

Global Flows
NINT 5001, Section C (CRN 5304)
Fall 2008

On the map of your empire, O Great Khan, there must be room for both the big, stone Fedora and the little Fedoras in glass globes. Not because they are all equally real, but because all are only assumptions. The one contains what is accepted as necessary when it is not yet so; the others, what is imagined as possible and, a moment later, is possible no longer.

- Italo Calvino, *Invisible Cities*

Timothy Pachirat
6 E. 16th St., Rm. 722
212.206.3524/ 212.229.5747 x 3382
pachirat@newschool.edu or timothy.pachirat@gmail.com

Seminar Meetings:
R., 6 – 7:50 p.m., 66 W. 12th, Rm. 619
Office Hours:
W. 10 – 11:30 a.m.

website: http://groups.google.com/group/gf_f08

listserv: gf_f08@googlegroups.com

Description

This course engages the assumptions, systems, and logics that give rise to the global and provides a historically and theoretically informed basis for the further study and practice of international affairs. The terms “global” and “globalization” are relative linguistic newcomers for signifying interrelated processes that span cultures and scales. Though all movement of peoples from the earliest times can be construed as having a global effect in the most literal sense, the most common referent of the term globalization are late 20th and early 21st century socio-economic processes. In this seminar, we explore the key processes of state and market formation from which our present era has emerged, replete with paradoxes and promises. Rather than seeking an elusive definition from among the myriad interpretations of globalization, we trace how the global today unfolds from the legacies of colonialism, the nation-state system, and capitalism and manifests itself in our changing relation to space and time. These legacies are our ineluctable inheritance, our daily reality, and the material we must work with and confront, especially for students and practitioners of international affairs.

Our fifteen weeks together are structured to stretch us in many ways—imaginative and theoretical, empirical and normative, comparative and specific—and an important measure of our success will be our capacity, at the semester’s end, to talk, think, and write about the global in ways that articulate the strengths and weaknesses of a variety of perspectives and traditions. In Part I of the course (*weeks 2 - 4*) we direct critical attention to the many—and often conflicting—meanings of the global with special attention to the role of metaphor and imagination as well as to grasping the contingent, even accidental, nature of our present world. In Part II (*weeks 5 - 8*) we explore sovereignty and state formation, beginning with empirical and theoretical overviews, continuing through a consideration of sovereignty’s relation to identity and violence, and concluding with attention to shifting geographies of sovereignty in the present moment. Part III of the course (*weeks 9 - 10*) examines markets and capitalism through the lens of social theory, attention to the contradictions

inherent in market societies, and an overview of contemporary movements of capital, commodities, and labor. The penultimate portion of our course (*weeks 11 - 13*) considers colonialism and post-colonialism and the economic, epistemological, and psycho-social dimensions of global relationships of domination and resistance. Finally, in our last sessions (*weeks 14 & 15*) we turn to your own explorations of the global as manifested in New York City.

Requirements

1. **Participation** (15%): Your preparation, presence, and participation are crucial. Please complete the required readings, be on time for each class, bring all relevant texts, and contribute energetically to the discussions. As a reflection of the importance I place on your participation, each unexcused absence will lower your participation grade by 5%. In addition to classroom participation, you are strongly encouraged to read the submissions of your colleagues to the class listserv.
2. **Weekly Reaction Papers** (20%): Seven concise, one single-spaced page (size 12 font, 1 inch margins) reactions to the weekly readings are due via the class listserv by six p.m. the day before class (i.e., Wednesday). Please paste your text in the body of the e-mail. In the e-mail subject heading, please put your last name and the week of the class (e.g., Pachirat w3). Your reaction pieces should engage (i.e., question, critique, support, apply, argue against, signal areas of confusion, etc.) the readings: *do not write summaries!* In most weeks, you will be free to choose a writing focus; in others, I may offer questions for your consideration. Reaction papers are *not* due in weeks 1, 2, 10, 14 and 15 or in the week of and following your discussion leading, and you may skip one additional week of your choice without penalty (thus, a total of seven are due).
3. **Discussion Leading** (20%): In week one, a sign up schedule for weeks 3-9, and 11 - 13 of the seminar will be circulated. You must sign up individually or with a partner to be a discussion leader for at least one seminar. Responsibilities of the discussion leader(s) include briefly summarizing the key points of the readings, formulating provocative and engaging questions to encourage critical discussion, preparing at least one hand-out to facilitate discussion, and writing a one page narrative summary of the discussion to be e-mailed to the list-serve before the start of the next class. The use of games, structured debates, and other creative exercises is encouraged. Discussion leaders may e-mail handouts to me by noon on the day of class, and I will make copies for the class.
4. **Short Assignments** (20%): There will be two short assignments and class presentations (worth 10% each). The first assignment, "Metaphors of the Global," is due in week 2 (Sept. 11) and the second assignment, "The Hidden Abode of Production," is due in week 10 (Nov. 13). Specific details are given under the relevant weeks in the schedule below.
5. **Oral History/Participant-Observation Project** (25%): The seminar's culminating project will be an oral history/participant-observation study of some aspect of the global or the international as manifested in New York City. The project will entail observing and interviewing people about their life histories, migration and work experiences, experiences of collective and/or political action, and supplementing these observations and interviews with additional research on major actors and institutions of relevance. The write-up of this oral history (10-15 double-spaced pages) should bring your primary research into direct, sustained dialogue with one or more frameworks developed in this seminar. The study may be conducted individually *or in pairs* and will be presented orally at our final session on December 18. Please begin thinking about this project early in the semester and consult with me regularly on its progress. *You must schedule an*

individual meeting with me during the week of October 30 to discuss your final project.

6. **Plagiarism** of any assignment in this course will result in a failing grade and referral to GPIA's Assistant Director. The New School University Writing Center has prepared a useful handout on plagiarism, available at www.newschool.edu/admin/writingcenter/documents/AvoidPlagiarism.pdf.
7. **There are no exams.**

Texts

The following books are on reserve at Fogelman Social Science and Humanities Library (65 5th Avenue) and have been ordered at Barnes and Noble, 5th Ave. & 18th St. (212.807.0099).

Italo Calvino, *Invisible Cities* (Harcourt, 2003 [1974]).

Robert Marks, *The Origins of the Modern World* (Rowman Littlefield, 2007).

Janice Thomson, *Mercenaries, Pirates, and Sovereigns* (Princeton, 1994).

Karl Polanyi, *The Great Transformation* (Beacon, 2001 [1944]).

Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism* (Metropolitan, 2007).

Ashis Nandy, *The Intimate Enemy: Loss and Recovery of Self Under Colonialism* (Oxford, 1983).

Franz Fanon, *The Wretched of the Earth*, trans. Richard Philcox (Grove Press, 2004 [1961]).

All other readings are available for download under the "Files" section of the class web page.

Schedule

Part I: Global

Week One (Sept. 4): Introduction: What is the International Community?

Self-introductions; overview of the course.

What is the International Community? Perspectives from Kofi Annan, Andrew Gowers, Noam Chomsky, Jeane Kirkpatrick, J. Bryan Hehir, Sadako Ogata, Walden Bello, Arjun Appadurai, and Ruth Wedgwood in *Foreign Policy*, September/October 2002, pp. 30-46.

In-class discussion.

Week Two (Sept. 11): What is the Global?

Italo Calvino, *Invisible Cities*. William Weaver, Translator. (Harcourt, 1978), entire [165 pages].

Arjun Appadurai, "Here and Now," and "Disjuncture and Difference in the Global Cultural Economy," and "Swimming in a Pool of Gray Grits," in *Modernity at Large: Cultural Dimensions of Globalization* (Minnesota, 1996), pp. 1-47, 58-61.

Howard Becker, "Italo Calvino as Urbanologist."

Short Assignment #1: Metaphors of the Global
(presented in class; write-up due via e-mail to class list-serv before start of class)

Pick one city from Calvino's novel and, drawing on Appadurai's notion of "imagined worlds," apply it as a metaphor for the global. Some questions you might address are: In what ways is the global like city X in Calvino's novel? What would the global look like if it was like city Y in Calvino's novel? Would this be ethically and/or politically desirable? Of all the cities in Calvino's novel, which is the most desirable/accurate/productive/provocative metaphor for the global? Why? Push your metaphor as far as you are able, justifying your analysis with observations culled from your own knowledge and experiences of the global. Your write-up should be approximately four pages, double-spaced. For an analysis of Calvino's book as social theory see Becker's, "Italo Calvino as Urbanologist."

There is no "correct" answer to this assignment. Be creative!

You will give a five minute presentation of your analysis to the class on Sept. 11.

Week Three (Sept. 18): Theorizing the Global

David Held, et. al. "Introduction," in *Global Transformations: Politics, Economy, and Culture* (Stanford, 1999), pp. 1-28.

Justin Rosenberg, "Globalization Theory: A Post Mortem," *International Politics*, v42, 2005: 2-74.

Week Four (Sept. 25): Contingency of the Global

Robert Marks, *The Origins of the Modern World: A Global and Ecological Narrative from the 15th - 21st Century* (2006), entire [207 pages].

Paul Pierson, *Increasing Returns, Path Dependence, and the Study of Politics*. *American Political Science Review*, v. 94, n. 2, June 2000, pp. 251-267.

Part II: States & Sovereignty

Week Five (Oct. 2): (Re)constructing the Sovereign State

Hendrik Spruyt, "The Origins, Development, and Possible Decline of the Modern State," *Annual Review of Political Science*, v5 2002, pp. 127-149.

Stephen Krasner, "Sovereignty and Its Discontents" and "Not a Game of Chess" in *Sovereignty: Organized Hypocrisy* (Princeton, 1999), pp. 1-42; 220-238.

Daniel Philpott, "Westphalia, Authority, and International Society," *Political Studies* (1999), 566-89.

Week Six (Tuesday, Oct. 14 at 12 p.m.): Sovereignty and Violence

Janice Thompson, *Mercenaries, Pirates, and Sovereigns* (Princeton, 1994), entire [151 pages].

Youssef Cohen, “The Paradoxical Nature of State Making: The Violent Creation of Order”
American Political Science Review, 75(4), pp. 901-910.

Mark Neocleous, “Off the Map: On Violence and Cartography,” *European Journal of Social Theory*
(2003), pp. 409 - 425.

Week Seven (Oct. 23): Sovereignty and Desire

Benedict Anderson, “Introduction,” “Cultural Roots,” “The Origins of National Consciousness,”
and “Census, Map, Museum” in *Imagined Communities: Reflections on the Origin and
Spread of Nationalism* (Verso, 1999 [1983]), pp. 1-45; 141-154.

Michael Ignatieff, “The Last Refuge,” “Ukraine,” and “Kurdistan” in *Blood and Belonging:
Journeys into the New Nationalism* (FSG, 1995), pp. 3-16; 103-142; 178-212.

Robert Hayden, “Imagined Communities and Real Victims: Self-Determination and Ethnic
Cleansing in Yugoslavia,” *American Ethnologist* (1996), pp. 783-801.

Week Eight (Oct. 30): Geographies of Sovereignty

James C. Scott, “Introduction,” “State Projects of Legibility and Simplification,” in *Seeing Like a
State: How Certain Schemes to Improve the Human Condition have Failed* (Yale, 1998), pp.
1 -84.

Aiwha Ong, “Graduated Sovereignty in Southeast Asia,” *Theory, Culture, and Society* (2000), pp.
56-75.

Anne-Marie Slaughter, “Disaggregated Sovereignty: Towards the Public Accountability of Global
Governance Networks,” *Government and Opposition* (2004), pp. 160-190.

Individual Meetings with Instructor to Discuss Final Projects Project topic and research plan should be finalized by this date.
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Part III: Capital, Commodities, Labor

Week Nine (Nov. 6): The Great Transformation

Karl Marx, “Estranged Labour” and “The Meaning of Human Requirements” in *Economic and
Philosophic Manuscripts of 1844* [pp. 70 – 81; 93 - 101] [Page numbers for Marx and Engels
refer to Robert Tucker, ed. *The Marx-Engels Reader* (Norton, 1978).]

Karl Polanyi, “Satanic Mill [Part I],” “Market and Man,” “Market and Nature,” “Market and Productive Organization” and “Self-Regulation Impaired,” in *The Great Transformation: The Political and Economic Origins of our Time* (Beacon, 2001 [1944]), pp. 35-134; 171-218.

E.P. Thompson, “Time, Work Discipline, and Industrial Capitalism,” *Past and Present*, 38, 1967, pp. 56 – 97.

Recommended:

Block, Fred. “Karl Polanyi and the Writing of ‘The Great Transformation,’” *Theory and Society* (Springer, 2003) pp. 275-306

Adam Smith. “Of the Division of Labour,” “Of the Principle which Gives Occasion to the Division of Labour,” “That the Division of Labour is Limited by the Extent of the Market,” in *The Wealth of Nations* (Random House, 1994 [1776]), pp. 4 - 19;

Karl Marx, “The Buying and Selling of Labour-Power,” and “The Working Day,” in *Capital*, Volume I [pp. 336 – 343]
Manifesto of the Communist Party [pp. 473 - 500]

Week Ten (Nov. 13) Geographies of Capital, Commodities, and Labor

Gary Gereffi, “International Trade and Industrial Upgrading in the Apparel Commodity Chain,” *Journal of International Economics* 48 (1999), pp. 37–70.

Barbara Ehrenreich and Arlie Hochschild, eds. “Introduction,” “The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy [Rachel Parrenas]”, “Filipina Workers in Hong Kong Homes [Nicole Constable], “Selling Sex for Visas: Sex Tourism as a Stepping-Stone to International Migration [Denise Brennan], “Global Cities and Survival Circuits [Saskia Sassen],” and “Migration Trends: Maps and Chart [Roberta Espinoza],” all in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy* (Owl Books, 2004), pp. 1 - 15; 39 - 54; 115 - 141; 154 - 168; 254 - 284.

Short Assignment #2: The Hidden Abode of Production
(presented in class; write-up due via e-mail to the listserv before class)

Pick one object you own. Research the life-cycle of that product, answering the following questions:

Where was your item designed? Where was your item produced? In what specific geographic place(s)? Who produced it—which corporation? Subcontractor? Factory? Labor force? What are the working and living conditions of the workers who produced it? Did the labor force migrate to obtain their jobs? What are they paid? Is there a sexual/racial division of labor? What national/regional/international organizations were involved in the regulation of your product? Does your product benefit from any national/regional/international subsidies or trade agreements? How is your item marketed? Are there any relationships linking the consumers of this item to its producers? What happens to your item after it is discarded? Be sure to include observations on how easy/difficult it was to trace the life history of your item from its creation to the point of

consumption. What were some of the specific challenges to obtaining this information? Should the nature of globalized production be made more transparent and accessible to the general public? Why or Why not?

You will present a five minute summary of your findings to the class on November 13.

If possible, please bring your object to class with you.

Part IV: Colonialism

Week Eleven (Nov. 20): Colonialism and Markets

Karl Marx, "On Imperialism in India," Robert Tucker, ed. *The Marx-Engels Reader* (Norton, 1978).] 653 - 664. <http://www.marxists.org/archive/marx/works/1857/india/index.htm>

Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism* (Metropolitan Books, 2007).

Milton Friedman, "Introduction," "Chapter I: Economic Freedom and Political Freedom," and Chapter II: Government in a Free Society" in *Capitalism and Freedom* (University of Chicago Press, 1962), pp. 1 - 36

Week Twelve (Tuesday Nov. 25): Investigative Modalities

Bernard Cohn, "Introduction," and "The Command of Language, the Language of Command" in *Colonialism and its Forms of Knowledge: The British in India* (Princeton, 1996), pp. 1-56. (You may also find it helpful to read the Foreword by Nicholas Dirks, pp. ix-xvii.)

Thongchai Winichakul, "The Presence of Nationhood," "Indigenous Space and Ancient Maps," "Mapping: A New Technology of Space," and "Geo-Body, History, and Nationhood," in *Siam Mapped: A History of the Geo-Body of a Nation* (Hawaii, 1994), pp. 1-36; 113-128; 164-174.

Week Thirteen (Dec. 4): Coloniz(er/ed)

Ashis Nandy, *The Intimate Enemy* (Oxford, 1983) or

Franzt Fanon, *The Wretched of the Earth* (Grove Press, 2004 [1961]).

(You may also find it helpful to read the commentaries by Homi K. Bhabha and Jean-Paul Sartre.)

Week Fourteen (Dec. 11): No Class Meeting; Preparation for Final Presentations

Individual meetings to discuss final projects as needed.

Week Fifteen (Dec. 18): The Politics of the Global

Class will either meet in one 4 hour session or two 2 hour sessions, TBD.

Oral History/Participant-Observation Presentations

FINAL PAPERS DUE DECEMBER 18 (email to listserv & hard copy start of class)