As the state is to the national; so is the cosmopolitical to the 'trans-national'. As an introduction to the core themes of our major in cultures and politics, MC230 comparatively examines the former; the current course, MC231 examines the latter. In focusing on the latter, our spring semester sophomore sequence course, Cultures and Politics in Transnational Perspective interrogates ways in which culture, politics and the trans-national are integrated to formulate new ways of understanding the cultural political processes of - and around- the world.

The core questions that we grapple with in this course include: What is the relevance of different types of cultural interactions to the study of contemporary public and international policy? What are the different ways that culture/s interact or encounter each other? Are cultural relations in the globe becoming increasingly fragmented? conflicted? homogenized? hybridized? cosmopolitan? To respond to these questions our course topic hinges on the concept of cosmopolitics. Cross-cultural processes and interactions- including epochal statist military conquests and interventions into other regions, voluntary and involuntary migrations of peoples, the global market movement of goods and services, and the cross-border proliferation of ideas- have all produced transnational encounters. Cosmopolitics emerges from these encounters and processes; and is further advanced by global political movements encapsulated in the idea/s of cosmopolitanism/s. Examining the features and dynamics of cosmopolitics guides us to a response to the course’s main questions above in three significant ways that guide us to MC231’s course objectives and design.

First, to present a theoretical framework for understanding our empirical cases and sites of analysis, we reflect upon the constitutive elements of cosmopolitanism – culture, politics and globalization. In this section, we critically interrogate and problematize the concepts of globalization, nationalism, internationalism, transnationalism, cosmopolitanism/s; and we relate them to additional CCP theories that these concepts throw-up such as cross-cultural citizenship, Diasporas, hybridity and glocalization to name a few (Cheah & Robbins, 1998; and Pierterse, 2003). Next, using specific texts and movies, we examine three specific sites of analyses and empirical case studies to illustrate and simulate our theoretical trajectory. For example, we will study historical events such as the Spanish conquest of Mexico (Todorov, 1999). We examine the Diaspora identity formation of peoples of African and Asian descent (Gilroy, 1993, Nair, 2006). We analyze various ways that the global market interacts with and shapes labor and income communities in India (Aneesh, 2006); and we critically analyze the 'objectification' of women’s experiences in Iran caused by the ‘orientalizing’ of peoples in the Middle East (Sut Jhally, 1998 Keshavarz, 2007).

Finally, during key moments of the course- beginning and end- we will employ a methodological strategy to capstone our year-long course goals by simulating career roles as specialists of culture and politics. For instance, we begin the course by experientially observing the role of the pundit – the cultural commentator of the distant ‘other’ (Besteman and Gusterson, 2005). And, we conclude by participating in simulated group projects where we adopt the role of cultural policy analysts who will problem-solve various transnational cultural politics career scenarios.
Learning and Teaching Objectives

MC 231 has five key objectives: (1) to introduce some important theoretical approaches to the study of cultures and politics in transnational perspective; (2) to cultivate understanding of and ability to apply central concepts in this field (e.g., transnationalism, cosmopolitanism, hybridity, globalization, Otherness, representation, cultural flows); (3) to recognize the importance of studying cultures, cultural interactions and cultural analysis for public affairs and public policy; (4) to build competency in interdisciplinary inquiry and problem-solving; and (5) to provide opportunities to improve research, writing and speaking skills.

MC231 will be delivered using active-learning, student-centered learning objectives and practices. Rather than viewing this course as merely a series of professor lectures through which you will gain information, instead approach the course as a semester long workshop in which you are a central facilitator-agent. This instructional style combines very few ‘interactive’, instructor-led lectures with many more active-learning teaching methods such as student-led seminars and other colloquial sessions that promote agent-led-student learning. There will be individualized assignments as well as group assignments; and formal classroom instruction will be conducted utilizing effective learning technologies, including instructional audio-visual props and Angel online resources.

In addition to exposing you to and delivering to you complex, deep, broad and interdisciplinary knowledge and comprehension of transnational cultures and politics, my course delivery method seeks to develop the intellectual skills and talents that require your success in the social science careers. The course is therefore reading, writing and presentation-intensive with the goal of fostering the development of your higher-order critical thinking skills, including analysis, synthesis, application, and evaluation.

Required Readings


Required Grading Assignments

1. Assignment 1: Reading Response Talking-Point Papers
   9 papers 2 points each --- 18 points
   (These will be two page maximum typed responses to the readings. They will be based on question prompts made available in Angel at least 24 hours before the scheduled session. While papers must be submitted at the end of each scheduled session; you are graded on your in-class presentation of the talking points not on your writing).

2. Assignment 2: Midterm Exam --- 20 points

3. Assignment 3: Lead Discussion Group Project--- 10 points
   (This assignment is a group project in which each student will be assigned a book to lead the scheduled topic class session. The group will design an oral presentation of the book’s relevance and importance to our course topic. The group will meet outside of the classroom and with the professor to discuss the book and prepare the lead discussion)

4. Assignment 4: Book Review Paper
   Four papers at 5 points each
   20 points
   (These will be short, two-three page book review essays based on scheduled chapter assignments and professor’s facilitation questions posted in Angel)

5. Assignment 5: Cultural Policy Specialist Group Project --- 10 points
   (This will be a six group collaborative project on a cultural policy career scenario/problem. Professor Edozie will provide six cultural policy scenarios drawn from six different cultural politics careers for you to choose from. This is a group project. In class, you will present your cultural policy solutions based on the professor’s assigned criteria)

6. Assignment 6: Final Exam Essay--- 15 points
   (Short, but concise and highly analytical research essay- 8-10 pages- on a cultural policy scenario)

7. Assignment 7: Class Participation and Attendance ---- 7 points
   (based on rate and quality of voluntary, non-scheduled participation and pattern of attendance. Highest points go to those who frequently demonstrate a deep knowledge of the readings during class commentary. Full and sustained attendance in every session is required; unless excused)

Grading Scale: (You earn your points up!)

1. at least 95 - 4.0             2. at least 90 - 3.5     3. at least 85 – 3.0
4. at least 80 – 2.5           5. at least 75 – 2.0     6. at least 70 – 1.5
7. at least 65 – 1.0           8. 64 and below- 0
Code of Conduct

** Refer to Student Handbook for Academic Honesty Policy
** Remember that this is a 4 credit course based on JMC’s distinctive office hours model (this means that office hours and other professor-student sessions are highly encouraged. My office is open and I am happy to assist you in any way that I can)
**Office hours Wednesdays 1:00 to 4:00pm and Mondays by appointment

H-OPTION

** See me for Honors Credit Assignment for this course (Select a well-known “cross-cultural” pundit not examined by Besteman and Gusterson and write and present a critique of his/her punditry in the same style and manner as the authors of Why America’s Top Pundits Are Wrong
Calendar of Events

Part I:
*Previewing, Orienting and Ice-breaking: How Do We Talk About Cultures and Politics from a Distance?

This section provides discourse orientation on how to ‘study’ the cultural politics of ‘others’. It will critique prevalent public intellectual discourses such as the clash of civilizations, cultural modernity, orientalizing ‘them’, and the ‘plight of the uncivilized’ among other sub-textual representations of comparative and international human, socio-political relations.

**WEEK ONE**

**Session Subject/Format**
1/13

Interactive Lecture
Orientation – Cultures and Politics in Transnational Perspective

**Readings**

Course Syllabus – MC231 Cultures and Politics in Transnational Perspective

**Assignment**

Before class- read syllabus (online/Angel)
In-class discussion grids

**Session Subject/Format**
1/15

Interactive Lecture
Remaking the Terms of the Public Debate

**Readings**

“Chapter 1: Introduction” Besteman and Gusterson’s *Why America’s Top Pundits are Wrong: Anthropologists Talk Back*, (University of California Press, 2005)

**Assignment**

In-class discussion grids
WEEK TWO

Session Subject/Format
1/20
Roundtable
Interpreting the Post Cold War, the Middle East and Global Cultural Relations

Readings

“Chapter 2: The Seven Deadly Sins of Samuel Huntington” Besteman and Gusterson’s Why America’s Top Pundits are Wrong: Anthropologists Talk Back, (University of California Press, 2005)

Assignment

Reading Response Seminar Talking Point Paper (1)
Instructions posted in Angel

Session Subject/Format
1/22
Roundtable
Interpreting Change and Transition in the Balkans:

Readings

“Chapter 4: Haunted by the Imaginations of the Past: Robert Kaplan’s Balkan Ghosts ” Besteman and Gusterson’s Why America’s Top Pundits are Wrong: Anthropologists Talk Back, (University of California Press, 2005)

Assignment

Reading Response Seminar Talking Point Paper (2)
Instructions posted in Angel
WEEK THREE

Session Subject/Format
1/27
Roundtable
Interpreting Africa

Readings

“Chapter 5: Why I Disagree with Robert Kaplan” Besteman and Gusterson’s Why America’s Top Pundits are Wrong: Anthropologists Talk Back, (University of California Press, 2005)

Assignment

Reading Response Seminar Talking Point Paper (3)
Instructions posted in Angel

Session Subject/Format
1/29
Roundtable
Interpreting Globalization and Modernity

Readings

“Chapter 6: Globalization and Thomas Friedman” Besteman and Gusterson’s Why America’s Top Pundits are Wrong: Anthropologists Talk Back, (University of California Press, 2005)

“Chapter 7: The Lexus and the Olive Tree by Thomas Friedman” Besteman and Gusterson’s Why America’s Top Pundits are Wrong: Anthropologists Talk Back, (University of California Press, 2005)

Assignment

Reading Response Seminar Talking Point Paper (4)
Instructions posted in Angel
Part II
Exploring the Intellectual Terrain of Transnational Cultures and Politics:
Concepts, Theories, Issues and Scope

In this section, select chapters from both books will explore the course’s core theoretical concepts and issues, including cultural globalization, glocalization, nationalism vs internationalism and transnationalism, post-nationalism. We will also examine the concepts cosmopolitics and cosmopolitanism as well as begin to reveal the intellectual contours and dynamics that make up our course content’s core agenda - cultural encounters, geo-economies and global markets, migrations, diasporas and cross-cultural citizenships, transnational justice and international organizations; and issues regarding universalism vs cultural subordination, cultural hegemony and othering.

WEEK FOUR

Session Subject/Format
2/3
Interactive Lecture
What is Globalization? Consensus and Controversies

Readings


Assignment

In-class discussion guide grid

Session Subject/Format
2/5
Roundtable
Globalization and Human Integration
Readings


Assignment

Reading Response Seminar Talking Point Paper (5)
Instructions posted in Angel

WEEK FIVE

Session Subject/Format
2/10
Roundtable
Identifying the Relationship between Globalization and Culture: Three Paradigms

Readings


Assignment

Reading Response Seminar Talking Point Paper (6)
Instructions posted in Angel

Session Subject/Format
2/12
Roundtable
Globalization and Hybridization

Readings


Assignment

Reading Response Seminar Talking Point Paper (6)
Instructions posted in Angel

WEEK SIX

Session Subject/Format
2/17

No Class

Readings


Assignment

Read Carefully- This will be a very difficult, but extremely relevant reading/book

Session Subject/Format
2/19

Interactive Lecture
Understanding Cosmopolitanism

Readings

“351 A New Cosmopolitanism is in the Air: Some Dialectical Twists and Turns” “246 Comparative Cosmopolitanisms” Cheah & Robbins, *Cosmopolitics: Thinking and Feeling Beyond the Nation*, (University of Minnesota Press, 1998)

Assignment

In-class discussion guide grid
WEEK SEVEN

Session Subject/Format
2/24
Roundtable
Cosmopolitanism and Nationalism

Readings
“77: Cosmopolitanism and the Experience of Nationality” Cheah & Robbins, Cosmopolitics: Thinking and Feeling Beyond the Nation, (University of Minnesota Press, 1998)

“246 Comparative Cosmopolitanisms” Cheah & Robbins, Cosmopolitics: Thinking and Feeling Beyond the Nation, (University of Minnesota Press, 1998)

Assignment
Reading Response Seminar Talking Point Paper (7)
Instructions posted in Angel

Session Subject/Format
2/26
Roundtable
Cosmopolitanism, Universalism and Transnationalism

Readings
“265, Cosmopolitanism, Universalism and the Divided Legacies of Modernity” Cheah & Robbins, Cosmopolitics: Thinking and Feeling Beyond the Nation, (University of Minnesota Press, 1998)

“290, Given Culture: Rethinking Cosmopolitical Freedom in Transnationalism” Cheah & Robbins, Cosmopolitics: Thinking and Feeling Beyond the Nation, (University of Minnesota Press, 1998)

Assignment
Reading Response Seminar Talking Point Paper (8)
Instructions posted in Angel
WEEK EIGHT

Session Subject/Format
3/3
Midterm Review Session

Readings
Review all Readings to Date

Assignment
Review all Readings to Date

Session Subject/Format
3/5
Midterm Exam

Assignment
Midterm Exam

WEEK NINE
Spring Break!
Part III: 
Transnational Encounters and Cosmopolitical Processes: Applications, Case Studies and Sites of Analysis

In this section, in order to deepen, further illustrate, and to empirically apply the intellectual theories and abstracts that we have examined in section II, we span vast regions of the world to critically read four books and view at least two movies. We begin with Tzvetan Todorov’s *Conquest of America: the Question of the Other* to examine the historical cultural conquest of Mesoamerica. To examine historical Diasporan identity formations and notions of cross-cultural citizenship and hybrid identities, we will read Paul Gilroy’s *The Black Atlantic* and for a contemporary illustration, we’ll view Mira Nair’s *Namesake*. To understand the socio-cultural influences of global market flows, we read A.Aneesh’s *Virtual Migration*; and to problematize notions of global cultural homogenization, transnational universalisms and mis-representations of non-Western cultures, we view Edward Said’s *Orientalism* and read Fatimah Keshavarz’ *Jasmine and Stars: Reading More than Lolita in Tehran*.

WEEK TEN

**Session Subject/Format**

3/17

鳴 Interactive Lecture

Positioning the Author (Todorov), The Morality of War: Columbus, Cortes, Montezuma and the Aztec Cultural Conquest of 1492

**Readings**

*“Foreword”* and *“Chapter 1: Discovery”* Tzvetan Todorov’s *Conquest of America: the Question of the Other*, (University of Oklahoma Press 1999)

**Assignment**

鳴 Read foreword and chapter 1

鳴 Google and Wiki – Columbus, Cortez and the Conquest of Mexico, Just War, Morality and War

In-class discussion guide grids

**Session Subject/Format**

3/19

鳴 Book Review Roundtable Discussion I

Problematic Cultural Conquest via Todorov’s *The Conquest of America*
Readings

- Tzvetan Todorov's *Conquest of America: the Question of the Other*, (University of Oklahoma Press 1999)

Assignment

- Lead Discussant Group Book Presentation
- Book Review Paper (chapter assignments TBA)
- Instructions posted in Angel

WEEK ELEVEN

Session Subject/Format

3/24

- Interactive Lecture
  - Positioning the Author (Gilroy), Cultural Studies, Hybrid Modernity and the “Black” Westerner

Readings

- “Preface” and “Chapter 1: The Black Atlantic as a Counterculture of Modernity”

Assignment

- Read preface and chapter 1
- Google and Wiki – the trans-Atlantic slave trade, the Africana Diaspora, race relations, reparations movement
- In-class discussion guide grids

Session Subject/Format

3/26

- Book Review Roundtable Discussion II
  - Examining Diaspora Formation, Hybridity and Cross-Cultural Citizenship via Gilroy’s *The Black Atlantic*

Readings

Assignment

Lead Discussant Group Book Presentation
Book Review Paper (Chapter Assignments TBA)
Instructions posted in Angel

WEEK TWELVE

Session Subject/Format
3/31
Movie
Modern Asian Diasporas – Viewing Mira Nair’s Namesake

Readings

Take a break!

Assignment

In-class discussion guide grids

Session Subject/Format
4/2
Interactive Lecture and Movie (Friedman & Cultural Globalization)
Positioning the Author (A. Aneesh), Global Cultural Economies, Market Flows Equals Cultural Flows and the Asian Off-shoring/Out-sourcing/Body-shopping Experience

Readings


Assignment

Read chapter 1

Google and Wiki – outsourcing, off-shoring, sweatshops, global Fordism, McDonaldization, glocalization
WEEK THIRTEEN

Session Subject/Format
4/7
Book Review Roundtable Discussion III
Global Labor Transformations and Knowledge Acquisitions through “Code” via A.Aneesh’s Virtual Migration

Readings

Assignment
Lead Discussant Group Book Presentation
Book Review Paper (Chapter Assignments TBA)
Instructions posted in Angel

Session Subject/Format
4/9
Interactive Lecture
Positioning the Author (Keshavarz), Orientalism and the New Orientalism; The “Other” Writes Back

Readings

Assignment
Read Introduction
WEEK FOURTEEN

Session Subject/Format
4/14
Movie
Edward Said on “Orientalism” and Global Cross-Cultural Human Relations

Readings
Take a Break!

Assignment
In-class Grid

Session Subject/Format
4/16
Book Review Roundtable Discussion IV
Critiquing Orientalism and Reconstructing Gender in Iran via Keshavarz’ Jasmine and Stars

Readings

Assignment
Lead Discussant Group Book Presentation
Book Review Paper (Chapter Assignments TBA)
Instructions posted in Angel
Part IV: 
Playing the Role of the Cultural Specialist

In this section, students will apply their newly acquired knowledge gained from MC231 and apply it to real-world cultural policy job scenarios. Career groups are presented with a cultural policy dilemma and are asked to cooperatively within a group problem-solve the given cultural policy sector and issue; and present the resolution of the issue to the class. Policy scenarios will also forge the premise of each student’s final exam essay.

WEEK FIFTEEN

Session Subject/Format
4/21

Governments, Cultural Foreign Policy and Domestic Immigration Policy (Todorov)

Readings
- Research reading and review relevant course readings

Assignment
- Cultural Specialist Presentation 1 and 2

Session Subject/Format
4/23

International and Non-Governmental Organizations; Transnational Rights vs Self-Determined Experiences (Keshavarz, Gilroy)

Readings
- Research reading and review relevant course readings

Assignment
- Cultural Specialist Presentation 3 and 4
WEEK SIXTEEN

4/29

Business Corporations (MNC’s) and Cultural Public Relations; and Education and Media- the Pundit (A.Aneesh and Besteman & Gusterson)

Readings
Research reading and review relevant course readings

Assignment
Cultural Specialist Presentation 5 and 6

Session Subject/Format
4/30

Why America’s Top Pundit ______________ is Wrong!

Readings
Research reading and review relevant course readings

Assignment
Cultural Specialist Presentation – H-Option (select a well-known “cross-cultural” pundit not examined by Besteman and Gusterson and write and present a critique of his/her pundity in the same style and manner as the authors of Why America’s Top Pundits Are Wrong.)

Final Exam due on Scheduled Exam Day