2016 12:56 PM  
**To:** Elizabeth Matthews  
**Subject:** Re: new course

Hi Elizabeth,

I'm happy to report that the LTWR Curriculum Committee supports the "Constructing Global Identity" course and agrees it looks like an excellent addition to the campus curriculum.

Please use this email as LTWR's signature of support.

best,  
Rebecca

Rebecca M. Lush, Ph.D.  
Associate Professor  
Literature and Writing Studies, Chair  
California State University, San Marcos  
126L Markstein  
333 S. Twin Oaks Valley Road  
San Marcos, CA 92096  
760-750-8004

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**From:** Elizabeth Matthews  
**Sent:** Tuesday, January 26, 2016 12:42 PM  
**To:** Rebecca Lush  
**Subject:** new course

Dear Rebecca,

Global Studies is proposing a new course that will become a required part of our major. For now, we are requesting course approval and CC credit for the course, "Constructing Global Identity." The course is intended to be a humanities core for our interdisciplinary major (we already have a corresponding social sciences core). Please let me know if LTWR has any objections to this course. If you approve, an email to that effect with suffice.

Thanks for your consideration,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Associate Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB  
Phone: (1 760) 750-8578

Phil.  
support

## Elizabeth Matthews

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**From:** Michael McDuffie  
**Sent:** Wednesday, January 27, 2016 3:37 PM  
**To:** Elizabeth Matthews  
**Subject:** Re: new course

Hi Elizabeth,

We in Philosophy stand in full support of this course proposal. Thanks for sharing it with us.

Best,

Michael McDuffie, Ph.D.  
Associate Professor  
Department Chair  
Department of Philosophy  
California State University San Marcos

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**From:** Elizabeth Matthews <[ematthew@csusm.edu](mailto:ematthew@csusm.edu)>  
**Date:** Tuesday, January 26, 2016 at 12:43 PM  
**To:** Michael McDuffie <[mcduffie@csusm.edu](mailto:mcduffie@csusm.edu)>  
**Subject:** new course

Dear Michael,

Global Studies is proposing a new course that will become a required part of our major. For now, we are requesting course approval and CC credit for the course, "Constructing Global Identity." The course is intended to be a humanities core for our interdisciplinary major (we already have a corresponding social sciences core). Please let me know if Philosophy has any objections to this course. If you approve, an email to that effect with suffice.

Thanks for your consideration,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Associate Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB  
Phone: (1 760) 750-8578

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**From:** Patty Seleski  
**Sent:** Tuesday, January 26, 2016 11:08 AM  
**To:** Elizabeth Matthews <[ematthew@csusm.edu](mailto:ematthew@csusm.edu)>  
**Subject:** FW: GBST 301

Hist support

## Elizabeth Matthews

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**From:** Carmen Nava  
**Sent:** Thursday, January 28, 2016 4:26 PM  
**To:** Elizabeth Matthews  
**Subject:** Re: new course

Dear Elizabeth,  
The History Department approves this course.

Sincerely,  
Carmen Nava  
Professor & Chair  
Department of History

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**From:** Elizabeth Matthews <[ematthew@csusm.edu](mailto:ematthew@csusm.edu)>  
**Date:** Tuesday, January 26, 2016 at 12:46 PM  
**To:** cnava <[cnava@csusm.edu](mailto:cnava@csusm.edu)>  
**Subject:** new course

Dear Carmen,

Global Studies is proposing a new course that will become a required part of our major. For now, we are requesting course approval and CC credit for the course, "Constructing Global Identity." The course is intended to be a humanities core for our interdisciplinary major (we already have a corresponding social sciences core). Please let me know if History has any objections to this course. If you approve, an email to that effect with suffice.

Thanks for your consideration,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Associate Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB  
Phone: (1 760) 750-8578

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**From:** Patty Seleski  
**Sent:** Tuesday, January 26, 2016 11:08 AM  
**To:** Elizabeth Matthews <[ematthew@csusm.edu](mailto:ematthew@csusm.edu)>  
**Subject:** FW: GBST 301

*Patty Seleski, Ph.D.*  
Professor of History and Global Studies  
Department of History  
Department of Global Studies

ANTH  
support

## Elizabeth Matthews

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**From:** Bonnie Bade  
**Sent:** Tuesday, January 26, 2016 1:11 PM  
**To:** Elizabeth Matthews  
**Subject:** Re: new course

Dear Elizabeth, thank you for sharing GBST 301 with me. It looks very interesting and exciting. Anthropology supports this course and welcomes its addition to the CHABSS curriculum.

Respectfully,  
Bonnie Bade, Ph.D.  
Professor of Medical Anthropology  
Chair, Anthropology Dept.  
Faculty Director, National Latino Research Center  
Cal State University San Marcos, San Marcos, CA 92096  
[www.csusm.edu/anthropology](http://www.csusm.edu/anthropology); [www.csusm.edu/nlrc](http://www.csusm.edu/nlrc)

If you smile at me I will understand 'cause that is something every body every where does in the same language—CSN

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**From:** Elizabeth Matthews <[ematthew@csusm.edu](mailto:ematthew@csusm.edu)>  
**Date:** Tuesday, January 26, 2016 at 4:45 PM  
**To:** Bonnie Bade <[bbade@csusm.edu](mailto:bbade@csusm.edu)>  
**Subject:** new course

Dear Bonnie,

As you know (since you helped us construct it!), Global Studies is proposing a new course that will become a required part of our major. For now, we are requesting course approval and CC credit for the course, "Constructing Global Identity." The course is intended to be a humanities core for our interdisciplinary major (we already have a corresponding social sciences core). Please let me know if Anthropology has any objections to this course. If you approve, an email to that effect with suffice.

Thanks for your consideration,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Associate Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB  
Phone: (1 760) 750-8578

**From:** Patty Seleski  
**Sent:** Tuesday, January 26, 2016 11:08 AM



ETST  
support.

## Angela Baggett

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**From:** Elizabeth Matthews  
**Sent:** Thursday, February 04, 2016 1:46 PM  
**To:** Angela Baggett  
**Subject:** FW: new GBST course

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hi Angie,

Below is the approval from Ethnic Studies for GBST 301. I already forwarded it to Rebecca.

Thanks,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Associate Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB  
Phone: (1 760) 750-8578

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**From:** Michelle Holling  
**Sent:** Thursday, February 04, 2016 12:25 PM  
**To:** Elizabeth Matthews <ematthew@csusm.edu>  
**Cc:** Vincent Pham <vpham@csusm.edu>; Dreama Moon <dmoon@csusm.edu>; Laurette McGuire <lmcguire@csusm.edu>; Jule Garcia <jmgarcia@csusm.edu>  
**Subject:** RE: new GBST course

Hi Elizabeth.

Thank you for seeking Ethnic Studies review of the GBST course. We all agree it looks to be a very interesting course. We have no objections to the course and extend our support for it.

One minor note, ETST is not listed on the signature page of the C-form.

Regards, Michelle, Vincent, Laurette, Dreama & Jule  
ETST Coordinators

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**From:** Elizabeth Matthews  
**Sent:** Wednesday, February 3, 2016 5:32 PM  
**To:** Michelle Holling <[mholling@csusm.edu](mailto:mholling@csusm.edu)>  
**Subject:** new GBST course

Dear Michelle,



Soc approval

**Angela Baggett**

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**From:** Elizabeth Matthews  
**Sent:** Tuesday, February 09, 2016 10:02 AM  
**To:** Rebecca Lush; Angela Baggett  
**Cc:** Patty Seleski  
**Subject:** FW: new GBST course

**Importance:** High

Dear Rebecca and Angie,

Please see Sociology's acceptance of GBST 301 below.

Thanks,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Associate Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB  
Phone: (1 760) 750-8578

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**From:** Sharon Elise  
**Sent:** Tuesday, February 09, 2016 9:24 AM  
**To:** Elizabeth Matthews <ematthew@csusm.edu>  
**Subject:** Re: new GBST course  
**Importance:** High

I am so sorry! I totally forgot—we have no objection to this course.  
Sharon Elise

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**From:** Elizabeth Matthews  
**Sent:** Wednesday, February 03, 2016 5:32 PM  
**To:** Sharon Elise <selise@csusm.edu>  
**Subject:** new GBST course

Dear Sharon,

Global Studies is proposing a new course that will become a required part of our major. For now, we are requesting course approval and CC credit for the course, "Constructing Global Identity." The course is intended to be a humanities core for our interdisciplinary major (we already have a corresponding social sciences core). Please let me know if Sociology has any objections to this course. If you approve, an email to that effect with suffice.

Thanks for your consideration,  
Elizabeth

GLOBAL STUDIES 301 (CRN #####)

CONSTRUCTING GLOBAL IDENTITY

Professor Patty Seleski

Fall 2016

Office: SBSB 4118

Phone: 760-750-4097

E-mail: [pseleski@csusm.edu](mailto:pseleski@csusm.edu)

Office Hours: TBD

Class Meetings: TBD

**Catalogue Description:** What does it mean to be a citizen of the world? Considers the impact of globalization on individual and community identities from the perspective of the interdisciplinary global humanities. Addresses the relationship of global citizenship to local, national, and ethnic identities. Topics may include: cosmopolitanism; humanitarianism; religion; cultural diasporas/migrations; class; gender; human rights; food, sport; the ethics of travel and tourism.

**Course Student Learning Outcomes (CSLOs):**

Upon successful completion of this course, students will be able to:

- ~~1. Demonstrate an understanding of key ethical value systems and their approaches to contemporary global challenges.~~ Identify the basic theories of world citizenship and the challenges to them.
- ~~2. Demonstrate an understanding through the study of the global humanities of how the process of globalization in its historical and cultural contexts influences individuals and societies.~~ State the benefits to individuals and communities associated with cosmopolitanism.
- ~~3. Explore and analyze how globalization is lived or experienced differently by individuals in distinct social, spatial, and temporal locations.~~ Describe key ethical challenges in how globalization is experienced in distinct social, spatial and temporal locations.
- ~~4. Articulate an understanding of the major challenges and opportunities involved in forming and sustaining individual, local and national identities in a globalizing environment.~~ Describe the threats to individual, local and national identities in a globalizing environment.

5. ~~Critically analyze and communicate orally and in writing course concepts as they relate to peoples and cultures.~~ Critically analyze creative expressions from different cultures that reflect on individuals' own experience of globalization.

**Global Studies Program Student Learning Outcomes relevant to this particular course (PSLOs):**

Upon successful completion of this course, students will be able to:

1. Describe and explain how their own culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
3. Compare and contrast global cultures (beliefs, values, arts, practices and philosophies)
4. Interpret and analyze global issues from a variety of disciplinary perspectives to think critically and solve problems.

**General Education Program Student Learning Outcomes relevant to this particular course (GEPSLOs):**

GBST 301 has applied for UEDGE CC certification. Upon successful completion of this course, students will be able to:

2. Compare and contrast relationships within and between human cultures.
3. Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
4. Use oral communication to effectively convey meaning to various audiences.
5. Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.
6. Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
8. Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.
9. Apply knowledge gained from courses in different disciplines to new settings and complex problems.

**Required/Recommended Materials:**

Most required reading/viewing materials will be available on the class Cougar Course site. A copy of all films posted on the Cougar Course site will also be on reserve in the Media Library. The following required books are available for purchase in the campus bookstore (a copy will also be placed on reserve in Kellogg Library):

Abrahamian, Atossa Araxia *The Cosmopolites* (2015).  
Cole, Teju. *Every Day is for the Thief*. (2015).  
Eggers, Dave. *What is the What?* (2007)

Hamid, Mohsin. *How to Get Filthy Rich in Rising Asia*. (2014)  
Tagore, Rabindranath. *Nationalism* (1917, 2012 rev. ed.)  
Umrigar, Thrifty. *First Darling of the Morning* (2008).

### **Graded Components:**

Comparative Essays, 5 pgs (2) – 20% each – 40%

1. Diasporas
2. Nationalism/Cosmopolitanism

Travel and Tourism Assignment – 20%

Documenting Poverty Porn Assignment – 10%

Reflection on a Menu Assignment – 10%

Take Home Final Essay Exam (6-8 pp) – 20%

Extra credit opportunities may arise depending on campus programming and other events in the area during the semester.

In order to successfully complete this course, students are expected (at a minimum) to attend class. While there is no formal attendance policy in this class (after all, you are an adult) and I will not take roll – class participation is a vital ingredient in processing the questions and ideas we're going to discuss. In addition, successful completion of the class will require you to spend a minimum of two hours outside the classroom each week per unit of credit. Since this is a 3 unit class, that means you should be spending a minimum of six hours per week outside of class working on this class (reading, writing, thinking, talking with your peers).

Please note that assignments are due on the dates indicated on the class schedule. Late work is not accepted unless documented appropriately (e.g. doctor/hospital records, court documents, etc.).

As indicated above, the final exam in this course will be administered in the form of a take home essay exam, posted on the final day of class and due on the day during the final exam period when the final exam for this class is scheduled – [fill in date here]. Exams are due in hard copy to my office. While you may also upload a digital copy of the exam to Cougar Courses as a "back-up" to prove that the exam was completed on time in case you are delayed in getting the hard copy to me, I **require** that you provide me with a hard copy. If I do not receive one from you, you will fail the final exam (even if you have uploaded a copy to CC).

### **ADA Statement:**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at 760-750-4904, and by email sent to [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

### **All-University Writing Requirement:**

This course meets the all-university writing requirement. Students will write a minimum of 4,000 words (16, double-spaced pages) in completing 3 essay assignments. Additional writing will be required to complete other reflective and/or analytical assignments.

**Academic Honesty Statement:**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy ([http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html) ). All assignments must be original work. All ideas/material borrowed from other sources must have appropriate references to the original sources. Any quoted or otherwise cited material should give credit to the source and should be documented according to the conventions of the discipline (or as directed by the instructor). If you are in any doubt about how to document the use of outside source material, please ask the instructor before making a mistake in doing so.

Students are responsible for honest completion and representation of their work. There will be no tolerance for infractions of the Student Academic Honesty Policy. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

**PLEASE NOTE: In the normal course of the semester, things happen: people get sick, the class gets really interested in things and we get behind. As a result, this syllabus is subject to change. However, I will not make changes that disadvantage you in the completion of assignments or add requirements to the class (ie., shorten the time to complete an assignment or add a paper, etc.).**

## Class Schedule

Weeks 1-5: After first looking at the ancient ideal of cosmopolitanism, we will look at the more recent history of nationalism as an organizing principle of group identity in the modern world. Finally, we will explore why and how the cosmopolitan ideal has been revived as a response both to the problems of nationalism and to the realities of globalization.

### Week 1 – The Cosmopolitan Ideal

Readings: Excerpts from Kwame Anthony Appiah, *Cosmopolitanism* (2007) [Cougar Courses]  
Martha Nussbaum, "Patriotism and Cosmopolitanism" (2002) [Cougar Courses]

### Week 2 – The Power of National Identity

Readings: Ernst Renan – "What is a Nation?" (1882) [Cougar Courses]  
Rabindranath Tagore, *Nationalism*. (1912)  
Excerpts from Benedict Anderson, *Imagined Communities* (1983)[Cougar Courses]  
Excerpts from Ernest Gellner, *Nations and Nationalism* (1983) [Cougar Courses]

### Week 3 -- The Limits of National Identity – Case Studies – Rwanda & Yugoslavia

Readings: Elizabeth Neuffer, "What does a Tutsi Woman Taste Like" (2002) [Cougar Courses]  
Michael Ignatieff, "The Narcissism of Minor Difference" (1998) [Cougar Courses]

Film: *Pretty Village, Pretty Flame*, dir. Srdjan Dragojevic (1996)  
*No Man's Land*, dir. Danis Tanovic (2001)

### Week 4 – Reviving the Case for Cosmopolitanism – Pro and Con

Readings: Richard Falk, "Revisioning Cosmopolitanism" (2002) [Cougar Courses]  
Kwame Anthony Appiah, "W.E.B. DuBois: Culture and Cosmopolitanism" (2014) [Cougar Courses]  
Pheng Cheah, "The Cosmopolitical Today" (1998) [Cougar Courses]

### Week 5 – Is Cosmopolitanism a Con? The Village of the Liberal Managerial Class

Readings: Atossa Araxia Abrahamian. *The Cosmopolites* (2015).  
Mohsin Hamid. *How to Get Filthy Rich in Rising Asia* (2014).

In weeks, 6 - 8, we assume – for argument's sake, that there is something to the cosmopolitan ideal and that something in addition to global trade and economics connects us not only to the people who live next door or in the next state, but to people who live in neighboring countries or even across oceans. What are our obligations to these people?

Week 6 -- Humanitarianism in History and Today

Reading: Excerpts from Michael Barnett, *Empire of Humanity*. (2013).

Week 7 – The Humanitarian Paradox: The Dangers of Poverty Pornography

Reading: Excerpts from Geoff Dyer, *The Ongoing Moment*. (rpt. 2007).  
Photos from Perspectives of Poverty Project  
(<https://waterwellness.wordpress.com/perspectives-of-poverty/> )  
Film: *Slumdog Millionaire*. Dir. Danny Boyle (2008)

Week 8 – Can Intervention Make a Difference?

Reading: Dave Eggers. *What is the What?* (2007)

Valentino Achak Deng's whose real-life story formed the basis of Dave Egger's novel was one of the approximately 3800 Sudanese 'Lost Boys' who settled in the U.S. While Deng's settlement in the U.S. was the result of forced migration as a result of conflict, one of the hallmarks of globalization over the course of the 20<sup>th</sup>-21<sup>st</sup> centuries has been the migration of peoples in response to economic forces. In weeks, 9 & 10, we look at how the diasporic movement of peoples dislocates them between cultures. How do people reconcile themselves to living between cultures?

Week 9 – The South Asian Diaspora: Across the Former British Empire to the United States

Reading: Thrifty Umrigar. *First Darling of the Morning* (2008)

Week 10 – Nigeria Only Exists in My Imagination

Reading: Teju Cole. *Every Day is for the Thief*. (2015).

If globalization has meant that more and more people move for economic reasons, it has also meant that more and more people travel for both business and pleasure. What does it mean to experience a different culture? Does being a popular tourist site inevitably change a place? What does it mean to see the "real" X or Y? Is ethical tourism even possible? What role should international organizations, like UNESCO, play in preserving so-called 'heritage' sites? In weeks 11 & 12, we look at the impacts of short term travel/tourism on the people who travel and on the places they visit.

Week 11— The Meaning of Travel

Reading: D. Greenwood, "Culture by the Pound: Heritage Tourism as Cultural Commodity"  
[Cougar Courses]  
D. Nash, "Tourism as a Form of Imperialism" [Cougar Courses]  
Orvar Lofgren. "The Global Beach" [Cougar Courses]



## Week 12 – The Importance of Practice and Place

- Reading: Palma Ingles, “Performing Traditional Dances for Modern Tourists in the Amazon” [Cougar Courses]  
Edward Bruner, “The Masaai and *Lion King*: Authenticity, Nationalism, and Globalization in African Tourism” [Cougar Courses]  
T. Sofield and Fung Mei Sarah Li, “Is the Great Wall of China the Great Wall of China?” [Cougar Courses]

Among the by-products of travel, migration and globalization have been both figuratively and literally, changing tastes. Migrating peoples have insisted on taking the tastes of home with them or replicating them the best they could in new lands. Travelers have returned home having ‘discovered’ new foods to introduce to family and friends. And multinational corporations, of course, have moved into new markets, sometimes adapting their products for local palates, sometimes not. Even as almost a billion people worldwide still live in extreme poverty and barely have enough to eat, food occupies a place in the cultural imaginary that addresses questions of identity and place.

## Week 13 – Globalization of Food as form of Cultural Standardization

- Reading: James L. Watson, “China’s Big Mac Attack” [Cougar Courses]

## Week 14 – Food and Cosmopolitanism

- Reading: Danielle Gallegos, “Eating Your Way to Global Citizenship,” [Cougar Courses]  
G. Crowther, “Restaurants as Ethnosites” [Cougar Courses]  
Alison Leitch, “Slow Food and the Politics of Virtuous Globalization” [Cougar Courses]

## Week 15 – Wrap Up

## Class Schedule

Weeks 1-5: After first looking at the ancient ideal of cosmopolitanism, we will look at the more recent history of nationalism as an organizing principle of group identity in the modern world. Finally, we will explore why and how the cosmopolitan ideal has been revived as a response both to the problems of nationalism and to the realities of globalization

### Week 1 – The Cosmopolitan Ideal

Readings: Excerpts from Kwame Anthony Appiah, *Cosmopolitanism* (2007) [Cougar Courses]  
Martha Nussbaum, "Patriotism and Cosmopolitanism" (2002) [Cougar Courses]

### Week 2 – The Power of National Identity

Readings: Ernst Renan – "What is a Nation?" (1882) [Cougar Courses]  
Rabindranath Tagore, *Nationalism*. (1912)  
Excerpts from Benedict Anderson, *Imagined Communities* (1983)[Cougar Courses]  
Excerpts from Ernest Gellner, *Nations and Nationalism* (1983) [Cougar Courses]

### Week 3 -- The Limits of National Identity – Case Studies – Rwanda & Yugoslavia

Readings: Elizabeth Neuffer, "What does a Tutsi Woman Taste Like" (2002) [Cougar Courses]  
Michael Ignatieff, "The Narcissism of Minor Difference" (1998) [Cougar Courses]

Film: *Pretty Village, Pretty Flame*, dir. Srdjan Dragojevic (1996)  
*No Man's Land*, dir. Danis Tanovic (2001)

### Week 4 – Reviving the Case for Cosmopolitanism – Pro and Con

Readings: Richard Falk, "Revisiting Cosmopolitanism" (2002) [Cougar Courses]  
Kwame Anthony Appiah, "W.E.B. DuBois: Culture and Cosmopolitanism" (2014) [Cougar Courses]  
Pheng Cheah, "The Cosmopolitical Today" (1998) [Cougar Courses]

### Week 5 – Is Cosmopolitanism a Con? The Village of the Liberal Managerial Class

Readings: Atossa Araxia Abrahamian. *The Cosmopolites* (2015).  
Mohsin Hamid. *How to Get Filthy Rich in Rising Asia* (2014).

In weeks, 6 - 8, we assume – for argument's sake, that there is something to the cosmopolitan ideal and that something in addition to global trade and economics connects us not only to the people who live next door or in the next state, but to people who live in neighboring countries or even across oceans. What are our obligations to these people?

## Week 6 -- Humanitarianism in History and Today

Reading: Excerpts from Michael Barnett, *Empire of Humanity*. (2013).

## Week 7 – The Humanitarian Paradox: The Dangers of Poverty Pornography

Reading: Excerpts from Geoff Dyer, *The Ongoing Moment*. (rpt. 2007).  
Photos from Perspectives of Poverty Project  
(<https://waterwellness.wordpress.com/perspectives-of-poverty/> )

Film: *Slumdog Millionaire*. Dir. Danny Boyle (2008)

## Week 8 – Can Intervention Make a Difference?

Reading: Dave Eggers. *What is the What?* (2007)

Valentino Achak Deng's whose real-life story formed the basis of Dave Egger's novel was one of the approximately 3800 Sudanese 'Lost Boys' who settled in the U.S. While Deng's settlement in the U.S. was the result of forced migration as a result of conflict, one of the hallmarks of globalization over the course of the 20<sup>th</sup>-21<sup>st</sup> centuries has been the migration of peoples in response to economic forces. In weeks, 9 & 10, we look at how the diasporic movement of peoples dislocates them between cultures. How do people reconcile themselves to living between cultures?

## Week 9 – The South Asian Diaspora: Across the Former British Empire to the United States

Reading: Thrifty Umrigar. *First Darling of the Morning* (2008)

## Week 10 – Nigeria Only Exists in My Imagination

Reading: Teju Cole. *Every Day is for the Thief*. (2015).

If globalization has meant that more and more people move for economic reasons, it has also meant that more and more people travel for both business and pleasure. What does it mean to experience a different culture? Does being a popular tourist site inevitably change a place? What does it mean to see the "real" X or Y? Is ethical tourism even possible? What role should international organizations, like UNESCO, play in preserving so-called 'heritage' sites? In weeks 11 & 12, we look at the impacts of short term travel/tourism on the people who travel and on the places they visit.

## Week 11— The Meaning of Travel

Reading: D. Greenwood, "Culture by the Pound: Heritage Tourism as Cultural Commodity" [Cougar Courses]  
D. Nash, "Tourism as a Form of Imperialism" [Cougar Courses]  
Orvar Lofgren. "The Global Beach" [Cougar Courses]

## Week 12 – The Importance of Practice and Place

- Reading: Palma Ingles, “Performing Traditional Dances for Modern Tourists in the Amazon” [Cougar Courses]  
Edward Bruner, “The Masaai and *Lion King*: Authenticity, Nationalism, and Globalization in African Tourism” [Cougar Courses]  
T. Sofield and Fung Mei Sarah Li, “Is the Great Wall of China the Great Wall of China?” [Cougar Courses]

Among the by-products of travel, migration and globalization have been both figuratively and literally, changing tastes. Migrating peoples have insisted on taking the tastes of home with them or replicating them the best they could in new lands. Travelers have returned home having ‘discovered’ new foods to introduce to family and friends. And multinational corporations, of course, have moved into new markets, sometimes adapting their products for local palates, sometimes not. Even as almost a billion people worldwide still live in extreme poverty and barely have enough to eat, food occupies a place in the cultural imaginary that addresses questions of identity and place.

## Week 13 – Globalization of Food as form of Cultural Standardization

- Reading: James L. Watson, “China’s Big Mac Attack” [Cougar Courses]

## Week 14 – Food and Cosmopolitanism

- Reading: Danielle Gallegos, “Eating Your Way to Global Citizenship,” [Cougar Courses]  
G. Crowther, “Restaurants as Ethnosites” [Cougar Courses]  
Alison Leitch, “Slow Food and the Politics of Virtuous Globalization” [Cougar Courses]

## Week 15 – Wrap Up