

**Global (International) Studies  
Core Seminar  
Fall 2019**

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Office Hours: Mon. 2-3 PM and Thurs. 9-10 am *or by appointment*

Pronouns: He, him, his

**I. Thematic Overview**

The unique character and focus of the Department of Global Studies (International Studies) at the University of Oregon is distinctly captured in the phrase ‘Culture and Development’. We integrate theory and praxis, drawing pragmatically from many disciplines to find the best mix of approaches to address rapidly changing and complex global issues. At its intellectual core, our department links people-centered development to questions of culture, belonging, and meaning. We conceive of culture in a broad sense that encompasses social, political, economic, and religious institutions, processes and relations.

Through “interdisciplinary” and “transdisciplinary” scholarship and teaching, our faculty interrogate the continuities, disjunctions, articulations, and contradictions of ongoing, transformative processes around the world and in specific geographical and cultural contexts. Our work emphasizes power, inequality and identity in scholarship from many disciplines and using many tools, sharing a common focus on the impact of global social change on communities and individuals. We are committed to understanding social change and promoting cross-cultural understanding, social justice, environmental justice, sustainable development, gender equity, indigenous rights, and access to education. We also analyze the social relations of ‘doing development,’ critically examining how development work gets done and who does what with what kinds of priorities and goals. We link theory and praxis to reveal how social location shapes the lived experiences of marginality and privilege in diverse but patterned ways in different contexts, be it among orphans in Asia, Pakhtuns in Pakistan, marginalized women or ethnicities in Africa, or indigenous peoples responding to environmental challenges in Latin America.

**II. Focus of the Seminar**

This seminar will introduce you to Global Studies as an emerging field – its concerns, pragmatics and approaches – as well as at the University of Oregon, including its thematic foci, intellectual and ethical commitments areas of expertise, and programmatic nuts and bolts. We explore four closely connected issues within Global Studies that, combined together, comprise the main program themes in our program:

- 1) Development – Actors, agendas, ideologies

- 2) Global Political Economy – Historical and contemporary socio-economic patterns and processes.
- 3) Culture and Values – Beliefs, meanings, identities.
- 4) Well Being – Environment, food, health.

Important cross cutting themes and concerns include: alternative perspectives & agendas, gender dynamics, inequality, and the human experience of broad processes.

Department faculty will likely visit the seminar during several weeks, to acquaint you with the larger field in which they work, how it fits into Global Studies, as well as the specific themes of their research.

With an eye toward getting you to think about your MA project, we will focus a portion of our time this term introducing research concepts, questions, designs, and prospectuses, as well as exploring epistemologies and the operationalization of a research design as well as some methods and more informal research strategies one might use in research. The goal is that you will come away from this seminar with a clear sense of what Global Studies is, both in general and at the University of Oregon, what your graduate program expects of you in terms of practical requirements, and how to begin to think about designing and carrying out the most significant of the program's requirements, the MA project.

### **III. Requirements**

**Attendance.** Full attendance is not simply a requirement, but a given for this class. Our collaborative effort will succeed only if each of you attends the seminar, has completed all of the assigned reading material before each meeting.

**Reflection Briefs (20%).** Each week you will prepare a brief written response (2 pages) to the week's readings. In these essays you will offer your reactions to the topics, issues, and/or perspectives presented in each week's selections. The essays should not be "book reports" – simple summaries of the readings. Instead they should identify and explore content that strikes you as worthy of discussion in class. Since these assignments are really designed as a way to help you process your weekly readings, grading of these briefs will consist of a simple A (95), B (85) or C (75) based on your level of engagement with the materials. These response papers should be posted on Canvas before the start of class each week. Please bring a copy with you so that you can refer to it during our discussion.

**Participation & Discussion (20%).** Our sessions will involve "close analysis" of the assigned material. We will delve into the resources through collective discussion. Each week you should be ready to offer your questions, ideas, inspirations and critical reflections energetically. This is very important to the success of each class period. We will all play an active role in guiding the conversations. For those with little "seminar" experience: Fear not! Your peers and I will help you along the way!

**Bibliography/Review Essay (20%)** In the first part of the course you will enter into the research process by identifying and exploring a theme or problem that you might want to investigate as a possible MA project in the days and months ahead. You will 1) select a theme or topic, 2) search for relevant sources, 3) engage your materials, and 4) prepare a bibliography and concise critical literature review (3-4 pages).

**Retrospective Research Prospectus (40%)** Although you will not write an original research prospectus in this class, one of our primary substantive goals is to help you understand and begin to think about your MA project. For this class, you will write a *retrospective* prospectus for an MA thesis or PhD dissertation project that has already been researched and completed by someone else. You choose the source in consultation with me. You then work your way backwards through the thesis or dissertation, envisioning and writing up the prospectus that might have preceded it, including these essential prospectus elements: a) statement of the problem area; b) presentation of the key argument; c) contextualization of that argument in the existing scholarly literature in the relevant field[s]; d) presentation of the localities in question, with historical and other background as needed; e) presentation of the research design, discussion of methods to be used to gather information, as well as affiliations and research sites; f) exploration of how the expected data might prove significant in supporting the main argument[s]; g) reflections on what the research project as a whole is expected to yield in terms of broad significance and intellectual contributions (6-8 pages).

### ***Grading Rubric***

This is a Pass/No Pass Only class. The instructor will assign points corresponding to the table below, based on the requirements stated above: (Reflection Briefs (20%), Participation and Discussion (20%), Bibliography/Review Essay (20%), Retrospective Research Prospectus / Proposal (40%).) In order to pass this class, graduate students must receive the equivalent of a B- or above, which requires 80 percent or above.

#### **Grading Rubric:**

90-100% = Excellent. Met requirements completely.

80-89% = Good. Largely met requirements.

< 80% = Did not meet requirements.

### **IV. Materials**

A course like this doesn't really have a textbook. Thus, we will read materials from a variety of single-author volumes, edited anthologies and journals. The most convenient and inexpensive way to put the bulk of these materials in your hand is to make them available through the course Canvas site.

The Global Turn: Theories, Research Designs, and Methods for Global Studies. Eve Darian-Smith and Philip McCarty. University of California Press (2017).

Grad School Essentials: A Crash Course in Scholarly Skills. Zachary Shore. University of California Press (2016).

**V. Course and Reading Schedule**

(The readings noted are to be done BEFORE class. This schedule is tentative and may shift depending on our progress. Please keep abreast of any necessary changes.)

**Introduction to the Course and to Global Studies [Oct 7]**

*(Homework – To Do Before Class: Play Around With Individual Development Plan (IDP) stuff on Canvas)*

***The Program and its Requirements***

Vision Statement & other program documents (bring the materials you received at orientation)

***International Studies or Global Studies?***

Darian-Smith & McCarty, Chapters 1 and 2  
Anderson et al., (introduction)  
Steger, (introduction)

***Program Theme: Development [Oct. 14]***

*\*\* Proposal of Works for Bibliography/Review due in class on Oct. 14 \*\**

Isbister, Promises Not Kept, entirety  
Review selected INTL faculty publications

***Program Theme: Global Political Economy [Oct. 21]***

Walzenbach on GPE <https://www.e-ir.info/2016/12/29/global-political-economy/>  
Review selected INTL faculty publications.

***Program Theme: Culture [Oct. 28]***

Geertz chapter in Lynn Hunt, New Cultural History  
Foucault chapter in Lynn Hunt, New Cultural History  
Review selected INTL faculty publications.

***Program Theme: Well Being [Nov. 4]***

Dodge et al “Defining Wellbeing” and Guillen-Royo “Sustainability and Wellbeing”  
Review selected INTL faculty publications.

**Research in In the Field**

*\*\* Bibliography/Review due in class on Nov. 11 \*\**

***Ways of Knowing [Nov. 11]***

Darian-Smith and McCarty. Chapter 3

***A Practical Overview***

**Complete the CITI tutorial and assessment modules before coming to class at the following link:**

<http://rcs.uoregon.edu/content/human-subjects-education-requirement>

For addition information on Research Compliance and Human Subjects at the University of Oregon please see: <http://rcs.uoregon.edu/content/research-involving-human-subjects>

UO MA graduate Debbie Sharp's literature review (on Canvas)

UC Berkeley Dissertation Proposal resources: Although it is pitched at a PhD dissertation level, and therefore it requires "translation" for MA purposes, it is terrifically thorough and useful. Visit: <https://iis.berkeley.edu/funding-opportunities/graduate> (follow links on right hand side)

***Developing an Argument and Giving It Operational Form [Nov. 18]***

Darian-Smith and McCarty. Chapter 4

***Gathering Information: A Methodological Sampler***

Darian-Smith and McCarty. Chapter 5.

***What Does It All Mean? Analyzing What You've Collected [Nov. 25]***

Darian-Smith and McCarty. Chapter 6.

***Towards Understanding and Presentation***

Darian-Smith and McCarty. Chapter 7

**Becoming an International Studies Professional [Dec. 2]**

Bernard, Handbook of Methods in Cultural Anthropology, ch 5 on Ethics.

Rosenau "Many Globalizations, One International Relations" *Globalizations*  
September 2004.

Marks, "The 'We' Problem in Teaching International Studies." *Intl Studies Perspectives*.

Majstorovic, "Short Attention Spans and Glazed Eyes: Teaching World Politics in the University Trenches." *Intl Studies Perspectives*.

*\*\* Retrospective Research Prospectus due by Thursday, December 6<sup>th</sup> at 10:15 am \*\**