Course Title: Modernization, Globalization, and Post-Globalization

Instructor: Yahya Sadowski.

Number of credits: 2.

Teaching Format: 2-3 introductory lectures followed by 9 seminar discussions.

Semester: Spring 2015.

Class Times: Mondays 11:00-12:40 and Thursdays 13:30-15:10 in Room 226 (Oktober 6 Bldg.)

Office Hours: Mondays 12:40-13:40 or by appointment.

Course Status: Elective.

Course Summary

The growing call for global public policy is predicated on the notion that globalization and similar trends are creating both problems and institutions with which nation-states can no longer cope. This begs a number of questions:

1. Is globalization still continuing, or has it lagged since the 2009 recession?
2. What are the primary effects of globalization?
3. Does everyone want globalization?
4. Are certain societies more resistant to globalization than others?
5. If the force of globalization varies from country to country, does that mean that policy projects such as democratization, economic liberalization, and cultural secularization should vary from country to country?

In this course we will try to develop answers to these questions by looking at detailed case materials taken from Muslim societies. Countries where Islam dominates are interesting because many claim that they are especially resistant to globalization.

Learning Objectives

The main objective of this course is to sensitize students to the complex linkages between the theories that structure international dialogues, the less familiar “on the ground” realities in particular countries, and the complex task of designing effective public policies. Through this process, students should become

- Familiar with different theories about modernization, globalization, and post-globalization.
- Exposed to detailed analyses of local conditions in Muslim countries that complicate globalizing processes.
- Aware of how implementing concrete policy programs can run aground because of either flawed theory or inadequate local expertise.
• Appreciative of the creativity of local responses to global developments, even if they look reactionary or counter-productive.
• Skillful at presenting unfamiliar ideas to Muslims who may have reasons to be suspicious of them.

**Grading**

CEU uses a system of letter grades and grade points for evaluation:

- **A** 3.68 – 4.00
- **A-** 3.34 – 3.67
- **B+** 3.01 – 3.33
- **B** 2.68 – 3.00
- **B-** 2.34 – 2.67
- **C+** 2.33 (minimum pass).

**Grading**

The assessments employed will vary depending upon the number of students who enroll in the class. If five or fewer students enroll, grades will be based upon a combination of class participation, class presentations, and a final research paper.

If six or more enroll it may be possible to organize a series of regular debates about the issues discussed each week. This would take the place of class presentations.

The cumulative grade for the class will be based upon the following formula:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Single-page reading notes</td>
<td>25%</td>
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<tr>
<td>Participation and class debates</td>
<td>30%</td>
</tr>
<tr>
<td>Final essay</td>
<td>35%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Reading Notes**

Each week we will be reading 50-100 pages of material, usually from online articles available on the course’s Moodle page.

Each week, at the *beginning* of class, students are to submit a single-page set of bullet points gleaned from that week’s reading assignments. These notes:

- Must begin with full identification: student’s name, instructor’s name, date of class
- Students should comment independently upon each of the readings for the preceding week
- Comments should take the form of either a series of bullet points which identify either a) original insights laid out in the readings, or b) student criticisms of the author’s main points.

**Class Debates**

After a few of weeks of introductory lectures, the format of the class will shift to one of systematic in-class debates. Debates force us to get serious about the subject, to think

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1 This course makes no pretense of doing “assessments,” which are primarily of interest to prospective employers and those who debate educational policy. Rather, students will be assigned grades, which will tell them how well they are performing and stimulate them to do their best.
critically about both the arguments and the facts. They develop techniques of persuasion that are critical to all aspects of professional life. We will experiment with several different debate formats: collective, individual, etc. until we discover one that works for us.

This will not be quite as formal as the exercises conducted in “debating societies,” but the process will be disciplined, carefully timed, and regularly graded. Extra-credit will be awarded to those who work materials from the assigned readings into their arguments. The highest scores will go to those who make their arguments quickly, logically, and precisely.

For those who lack experience in debating, the following texts may prove particularly useful:


Final Essay

At the end of the course, students will have an opportunity to synthesize what they have learned by writing a critique of a “classic” article about globalization. This critique should be no less than five-pages long. It must footnote all substantive claims and references to written works. It should not waste time with courtesies but should immediately begin to:

1. Outline the argument of the article being criticized.
2. Identify the major and minor weaknesses of the author’s argument.
3. Use rigorous logic and carefully checked facts to deliver the coup de grace.
4. Spell out the implications of the critique for the wider debate that is at stake—esp. its policy implications.

Some of the best articles that might be used include:


**Writing Requirements**

Writing policy analysis demands a different writing style from that used among academics. Policy documents need to be readable for politicians, businessmen, and members of the educated public. Policy writing must therefore be lucid, logical and to the point.

Elegant examples of this type of writing can be found in British business journalism, particularly in *The Economist* (weekly) and *The Financial Times* (daily). The best single text for studying this writing style is *The Economist Style Guide*, available bookstores or online at [http://www.economist.com/styleguide/introduction](http://www.economist.com/styleguide/introduction).

The following webpages provide examples and instructions about how to write policy briefs in particular:

- [http://www.csulb.edu/~msaintg/ppa670/670steps.htm](http://www.csulb.edu/~msaintg/ppa670/670steps.htm)
- [http://www.rhsupplies.org/fileadmin/user_upload/toolkit/B_Advocacy_for_RHS/Guidelines_for_Writing_a_Policy_Brief.pdf](http://www.rhsupplies.org/fileadmin/user_upload/toolkit/B_Advocacy_for_RHS/Guidelines_for_Writing_a_Policy_Brief.pdf)

**Plagiarism**

Plagiarism (failing to credit a colleague for their work) will result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript, and/or suspension or expulsion from the university. See [www.plagiarism.org](http://www.plagiarism.org).

**Cell Phones, Tardiness, and Absences**

Unexcused absences will be counted against the “class participation” grade.

Students who are regularly tardy (i.e., who arrive at class more than 5 minutes late) will receive a reduction in their “class participation” grade.

Using cell phones during class disrupts the work of other students. Anyone using a cellphone during a class session will be counted as “absent without an excuse” for that day and will be asked to leave.
IMPORTANT NOTICE:

Originally this course was designed on the assumption that students would read all of the required readings. However, the bizarre SPP scheduling for the spring semester means that there are only three days between class sessions (rather than a week). As a result, the reading requirements have been altered to the following:

- All students will read at least two articles from the assignments for each session, and submit notes on the same.
- Those students who are debating the topic of a particular session are expected to do all of the readings for that session, plus others than they uncover via research.

Learning to read quickly and in volume is one of the key skills in the information age. If you need help, consult MIT’s “Guide to Reading Social Science,” available online at http://ocw.mit.edu/courses/sloan-school-of-management/15-031j-energy-decisions-markets-and-policies-spring-2012/Syllabus/MIT15_031JS12_read_guide.pdf

Revisions and Substitutions

Currently this course is very “text focused,” as most academic classes are. However, I am very happy to experiment with other forms if students are interested. For example, there are a large number of films and videos and novels covering which deal with how Muslims have responded to globalization.

If students would like to add films or movies to the syllabus, I am very amenable. And, of course, if students would like to propose alternative readings to those currently assigned, I am open to that.

Part One: An Overview of the Issues

1. Why Globalization Matters

Students and the instructor will introduce each other, survey the issues to be discussed, assess their importance, and then discuss an outline of the class’s objectives and mechanics.

Core Reading

There are no “official” assigned readings for the first week. But if you have a chance to do some reading before the class begins, look at the “Special Report" in The Economist, (October 10, 2013), “The World Economy 2013: The Gated Globe.”

Recommended Readings: Journals about Globalization (and a few about Islam)

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<tr>
<th>Antipode</th>
<th>Diaspora: A Journal of Transnational Studies</th>
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<tr>
<td>Anthropological Quarterly</td>
<td>Digest of Middle East Studies</td>
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<td>Central Asian Survey</td>
<td>The Economist</td>
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<td>Comparative Islamic Studies</td>
<td>Ethnopolitics</td>
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<td>Critical Review</td>
<td>Frontiers of Globalization Research</td>
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<tr>
<td>Critique: Critical Middle Eastern Studies</td>
<td>Foreign Policy</td>
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<tr>
<td>Democratization</td>
<td>Global Crime</td>
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<tr>
<td>Demokratizatsiya</td>
<td>Global Economic Review</td>
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2. The Practice of Globalization

**Core Reading**

- Amaney Jamal and Helen Milner, “Economic and Social Sources of Preferences for Globalization in Egypt,” a paper prepared for the August 2013 convention of the American Political Science Association (2013).

3. Theories of Globalization

**Core Reading**

4. Can “Traditional” Cultures Innovate?

Core Reading


5. Will Globalization Foster Capitalism in Islamic Societies?

Core Reading


6. Can Muslim Societies Resist the Globalization of Consumerism?

Core Reading


7. Can Muslim Cultures Resist the Globalization of Democracy?

Core Reading

• Eva Bellin, "Contingent Democrats: Industrialists, Labor and Democratization in Late-Developing Countries," World Politics, 52 (January 2000), 175-205
• Michael Herb, "No Representation Without Taxation?" Comparative Politics, April 2005, pp. 297-316.

8. Will Globalization Foster Civil Society in Islamic Cultures?

Core Reading


9. Will Globalization Fuel or Retard Muslim Violence?

Core Reading


10. Will Globalization Liberate Muslim Women?

**Core Reading**


11. How Do Transnational Islamic Networks Reflect Globalization?

**Core Reading: Read the first article by Munster, and then any other**


12. Can the Muslims Create Alternative Globalities?

**Core Reading**