ICS195: Comparative Approaches to Global Issues

Group 1: East Duke 204B  TAs Group 2: Friedl 216  Group 3: Crowell 106
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Office hours: Fri 11-12:00  By Appointment  By Appointment

Course Description

Comparative Approaches to Global Issues is the required (and exciting!) gateway course for the International Comparative Studies major. Students are expected to complete the course in the first or second year of undergraduate study irrespective of whether they declare an ICS major. The course meets for one-hour intervals three times a week, Mondays and Wednesdays for interactive lectures, and Fridays for small-group discussion sections (see course schedule for exceptions). Writing assignments are designed to improve reading, writing, research, analysis, and information literacy skills. The course is cross-listed in Cultural Anthropology, History, Political Science, Religion & Sociology, and fulfills Trinity College’s CCI, CZ, SS, and W requirements.

Conceptually, the course:
• Challenges linear and Western-centric thinking about progress, modernity, and development;
• Critically examines the foundations, meanings, and contradictions within these ideas;
• Uses several approaches to examine capitalism and neo-liberal globalization and their relationships to culture, politics, economics, and social forms and outcomes;
• Uses a historical lens to understand humanitarian discourses, institutions, and projects in their political and cultural contexts;
• Examines local, national, regional, international, and transnational processes, institutions, and categories through the lenses of cultural and political geography;
• Recognizes cultures and identities as dynamic projects that are constituted in interaction with historical, material, and situational factors, and lived in diverse ways;
• Contemplates how different kinds of inequality inflect most of the social formations and dynamics studied.

Objectives and Hopes

Our goals are two fold: 1) To construct a set of collective questions and tools that enable us to better think about the above concepts; 2) To create an intellectual community in which we encourage and collaborate on one another’s projects. This is a participation based course. Accomplishing these two goals means that reading and participation are mandatory and included in your grade. Evaluation of all assignments is based on critical grappling with course material as well as creativity.
Graduate Teaching Assistants: This course has two experienced TAs, Layla Brown-Vincent and Jon Stapnes who will be responsible for taking attendance, tracking participation, grading, and leading discussion sections.

Office Hours: Please make use of the assigned office hours with Prof Mathers or make appointments with Ms Layla-Brown or Mr Stapnes to answer any questions or to discuss ideas. Use office hours not just when you have a problem but to get to know your teachers and to expand your thinking about class themes and concepts.

Guest Lecturers/Instructors: Professor Leo Ching, Asian and Middle Eastern Studies and Drs Tim Stallman & Liz Mason-Deese from the Counter-Cartographies Collective (Duke/UNC) will be guest instructors who select the assigned readings/films and teach a module focused on their respective area of expertise.

Course Requirements

1. **Reading & Weekly Homework Questions**: Complete assigned reading for a given day BEFORE entering the classroom. Reading in advance of class, taking notes (for films as well), remaining engaged and alert, and asking thoughtful questions are necessary for doing well in the course. To facilitate effective reading, respond to and jot down questions and comments for the homework questions (under ‘Lessons’ on Sakai) prior to class. Homework sheets, when regularly completed, help prepare you for the midterm and final exam essays.

2. **Required Reading**: All required readings are available on the Sakai page for ICS 195 or as e-sources through the Duke Libraries website. Please see a librarian if you need help navigating these resources. E-mail us immediately if something is missing. All required films that are not streaming on the Internet are on reserve at Lilly.

3. **Class Citizenship and Participation**: All students are expected to participate actively in Monday and Wednesday lectures as well as in Friday discussion sessions. This means evaluating when to speak (answering and asking questions), when to listen carefully to your peers and instructors, and how to respond respectfully and thoughtfully to the ideas presented by others.

4. There are many ways to be a collaborator in this course. Some of these include: bringing in outside examples, asking text-based questions, actively listening, offering a guiding hand to a colleague and posting and answering questions on SAKAI. I encourage you to find as many ways as possible to make this course matter to your own intellectual project.

5. **Laptops, cell phones, headphones, and all other technological distractions MUST ALWAYS BE POWERED OFF AND PUT AWAY during class time.**
6. Attendance: We take attendance every day. Each class session, whether lecture or discussion section, is full and impossible to replicate, even with an excellent excuse. **Students will be allowed TWO un-penalized absences during the term for any reason. The third absence, and beyond, negatively impacts the course grade.** The more absences accrued, the lower the course grade. Absences that are unavoidable and include documentation can be made up with quality responses to two homework questions for the missed day of class. **This applies to athletes who miss class for official sporting events.** Such make-up responses should be submitted to Prof. Mathers with a brief note and documentation explaining the reason for the absence before the beginning of the following class session.

7. Punctuality: We begin taking attendance 5 minutes before class begins and finish promptly at 1:40. If we finish taking attendance and you have not arrived, we mark this as an absence (really). We make important class announcements in the first minute of class time. If you have a lab, studio, job, or practice that makes you OCCASIONALLY and unavoidably late, provide a detailed and signed document early in the semester that we will take into account for the participation grade. You are responsible for acquiring from your class peers any information missed.

**Grade Break Down**

30%: 10 Reading Responses (3 percent each)

17%: Class attendance, participation, and citizenship

15%: Midterm 9th October

3%: Group Map Project 6th November

5%: Research Paper draft 20th November

15%: Research Paper 4th December

15%: Final Exam Essays 11th December

Completion of all tests and exams is required for passing the class. Details can be found at the end of this syllabus and for larger projects on SAKAI.
COURSE OUTLINE:

**Week 1: Introductions, objectives, hopes**

**Mon 24th August:** Introductions

**Wed 26th August**

**Fri 28th August Discussion Sections**

**MODULE 1: Defining Terms and Categories**

**Week 2: Roots of Vocabulary**

**Mon 31st August: Group A, RR#1**

**Wed 2nd September: Group B, RR#1**

**Fri 4th September Sections**

**Week 3: Exploring “Ideology”: Liberalism and Neoliberalism**

**Mon 7th September: Group A, RR#2**

**Wed 9th September: Group B, RR#2**
Shenk Timothy 2015 Booked #3: What exactly is Neoliberalism? *Dissent Magazine* 2 April

**Fri 11th September: Section Discussion**
MODULE 2: Power, Space & Place

Week 4: Nationhood and Belonging

Mon 14th September: Group A, RR#3

Wed 16th September: Group B, RR#3

Fri 18th September: Section Discussion

Week 5: Power Works

Mon 21st September: Group A, RR#4

Wed 23rd September: Group B, RR #4
Dirks, Nicholas B., Geoff Eley and Sherry B. Ornter (Eds.) 1994 ‘Introduction’ Culture/Power/Place Princeton New Jersey: Princeton University Press

Fri 25th September Section Discussion
View online before class “This Land is Our Land,” Media Education Foundation Jeremy Earp & Sut Jhally; written by David Bollier & Jeremy Earp; producers Jeremy Earp & Andrew Kelly. 2010.

Week 6: Representation & Power

Mon 28th September: Group A, RR #5
Kleinman Arthur and Joan Kleinman 1996 ‘The Appeal of Experience; the Dismay of Images: Cultural Appropriations of Suffering in Our Times’ Daedalus 125: 1-23 View before class: Hall, Stuart 1997 Representation & the media

Wed 30th September: Group B, RR #5

Fri 2nd October: Section Discussion
View online before class: No Logo: Brands Globalization Resistance Media Education Foundation
Week 7: Globalization Tours

Mon 5th October: Group A, RR #6

Wed 7th October:
View in Class: Diaz Philippe 2008 The End of Poverty? Cinema Libre Studio production in association with the Robert Schalkenbach Foundation; produced by Beth Portello

Fri 9th October: Midterm in Class

MODULE 3: Globalization Capital & Culture

Week 8: Orientalist Geographies

Mon 12th October: Fall Break (Post Country Project)

Wed 14th October: Group B, RR # 6

Fri 16th October: Group A, RR # 7
Lutz, Catherine A. & Jane L. Collins 1993 Reading National Geographic Chicago: The University of Chicago Press Chapters 7 & 9

Week 9: Popular Culture and East Asian Geopolitics with Professor Leo Ching

Watch in Lily or where possible Gojira 1954 and the US remake Godzilla, King of the Monsters 1956 & Fist of Fury 1972 https://www.youtube.com/watch?v=hLYlmSeK49Q

Mon 19th October: Group B, RR #7
Epstein, Stephen J. and Joo, Rachael M. 2012 Multiple Exposures: Korean Bodies and the Transnational Imagination Asia-Pacific Journal: Japan Focus 33

Wed 21st October: Discussion of Country Projects

Fri 23rd October: Make Up Reading Response Opportunity # 1
Guthrie-Shimizu Sayuri 2006 ‘Lost in Translation and Morphed in Transit: Godzilla in Cold War America’ In William M. Tsutsui and Michiko Ito In Godzilla’s Footsteps Japanese Pop Culture Icons on the Global Stage Palgrave

Meet in East Duke 204B: Do not go to your discussion sections
Week 10: Neoliberalism and its affects

Mon 26th October: Group A, RR #8
Ferguson James 2009 The Uses of Neoliberalism Antipode Vol. 41 No. S1 pp 166–184

Wed 28th October: Group B, RR #8
Graeber David, 2011 “On the Experience of Moral Confusion” (pp. 1-19) and “The Myth of Barter” (pp. 21-41), in Debt: The First 5,000 Years New York: Melville House.

Fri 30th October: Section Discussion (Set up cartography Teams)


Mon 2nd November: Make Up Reading Response Opportunity # 2
Casas-Cortes, Maria Isabel & Sebastian Cobarrubias, 2007 "Drifting through the Knowledge Machine" from Constituent Imagination: Militant Investigation, Collective Theorization AK Press.

Wed 4th November: Work on Map Projects

Fri 6th November: Present Map Projects

Module 5: Making the other/Saving the other

Week 12: Colonization, Decolonization and the Global Network

Mon 9th November: Group A, RR#9
Fanon, Frantz 1967 Black Skin White Mask New York: Grove Press Chapter 5 ‘The fact of blackness’

Wed 11th November: Group B, RR#9

Fri 13th November Sections: Discuss Papers
Week 13: National/TransNational Itineraries

Mon 16th November: Group A RR#10

Wed 18th November: Group B, RR#10
Merry, Sally Engle 2011 Measuring the World: Indicators, Human Rights, and Global Governance Current Anthropology Vol. 52, No. S3: S83-S95
Rankin, K.N. 2001 Governing Development: neoliberalism, microcredit, and rational economic woman Economy and Society 30:1, 18-37

Fri 20th November Sections

Country Project Draft Due

Week 14: Thanksgiving Break

Week 15: Saving Yourself/Saving the World

Mon 30th November

Wed 2nd December Discussion

Fri 4th December: Visit from ICS Capstone and Honors Students
Country Project Due
Final Exam Posted
Class evaluations will be completed in class: please bring your laptop/tablet/phone to complete the evaluation on-line during class time.
ASSIGNMENTS

Reading Responses
Each student is required to individually write a total of 10 well-considered and brief analytical responses on their assigned days (Group A or B) and post them to the Sakai “Assignments” page. These responses are due by noon on the day indicated on the syllabus and must address all the required substantive texts for that day. On a day of two or more readings, each part need not address all texts (though the response as a whole should address all texts). Late responses will receive a grade of zero (Sakai will not accept late posts). Each student may complete two makeup responses during the makeup opportunity slots noted on the syllabus (no explanation is necessary). Such responses should indicate “Makeup” and correspond to the assigned texts for the Makeup due date. Detailed guidelines and examples can be found on Sakai under resources.

Responses should be no longer than 250 words and take the following form:

Part 1: Determine and then accurately summarize/synthesize and substantiate with some evidence ONE key argument (or, for fiction, an analytical theme) from the assigned texts of the day. An argument answers a how or why question and an excellent response would offer a single holistic argument across all assigned texts. 50%

Part 2: Put one idea raised in these texts into “conversation” with an idea addressed in other course texts including films. Take care in determining which texts make sense to connect. Make a case for why it is important to think about the two texts/ideas in relation to one another, going beyond a simple “this idea resembles that idea.” 25%

Part 3: Analyze how one aspect of the reading(s) significantly challenges or otherwise complicates the way a particular issue or topic is represented or understood in the world. Describe a specific example from pop culture, news media, different kinds of texts etc. 25%

Give the word count after the final part! In all three parts, write with clarity and polish. Paraphrase rather than use the author’s words to substitute your own. Use brief in-text citations with page numbers (Mathers, 2015: 15) when you reference a reading.

Midterm
The mid-term exam will take place in-class on Friday 9th October. Please bring 1 to 2 blue books with you to the exam. The exam will consist of four identification/short answer prompts and one essay question. A review sheet will be distributed at least a week prior to the exam. If you know in advance that you will be absent on this day because of an official Duke University activity, please submit, in hard copy, the proof of your reason for the absence as soon as possible. You must schedule another time to take the mid-term before the exam.

Research Assignment
This is a research project completed in pairs. Partners must be chosen and a work plan completed by Monday, 9th November by noon (submitted electronically via Sakai). Each pair will have a mandatory 20-minute feedback meeting with a TA between submitting their plan and the week before the draft is due. Draft is due by Friday, 20th November, by noon.
(via Sakai). Final research paper is due by Friday 4th December, by NOON, via Sakai. Detailed assignment sheets will be handed out in class and posted on SAKAI.

**Final Exam**
This is an individual take-home assignment requiring each student to write TWO 550-600 word essays in response to prompts. Due Friday December 11th by 5pm, deposited as attachments through Sakai. A detailed assignment sheet will be available on the last day of class.

**Important Course Sources**
- Sakai webpage includes constantly updated syllabus, required readings, assignments, and locations for electronic submission of assignments.
- Purdue Online Writing Lab, Research and Citation Resources, includes information on bibliographic and citing conventions: [http://owl.english.purdue.edu/owl/section/2/](http://owl.english.purdue.edu/owl/section/2/)

**Academic Integrity/ Duke Community Standard**
This course adheres to the Duke Community Standard: “Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.”

Using your work in two courses without notifying both faculty members and without noting such double-counting in the documents you produce is cheating. Do not plagiarize. All references to reading material, whether quoted directly or paraphrased, must be attributed, with page numbers, in all written products using a consistent and formally recognized citation style (see the Purdue site). If you have any confusion about plagiarism or citations please talk to one of your teachers.

**Students with Disabilities**
Federal law and university policy require provision of reasonable accommodation for students with diagnosed learning disabilities that may affect how they participate in the class or meet class requirements. I encourage students who believe they need such accommodation to contact the Duke Academic Resource Center early in the term. Detailed information on policies, procedures, and resources related to learning disabilities can be found at this link: [http://web.duke.edu/arc/1d_adhd/index.php](http://web.duke.edu/arc/1d_adhd/index.php) (accessed 6 Jan 2014).

**Information and Frequently Asked Questions about ICS** Can be found on the regularly updated program website: [http://internationalcomparative.duke.edu/](http://internationalcomparative.duke.edu/)