Professor Nikola Mirilovic

Global Perspectives (INR4008.0001)

Credit: 3 Units

University of Central Florida, Spring 2021

Online

Office	Phillips Hall 311 D
Office hours	Tue 12:30-3 PM and Wed 11:30 AM - 1 PM (or by appointment). Please call the SPSIA main office (407 823-2608) to have your call transferred to me during office hours.
Voice	407 823-2984
Email	Via the course page in Webcourses
Required books	*The Globalization Reader*. 6th edition. 2019. Frank J. Lechner and John Boli (eds). ISBN: 9781119409946. Available at the Bookstore. *Global Inequality*. 2016. Branko Milanovic. ISBN: 9780674737136. Available at the Bookstore.

Graduate Teaching Assistant: Santosh Sapkota – contact via the course Webcourses page.

Course Description: Globalization is a concept that is commonly used but often misunderstood and poorly defined. In this class, we examine political, economic and identity elements of globalization. In particular we focus on three key areas: global income inequality, debates regarding global governance, and the relationship between globalization and national and religious identities. We examine questions such as whether global income inequality is decreasing, what are the economic and political implications of the rise of China, and the extent to which there is a political backlash to globalization.

Course Goals: 1) Students will develop a strong grasp of the analytical tools and theoretical perspectives and debates needed to understand the causes and consequences of globalization. 2) Students will further their knowledge of facts about globalization and global issues. 3) Students will improve their writing and analytical skills.

Requirements: The final grade will be based on six quizzes, five discussions, and a paper. The paper (up to 1,500 words maximum; works cited do not count toward the word limit) will count for 30% of your final grade. It will assess your analytical and writing skills. The source materials for the paper are the course readings and lectures: external research is neither required nor expected.

The quizzes will count for 40% of your final grade. Each quiz will consist of sixteen multiple choice or true/false questions. You will have twenty five minutes to complete each quiz. There is a one week

window to complete each quiz (please see exact dates below). The quizzes are closed book and notes and external sources are not allowed while taking the quiz.

Discussions will count for 30% of your final grade. I will drop the lowest of your discussion grades. Students will be assigned to small groups of up to ten students each. In each module that has a discussion you will post an answer to a prompt from the professor, and a response to a post from a classmate. Responses to a prompt from the professor will count for 85% of the discussion grade, while responses to classmates' discussion posts will count for 15% of the discussion grade.

The penalty for submitting a discussion post late is a 10 points (one letter grade) reduction for each calendar day of lateness. No responses will be accepted once a discussion section closes (i.e., it is not possible to post a late response to another students' discussion post).

Turnitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit your paper through the Canvas Assignment Tool as a pdf or docx file. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Required Readings: In addition to the two required books listed on the previous page of the syllabus, required readings include articles listed under "course schedule" below along with webpages where those articles can be downloaded. Students should use their online UCF Library access to download all of those readings at the beginning of the class.

Recorded Lectures and PowerPoints: in addition to the materials found in the books and articles described above, required class materials include recorded lectures by the professor and associated PowerPoint files (one for each module). The lectures and PowerPoints summarize and explain the material from the books and readings above, as well as include additional relevant information. The best way to do well in the course and develop a strong grasp of the material it covers is to read and carefully consider the required readings, watch the recorded lectures, and study the PowerPoint slides.

This class will not have study guides.

Course Correspondence and Webcourses: All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

Make-up Exam Policy: Make-up exams will be granted only in the case of an emergency and/or a university documented absence.

Paper Lateness Policy: The penalty for submitting a paper late is a 10 points (one letter grade) reduction for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Academic Activity and Financial Aid: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: in module 0 on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Prerequsites/Corequisites: Prerequisite(s): ENC 1102 or C.I. Corequisite(s): None.

UCF Academic Integrity Statement: Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the

course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Unauthorized Use of Technology for Graded Work:
If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus safety statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

University Writing Center: Address and contact info: Colbourn Hall 105**;** Satellite Locations: Main Library, Rosen Library, Online**;** 407-823-2197 http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the

classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Grading Scale:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Schedule

January 11-15: Module 0: Introduction, Technical Test Quiz, Class Interest

No readings. During this time you should purchase the required books for the class, and download all the articles listed below with associated weblinks. To download all these articles for free, use students' UCF library access. You should also post about your interest in the class, and complete the technical test quiz.

January 14: 1 PM. Optional Zoom Q&A meeting. The professor will answer students' questions about the class. Attendance is not required and has no impact on your grade.

Part I: Overview, History and Global Political Economy

January 12-31: Module 1: Overview and Historical Background

Defining Globalization and Theoretical Debates

Hamelink, Cees J. "The Elusive Concept of Globalization." Ch. 3 in Lechner & Boli, pp. 25-31.

Micklethwait, John and Adrian Wooldridge. "The Hidden Promise: Liberty Renewed." Ch. 1 in Lechner & Boli, pp. 11-18.

Wallerstein, Immanuel. “The Modern World-System as a Capitalist World-Economy.” Ch. 6 in Lechner & Boli, pp. 52-59.

Globalization and History

Sen, Amartya. “How to Judge Globalism.” Ch. 2 in Lechner & Boli, pp. 19-24.

Lechner, Frank J. “Waves in the History of Globalization.” Ch. 12 in Lechner & Boli, pp. 105-111.

Ferguson, Niall. “Sinking Globalization.” Available at JSTOR: http://www.jstor.org/stable/20034276

Contemporary International Economic Integration

Fallows, James. “China Makes, the World Takes.” Ch. 20 in Lechner & Boli, pp. 167-172.

Korzeniewicz, Miguel. “Commodity Chains and Marketing Strategies: Nike and the Global Athletic Footwear Industry.” Ch. 21 in Lechner & Boli, pp. 173-183.

Edey, Malcolm. “The Global Financial Crisis and its Effects.” Ch. 25 in Lechner & Boli, pp. 200-206.

Deadline to submit the discussion post: January 24; Deadline to submit the response to another student’s discussion post: January 31

Quiz 1 open: January 25-31

February 1-14: Module 2: Global Inequality

Milanovic, Branko. *Global Inequality*.

NOTE: this required reading refers to Milanovic’s book, not to his chapter in Lechner & Boli.

NOTE: the Introduction and Chapters 1-4 of the book are assigned; Chapter 5 is not assigned.

International trade, investment, and economic development

Dollar, David and Aart Kraay. “Trade, Growth, and Poverty.” Available at JSTOR: http://www.jstor.org/stable/3590109.

Harvey, David. “A Brief History of Neoliberalism.” Ch. 8 in Lechner & Boli, pp. 67-72.

Collier, Paul. “The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It.” Ch. 24 in Lechner & Boli, pp. 194-199.

Kristof, Nicholas D. and Sheryl WuDunn. “Two Cheers for Sweatshops” Available at: http://www.nytimes.com/2000/09/24/magazine/two-cheers-for-sweatshops.html

D'Mello, Bernard. “Reebok and the global footwear sweatshop.” Available at UCF Library: https://search.ebscohost.com/login.aspx?direct=true&db=apn&AN=ALTP334968&site=eds-live&scope=site&custid=current&groupid=main&authtype=shib

Deadline to submit the discussion post: February 7; Deadline to submit the response to another student’s discussion post: February 14

Quiz 2 open: February 8-14

Part II: Global Governance and Rising Powers

February 15-28: Module 3: International Institutions

International Institutions: Theoretical Perspectives

Mearsheimer, John. “The False Promise of International Institutions.” Available at JSTOR: http://www.jstor.org/stable/2539078

Keohane, Robert O. and Lisa L. Martin. “The Promise of Institutionalist Theory” Available at JSTOR: http://www.jstor.org/stable/2539214

International Economic Institutions

Vreeland, James. “The International Monetary Fund.” Ch. 33 in Lechner & Boli, pp. 266-272.

Stiglitz, Joseph E. “Globalism’s Discontents.” Ch. 27 in Lechner & Boli, pp. 210-217.

Rogoff, Kenneth. “The IMF Strikes Back.” Available at: https://www.imf.org/en/News/Articles/2015/09/28/04/54/vc021003

James McBride and Andrew Chatzky. “What’s Next for the WTO?” https://www.cfr.org/backgrounder/whats-next-wto

Deadline to submit the discussion post: February 21; Deadline to submit the response to another student’s discussion post: February 28

Quiz 3 open: February 22-28

March 1-14: Module 4: Rising Powers

China

Brzezinski and Mearsheimer. “Clash of the Titans.” Available at: https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgea&AN=edsgcl.126850465&site=eds-live&scope=site

Ikenberry, John. “The Rise of China and the Future of the West: Can the Liberal System Survive?” Available at JSTOR: http://www.jstor.org/stable/20020265

Christensen, Thomas J. “Fostering Stability or Creating a Monster? –The Rise of China and U.S. Policy toward East Asia” Available at JSTOR: http://www.jstor.org/stable/4137540

Sutter, Robert. “Washington's "Whole-of-government" Pushback Against Chinese Challenges—Implications and Outlook”
Available at: https://www.pacforum.org/analysis/pacnet-26-%E2%80%93-washingtons-whole-government-pushback-against-chinese-challenges%E2%80%94implications

Russia

Mearsheimer, John. “Why the Ukraine Crisis Is the West’s Fault.” Available at: https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=ecn&AN=1463187&site=eds-live&scope=site.

McFaul, Michael. “Faulty Powers: Who Started the Ukraine Crisis?” Available at: https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=ecn&AN=1476688&site=eds-live&scope=site

India

Schaffer, Teresita. “The United States, India, and Global Governance” Available at: https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000267570900005&site=eds-live&scope=site

Bhagwati, Jagdish. “India’s Reform and Growth have Lifted All Boats.” Available at UCF Library: https://www.proquest.com/docview/815242567?accountid=10003

Interdependence and Conflict

McMillan, Susan. “Interdependence and Conflict” Available at JSTOR: http://www.jstor.org/stable/222802

Deadline to submit the discussion post: March 7; Deadline to submit the response to another student’s discussion post: March 14

Quiz 4 open: March 8-14

Part III: Identity, Nation States, Environmental Issues

March 15-28: Module 5: Globalization and Identity

NOTE: March 22 11:59 PM: paper due. Upload on Webcourses as a pdf or docx file.

Globalization as Americanization?

Nye, Joseph. "Globalization and American Power." Available at: https://www.theglobalist.com/globalization-and-american-power

Watson, James L. "McDonald's in Hong Kong." Ch. 13 in Lechner & Boli, pp. 112-120.

Yates, Joshua J. "American Evangelicals: The Overlooked Globalizers and Their Unintended Gospel of Modernity." Ch. 55 in Lechner & Boli, pp. 437-442.

Tyrrell, Heather. "Bollywood versus Hollywood: Battle of the Dream Factories." Ch. 50 in Lechner & Boli, pp. 397-404.

Cowen, Tyler. "Why Hollywood Rules the World, and Whether We Should Care." Ch. 51 in Lechner & Boli, pp. 405-411.

Identity and a Backlash to Globalization?

Huntington, Samuel P. "The Clash of Civilizations?" Ch. 4 in Lechner & Boli, pp. 32-39.

Roy, Olivier. "Globalized Islam: The Search for a New Ummah." Ch. 53 in Lechner & Boli, pp. 423-428.

Lechner, Frank J. "Religious Rejections of Globalization." Ch. 57 in Lechner & Boli, pp. 449-455.

Fox, Jonathan. "A world survey of secular-religious competition: state religious policy from 1990 to 2014." Available at: https://www-tandfonline-com.ezproxy.net.ucf.edu/doi/full/10.1080/09637494.2018.1532750

Quiz 5 open: March 22-28

Note: this module does not have a discussion post. The students can use the extra time to work on their paper.

March 29-April 29: Module 6: Nation State, Diasporas, Environmental Issues

Globalization and the Nation-State

Strange, Susan. "The Declining Authority of States" Ch. 28 in Lechner & Boli, pp. 224-230.

Rodrik, Dani. "Has Globalization Gone Too Far?" Ch. 30 in Lechner & Boli, pp. 237-243.

Glenn, John. Welfare Spending in an Era of Globalization: The North—South Divide. Available at: https://journals.sagepub.com/doi/10.1177/0047117808100608

John W. Meyer, John Boli, George M. Thomas and Francisco O. Ramirez. "World Society and the Nation State" Ch. 9 in Lechner & Boli, pp. 73-81.

Diaspora Politics

Mirilovic, Nikola. "Regime type, international migration, and the politics of dual citizenship toleration" Available at: https://journals.sagepub.com/doi/10.1177/0192512114535451

Kirk, Jason. "Indian-Americans and the U.S.–India Nuclear Agreement." Available at: http://onlinelibrary.wiley.com/doi/10.1111/j.1743-8594.2008.00070.x/abstract.

Levitt, Peggy. "The Transnational Villagers." Ch. 14 in Lechner & Boli, pp. 121-128.

Environmental Issues

Pachauri, Rajendra K. Speech of the IPCC Chairman, Rajendra K. Pachauri, at the opening session of the World Economic Forum, Davos, Switzerland. Ch. 69 in Lechner & Boli, pp. 539-542.

Shiva, Vandana. "Ecological Balance in an Era of Globalization." Ch. 74 in Lechner & Boli, pp. 573-581.

Keck, Margaret E. and Kathryn Sikkink. "Environmental Advocacy Networks." Ch. 65 in Lechner & Boli, pp. 510-518.

Deadline to submit the discussion post: April 22; Deadline to submit the response to another student's discussion post: April 29

Quiz 6 open: April 23-29

Note: This syllabus is subject to change at the instructor's discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted at Webcourses.