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International Leadership Program

Globalization and culture

The Seattle protesters and other opponents of globalization have made a great deal of the idea that a standardized, commercialized, and US-dominated culture is suppressing the originality and authenticity of “local” cultures around the world. This process, they assert, will make the world into a boring place in which nondescript cultural products for the masses, Made in USA, obliterate everything locally produced. According to this view, globalization, especially in cultural matters, is a case of “The West” vs. “The Rest.”

But are homogenization and suppression of the local actually adequate descriptions of what is in fact happening? What would be the consequences of such a process, or, put another way, what would such a culture look like? This course rests on the notion that if any such thing is occurring, it will prove considerably more complex than making the rest of the world more like the United States.

This course should equip you with some new ways of thinking about such problems as cultural imperialism, development and sustainability, integration of immigrants, and the politics and economics of culture. I hope you will leave it with some better models to describe the complex of interchange and cultural dialog going on around the world.

Please read this entire syllabus on the first day of the semester. Note that written assignments are in boldface type on their due-dates. Please pay special attention to the explanation of course policies.

Books and Articles

James L. Watson, ed. *Golden Arches East: McDonald's in East Asia*.
Paul Smail. *Smile*.

Both of these are available in sufficient number at the campus bookstore.

Articles for this course will come from Olin Library's "Eres" system, at <http://eres.wustl.edu/eres/>. The password for the Eres page for this course is "enterprise." There is no charge for these sources.

The International Leadership Program subscribes to the weekly magazine *The Economist*, and provides all of you with copies. Consider that many of the best-informed people you will meet are regular *Economist* readers, and take advantage of this expensive subscription.

Grading

Your grade will reflect the following components:

Two short papers	30%
Individual presentation	10%
Group presentation	20%
Final paper	25%
Class participation	15%

Course Policies

Participation:

Oral participation in the course is of the utmost importance. You should come to class prepared to discuss the assigned readings. Please give some thought in advance to your questions and contributions.

Attendance:

Because participation is an essential component of this course, you must come to every class meeting. You should reserve all your airplane tickets well in advance, with the knowledge that classes immediately prior to Fall and Thanksgiving Breaks are required, just like all the others. Please resolve conflicts with other university requirements (classes, exams, extra-curricular activities, etc.) ahead of time. Medical conditions necessitating absences may require official documentation from a physician who is not a family member. Should you have to miss class, please notify your professor, arrange to attend office hours, and get notes from your fellow students. Absences other than for medical or university-required reasons will affect your participation grade.

Papers

The University policy on academic integrity applies to all aspects of this course. You must indicate all references to ideas and texts other than your own through appropriate citations, whether the source is a book, an internet site, etc. You must follow the rules outlined in the document regarding the university academic integrity policy:

<http://www.wustl.edu/policies/undergraduate-academic-integrity.html>.

If in doubt about citing a source, cite it. This includes material from the internet, which may (or may not) be in the public domain. Regardless, you did not produce it, and must therefore give a citation if you use it. When citing internet material, please make an effort to find out when the document was put on-line or last revised, and include this information in the citation, together with the date you downloaded it. Footnotes are generally the least disruptive way of providing bibliographic information, but whatever system you use, please follow a consistent format for your citations. I suggest any one of the several systems of citation proposed in the latest (6th) edition of the *MLA Handbook* (outlined in Trimmer's guide, distributed to you), or in the *Chicago Manual of Style*. Both *Handbook* and *Manual* are comprehensive, encyclopedic, and definitive, and make excellent investments. Either should answer all your questions regarding citation of sources.

You may find Wikipedia useful as a starting point for investigating a variety of topics. Should you be tempted to cite it in work you hand in, consider first what you would think of citing, say, the *Encyclopedia Britannica*, and restrain yourself.

Since the ability to write clear, effective, literate prose will distinguish you for the rest of your life, grading on the papers will reflect stylistics and mechanics as well as content and coherence. I aim to help you become the strong writers you all can potentially be, and we will devote considerable energy to editing your papers. I strongly recommend you obtain a copy of Strunk and White, *The Elements of Style*, available everywhere. This book will tell you more than I ever could about good writing style. Taken to heart, it will improve the writing of the most experienced.

I will sometimes ask you to submit both an electronic and a paper copy of your written work. In general, I appreciate it if you do not substitute one for the other.

I will distribute, at several points in the semester, additional style sheets. **View these not as friendly suggestions, but as enforceable rules.**

Special accommodations for students with disabilities

Students seeking disability-related accommodations and guidance from the University must use the University's official resource, the Disability Resource Center (DRC). We encourage them to

contact the DRC on enrollment or once diagnosed. In contrast to high school students, college and graduate students are expected to identify themselves and to make specific requests for accommodations by notifying the DRC. Eligibility for accommodations is determined on an individual basis, must be supported by professional documentation, and must be renewed each semester.

Instructors will maintain strict confidentiality regarding disability issues and related accommodations and will refer students directly to <http://disability.wustl.edu/>.

Schedule of Readings

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| Wed., 29 Aug. | Introduction: "I think we're still in Kansas, Dorothy." |
| Fri., 31 Aug. | Friedman, <i>The Lexus and the Olive Tree</i> , 3-43. Eres. |
| Mon., 3 Sept. | Labor Day |
| Wed., 5 Sept. | Paul Smail, <i>Smile</i> , 1-51. |
| Fri., 7 Sept. | Paul Smail, <i>Smile</i> , 52-104. |
| Mon., 10 Sept. | Paul Smail, <i>Smile</i> , 105-151. |
| Wed., 12 Sept. | Rosenau, "The Complexities and Contradictions of Globalization." Eres.
Heredia, "Prosper or Perish? Development in the Age of Global Capital." Eres. |
| Fri., 14 Sept. | Friedman, "Buy Taiwan, Hold Italy, Sell France," <i>The Lexus and the Olive Tree</i> , 212-247.
Taylor, "This Brand is Your Brand."
http://www.enroutemag.com/e/may05/essay.html |
| Mon., 17 Sept. | Chomsky, "Free Trade and Free Market: Pretense and Practice." Eres. |
| Wed., 19 Sept. | Huntington, "Clash of Civilizations?" Eres. |
| Fri., 21 Sept. | First version of first paper due
Friedman, "The Golden Arches Theory of Conflict Prevention," <i>The Lexus and the Olive Tree</i> : 248-254, 261-268, 271-5. |
| Mon., 24 Sept. | Friedman, "The Backlash" and "The Groundswell," <i>The Lexus and the Olive Tree</i> , 327-360. |

Wed., 26 Sept. Smith, "Towards a Global Culture?" Eres.

A First Data Set: McDonald's

Fri., 28 Sept. Watson, "Transnationalism, Localization, and Fast Foods in East Asia," in *Golden Arches East*, 1-38.

Mon., 1 Oct. **Final version of first paper due**

Wed., 3 Oct. Yan, "McDonald's in Beijing," in *Golden Arches East*, 39-76.

Fri., 5 Oct. Wu, "McDonald's in Taipei," and Bak, "McDonald's in Seoul," in *Golden Arches East*, 110-135-160.

Mon., 8 Oct. Ohnuki-Tierney, "McDonald's in Japan," and Mintz, "Swallowing Modernity," in *Golden Arches East*, 136-160, 183-200.

Cultural Exchange as Imagined, Feared, and Practiced

Wed., 10 Oct. Berger, "The Cultural Dynamics of Globalization." Eres.

Fri., 12 Oct. Kovacs, "Rival Temptations and Passive Resistance." Eres.

Mon., 15 Oct. Bernstein, "Globalization, Culture, and Development." Eres.

Wed., 17 Oct. Bernal, "Islam, Transnational Culture, and Modernity in Rural Sudan." Eres.

Fri., 19 Oct. Fall Break

Means of Resistance?

Mon., 22 Oct. Diawarra, "Toward a Regional Imaginary in Africa." Eres.

Wed., 24 Oct. Class session to work on group presentations.

Fri., 26 Oct. Trent, "Media in a Capitalist Culture." Eres.

Mon., 29 Oct. Hunter & Yates, "In the Vanguard of Globalization." Eres.

Wed., 31 Nov. Bourdieu, *Acts of Resistance*, extracts. Eres.

Fri., 2 Nov. Feld, "A Sweet Lullaby for World Music." Eres.

Mon., 4 Nov. **First version of second paper due.** African Music Survey.

Europe and the Rest: Just Who Is the “Other” Here?

- Wed., 7 Nov. Gordon and Meunier, “How Globalization Challenges France.” Eres.
Longworth, “The Romance and Logic of Europe.” Eres.
- Fri., 9 Nov. Védrine and Moïsi, “France in the World.” Eres.
Gordon and Meunier, “The French Response.” Eres.
- Mon., 12 Nov. Oakes, *Language and National Identity: Comparing France and Sweden*, 59-64, 97-104, 149-163. Eres.
- Wed., 14 Nov. **Final version of second paper due**
- Fri., 16 Nov. McMahon, “Echoes of a Recent Past: Contemporary French Anti-Americanism in Historical and Cultural Perspective.” Eres.
- Mon., 19 Nov. Brisebarre, “The Sacrifice of ‘Id al-kabir: Islam in the French Suburbs.” Eres.
Wieviorka, “Racism in Europe: Unity and Diversity.” Eres.
- Wed., 21 Nov. Thanksgiving Break
- Mon., 26 Nov. Nair, “The challenges of integration: An interview with Sami Nair.” Eres.
Body-Gendrot, “Models of Immigrant Integration in France and the United States.” Eres.
- Wed., 28 Nov. Kramer, “Taking the Veil.” Eres.
- Fri., 30 Nov. Bowen, “Muslims and Citizens: France’s headscarf controversy.” Eres.
- Mon., 3 Dec. Preparation for final paper: Int’l. issue overviews.
- Wed., 5 Dec. Preparation for final paper: Int’l. issue overviews.
- Fri., 7 Dec. Group presentations
- Mon. 10 Dec. Ghosh, “The Imam and the Indian.” Eres.
- Fri. 14 Dec. **Final paper due**