INTL 655

Global Studies
Core Seminar
Fall 2021

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Office Hours: Via Zoom – Mondays 2-3 pm, Thursdays 1-2 pm or by appointment.
Pronouns: He, him, his

I. Thematic Overview
The unique character and focus of the Department of Global Studies at the University of Oregon is distinctly captured in the phrase ‘Culture and Development’. We integrate theory and praxis, drawing pragmatically from many disciplines to find the best mix of approaches to address rapidly changing and complex global issues. At its intellectual core, our department links people-centered development to questions of culture, belonging, and meaning. We conceive of culture in a broad sense that encompasses social, political, economic, and religious institutions, processes and relations.

Through “interdisciplinary” and “transdisciplinary” scholarship and teaching, our faculty interrogate the continuities, disjunctures, articulations, and contradictions of ongoing, transformative processes around the world and in specific geographical and cultural contexts. Our work emphasizes power, inequality, and identity in scholarship from many disciplines and using many tools, sharing a common focus on the impact of global social change on communities and individuals. We are committed to understanding social change and promoting cross-cultural understanding, social justice, environmental justice, sustainable development, gender & racial equity, indigenous rights, and access to education. We also analyze the social relations of ‘doing development,’ critically examining how development work gets done and who does what with what kinds of priorities and goals. We link theory and praxis to reveal how social location shapes the lived experiences of marginality and privilege in diverse but patterned ways in different contexts, be it among orphans in Asia, Pakhtuns in Pakistan, marginalized women or ethnicities in Africa, or indigenous peoples responding to environmental challenges in Latin America.

II. Focus of the Seminar
This seminar will introduce you to Global Studies as an emerging field – its concerns, pragmatics and approaches – as well as at the University of Oregon, including its thematic foci, intellectual and ethical commitments areas of expertise, and programmatic nuts and bolts. We explore four closely connected issues within Global Studies that, combined together, comprise the main program themes in our program:

1) Development – Actors, agendas, ideologies
2) Global Political Economy – Historical and contemporary socio-economic patterns and processes.

3) Culture and Values – Beliefs, meanings, identities.


Important cross cutting themes and concerns include: alternative perspectives & agendas, gender dynamics, inequality, and the human experience of broad processes.

Department faculty will likely visit the seminar to acquaint you with the larger field in which they work, how it and they fit into Global Studies, as well as the specific themes of their research.

With an eye toward getting you to think about your MA project, we will focus a portion of our time this term introducing research concepts, questions, designs, and prospectuses, as well as exploring epistemologies and the operationalization of a research design as well as some methods and more informal research strategies one might use in research. The goal is that you will come away from this seminar with a clear sense of what Global Studies is, both in general and at the University of Oregon, what your graduate program expects of you in terms of practical requirements, and how to begin to think about designing and carrying out the most significant of the program’s requirements, the MA project.

**III. COVID Containment Plan**

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention, containment**, and **support**. Here is information critical to how the UO is responding to COVID-19.

- **Prevention**: To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:
  1. Must to be comply with **vaccination policy**
  2. Must **wear face coverings** in all indoor spaces on UO campus
  3. Complete weekly **testing** if not fully vaccinated or exempted
  4. **Wash hands** frequently and practice social distancing when possible
  5. Complete daily **self-checks**
  6. Stay home/do not come to campus if feeling **symptomatic**
  7. Complete the UO **COVID-19 case and contact reporting form** if you test positive or have been in close contact with a confirmed or presumptive case.

- **Containment**: If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
  1. **Vaccinated and Asymptomatic students**: Quarantine not required, but daily self-monitoring before coming on campus is advised; sign up for testing through MAP 3-5 days after exposure if advised you are a contact.”
2. **Unvaccinated or partially vaccinated students:** 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.

3. **Symptomatic students:** stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provider to arrange for immediate COVID-19 testing.

Students identified as a close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

- **Support:** The following resources are available to you as a student.
  - University Health Services or call (541) 346-2770
  - University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
  - MAP Covid-19 Testing
  - Corona Corps or call (541) 346-2292
  - Academic Advising or call (541) 346-3211
  - Dean of Students or call (541)-346-3216

**Good Classroom Citizenship**

- Wear your mask and make sure it fits you well
- Stay home if you’re sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.

**Academic Disruption**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.
**IV. Requirements**

**Attendance.** Full attendance is not simply a requirement, but a given for this class. Our collaborative effort will succeed only if you attend the seminar having completed the assigned reading material before each meeting.

**Reflection Briefs (20%).** Each week you will prepare a brief written response (2 pages) to the week’s readings. In these essays you will offer your reactions to the topics, issues, and/or perspectives presented in each week’s selections. The essays should not be “book reports” – simple summaries of the readings. Instead they should identify and explore content that strikes you as worthy of discussion in class. Since these assignments are really designed as a way to help you process your weekly readings, grading of these briefs will consist of a simple A (95), B (85) or C (75) based on your level of engagement with the materials. These response papers should be posted on Canvas before the start of class each week. Please have a copy available to you so that you can refer to it during our discussion.

**Participation & Discussion (20%).** Our sessions will involve “close analysis” of the assigned material. We will delve into the resources through collective discussion. Each week you should be ready to offer your questions, ideas, inspirations and critical reflections energetically. This is very important to the success of each class period. We will all play an active role in guiding the conversations. For those with little “seminar” experience: Fear not! I will help you along the way!

**Bibliography/Review Essay (20%)** In the first part of the course you will enter into the research process by identifying and exploring a theme or problem that you might want to investigate as a possible MA project in the days and months ahead. You will 1) select a theme or topic, 2) search for relevant sources, 3) engage your materials, and 4) prepare a bibliography and concise critical literature review (3-4 pages).

**Retrospective Research Prospectus (40%)** Although you will not write an original research prospectus in this class, one of our primary substantive goals is to help you understand and begin to think about your MA project. For this class, you will write a retrospective prospectus for an MA thesis or PhD dissertation project that has already been researched and completed by someone else. You choose the source in consultation with me. You then work your way backwards through the thesis or dissertation, envisioning and writing up the prospectus that might have preceded it, including these essential prospectus elements: a) statement of the problem area; b) presentation of the key argument; c) contextualization of that argument in the existing scholarly literature in the relevant field[s]; d) presentation of the localities in question, with historical and other background as needed; e) presentation of the research design, discussion of methods to be used to gather information, as well as affiliations and research sites; f) exploration of how the expected data might prove significant in supporting the main argument[s]; g) reflections on what the research project as a whole is expected to yield in terms of broad significance and intellectual contributions (6-8 pages).

**Grading Rubric**
This is a Pass/No Pass Only class. The instructor will assign points corresponding to the table below, based on the requirements stated above: (Reflection Briefs (20%), Participation and Discussion (20%), Bibliography/Review Essay (20%), Retrospective Research Prospectus / Proposal (40%)). In order to pass this class, graduate students must receive the equivalent of a B- or above, which requires 80 percent or above.

Grading Rubric:
90-100% = Excellent. Met requirements completely.
80-89% = Good. Largely met requirements.
< 80% = Did not meet requirements.

V. Reading Materials


VI. Course and Reading Schedule

(The readings noted are to be done BEFORE class. This schedule is tentative and may shift depending on our progress. Please keep abreast of any necessary changes.)

Introduction to the Course and to Global Studies

The Program and its Requirements [Sept. 27]
Vision Statement & other program documents (the materials introduced at orientation)
Individual Development Plan (IDP) material on Canvas

International Studies or Global Studies? [Oct. 4]
Darian-Smith & McCarty, Chapters 1 and 2
Anderson et al., (introduction)
Steger, (introduction)

Program Theme: Development [Oct. 11]

** Proposal of Works for Bibliography/Review due in class on Oct. 11 **

Nilsen “Power, Resistance and Development in the Global South”
Review selected GLBL faculty publications

Program Theme: Global Political Economy [Oct. 18]
Walzenbach on GPE https://www.e-ir.info/2016/12/29/global-political-economy/
Review selected GLBL faculty publications.

**Program Theme: Culture [Oct. 25]**
- Geertz chapter in Lynn Hunt, *New Cultural History*
- Foucault chapter in Lynn Hunt, *New Cultural History*
Review selected GLBL faculty publications.

**Program Theme: Well Being [Nov. 1]**
- Dodge et al “Defining Wellbeing” and Guillen-Royo “Sustainability and Wellbeing”
Review selected GLBL faculty publications.

**Research in In the Field**

**Bibliography/Review due in class on Nov. 8**

**Ways of Knowing [Nov. 8]**
- Darian-Smith and McCarty. Chapter 3

**A Practical Overview**
- Complete the CITI tutorial and assessment modules before coming to class at the following link:
  - [http://rcs.uoregon.edu/content/research-involving-human-subjects](http://rcs.uoregon.edu/content/research-involving-human-subjects)
- UO MA graduate Debbie Sharp’s literature review (on Canvas)
- UC Berkeley Dissertation Proposal resources: Although it is pitched at a PhD dissertation level, and therefore it requires “translation” for MA purposes, it is terrifically thorough and useful. Visit: [https://iis.berkeley.edu/fellowships-grants/resources](https://iis.berkeley.edu/fellowships-grants/resources) (use buttons on right hand side)

**Developing an Argument and Giving It Operational Form [Nov. 15]**
- Darian-Smith and McCarty. Chapter 4
**Gathering Information: A Methodological Sampler**
- Darian-Smith and McCarty. Chapter 5.

**What Does It All Mean? Analyzing What You’ve Collected [Nov. 22]**
- Darian-Smith and McCarty. Chapter 6.
**Towards Understanding and Presentation**
- Darian-Smith and McCarty. Chapter 7

**Becoming an International Studies Professional [Nov. 29]**

- Rosenau “Many Globalizations, One International Relations” *Globalizations*
  - September 2004.
Majstorovic, “Short Attention Spans and Glazed Eyes: Teaching World Politics in the University Trenches.” *Intl Studies Perspectives.*

**Retrospective Research Prospectus due by Friday, December 10th at 10:15 am – our scheduled final exam slot**