

**FIRST YEAR PROGRAM  
BUYS COLLEGE  
FRPG 187B  
FALL 2009**

**Political Economy and Identity in the Age of Globalization**

Plenary: Tuesday and Thursday 10:10-11:40 Hepburn 218  
Seminar: Tuesday 12:40-2:10 Hepburn 218

As people, capital, and information move around the globe in ways that would have been unimaginable even a few decades ago, scholars debate the effects of an increasingly interdependent global culture. 'Globalization' is not one phenomenon but many, a set of interlinked social, economic, and political trends with complex causes and uncertain implications for the future. This course seeks to define 'globalization,' and examines the political, economic, and ethical debates that swirl around the term. We will look critically and self-consciously at the ways that globalization shapes individual, national, and transnational identities. We will consider in detail the evolution of a variety of international institutions, including the United Nations, the World Trade Organization, and the International Monetary Fund, and the ways in which they affect the course of world events and the daily lives of people around the globe. Finally, we will examine the ways in which images from commercials, popular film, or news broadcasts bring individuals, groups, and nations to define themselves and others in certain ways, and the consequences of this shaping power, both positive and negative.

Instructors:

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## First-Year Program Philosophy and Goals

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of mind, the writing, speaking, and research skills, and the ethical self-reflection that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that foster the writing, speaking, research, and critical thinking goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

**SYLLABUS:** This syllabus both provides a schedule for the semester's work and describes course policies, grade allocations and assignments. You are responsible for reading and making sure you understand the information it contains, whether or not we discuss that information in class.

**ATTENDANCE:** The First Year Program seeks to develop analytical and communication skills within a participatory community environment. You are the community, and you must come to class to participate. Attendance will be taken at each lecture and seminar. We recognize that illness and unforeseen crises can sometimes interfere with the most heartfelt commitment to perfect attendance. Therefore, you may, with reason, miss two classes (lecture or seminar) during the semester before penalty. If you are absent or late for class, you are responsible both for course content covered during class and for any new assignments, changes to the syllabus, etc. that may have been announced during missed classes.

**READING AND CLASS PARTICIPATION:** Much of our time will be spent talking about our readings and films; the more knowledge we bring to those conversations the more interesting and enlightening they will be. In order to be an informed participant you must complete the reading (or viewing of film) by the date when the assignment appears on the syllabus. Lectures and questions for class discussion will be premised on familiarity with the assigned material.

**WRITTEN WORK:** The faculty of Buys College will be devoting many hours to reading and commenting on your writing. Please help us help you. All drafts and papers submitted to the faculty must be typed, preferably by means of a word processing program. The standard word processing program used in the First Year Program is Microsoft Word for Windows; your use of this program, although not required, will facilitate our use of the writing labs and other computer resources of the campus. Papers should be legibly printed, double-spaced, in a typing point of 12, and pages should be separated, numbered, and stapled. You should always be able to produce a duplicate of a paper. Late papers will be penalized. If illness or other problems prevent you from completing a paper on time, you must request an extension from your instructor before the due date.

**ORAL ASSIGNMENTS:** Some of your oral assignments will require rehearsal and revision. Failure to be fully prepared for a scheduled oral presentation rehearsal undermines the effectiveness of the assignment and will be penalized. "Winging it" is no more a rehearsal of a performance than handing in a few scribbled lines is a draft of an assigned essay, and wastes the time of both the faculty and your presentation collaborators and commentators.

**Mentor:** Amelia Bell is our college mentor. She has demonstrated very high quality writing and oral communications skills in her own course work and has been trained to teach others to improve their writing and oral communication skills. She will hold office hours for your

consultation. Through out the semester when we hand out assignments, we will discuss ways for you to take advantage of your college mentor.

**PLAGIARISM:** The SLU Student Handbook defines plagiarism as: “(P)resenting as one’s own work, the work of another person --words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation-- without proper attribution.” This course will often encourage you to work together. Collaborative learning is not plagiarism; the offense is misrepresenting borrowed or shared ideas as uniquely one’s own, or participating in such misrepresentation. (It is plagiarism to sell or provide work to other students, just as it is plagiarism to submit work as your own that you bought or borrowed from another student or downloaded from the Internet.) Plagiarism undermines not only the fairness of the grading system but the very integrity of the scholarly pursuit of knowledge, and it will not be tolerated in this college. Suspected instances of plagiarism will be submitted to the Academic Honor Council.

**WORD STUDIO:** For assistance with writing and/or oral presentations, please see The Word Studio (The Munn Center for Rhetoric and Communication), located in the ODY library and <http://www.stlawu.edu/writing/>. Hours: Monday-Thursday, 8:30 a.m.-11:00 p.m.; Friday 8:30 a.m.-4:00 p.m.; and Sunday 1:00 p.m. –11:00 p.m. Call for an appointment at ext.5727.

**ANGEL:** We will communicate outside of the classroom with the university’s academic web based facility called Angel. On Angel you will find course documents, links to articles and a convenient way email this class and your FYP college. You must register for this course’s Angel site. We will show you how to do this during the first week of class.

### **REQUIRED TEXTS**

- Hacker, Diane. A Pocket Style Manual. 5th Ed. Bedford Books, 2008.
- Mansbach, Richard and Rhodes, Edward. Global Politics in a Changing World. 4<sup>th</sup> Ed. Houghton Mifflin, 2009.
- Diamond, Jared. Guns Germs and Steel. W. W. Norton & Co. 1999.
- Rivoli, Pietra The Travels of a T-Shirt in the Global Economy. Wiley, 2005.

### **GRADING**

Writing #1	10%
Writing #2	15%
Writing #3	25%
Oral Projects	10%
Test	20%
Class Participation	20%

### **Important Dates**

22 September	Writing assignment #1 due
29 October	Writing assignment #2 due
10 December	Writing assignment #3 due
16 December	Test

N.B., oral presentations and smaller writing assignments will be assigned throughout this course. We will provide dates and instructions for these during the semester.

***Tentative plenary schedule (additional readings TBA):***

August 27: Introduction  
This syllabus

September 1-3: Globalization and Identity  
Mansbach and Rhodes, Chapter 14  
“Jihad vs. McWorld,” Barber  
***Discussion: the Word Studio***

September 8-10: Democracy and Human Rights: Global Values?  
Mansbach and Rhodes, Chapters 4 and 8  
***Discussion: Organizing and writing a short essay / Academic integrity***

September 15-17-October 2: Postmodern War and Terrorism  
Mansbach and Rhodes, Chapter 2  
“Sinking Globalization” Ferguson

September 22-24 Intergovernmental Organizations  
Mansbach and Rhodes, Chapter 6

September 29-1 October: Crime, Migration, and Disease  
Mansbach and Rhodes, Chapter 9  
***Discussion: Composing a thesis statement***

October 6-8: Managing the Global Economy  
Mansbach and Rhodes, Chapter 10  
***Discussion: Improving oral communication skills***

October 13: Poverty and Development  
Mansbach and Rhodes, Chapters 5 and 11

October 15 Fall Break

October 20-22: Poverty and Development  
Mansbach and Rhodes, Chapters 5 and 11

“The Development Challenge,” Sachs

October 27-29: Why societies differ  
Diamond, chapters 1 and 2

November 3-5: Geography and globalization  
Diamond, chapters 3 and 4

November 10-12: The Global Environment  
Mansbach and Rhodes, Chapter 12  
***Discussion: Finding and using scholarly sources***

November 17-19: Global Trade  
Rivoli, Parts I and II  
***Discussion: Improving oral communication skills***

November 24-26: Thanksgiving Break

December 1: Global Trade II  
Rivoli, Parts III, IV and Conclusion  
***Discussion: Giving a research presentation***

December 3, 8, 10: Research Presentations

December 16: 8:30-11:30 a.m.: Course Final Exam