

MAX102
GLOBAL COMMUNITY
Spring 1995

The course introduces students to some of the communities and segments of communities that constitute our world, to the evolving global economy, and to various cultural and communal adaptations and rejections of the established world order. The course aims to enable students first to hear a variety of the "voices" which are trying to shape our world, and secondly to examine their own aspirations and the contributions they can make to the global communities in which they will live out their lives.

Travelling in a generally westward direction, the course begins with the global economy molded in the west, and then moves to the economically powerful yet culturally unfamiliar societies of Greater China and Japan. The course proceeds to communities rooted to various degrees in the religion of Islam, and then to those, drawn mainly from South Asia, which question participation in the global economy, before coming back to our own communities. In each of the units into which the course is divided, we will seek to identify and understand the predominant voice, but will also listen for contending and subordinated voices.

The course is open to first and second year undergraduates in any school or college of the university. The course also helps to meet Liberal Arts core requirements as one of the Major Components courses in the social sciences.

In terms of class organization, MAX102 has an unusual structure designed to give students the combined benefits of small classes and of a multinational, multidisciplinary faculty. Students are assigned in groups of no more than 15 to one professor, and will meet twice a week in their group in a small classroom. All the groups will meet together each week on Wednesdays in the Maxwell auditorium for lectures and discussion by the course faculty. Occasionally in the evening we will show films or videos, which are to be treated on the same basis as required reading.

The textbooks for the course are available in Follett's Orange Bookstore and the Syracuse University Bookstore. They include:

Four MAX102 Readers entitled *Global Community* containing the articles and documents listed below
Roy Mottahedeh, *Mantle of the Prophet* (NY 1985)
Anita Desai, *Village by the Sea* (New Delhi 1982) (available only at S.U.B.)

MAX102 is a writing-intensive course. There will be a total of 8 writing assignments: four response papers and four deliberative essays. Response papers of 2 pages will give you an opportunity to test out an idea, raise a question, extend an argument that was raised in a lecture or discussion, or respond to a reading. Deliberative essays of 4 to 5 pages require you to construct an argument in response to a specific question or claim. You will need to formulate a clear thesis or

position statement, and support that position by extending, qualifying, or critiquing claims from the course readings, lectures and group discussions. You will receive further guidelines for the response papers and essays.

COURSE GRADE

Participation in group discussions	20%
Response papers	20%
Essays	60%

Instructors will meet regularly throughout the semester to ensure that grading is consistent across sections.

COURSE STAFF

Mehrzaad Boroujerdi (Political Science)
Lorraine Dowler (Geography)
Fred Marquardt (History)
Peter Marsh, Coordinator (History)
Mark Rupert (Political Science)
Marshall Segall (Political Science)
Kathleen Skoczen (Anthropology)
John Western (Geography)
David Wharton (Economics)

Molly Voorheis, Writing Consultant (Writing Program)

MAX102 is administered through the Maxwell Undergraduate Teaching Grant Office:

Frank Zsigo, graduate associate
346F Eggers Hall
443-3061

Extra copies of class handouts will be available at the office.

SCHEDULE OF CLASSES

I. Introduction

Wednesday, January 18: Plenary

Introduction to the course. The world of nation states. Response paper question. (Marquardt and Marsh)

Friday, January 20: Groups

What is the nature of "community"? Is the nation-state really a community? Is there such a thing as global community? What kinds of community do you identify with?

Reading: Paul Kennedy, "The Future of the Nation State"
Joan Spero, "The Management of International Economic Relations Since World War II"

II. The Global Economy

Monday, January 23: Groups

Global community and the global economy: a critical view

Reading: William Greider, "The Global Marketplace: A Closet Dictator"

Is free trade necessarily a good thing? According to Greider, what are the dangers of free trade and economic globalization? Who wins and who loses? How could it harm people's standard of living? How could it undermine democracy? What alternative vision of global community does Greider suggest?

Wednesday, January 25: Plenary

A positive view of the global economy and global community: Economic globalization based on norms of market efficiency. Deliberative essay question. (Rupert and Wharton)

What is meant by "economic efficiency"? Do the conditions for "economic efficiency" actually exist in the real world? Is "economic efficiency" an appropriate goal for the global economy to strive for? What is the rule of governments in economies driven by economic efficiency?

Reading: Glossary of Basic Economic Terms
World Bank, *World Development Report*, 1991

Friday, January 27: Groups

Nation states and the world economy: competitors or partners?

Reading: James Fallows, "How the World Works"

Is the global economy an arena of international cooperation or of competition and power struggle? If we see it in terms of national power, as Fallows does, what sorts of criticisms can we raise against theories which tell us that free trade is the best policy? If we reject the Anglo-American tradition of free market thinking, what alternative models are available to us?

Writing: Response paper due

Monday, January 30: Groups

Multinational Corporations: monsters or friends?

In what ways do multinational corporations advance the cause of economic development? In what ways do they hinder it? Could multinational corporations be considered members of a global community? and advance the cause of economic development? In what ways do they hinder it?

Reading: L.S. Stavrianos, "Multinational Corporations in the Third World"
The Economist, "Everybody's Favorite Monsters: A Survey of
Multinationals"

Wednesday, February 1: Plenary

A gendered critique of the global economy (Dowler and Skoczen)

Reading: TBA

Friday, February 3: Groups

Multinational corporations, economic integration and cultural learning. Discussion of deliberative essay question.

Do multinational corporations increase cross-cultural learning? If so, how might this learning affect economic efficiency?

Reading: Robert Reich, "Who is Us?" and "Who is Them?"
Paul Adler, "Time and Motion Regained"

Monday, February 6: Groups

What will be the dominant power of the future? Market globalization, democratic political globalization, nation-state rivalry, or multi-national corporations?

Writing: Deliberative essay due

III. The Western Pacific Rim

Wednesday, February 8: Plenary

Confucianism and Culture in East Asia. Response paper and deliberative essay questions.
(Segall and Western)

How do Confucian elements create community? How can capitalism arise out of Confucian culture?

Reading: Gilbert Rozman, "The East Asian Region in Comparative Perspective,"
The East Asian Region: Confucian Heritage and Its Modern Adaptation

Friday, February 10: Groups

The Confucian hierarchy and the rise of capitalism. Discussion of returned deliberative essays.

How does one achieve position under Confucianism? In what sense is Buddhist achievement similar to the Protestant ethic? Does capitalism in Japan reflect cultural elements that are different than those of the West?

Reading: H.G. Creel, "Confucius and the Struggle for Human Happiness" (with addenda from Confucius' *Analects*)
Yamamoto Shichihei, "A Protestant Ethic in a Non-Christian Context"

Monday, February 13: Groups

A Confucian society confronts Western imperialism. What lessons did China and Japan learn from the West? What might the West have learned from China and Japan?

Reading: "Commissioner Lin's Program for Meeting British Aggression" in Ssu-yu Teng and John K. Fairbank *China's Response to the West: a Documentary Survey, 1839-1923*

Writing: Response paper due

Wednesday, February 15: Plenary

Confucianism in Japan and China: Collectivism vs. individualism. (Segall and Western)

What is the relations between pattern and order? Could Americans be productive in the manner of the Japanese? What is the place of the individual in a culture which demands patterned behavior? and where the individual is defined by others?

Reading: Donald Richie, "Japan: A Description," "Japanese Shapes," and "Japanese Rhythms"
James Fallows, "The Japanese Talent for Order"
Sun Longji, "The Deep Structure of Chinese Culture"

Friday, February 17: Groups

China's economy.

What does global economic enterprise do to Chinese community values? Are there any negatives to individual entrepreneurial initiatives?

Reading: Paul Theroux, "Going to See the Dragon"
Nicholas D. Kristoff, "China Sees 'Market-Leninism' as Way to Future"
and "Entrepreneurial Energy Sets Off a Chinese Boom"

Monday, February 20: Groups

Japan's economy. Discussion of deliberative essay question.

In what way did the Japanese adapt to or resist the economic challenge of the West? What are they differences and what are the similarities between Japanese and Western business practice?

Reading: Martin E. Weinstein, "Yotaro Kobayashi"
Gary D. Allinson, "Rhythms of Urban Life"

Wednesday, February 22: Plenary

The economy of the NICs. (Wharton and Boroujerdi)

What is the common cultural base upon which the Asian NICs have emerged as powers in he global economy? In what way has Confucianism influenced the economic development of these Asian NICs?

Friday, February 24: Groups

Who are the "we's" and the "they's", and what are the elements of domination and subordination, in these ancient cultures and modern economies?

Reading: Robert J. Smith, "Gender Inequality in Contemporary Japan"
Emily Honig and Gail Hershatter, "Women and Work", pp.239-251 and
267-268
Juan Williams, "West Meets East"

Monday, February 27: Groups

The reinvention of culture and fusion of traditions.

How do China and Japan bring together individual needs and collectivism? How can a culture which demands uniformity share the American level of concern for individual rights?

Writing: Deliberative essay due

IV. Islamic Communities

Wednesday, March 1: Plenary

Islam: Emergence, Legacy, and Constituency. Response paper and deliberative essay questions. (Boroujerdi and Western)

Reading: Congressional Quarterly, "Fourteen Centuries of Islam"
news clippings to be handed out

Friday, March 3: Groups

Iran: Why was Islam so strong in Iran? What precipitated Iran's desire to adopt Western secular institutions and values?

Reading: Roy Mottahedeh, *The Mantle of the Prophet*, pp. 7-68

Monday, March 6: Groups

Iran: How did the relationship between Islam, Westernization, & Iranian nationalism evolve in the 1940's and 1950's?

Reading: Mottahedeh, pp. 69-94, 105-44

Writing: Response paper due

Wednesday, March 8: Plenary

The Iranian revolution: What were its causes and outcome? (Boroujerdi and Marquardt)

Friday, March 10: Groups

Iran: Why did the Iranian clergy move from quietism to revolutionary action? How did the tradition of Islamic law relate to Khomeini's claims to political leadership? What was the relationship between Islam and politics in Ali's mind?

Reading: Mottahedeh, pp. 186-98, 242-268

SPRING BREAK!

Monday, March 20: Groups

Iran: How did the Shah's government manage to alienate the clerics and the intellectuals? Why were they attracted to Islam as an alternative model of social organization?

Reading: Mottahedeh, pp. 269-87, selected portions of 287-323 (to be distributed), 323-36

Wednesday, March 22: Plenary

How has the implementation of Islam affected the status of women in Iran? Should Muslims agree with the Western definitions of "feminism"? (Dowler and Skoczen)

Reading: Nayereh Tohidi, "Gender and Islamic Fundamentalism"

Friday, March 24: Groups

Iran: Why was the Shah so easily overthrown? How much of a rupture with the past was the Islamic revolution?

Reading: Mottahedeh, pp. 337-56 and 371-90

Videos: "Iran: A Revolution Betrayed"
"Mini-dragons II: Indonesia"

Monday, March 27: Groups

Is there an Islamic threat to the West? Is Islam compatible with democracy and capitalism? What are the roots of the Islamic resurgence? Has the West misinterpreted Islam and Muslims? Islam as an alternative socio-political order and system of thought.

Reading: Pamela Ann Smith, "Where Capitalism is Shaped by Islam"

Wednesday, March 29: Plenary

Is there a class of civilizations? Asian Islam: The Case of Indonesia. (Marquardt and Marsh)

What is the role of Islam in Indonesian politics and society? Is an Iranian-style revolution likely?

Reading: Anthony H. Johns, "Indonesia"
The Economist, "Wealth in Its Grasp: A Survey of Indonesia"

Friday, March 31: Groups

The different voices of Islam: in India, in the United States, among women, etc.

How do we account for the growth of Islam in the West?

Writing: Deliberative essay due

V. Local Communities

Monday, April 3: Groups

Lila's family and the village of Thul. Livelihood, income and survival in the village. Outside influences and their impact on the local community: technology, industrialization, and urban visitors. Illness, debt, and violence within the village. Protest against industrial development of the local community. The villager as visitor to the city (Bombay). Which is the better alternative: industrialization of the rural community or urban migration? Are there other options? Response paper and deliberative essay questions.

Reading: Anita Desai, *Village By the Sea*, chapters 1-6

Wednesday, April 5: Plenary

The socio-political construction of South Asia. Gandhi's vision of the village. The transformation of the Indian economy. (Marsh and Rupert)

Reading: M.K. Gandhi, "Swaraj, Socialism, and Communism"
T.K. Oomen, "Gandhi and Village"

Friday, April 7: Groups

The villager as migrant laborer in the city. Work in the city. Apprenticeship and the acquisition of a trade. Seasonal life and hazards. The return to the village. Crisis, change, and adaptation. Can the ability to adapt always overcome poverty and the structures of a society/nation-state/world system? What is the future of the local community in an increasingly industrial, modern, and economically-integrated nation-state and world?

Reading: Desai, chapters 7-13

Monday, April 10: Groups

Challenges to the local community: The nation state

What does Parajuli mean by "hegemonic discourse"? In what sense is economic development a "hegemonic discourse"? Are there equivalents in the U.S. to the new social movements Parajuli describes in South Asia?

Reading: Pramod Parajuli, "Power and Knowledge in Development Discourse: New Social Movements and the State in India"

Writing: Response paper due

Wednesday, April 12: Plenary

The creation and recreation of daily village life in South Asia. Local autonomy movements vs. the state. Social initiatives, gender roles and environmental movements. (Segall and Skoczen)

Friday, April 14: No Classes

Monday, April 17: Groups

Challenges to the local community: The global economy in agriculture: The Green Revolution.

Was the Green Revolution on balance a bad thing for the Third World? Should local communities refuse new agricultural technology?

Reading: L.S. Stavrianos, "Multinational Corporations in the Third World:
Multinational Corporations and the Green Revolution in the Third
World"
T.M. Dak, "Green Revolution and Social Change: Some Reflections"

Wednesday, April 19: Plenary

The case of Sardar Sarovar. Environmental, local, and national significance, and place in the global economy. (Rupert and Wharton)

Reading: "Letter to the President," maps, and Chapters 1 and 5 in *Sardar Sarovar: The Report of the Independent Review*

Friday, April 21: Groups

The Union Carbide disasters at Bhopal and Institute, W. Virginia.

What did Bhopal have to do with the Green Revolution?

Reading: Ashis Gupta, "Bhopal, the Forgotten Tragedy"

Videos: Bhopal and Grameen Bank

Monday, April 24: Groups

Local communities, the environment, and sustainable development: Baliraja and Chipko. Can development projects be environmentally sound and organized by local communities? Are small-scale projects better? Are local communities the protectors of the environment and nation-states the foes?

Reading: Enakshi Thukral and Machindra Sakate, "Baliraja: A People's Alternative"
Gerald Berreman, "Chipko: Nonviolent Direct Action to Save the Himalayas"
Thomas Weber, "Is There Still a Chipko Andolan?"

Wednesday, April 26: Plenary

Forum on the claims of local communities in face of the increasing globalization of the economy.

Friday, April 28: Groups

Micro-lending (the Grameen Bank) and women's movements in local communities. Are there any success stories? Is small better? Can transnational agencies and local communities truly cooperate? Is it best to leave local things to local initiatives?

Reading: S. Kamaluddin, "Lender with a Mission: Bangladesh's Grameen Bank Targets Poorest of Poor"

Monday, May 1: Groups

Will the global economy homogenize and westernize the world in the next century?

Writing: Deliberative essay due

END OF CLASSES