

PSCI 685 Directed Readings in International Politics
Globalization: An Introduction

Course Outline

September – December 2009

Instructor: William Coleman, HH 317, email: wcolema@artsservices.uwaterloo.ca

Course Objectives.

1. Review and come to understand well discussions of the historical continuities and discontinuities in globalization, including the relationships between globalization, empires and imperialism.
2. Read and come to understand well a selection of theoretical writings on contemporary globalization.
3. Investigate in a preliminary way some particular topics in globalization studies: identity and culture, structural adjustment and world economic institutions, global health, communal violence, and resistance to globalization.
4. Improve writing skills using short essay formats; develop group leadership and discussion skills.
5. Learn about the advantages and disadvantages of interdisciplinarity in research.

Course Requirements

In order to address these learning objectives, we need to do a lot of reading and we will have to make certain that our discussions are organized and focused well so that we understand the readings. For these reasons, I am proposing a particular approach to the discussions that put a special emphasis on student leadership of the seminar and on participation. Writing in the course will be minimal and will involve students selecting to do two out of three short papers and submitting these on the weeks assigned. The course will be completed by a take-home examination.

A. Participation (40 per cent)

Normally, the discussion of readings will be divided into two or three parts each week. A day before the class, students will be chosen randomly to lead the discussion on one of the given readings for the week.

A.1 Discussion of social science or historical readings.

All students will be expected to come to class with a **one page** document for **each reading of the week**, which has the following components:

1. List of key concepts and terms
2. Summary statement (four sentences maximum) of the author's main argument. *This statement should be written in your own words as far as possible.* It should not be borrowed directly from the text of the reading.
3. Three or four issues or questions in the reading that are important and merit some discussion and that you would like to be addressed by the class, time permitting. *Formulate these in the form of a question.*

Note that all three of these components should be focused on understanding the readings well, and not on criticizing them. Criticism should only follow when we have a good understanding of what the author is arguing.

The leader of the discussion should begin with the following questions:

1. These are the several key concepts and terms that I noticed in the reading such as Are any of these unclear to any of you? Are there any other key concepts that you noted that need to be clarified? (If one or more are unclear) Can anyone help us clarify the meaning of <problematic concept(s)>.

Advice: try to keep this part of the seminar to about 10 minutes. Use your discretion here. If a concept or term brought up is interesting but not central to the reading, then suggest that we come back to it if we have time. If a concept is integral to the argument (see below), you can reserve its discussion for when we get to the next step.

2. Would any member of the class like to give us their statement on what the main argument of the author is or at least a sentence to start us off? Would anyone like to add something to what <the first person> has said? Do you agree or disagree that we have captured the key aspects of the argument?

Advice: Try to avoid starting off with your own statement of the argument. See if you can draw it out from members of the class first. You can add some of your own understanding as the argument proceeds. As you see the discussion being finished or beginning to get into key issues arising from the argument, move to the third step.

The discussion should then flow until members of the class are relatively satisfied with their understanding of the argument

3. I would like now to identify some of the key issues that arise out of the reading and that we might discuss. One of these might be . . . Are there any others that we might take up?.

Advice: Your goal here is to get as many key issues discussed as is possible. Try to draw in members of the class who have not had a chance to speak. The aim here is to improve

understanding of the reading, not to criticize it. If members move to critique, stop them and say we will do that soon. Keep an eye on your watch or the clock. You want to reserve time for a critical discussion of the reading.

Proceed to introduce and facilitate a discussion of the issues chosen
When there are **ten minutes** left in the time, the following question should be posed.

4. With our understanding of the argument and the various issues related to the argument, we can now spend a few minutes to reflect critically on the reading. Are there any points that are particularly problematic in your understanding? Are there any points that are particularly useful or persuasive?

Advice: It is important here to ensure that members of the seminar get a chance to comment on both the *weaknesses* and the *strengths* of the given reading. Don't just concentrate on the weaknesses.

A.2 Discussion of literary and analogous texts

Preparation for and discussion of a literary text are different tasks than those involved in historical or social science writings. For these reasons, we will use another approach to discussing them and to preparing summaries for class.

1. Questions to keep in mind when reading a literary text

As you go through a short story or a novel or an excerpt from a novel, you might ask yourself the following questions:

A. The theme of the text

What big ideas is the text playing with?

How do plot and characters work to advance these ideas?

B. The form of the text

How is meaning shaped and/or complicated by the way the text is written?

C. The historical context of the text

How does the context—time and place—of writing and reading shape the meaning of the text?

D. The cultural context of the text

What kinds of social values, myths, conflicts or ambiguities does the text illuminate/interrogate?

2. Preparing Summary Papers for literary texts.

A. Select one short passage from the text (one paragraph max.) that you think is important in terms of the major themes of the text, or the theme of the given week's readings, or the issues of

the course in general. Copy it into your summary statement or prepare a photocopy that could be handed in after class.

B. Using specific references, explain in one paragraph why you think the passage is significant (thematically and/or formally) to the work as a whole.

C. Where possible, note any images, ideas, or questions contained or suggested by the passage that connect with the broader themes of the week's discussion or of the course.

3. Facilitating the discussion of literary texts.

A. The person facilitating the discussion of the literary text will go around the table and ask each member of the class to read out their selected passage and then to state their reasoning why they think the passage is significant. The same text may be selected by several class members. The facilitator should still ask for each person's reasoning. (Selections of text may be justified in varying ways). The facilitator can choose to read her or his selected text first or last.

B. With this initial discussion of the literary text done, the person facilitating the discussion will return to the questions outlined above under the heading: *Questions to keep in mind when reading a literary text*. The facilitator should ask each of these questions and whether there is consensus on answers to them. If there is not consensus, the facilitator should draw out the different points of view. When these differences are on the table, the facilitator can then move to the next question

Before the class, each member emails me a copy of her or his summary statements, whether it be a social science/history reading or a literary one. Failing that step, the statement should be given to me at the class in printed form and emailed immediately afterward. Late submissions of these materials will *not* be credited to the participation grade (see below). Put all three statements in the same computer file, with your name as part of the filename. Avoid using section breaks and do not insert headers or footers.

Allocation of the participation grade:

- a. Leading discussions 10%
(For some thoughts on leading discussions, see Appendix B below)
- b. Participation in seminar discussions 20%
For some information on the difference between evaluating *participating* and evaluating *knowledge and understanding*, see Appendix A below).
- c. Handing in of summary statements. These will be prepared for each of the substantive discussions of the readings, hence 12 in total. *To receive credit, these summaries must be submitted electronically prior to the class.* Members of the class are permitted one 'heavy

burden' week without losing points here. Students taking a 'heavy burden' week must inform me by the **Friday of the week preceding the next class.** 10%

B. Short Papers

In the syllabus below, three short papers are outlined. One is due after the fourth week, one after the eighth week, and one at the end of the term. Each student will write on **two** of these three papers. The papers are to be 1500 words in length and each is worth 10% of the final grade. If you decide to write on all three, I will count your best two.

Late assignments will be subject to a penalty of 3 points out of a grade of 100 for every day they are late if no prior arrangements have been made.

C. Take-Home Examination

At the last class, a take-home examination composed of 7 questions will be handed out. Students will be asked to answer **three** of these questions. Each answer will be limited to 1200 words. The examination will be worth 40% of the final grade.

Late submission of the exam will be subject to a penalty of 3 points out of a grade of 100 for every four hours it is late (to a maximum of 15 points).

D. Gender Neutral Language

I request that you use gender-neutral language except where you are referring to a specific gender. "He" and "His" and "Man" and "mankind" are no longer acceptable generic terms. Nor are countless other expressions that derive from the assumption that **man=human**. It is important to get into the habit of using gender-neutral language for at least two reasons:

1. Clarity of Expression: When you write or say 'man' or some other masculine/generic term, readers should be confident that you are talking about a man, and not about men in general, women, boys, girls, humanity, etc. The way to avoid misunderstandings is to use terms literally and precisely. If you mean all humans, then say 'humans' or 'humanity' or 'humankind' or 'people' and so on.

2. Empowerment: Each time we use a masculine word as a generic term, we perpetuate the conception that **male** norms, male experiences, male perceptions, and male perspectives are **societal** norms and experiences. We imply that **female** norms, experiences, perceptions and perspectives are marginal and abnormal. Such usage disempowers females and reproduces male domination/female subordination (Patriarchy). By using gender-neutral language we can challenge patriarchy, empower females, and increase our sensitivity to our own unintentional sexism. Gender-neutral expression is not just a matter of style; it is also a matter of politics and research ethics.

E. ACE

UW-ACE is web-based instructional software that has been adopted in this course to facilitate the circulation of course information. There are 3 steps to get started:

Step 1: Make sure you are in the ACE database.

If you officially registered for the course, you were automatically enrolled in the ACE database. Go directly to step 2

Students who registered late for this course need to be added to the ACE database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course. The student database will be updated by the ACE administrator several times weekly for the first few weeks of classes, so please be patient while your name is being added.

Step 2: Logon to ACE.

Go to <http://uwace.uwaterloo.ca/>

All the information you need for logging on to the site, for configuring your browser and for adding this course to your account are available here.

Course Schedule and Readings.

Note: Readings to be discussed as "literary texts" are signalled with an asterisk (*).

First Meeting of the class.

We will begin with a brief discussion of one short article and a (short) short story: Martin Wolf, "Why Obstacles to an Agreement on Climate are Mountainous" published in *Financial Times*, 9 July 2008, copy available at:

http://www.ft.com/cms/s/0/59b99bda-4d13-11dd-b527-000077b07658.html?nclink_check=1

or the Institute office, and Salwa Bakr, *International Women's Day*, pp. 194-98 in *Arab Women Writers: An Anthology of Short Stories*, edited, translated by Dalya Cohen-Mor (Albany, NY: SUNY Press, 2005), copy available at the Institute office.

We will then go over the course outline and requirements and discuss possible changes if these are seen to be necessary.

Once this part of the class is completed, we will have a discussion of interdisciplinarity in research and how it is reflected in the design of the course. A background reading on interdisciplinarity will be available at the IGHC office:

Petrie, Hugh G. 1976. 'Do You See What I See? The Epistemology of Interdisciplinary Inquiry.' *Journal of Aesthetic Education*, Vol. 10, No. 1: 29-42.

Part One: Globalization in History

Week 1: The History of Globalization

Timothy Brook, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*. Toronto: Viking Canada, 2008, Chapters 1, 3.

Amira K. Bennison, 'Muslim Universalism and Western Globalization' in A.G. Hopkins, ed. *Globalization in World History*. New York: WW Norton, 2002.

* Fatema Mernissi, *Scheherazade Goes West: Different Cultures, Different Harems* (New York: Washington Square Press, 2001), Chapters 1, 2, 3, 13

Week 2: Globalization, Empire and Imperialism (1)

Arif Dirlik, "Thinking Globalization Historically," Chapter 2 in Dirlik, Global Modernity: Modernity in the Age of Global Capitalism (Boulder, CO: Paradigm Publishers, 2007).

Anne McClintock, Imperial Leather: Race, Gender and Sexuality in the Colonial Contest (New York: Routledge, 1995), 'Introduction' and Chapter 1 'The Lay of the Land', pp. 21-44.

* Nadeem Aslam, *Maps for Lost Lovers* (London: Faber and Faber, 2004), "Women with Tails", pp. 48-73.

Week 3 Globalization, Empire and Imperialism (2)

Michael Hardt and Antonio Negri, Empire (Cambridge, MA: Harvard University Press, 2000)
Preface; Chapters 1.1, 1.2

Chalmers Johnson, *The Sorrows of Empire: Militarism, Secrecy and the End of the Republic* (New York: Henry Holt & Co., 2004), Prologue: The Unveiling of the American Empire; Chapter 1, Imperialisms: Old and New.

* F. Odun Balogun, 'Permutations of Triple Zero', in Balogun, Adjusted Lives (Stories of Structural Adjustments) (Trenton, NJ: Africa World Press, 1995).

Week 4: Economic Globalization: Past and Present?

Samir Saul, "The Internationalization of Capital Then and Now: Comparing the Late Nineteenth and Twentieth Centuries," in Stephen Streeter, John Weaver and William Coleman, eds, *Empires and Autonomy: Moments in the History of Globalization*, University of British Columbia Press, 2009.

Edward E. Leamer, "A Flat World, a Level Playing Field, a Small World After All, or None of the Above?" A Review of Thomas L. Friedman's *The World is Flat*, *Journal of Economic Literature*, Vol. XLV (March 2007): 83-126.

* Jamaica Kincaid, *A Small Place* (New York: Farrar, Straus and Giroux, 1988).

Short Paper 1 Due: Prepare a book review totalling up to 1500 words of one of the books listed in *Appendix C*. In this review, outline what you think the contribution of the book might be to the debates related to globalization and history. How valuable is this contribution? Are there any important weaknesses in the work? Normally, a book review will begin with a brief summary of the content of the work before addressing these questions

Part Two: Theorizing, thinking about, writing globalization**Week 5 Space, Time and the State**

Scholte, Jan Aart, *Globalization: A Critical Introduction* (2nd edition; London: Palgrave, 2005), Chapters 2, 6.

Sassen, Saskia. *A Sociology of Globalization*. New York: W.W. Norton, 2007, Chapters 2, 3.

* Thomas King, "Borders", in King, *One Good Story, That One* (Toronto: HarperCollins, 1993) p. 131-148

Week 6 Technology and Place

Castells, M. (2004). Informationalism, networks, and the network society: a theoretical blueprint. *The Network Society: A Cross-cultural Perspective*. Ed. M. Castells. Cheltenham, UK, Edward Elgar: 3-45

Arturo Escobar, "Culture sits in places: reflections on globalism and subaltern strategies of localization," *Political Geography*, 20 (2001), 139-174.

* Laila Lalami, *Hope and Other Dangerous Pursuits*. Orlando, FA: Harcourt Inc., 2005. "The Trip", pp. 1-16; "Acceptance", pp. 74-94; "Homecoming", pp. 146-167.

Week 7 Culture and Place

Anna Lowenhaupt Tsing, *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press, 2005. "Introduction," pp 1-16; Chapter 3, "Natural Universals and the Global Scale"

John Tomlinson, *Globalization and Culture* (Chicago: University of Chicago Press, 1999) Chapters 1, 4.

Aihwa Ong, *Neoliberalism as exception: mutations in citizenship and sovereignty*. Durham, NC: Duke University Press, 2006. Chapter 3: "Graduated Sovereignty".

Part Three: Special Topics in Globalization**Week 8 Globalization, Identity and Culture**

Ien Ang, "On Not Speaking Chinese: Postmodern Ethnicity and the Politics of Diaspora," *New Formations*, Vol. 24 (1994), pp. 1-18.

Castells, Manuel. 2003. *The Power of Identity*. Second Edition. Oxford: Blackwell, pp. 1-12, 72-86, 108-144, 160-67.

* Chitra Banerjee Divakaruni, 'The Names of Stars in Bengali,' in Divakaruni, The Unknown Errors of Our Lives (New York: Anchor Books, 2001)

Short Paper 2 Due: Select one of the works of fiction listed in *Appendix D* to read. Prepare a short essay (maximum 1500 words) that addresses the following questions. In what ways does this work deal with globalization? Does it add to our understanding of globalization as presented in the works of theory discussed thus far in the course? Does it complement these works? Does it contradict them in any way? Would you recommend this work of fiction to someone who is interested in globalization? Why or why not?

Week 9 Globalization and AIDS

Susan Craddock, "Beyond Epidemiology: Locating AIDS in Africa" pp. 1-10;

*Emma Guest, "Excerpt from *Children of AIDS: Africa's Orphan Crisis: A Mother to her Brothers: A Child-Headed Household's Story*, Johannesburg, South Africa", pp. 316-322 in Ezekiel Kalipeni, Susan Craddock, Joseph R. Oppong, and Jayati Ghosh (eds), *HIV and AIDS in Africa: Beyond Epidemiology* (Oxford: Blackwell Publishing, 2004).

*Stephen Lewis, *Race Against Time* (Toronto: House of Anansi Press, 2005).

Week 10 Globalization, Violence and War

Arjun Appadurai, *Fear of Small Numbers: An Essay on the Geography of Anger*. Durham, NC: Duke University Press, 2006, Chapters 2, 3, 4.

Amartya Sen, *Identity and Violence: The Illusion of Destiny* (New York: Norton, 2006), Chapters 1-5.

*Jean Arasanayagam, "I am an innocent man", in Arasanayagam, *All is Burning* (New Delhi: Penguin Books India, 1995), pp. 22-42.

Week 11 Globalization, Violence, Women and Resistance

Siddharth Kara, *Sex Trafficking: Inside the Business of Modern Slavery*. New York, Columbia University Press, 2008, Preface and Chapter 1.

Rauna Kuokkanen, "Globalization as Racialized, Sexualized Violence," *International Feminist Journal of Politics*, Vol. 10, No. 2 (2008): 216-233.

*Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*. Durham, NC: Duke University Press, 2000, Chapters 1, 4.

Week 12 Alternative Globalizations

Boaventura de Sousa Santos, "Human Rights as an Emancipatory Script? Cultural and Political Conditions," in Santos, ed. *Another Knowledge is Possible: Beyond Northern Epistemologies*. London, UK: Verso, 2007, pp. 3-40.

Jackie Smith, *Social Movements for Global Democracy*. Baltimore, MD: Johns Hopkins University Press, 2008, Chapters 1, 2 and 3.

Walden Bello, "Civil Society, the World Social Forum, and the Crisis of the Globalist Project—A Commentary" *Journal of Civil Society*, Vol. 4, No. 1 (2008), 61-69

Third Short paper due: *The Walrus* magazine was launched in September of 2003 with a straightforward mandate: to be a Canadian general-interest magazine with an international outlook. It states that it is committed to publishing the best work by the best writers from Canada and elsewhere on a wide range of topics for readers who are curious about the world. In this essay, you will prepare an article of 1500 words for this magazine addressing the key issues as you see them in relation to *globalization, the sex trade, and HIV/AIDS*. The following sources may be of assistance.

Lin Lean Lim, ed., *The Sex Sector: The Economic and Social Bases of Prostitution in Southeast Asia* (Geneva: International Labour Organization 1998) (Mills Reserve)

UNAIDS, *Sex work and HIV/AIDS*, UNAIDS Technical Update, June 2002 (GHC office)

Peter Landesman, 'The Girls Next Door', *The Magazine*, New York Times, Sunday, January 25, 2004 (GCH office)

UNAIDS, *2006 Report on the Global AIDS Epidemic*, available on line at: http://www.unaids.org/en/HIV_data/2006GlobalReport/default.asp

Mahasweta Devi, 'Douloti the Bountiful' in Devi, *Imaginary Maps*

Kevin Bales, "Because she looks like a Child", in Barbara Ehrenreich and Arlie Russell Hochschild, eds. *Global Woman: Nannies, Maids and Sex Workers in the New Economy* (New York: Metropolitan, 2002)

Kamala Kempadoo and Jo Dozeman, *Global Sex Workers: Rights, Resistance and Rebellion* (New York: Routledge, 1998)

Jonny Steinberg, *Sizwe's Test: A Young Man's Journey Through Africa's AIDS Epidemic* (New York: Simon&Schuster, 2008)

Appendix A: Evaluation of Participation

Part of the participation grade will come from an evaluation of how much a given class member contributed to the seminar. **Remember that evaluation of participation is different from evaluation of knowledge or understanding of a set of given readings. My evaluation of your knowledge and understanding will come from the two short papers and the final examination.** If you wish to check out how well you are doing in your participation, you might ask yourself the following questions:

Did I initiate a topic or question?

Did I provide some information when it was needed?

Did I give some positive opinions or reactions?

Did I give some negative opinions or reactions?

Did I ask for positive or negative opinions or reactions?

Did I confront someone whom you thought was wrong?

Did I try to restate what someone else had said to ensure I and others understood?

Did I ask someone else to restate what he or she had said?

Did I give examples when they were needed?

Did I ask others to provide some examples?

Did I try to synthesize or summarize a part of the discussion?

Did I ask if someone might synthesize or summarize a part of the discussion?

Did I sponsor, encourage, help or reward others in the group?

Did I relieve tension in the group by cracking a joke or calling for a break at an appropriate time?

Appendix B: Leading a discussion

The following suggestions are adapted from Gale Rhodes and Robert Schaible, *A User's Manual for Student-Led Discussions*, available at: <http://www.usm.maine.edu/~rhodes/StdLedDisc.html>

I liked the approach and it is consistent with what we are trying to achieve in the course.

Preparing

To lead a discussion, you must be familiar with the assigned material. "Familiar with" is just the right phrase. You need not have mastered the material; after all, a goal of discussion is to move everyone towards mastery, that is, to improve everyone's (even the leader's) understanding. To prepare for discussion (leadership or participation), first read and study the assignment, underlining the more important or interesting points, and making notes in the margins. Then think about and write down some of the main issues that the author raises and a few questions pertinent to the issues. Then go back over your notes and the text and note the key concepts or terms and then try to put the author's argument into your own words.

Getting Started

Class has started and your name has been drawn from the hat. How do you begin? Simply clear your throat and begin with the questions everyone has been asked to address. Before you know it, the hard part -- getting started -- is done.

One word of caution: Start out on a positive note. Avoid beginning with an apology for being poorly prepared or for finding the reading difficult. Treat the day's topic as having real value. Openers like "I didn't get much out of this" or "I don't agree with anything the author said" will stifle, rather than promote, discussion. Remember that a time for critical evaluation will come at the end, but only after the class has worked on its understanding of the author's arguments. If you treat the readings as worthwhile, your classmates will follow your lead, join you in examining the day's assignment, and thus make your job easier.

Sustaining Discussion

Discussions, like sleepy horses, need some urging to keep them moving. A discussion leader can often keep things moving with only modest prodding, giving the class its head when things are going well. Of course, if you can contribute something useful, do so; but other kinds of comments or actions on your part can sustain the discussion just as well as an injection of insight. Here are some suggestions:

- 1) Get students to talk to each other. Ask for a response to the most recent comments. (Anyone have a response to Clara's opinion?) Or ask a specific student to respond. (Clara, do you agree with Ralph?)
- 2) Get students to defend or explain their opinions. (Marvin why do you say that? What's your evidence or reasoning?)

3) Encourage an exploration of differing points of view. When you hear conflicting views, point them out and get the holders of those views to discuss their differences. Perhaps ask a third person to sum up the two positions.

4) *Keep the class on the subject.* If you are even halfway familiar with the material, you know when the discussion is no longer connected to it. Just say so. (We've gotten pretty far from the readings; let's get back on the subject.) Or simply consult your list of questions. Any sensible response to one of your questions is bound to be pertinent.

5) Point to a particular passage in the text relevant to a comment made by one person, or to a discussion among several. This might be a passage that challenges, or sums up and confirms, the views being expressed.

6) Don't fill every silence with your own voice. Any discussion will lapse occasionally. It is not your job as leader to avoid all silence. Some quiet periods are productive. Students who are not so quick to speak will frequently get the chance they need when others are quiet. If the silence gets too heavy, take advantage of the other students' lists of questions. (Ginny, give us one of the questions you brought to class.)

Remember, as discussion leader you do not have to be the brains for the class. You are not expected to know it all; the class is full of students who have read the same assignment that you read. Your job is to give them a chance to talk about it and thus give others the benefits of their thinking. If any one student begins to do all the talking, gently correct this problem by bringing other students into the discussion. You are there to steer, to keep the class reasonably near the center of the path, by pulling a rein when needed, by loosening the reins when it keeps to the trail, by reining it in when it threatens to gallop away to greener subjects. If students are talking to each other about the reading material, things are going well; relax, listen, and contribute when you can.

Appendix C: Books for Short Paper 1

Bayly, Christopher. 2004. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. Oxford: Blackwell.

Lauren Benton, *Law and Colonial Cultures: Legal Regimes in World History, 1400-1900* (Cambridge: Cambridge University Press, 2002).

Brendon, Piers. *The Decline and Fall of the British Empire, 1781-1997*. New York: Alfred A Knopf, 2008.

Chang, Leslie T. *Factory Girls: From Village to City in a Changing China*. Spiegel and Grau, 2008.

Colley, Linda. *The Ordeal of Elizabeth Marsh: A Woman in World History* Pantheon Books, 2007.

Darwin, John. *After Tamerlane: The Global History of Empire*. London: Allen Lane, 2007.

De Mel, Neloufer. 2001. *Women and the nation's narrative: Gender and nationalism in twentieth century Sri Lanka*. New Delhi: Kali for Women.

Diamond, Jared *Guns, Germs and Steel: The Fates of Human Societies* (New York: Norton, 1997).

Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed* (New York: Viking, 2005).

Nicholas Dirks, *The Scandal of Empire: India and the Creation of Imperial Britain* (Cambridge, MA: Harvard University Press, 2006).

Benjamin Fortna, *The Imperial Classroom: Islam, the state and education in the late Ottoman Empire* (New York: Oxford University Press, 2002).

Freeman, Carla. 2000. *High tech and high heels in the global economy: Women, work and pink-collar identities in the Caribbean*. Durham, NC: Duke University Press.

Friedman, Thomas. 2005. *The World is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Strauss, and Giroux.

Indira Ghose, *Women Travelers in Colonial India: the power of the female gaze* (Delhi; New York: Oxford University Press, 1998).

Grewal, David Singh. *Network Power: The Social Dynamics of Globalization*. New Haven, CT: Yale University Press, 2007.

Held, David, Anthony McGrew, David Goldblatt and Jonathan Perraton. *Global Transformations: Politics, Economics and Culture*. (Stanford: Stanford University Press, 1999.)

Hopkins, Anthony ed. (2002) *Globalization in World History*. London: Pimlico

James, Marlon. *The Book of Night Women*. Riverhead Books, 2009.

Victor Lieberman, *Strange Parallels: Southeast Asia in Global Context, c. 800-1830*, Volume 1: Integration on the Mainland (Cambridge: Cambridge University Press, 2003).

Luce, Edward. 2006. *In Spite of the Gods: The Strange Rise of Modern India*. London: Little Brown.

McKowen, Adam. *Melancholy Order : Asian Migration and the Globalization of Borders*. Columbia University Press, 2008.

Mernissi, Fatima. 1994. *Dreams of Trespass: Tales of a Harem Girlhood*. New York: Basic Books.

McNeill, J.R. 2000. *Something new under the sun : an environmental history of the twentieth-century world*. New York: WW Norton

McNeill, J.R and W.H. McNeill. 2003. *The Human Web: a bird's eye view of world history*. New York: WW Norton.

Mills, Sarah. 1991. *Discourses of difference: An analysis of women's travel writing and colonialism*. London: Routledge.

Mueenuddin, Daniyal. *In Other Rooms, Other Wonders*. New York: W.W. Norton, 2009.

Ngai, Pun. 2005. *Made in China: Women factory workers in a global workspace*. Durham, NC: Duke University Press.

John F. Richards, *The Unending Frontier: Environmental History of the Early Modern World*. University of California, Berkeley and Los Angeles, 2003.

John F. Richards, *The Mughal Empire* (New York: Cambridge University Press, 1992)

Stiglitz, Joseph. 2002. *Globalization and its Discontents*. New York: W.W. Norton.

Tsing, L. Anna (1993) *In the Realm of the Diamond Queen: Marginality in an Out-of-the-Way Place*, Princeton, NJ: Princeton University Press

Walbert, Kate. *A Short History of Women*. Scribner, 2009.

John Weaver, *The Great Land Rush and the Making of the Modern World 1650-1900* (Montreal and Kingston: McGill-Queen's University Press, 2003).

Appendix D: Books for Short Paper 2

Diana Abu-Jaber, *Arabian Jazz* (New York: W.W. Norton, 1993)

Diana Abu-Jaber, *Crescent: A Novel* (New York: W.W. Norton, 2003)

Al Aswany, Alaa. *Chicago: A Modern Arabic Novel*. Farouk Abdel Wahab trans. Cairo: American University in Cairo Press, 2008.

Monica Ali, *Brick Lane: A Novel* (New York: Scribner, 2003)

Nadeem Aslam, *Maps for Lost Lovers* (London: Faber and Faber 2004)

Anita Rau Badami, *Can you hear the Nightbird Call?* Toronto: Knopf Canada, 2005.

Judy Fong Bates, *Midnight at the Dragon Café* (Toronto: McClelland and Stewart, 2004).

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