

INTAF 804
Global Cultures and Leadership
Fall 2012

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Course Description

INTAF 804 focuses on the connections between culture and globalization. Offering students a chance to understand the complex connections between culture and globalization, the course then gives students an opportunity to develop skills of ethical leadership in relation to a number of ongoing pressing global culture conflicts.

It begins by asking: What is globalization? Is globalization a process of connecting the nations of the world? Or is it a way of further systematizing a center-periphery model that creates a hierarchy of nations in a world system?

We then consider another key question: What is culture? The course analyzes ways that culture can be understood as a commodity, an art form, a way of constructing identity, or a mode of communication across different processes of globalization. Is “culture” the dignified and indispensable notion advanced by UNESCO? Or is it the world of McDonalds and Hooters? We will also consider the problem of cultural homogenization. If the world speaks the same language, listens to the same music, watches the same movies, and eats at the same fast food restaurants, is that a problem? Or is cultural homogenization just the fate of the market?

What does leadership in a globalized world mean? Does it mean protecting diverse cultures or does it mean defending collective notions of rights and responsibilities? Do corporate rights trump the rights of minor cultures? Or should it be the other way? How do questions of national security potentially conflict with those of immigrant groups?

And, most importantly, does ethical leadership require us to move beyond these types of binaries?

“... the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern.”

Preamble to the Constitution of
UNESCO

We're really our own culture. We have a very loyal following; millions go through our stores in a monthly basis. I just don't think they (other restaurant operators) have the culture and the following that we have because of our sports involvement and the Hooters Girls. - Ed Droste, Founder of Hooters

By studying a series of cases --i.e. that of head scarves in France, Wikileaks, international adoption, Starbucks, Google in China, cultural trade policy, language rights for minorities, biopiracy, cultural patrimony, and culture and immigration law, etc.--this course examines the intersections between globalization and culture and asks students to consider ethical responses to these issues. We will read theories on culture, on globalization, and on cultural globalization, alongside case laws, trade policies, and media representations (i.e. films, stories, and media news) of these conflicts. The goal of the course is to equip students with an ability to be ethical leaders in a world where globalization influences culture in myriad, and sometimes unexpected, ways.

Course Objectives

1. Introduce students to theories of globalization, culture, and cultural globalization.
2. Study a series of cultural conflicts with globalization by focusing on specific cases and applying cross-disciplinary perspectives.
3. Teach students the ways that cultural perceptions of conflicts vary across context. Emphasize the ways that cultural representations of issues play a role in setting the parameters of debates.
4. Consider a range of ethical responses to a series of complex global cultural challenges.
5. Use case studies and position-taking to teach students to approach these types of issues as ethical leaders.
6. Use group work and class discussion to encourage engaged, yet respectful, debate and to develop student skills in oral arguments.
7. Ask students to analyze their own cases and offer an example of ethical leadership.
8. Develop students' writing skills so that they can effectively argue their positions in written form.

Textbooks

Required Books:

1. Culture in the Age of Three Worlds

Michael Denning

2. Globalization: A Very Short Introduction

Manfred Steger

3. Understanding Cultural Globalization

Paul Hopper

4. World-Systems Analysis: An Introduction

Immanuel Wallerstein

5. Global Biopiracy: Patents, Plants, and Indigenous Knowledge

Ikechi Mgbefji

6. International Adoptions: Opposing Viewpoints

Margaret Haerens, ed.

THIS IS A LATE ADDITION AND WON'T BE IN THE BOOKSTORE—PLEASE ORDER YOUR COPY ON-LINE.

Recommended:

1. The Globalization Reader, 4th Edition

Frank J. Lechner, John Boli

2. The Globalization of Food

David Inglis , Debra Gimlin

3. The International Political Economy Of Intellectual Property Rights

Meir Perez Pugatch

4. Everything but the Coffee: Learning about America from Starbucks

Bryant Simon

5. Global Hollywood 2

Toby Miller, Nitin Govil, John McMurria, Ting Wang, Richard Maxwell

6. The Rise of the Network Society: The Information Age: Economy, Society, and Culture Volume I

Manuel Castells

7. Cultural Policy

Toby Miller and George Yudice

8. Human Rights and Empire: The Political Philosophy of Cosmopolitanism

Costas Douzinas

9. Humanitarian Intervention: Ideas in Action

T. Weiss

10. Language Rights and Political Theory

Will Kymlicka and Allen Patten

11. The Rights of Minority Cultures

Will Kymlicka

General Information:

Technology policy: Students in this course are expected to create an atmosphere of respect and they are expected to pay attention during class. Provided that technology is used in class to further and advance our discussions (i.e. accessing power points on-line, doing web searches for items we are discussing, taking notes) its use is acceptable. Students that violate this policy will receive lower grades for participation and will be asked to refrain from future use of technology in the classroom.

Academic dishonesty: Students are expected to uphold the University's standards of academic integrity. Academic dishonesty will be dealt with according to University policies.

University Access Statement: The Pennsylvania State University encourages qualified students with disabilities to participate in its programs and activities. If you anticipate needing any kind of accommodations in this course or have any questions about physical access, please tell the instructor as soon as possible.

Course requirements

1. Participation/Preparation

This course will be taught in a combination of lecture and small group format. The success of this format depends on how well-prepared each student is BEFORE coming to class. Effective participation requires that students arrive to class on time and ready to engage in conversation about the materials for that day. Students will be given a chance to discuss and defend their opinions in class as well as learn to be tolerant of differing opinions. Moreover, students are encouraged to examine their convictions and interpretations not only by writing but also in the process of classroom discussion. Class may be divided into smaller discussion groups in order to discuss topics in greater detail. Your class participation grade is based on observations of student performance during group work and during lecture in the following categories:

Participation/preparation	15%
Angel/Homework	15%
Short Paper	10%
Presentation	15%
Final Paper	45%

- a. Attendance- Student regularly attends class without late arrivals or early departures.
- b. Preparation- Student completes homework assignments and studies course materials thoroughly BEFORE coming to class. Student completes all assignments before coming to class.
- c. Class Interaction and Citizenship- Student is attentive and cooperative with the rest of the class; actively participates in class and collaborates with classmates in paired or group activities, and contributes to class discussion.

2. Angel/Homework:

Each week you will have a short homework assignment due on Angel. Many weeks you will post 3-4 questions on the readings for the week selections. These questions will indicate how carefully you read and will also reveal the sorts of questions that interest you. At other times, I will give YOU a question to answer. In addition, you will occasionally have reading questions to prepare for class.

Angel discussion board will also be a crucial way for us to maintain our classroom dialogue. Students should post on issues relevant to the week's themes/ readings at least **seven** times during the term for full credit. Students should respond to each other and use the boards as a space of debate and dialogue.

This means that every student will post once a week in connection to homework and then will post SEVEN more times to comment on a classmate's post, start a discussion, etc.

3. Short Paper. 3-4 page position-taking paper. More details in class.

4. Presentation

Students will present on one of the cases. More detail on these presentations will be given in class.

5. Final Paper

Final papers of 12-15 pages on an issue connected to one of our weekly themes. Each student will also present an abstract of their paper in the last week of class that will be part of the final paper grade. More detail on these papers will be given in class.

Weekly Plan of Study

Week 1: What is Globalization?

8/27: Intro, Key issues in thinking about globalization, culture, and ethical leadership

8/29: Understanding Globalization

Readings:

- Steger, *Globalization: A Very Short Introduction*
- Wallerstein, *World Systems Analysis: An Introduction*

Week 2: What is culture?

9/3 NO Class for Labor Day

9/5 Culture is more than eating habits and video games

Readings:

- Denning, *Culture in the Age of Three Worlds*, Introduction
- CARLA def: <http://www.carla.umn.edu/culture/definitions.html>
- [Human Culture: What is Culture?](#)
- [What Is a Culture?](#)
- [Wiki on Culture](#) (a better overview than you'd expect!)

Week 3: What are the borders of culture?

9/10 Globalization and Culture

Readings: Hopper, *Understanding Cultural Globalization*

9/12 We are one--Universal Culture and Cosmopolitanism

Readings:

- Douzinas, *Human Rights and Empire* Part 2, chapters 6, 7, 8
- Appiah, *Cosmopolitanism*, Introduction and Chapters 1, 6, 7 (On Angel)

Week 4: The Trouble with Diversity, The Challenges of Immigration

9/17 We are many –Multiculturalism and Diversity

Readings:

- “Introduction: Multiculturalism Discourses in Canada,” [Joseph Garcea](#), [Anna Kirova](#) and [Lloyd Wong](#) (On Project Muse)
- “All Colors Flow into Rainbows and Nooses: The Struggle to Define Academic Multiculturalism,” Powell, Timothy B. [Cultural Critique](#), 55, Fall 2003, pp. 152-181 (On Project MUSE)
- “Against “Post-Ethnic” Futures,” Alcoff, Linda. [The Journal of Speculative Philosophy](#), New Series, Volume 18, Number 2, 2004, pp. 99-117 (On Project MUSE)
- [UNESCO Constitution](#)

9/19 Globalization and the rise of Immigration: What are the obligations of states towards immigrant communities? How do immigration laws intersect with cultural rights? Do immigrants have an obligation to assimilate to the new country? Does the host country have an obligation to practice respect for the cultural practices of immigrants? What role do racism and institutionalized racism play in immigration debates? How has globalization heightened the involuntary movement of people?

Readings:

- Carens, “Aliens and Citizens: The Case for Open Borders” in Kymlicka *Rights of Minority Cultures*
- Zygmunt Bauman, “Humanity on the Move” in *Liquid Times* (On Angel)
- [Forced Migration: Local Conflicts and International Dilemmas](#), William B. Wood, [Annals of the Association of American Geographers](#) Vol. 84, No. 4 (Dec., 1994), pp. 607-634: Stable URL: <http://www.jstor.org/stable/2564146> (On JSTOR)
- “Making Visible the Invisible: Strategies for Responding to Globalization's Impact on Immigrant Workers in the United States” Paoletti, Sarah. [Indiana Journal of Global Legal Studies](#), Volume 13, Issue 1, Winter 2006, pp. 105-136 (Project MUSE)

Week 5: Conflicts between National Identity and Cultural Diversity

9/24: Short Papers Due. Classroom debate.

9/26 Case #1: Post 9/11 Immigration law and the culture of nationalism: Arizona SB 1070 and HB 2281

Readings:

- [SENATE BILL 1070 - Arizona State Legislature](#)
- [Wikipedia on Arizona SB 1070](#)
- Law library guide: [Responses to S.B. 1070 - Arizona and National Immigration Crisis](#)
- [HB 2281](#) <http://www.azleg.gov/legtext/49leg/2r/bills/hb2281s.pdf>
- [Arizona HB 2281 Fact Sheet](#)
- [Arizona Bans Ethnic Studies and, Along With it, Reason](#)

Week 6: Do Cultural Minorities Have Rights?

10/ 1 Rights of cultural minorities. Who gets to determine when a cultural practice is offensive? Do ethnic minorities have the right to express themselves culturally? Do states have the right to legislate

things like modes of dress? When are cultural practices a human right? When are they a violation of one?

Reading: Kymlicka Rights of Minority Cultures (Introduction, Sections 1, 2, 3)

10/3 Case #2: Head Scarf controversy in France

Readings:

- [French law on secularity and conspicuous religious symbols](#)
- [France debate over veils](#)
- [Analysis by the Brookings Institution](#)
- [Eight different viewpoints on the headscarf from around Europe](#)
- World on Trial on the legality of the headscarf law:
<http://worldontrial.psu.edu/pilot.html>

Week 7: The language(s) of globalization

10/8 Language Rights: Do native people have the right to education and political participation in their own languages? Is expression in one's language a human right? Do states have an obligation to protect language rights? How do pressures to compete in the global marketplace conflict with the need to protect minor languages?

Readings:

Selections from *Language Rights and Political Theory*

- "Introduction: Language Rights and Political Theory: Context, Issues, and Approaches" Alan Patten and Will Kymlicka
- "Language Rights: Exploring the Competing Rationales" Ruth Rubio-Marin
- "Global Linguistic Diversity, Public Goods, and the Principle of Fairness" Idil Boran
- "Language Rights, Literacy, and the Modern State" Jacob T. Levy

10/10 Case #3 Indigenous language rights in Ecuador: Ecuador's new constitution (2008)

Readings:

- [Ecuador: 2008 Constitution in English](#)
- <http://www.nationalia.info/en/news/272>
- [Ecuadorian constitution makes Quechua and Shuar official in "intercultural relations"](#)
- [New Ecuador Constitution Addresses Demand for 'Plurinational' State](#)
- [Language policy, language education, language rights: Indigenous, immigrant, and international perspectives](#)
- Marc Becker, [Correa, Indigenous Movements, and the Writing of a](#) New Constitution

Week 8: Humanitarianism or Imperialism? The Intervention Debate

10/15 When do states have an obligation to intervene? When does intervention conflict with sovereignty?

Readings:

- T. Weiss *Humanitarian Intervention: Ideas in Action*
- Douzinas, *Human Rights and Empire* Part 1

10/17 Case #4: The Rwandan Genocide

Readings:

- James Dawes “Introduction” and “Genocide” from *That the World May Know* (On Angel)
- [The U.S. and the Genocide in Rwanda 1994: Information](#)
- [The U.S. and the Genocide in Rwanda 1994: Evidence of Inaction](#)
- [Lessons from Rwanda: The United Nations and the Prevention of Genocide](#)

Week 9: The International Baby Market: The Ethics of Cross-Cultural Adoption

Does international adoption offer hope and a better future for orphaned and abandoned children or does it turn them into commodities sold in a baby market? What are the cultural rights of the child? And how are those complicated by cross-cultural adoption? Does cross-cultural adoption break down divisions of race or does it reinforce divisions of privilege? If most international adoption is driven by poverty, wouldn't it be more ethical to help the child's family, then to take the child away from it? Do adoptive parents have an ethical obligation to help the adopted child maintain ties to their culture and language? If the parent-child relationship is considered one of the prime sources of cultural identity, how is that troubled by adoption?

10/22 Debates in International Adoption

Readings:

- *International Adoptions: Opposing Viewpoints*, Margaret Haerens, ed.
- *Claiming Others: Transracial Adoption and National Belonging*, Mark C. Jerng, Introduction and Chapter 4 “The Right to Belong”
- *Hague*, [Intercountry Adoption Section](#), The Hague Adoption Convention [Outline of the Convention](#)
- [UNICEF's position on intercountry adoption](#)
- [The grey zones of intercountry adoption](#) (International Social Service)

10/24 Case #5: International Adoption from Korea

- Selections from *Adopted Territory: Transnational Korean Adoptees and the Politics of Belonging* Eleana J. Kim (introduction, Chapter 1, Chapter 7 ON ANGEL)
- State Dept [Korea](#) page
- See a parent's perspective at --<http://www.adoptkorea.com/>, read especially
 - What's involved in [adopting a child internationally](#)
 - Why the [Korea adoption program](#) may be just what you've been looking for

Week 10: Biopiracy, Development, and International patents

10/29 Global Ownership and Local Knowledge: —who has the right to “own” local knowledge of plants, herbs, etc.? Should multinational corporations profit from local resources? What if local populations are not fully “using” the resource and it is a product that would benefit others? How might innovation conflict with local cultures? Who owns culture?

Readings:

- Appiah “Whose Culture is it Anyway?” From *Cosmopolitanism* (On Angel)
- Ikechi Mgbefo, *Global Biopiracy: Patents, Plants, and Indigenous Knowledge*

10/31 Case #6: The Patent controversy over Neem:

Readings:

- <http://www.neemfoundation.org/neem-articles/patents-on-neem.html>
- Shayana Kadidal [Subject-Matter Imperialism? Biodiversity, Foreign Prior Art and the Neem Patent Controversy](#)
- [TED Case Study -- Neemtrees](#)

Week 11: Cultural consumption, free trade, and international labor:

11/5 Eating the other: How do consumer patterns affect international labor? What happens when local cultures are marketed as products to consume? How do local cultures profit from selling themselves as exotic and how do they suffer? Is consuming items from other cultures a way of protecting them or a way of destroying them? Should multinational corporations profit by selling locally-coded products? How has global trade influenced the rise of world music, ethnic food, and other cultural products from across the world?

Readings:

- “Eating the other” by bell hooks (on Angel)
- [Free Trade and Globalization — Global Issues](#)
- “Fair Trade? How Oxfam Presented a Systemic Approach to Poverty, Development, Human Rights, and Trade” Aaronson, Susan A., Zimmerman, Jamie M. [Human Rights Quarterly, Volume 28, Number 4, November 2006](#), pp. 998-1030 (on Project Muse)
- Brennan, Timothy. “World Music Does Not Exist” [Discourse, 23.1, Winter 2001](#), pp. 44-62 (On Project MUSE)
- [WTO Trade and Labor Issues](#)

11/7 Case #7: Starbucks: Global Domination or Global Sustainability? (fair trade coffee, ethnos water, location specific coffee roasts)

Readings:

- Deborah Sick “Coffee, Farming Families, and Fair Trade in Costa Rica: New Markets, Same Old Problems?” *Latin American Research Review*, Volume 43, Number 3, 2008, pp. 193-208 (On Project Muse)
- Stuart McCook “Coffee and Flowers: Recent Research on Commodity Chains, Neoliberalism, and Alternative Trade in Latin America” *Latin American Research Review*, Volume 43, Number 3, 2008, pp. 268-277 (On Project MUSE)
- Wikipedia [Starbucks](#)
- [Starbucks, Ethiopia, and the Coffee Branding Wars](#)

- [How fair is Starbucks?](#)
- [The Starbucks paradox](#)

Week 12: Cultural Policy and Free trade agreements I

11/12 Culture and Trade: Is culture art or is it commodity? Should culture be protected by free trade agreements? Should nations protect their local cultures with quotas, subsidies, and tariffs? Does free trade strengthen culture by making it compete?

Readings:

- Yúdice and Miller, *Cultural Policy* (intro, chapters 1 and 2)
- *Global Hollywood 2* (Introduction, Chapters 1, 2)
- Bogdan Osolnik [The MacBride report – 25 years later: An Introduction](#)
- Tyler Cowen "Trade Between Cultures" and "Why Hollywood Rules the World, and Whether We Should Care" (ON Angel)

11/14 Film screening: *Babel*

Week 13:

Thanksgiving break

Week 14: Cultural Policy and Free trade agreements II

11/26 Research day: submit paper topic and abstract of main argument

11/28 Case #8: NAFTA and Mexican Cinema

Readings:

- Muhammad Ayish, [From "Many Voices, One World" to "Many Worlds, One Voice": Reflections on Current International Communication Realities in the Age of Globalization](#)
- García Canclini, Néstor. "Latin America and Europe as Suburbs of Hollywood." *Citizens and Consumers: Globalization and Multicultural Conflicts*. Trans. George Yúdice. Minneapolis: University of Minnesota Press, 2001. (On Angel)
- Muñoz Larroa, Argelia and Rodrigo Gómez García. ["Analysis of the Film Production District in Mexico City."](#) *International Journal of Communication* 5 (2011): 844–874. June 22, 2011.
- Deborah Shaw, ["Babel and the Global Hollywood Gaze"](#), *Situations*, 4.1, 2011.

Week 15: The World Wide Web

12/3 Freedom and Repression in the Networked Society. Does the internet provide global connectedness? Does it create a borderless space of exchange? Or does it privilege certain cultures and

countries that exercise more technological prowess? Should everyone have equal access to it? And should that access be uncensored? How do national security pressures conflict with the public's right to knowledge? And how does the WWW complicate locating the sources of that knowledge and who is responsible for it? How does cyberterrorism influence global information flows? What can we learn about the use of technology during the Arab Spring?

Readings:

- Castells, *The Network Society* (Prologue, Chapter 1)
- Kamssu, Aurore J. "Shortcomings to Globalization: Using Internet Technology and Electronic Commerce in Developing Countries" [The Journal of Developing Areas](#), Volume 38, Number 1, Fall 2004, pp. 151-169 (On Project MUSE)
- Miller, Samuel F. "Prescriptive Jurisdiction over Internet Activity: The Need to Define and Establish the Boundaries of Cyberliberty" [Indiana Journal of Global Legal Studies](#), Volume 10, Issue 2, Summer 2003, pp. 227-254 (On Project MUSE)
- Evgeny Morozov "Whither Internet Control?" [Journal of Democracy](#), Volume 22, Number 2, April 2011, pp. 62-74 (On Project MUSE)
- Alec Ross "Internet Freedom: Historic Roots and the Road Forward" [SAIS Review](#), Volume 30, Number 2, Summer-Fall 2010, pp. 3-15 (On Project MUSE)
- [Raymond Schillinger: Social Media and the Arab Spring:](#)

12/5 Case #9: Google in China

Readings:

- Rebecca MacKinnon, "China's "Networked Authoritarianism" [Journal of Democracy](#), Volume 22, Number 2, April 2011, pp. 32-46 (On Project MUSE)
- Min Jiang, "Authoritarian Informationalism: China's Approach to Internet Sovereignty" [SAIS Review](#), Volume 30, Number 2, Summer-Fall 2010, pp. 71-89 (On Project MUSE)
- Larry Diamond, "Liberation Technology" [Journal of Democracy](#), Volume 21, Number 3, July 2010, pp. 69-83 (On Project MUSE)
- [Google China](#) Wikipedia

Week 16: Final presentations

12/10 first half of class

12/12 second half