

AN INTRODUCTION TO

GLOBAL STUDIES



**Patricia J. Campbell,
Aran MacKinnon
and Christy R. Stevens**

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PREFACE

While the field of Global Studies is relatively new, its subject matter is old in the sense that humans around the world have always been connected through multiple layers of culture, trade, travel, migration, ecology, etc. It is only recently, however, that the academy has caught up with this reality. The academy's slowness in making the various globalization processes and effects the object of interdisciplinary analysis is due in part to organizational structures in higher education, many of which encourage disciplines to be protective of their boundaries. Despite such barriers, the interdisciplinary nature of so many of the major issues facing the world at the beginning of the twenty-first century has pushed against, and is increasingly breaking through, some of those long-standing disciplinary boundaries. The emergence of Global Studies as a distinct interdisciplinary field occurred at a time when globalization was increasingly and profoundly affecting multiple areas of people's everyday lives. Scholars and students have found that Global Studies enhances our understanding of global phenomena by bringing the methodologies and discourses from a variety of disciplines to bear on many of the most pressing issues of our day. Global Studies makes connections not only among various disciplines but also between the local and the global, and oneself and others. For example, while we might not make the immediate connection between what we think of as a personal action, such as reaching for our cell phones, and a conflict occurring on the other side of the world, like the conflict in Central Africa, Global Studies provides a framework that allows us to explore the ways in which the personal is global and the global is highly personal. To journey through this book is to explore these connections.

We start in chapter 1 by providing an overview of what constitutes Global Studies. The historical context for the

evolution of the field is discussed in concert with competing conceptualizations of globalization. Various dimensions of globalization are addressed, including economic, political, and cultural processes. The chapter concludes with a discussion of the term “global citizenship” and its relationship to ideas like belonging, civic responsibility, and civic engagement.

Chapter 2 presents the historical background to the development of the nation-state as the primary social, political, and economic organizing structure of human society. The expansion of the nation-state from Europe via colonialism is traced. The chapter also outlines some of the internal and external threats facing the modern nation-state, including social cleavages like ethno-nationalism, cultural complexities posed by migration, as well as the dynamic nature of the roles played by international organizations, non-governmental organizations, and multinational corporations. The chapter concludes by exploring the increasing number of marginal and failed states and the dangers and opportunities these present.

Chapter 3 delves much deeper into the structure, roles, and relationships between international organizations and the nation-state. The historical background for the development of international organizations is presented, followed by a detailed examination of the major international organizations operating in the world today, including the UN, the WTO, and various regional organizations, such as the EU. The chapter ends with a discussion of the evolution of non-governmental organizations and the changing nature of the roles they play both within countries and within the international arena.

Human rights is the focus of chapter 4. The chapter begins with a discussion of the evolution of human rights, the various schools of thought that undergird human rights, and the key founding documents of the modern human rights

movement. This is followed by an exploration of the debates over different interpretations of human rights, including, for example, disagreements about whether human rights are universal or must be tempered with respect to cultural norms. The monitoring and enforcement of human rights follows this discussion, with a particular focus on transnational justice mechanisms such as the International Criminal Court. Evolving notions of humanitarian intervention are also discussed, including the “right to protect” (R2P). Finally, newer human rights discourses are considered, including the right to water, sexual rights, and the right to one’s own genetic material.

Perhaps more than the previous chapters, chapter 5 drives home the inter-connectedness that characterizes our modern world. It begins with a detailed discussion of global climate change, including its causes and impacts. Other ongoing global environmental challenges are also discussed, such as the increasingly precarious situation facing the global water supply, the health impacts of air pollution, increasing plant and animal extinction rates, and the environmental impacts of waste production. The chapter concludes with a discussion of environmental discrimination. Woven throughout the chapter are discussions of various strategies being developed and deployed in an effort to improve the global environment.

Chapter 6 investigates the relationship between population and consumption patterns. The chapter begins by describing current population statistics and projections, including the demographic issues they will produce. The world’s population is estimated to grow to 9 billion by 2040. This growth will bring with it serious challenges, particularly when it comes to issues of poverty, urbanization, and migration. Providing the basic necessities for so many people poses an equally serious challenge to the environment. Debates about and strategies for meeting

these needs are the focus of the second half of the chapter, and it ends with an investigation of global consumption patterns.

From “swine flu” to SARS to AIDS, infectious diseases demonstrate how advances in technology and improved modes of travel and communication can help both to spread disease and to track, treat, and quarantine it. The first section of chapter 7 traces the history of infectious diseases, exploring the interactions between globalization and infectious diseases as well as the relationship between human interaction with the environment and the evolution and spread of disease. Disease in the context of migration, air travel, food production, and urbanization are discussed as examples of our global connectedness. The chapter concludes with a survey of the current challenges posed by infectious diseases, including treatment questions that arise over the availability of pharmaceuticals.

Chapter 8 explores the world through the lens of gender. It begins by defining its terms before launching into a detailed discussion of some of the ways in which globalization affects women and men differently. The intersection of gender, poverty, and development are then discussed, with a special focus on some of the labor and migration issues that have emerged in our globalized world. Human security and human rights issues that are particularly pressing for women are the chapter’s next focus, including an overview of some of the UN’s efforts to integrate gender analysis and gender equality into its mission and programs. The chapter concludes with a discussion of education and health issues that affect women, their families, and the communities in which they reside.

The fast pace of globalization is perhaps best illustrated in chapter 9, which focuses on information and communication technologies (ICTs). The chapter explores the relationship between ICTs and evolving conceptions of the Information

Age and the Digital Age. It then looks at the emergence of networks and the communication changes that networks like the Internet and the World Wide Web have engendered. The web allows us instantly to connect with people around the world, breaking down traditional space/time barriers and opening up new avenues for both economic development and global citizenship. The chapter concludes by looking at the relationship between “new media” and globalization.

The final two chapters focus on war and peace. Chapter 10 traces the history of violent conflict and then looks at both its causes and attempts to prevent it. The chapter ends with an examination of some of the costs of war, including human casualties, environmental destruction, economic damage, and the diversion of resources from development to supporting the war machine. Chapter 11 moves us from war to peace, beginning with an exploration of the history of peace movements. It discusses peaceful forms of conflict resolution and ends with a focus on organizations that work to eradicate violent social conditions that are antithetical to peace.

Each chapter endeavors to provide readers with a thorough understanding of the competing approaches that scholars bring to bear on the topics presented. Instead of prescribing solutions, the book asks questions and presents multiple perspectives, encouraging readers to think critically about the issues presented and to come away with a better understanding of how connected we all are to one another. If our readers find themselves wondering about things like how their cell phones were made, who made them, and under what working conditions, how the materials were extracted that make up their parts, and where those materials are likely to go once they dispose of the phone, then we have succeeded in our mission.

The chapters also contain a number of special features. Each chapter begins with a series of thought-provoking

quotations from notable people designed to get readers thinking about the complexities revolving around the chapter's main topic. These are followed by questions that frame the chapter. Students should be able to formulate thoughtful responses to each of these questions after having read the chapter. All the chapters also contain "Researching to Learn" sections that provide students with research ideas, sample search strategies, and authoritative academic resources, such as relevant websites and important primary and secondary sources on selected topics. Additionally, the chapters contain various graphs, charts, and tables designed to illustrate key points and to appeal to visual learners. Each chapter contains an "In Focus" section that provides a specific real-world example illustrating one of the chapter's themes. Each chapter ends with a conclusion that draws together the key themes.

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Chapter 1

GOING GLOBAL



“As a society becomes more enlightened, it realizes that it is responsible not to transmit and conserve the whole of its existing achievements, but only such as make for a better future society. The school is the chief agency for the accomplishment of this end.” (John Dewey, Democracy and Education, 1916)¹

“The world is my country; to do good my religion.” (Motto of American political theorist and writer Thomas Paine, 1737–1809)²

“Humanity is interwoven by many threads, and they grow stronger and longer each day. Professionals increasingly link their fortunes with those from afar, while significant challenges and problems transcend boundary lines. In an age of information overflow, though, it can be difficult to connect the dots and adapt to all that’s new. To survive and succeed, individuals must increase their understanding of this interconnected world. And they must embrace global perspectives and viewpoints, for their own sake as much as for the benefit of humanity.” (From J. Michael Adams and Angelo Carfagna, Coming of Age in a Globalized World)³

Learning to Question, Questioning to Learn

- How is global studies similar to/different from other fields?

- What are some of the various definitions of globalization?
- Is globalization a “good” or “bad” thing?
- Is globalization a new phenomenon or is it an extension and acceleration of processes that have been going on throughout human history?
- How does the concept of global citizenship differ from traditional definitions of citizenship?

Introduction

Global Studies. Globalization. Global Citizenship. This chapter explores these three terms in depth, beginning with a discussion of the emergence of global studies as a field of study in academic institutions around the world. Next, the chapter presents a working definition of globalization, describing some of its most prominent characteristics. It then looks at economic, political, and cultural globalization processes separately and in greater depth. The chapter ends with a discussion of global citizenship, comparing it with traditional definitions of citizenship and considering how it might function as a useful category in today’s globalizing world.

Why Global Studies?

The word “global” is used a lot these days. From “the global war on terror” to “global climate change,” we are growing more accustomed to viewing issues, activities, processes, ideas, problems, and solutions in global rather than in solely local or national terms. For example, today, more than ever before, communication is global. The Internet, email, blogs, RSS feeds, satellites, cell phones, webcams, and various electronic handheld devices allow human beings all over the world to connect with each other instantaneously, breaking

down the barriers of time and space that have isolated (to varying degrees) individuals and communities from each other in the past. Today, more than ever before, business is also global. Take Subaru, the car company, as a fairly typical example. A small number of the Japanese cars were first imported into the US in 1968. Today, the company's "Subaru Global" website reveals that, though it is still headquartered in Japan, it now has many facilities all over the globe, including the United States, Canada, Europe, Singapore, and China.⁴ And today, more than ever before, health and environmental problems are global. Human beings all over the world are contributing to problems (global climate change being an important example) that affect the entire globe and that can only be effectively responded to by coordinated global action.

The academic field of global studies emerged in this contemporary globalizing context, as scholars increasingly grappled with changes that were rapidly shrinking the globe and intensifying social, political, and economic connections. Initially, scholars seeking to understand these issues tended to do so within the framework of their specific *disciplines*. Even though global issues tend to go beyond the scope of any single discipline, the discipline-specific approach was used because of the way academic institutions are traditionally organized. Academic disciplines are among the most entrenched divisions in colleges and universities, serving as the basis for academic departments, professional associations, and scholarly journals. Scholars who earn a PhD in the discipline of philosophy, for example, have traditionally tended to apply for jobs in philosophy departments, write articles for publication in philosophy journals using the language and theoretical frameworks accepted by the field of philosophy, and join professional philosophy associations, such as the American Philosophical Association. As such, it makes sense that scholars tended

initially to approach globalization solely through the frameworks of their specific disciplines. Over time, however, many began arguing persuasively that globalization involves too many different types of forces and issues for it to be understood adequately through the lens of any single discipline. This realization led scholars to begin reaching across disciplinary boundaries to study global issues in new ways and to develop global studies courses and programs in collaboration with colleagues from various academic departments.

disciplines Most often used to refer to the division of fields of knowledge at the university or college level.

Today, global studies is establishing itself as an academic field of study in its own right, with institutes,⁵ associations,⁶ academic conferences,⁷ and degree-granting programs⁸ emerging around the world with increasing frequency since the 1990s. Most academic pursuits that have adopted the “global studies” label are developed around the idea that this is a multidisciplinary and interdisciplinary enterprise.⁹ That is, global studies attempts to understand the world by looking at it from multiple perspectives (*multidisciplinary*), drawing upon the insights and theoretical frameworks of various academic fields, such as history, political science, international relations, sociology, anthropology, philosophy, and economics. In addition, global studies also seeks to make connections between those different perspectives – to understand how they are related and how they might fit together as part of a larger whole (*interdisciplinary*).

multidisciplinary Drawing upon different disciplinary perspectives without necessarily exploring the connections or blurring the boundaries among them.

interdisciplinary Integrating the theories, methodologies, and insights of various disciplines and exploring the connections and blurring the boundaries among them.

Global studies students and scholars analyze the social, political, and economic processes and transformations that affect not only the world as a whole but also individual localities in particular, complex, and sometimes contradictory ways. Global studies also generally foregrounds an active ethical component that tends not to be as prominent in many other disciplines. In other words, global studies students and scholars often explicitly seek out ways to connect academics with action; their desire to understand global issues is inextricably linked to their desire to discover effective ways of improving the world.¹⁰ Edward Kolodziej, Director of the Center for Global Studies at the University of Illinois at Urbana-Champaign, argues that exploring and devising new ways to meet the needs of the world's diverse populations is one of the central concerns of global studies programs. He points to the spread of weapons of mass destruction, viral infections, ecological disasters, and human rights as examples of global issues that are appropriate for both study and action within the global studies framework.¹¹ Similarly, David Jacobson and Ning Wang, Professor and Assistant Professor of Global Studies respectively at Arizona State University, observe that the questions and problems addressed in global studies classrooms are not simply academic in nature; rather, issues such as the environment and cultural conflict are “pressing global challenges” that demand “more effective policy.”¹² In short, global studies is designed to educate people who are interested in finding solutions to these kinds of global problems, or, put another way, in making the world a better place. Many programs make this goal explicit through mission statements that profess a commitment to developing *global citizens*,¹³ a term we will return to at the end of the chapter.

global citizens People who see their local actions as having global consequences and who have accepted that they have a responsibility

What We Talk About When We Talk About Globalization

Global studies emerged in the context of and in response to *globalization*. But what exactly are we talking about when we talk about globalization? “Globalization” is a relatively new term. Although it made its dictionary debut in 1961,¹⁴ it was rarely used until the 1980s, when it began appearing in academic literature with increasing frequency.¹⁵ The term entered into common parlance in the 1990s, and today is “deployed across disciplines, across the world, across theoretical approaches, and across the political spectrum.”¹⁶ Despite the pervasiveness of the term today, it remains ambiguous and contested, perhaps because it is used in many different ways to support a variety of competing interests. Some believe globalization is intrinsically “good,” others believe it is inherently “bad,” and still others assert that while it is intrinsically neither good nor bad, it can have both positive and negative effects. Some conflate globalization with internationalization, while others equate it with *Westernization*. Some view globalization as a new phenomenon driven primarily by new technologies, such as satellites, cell phones, and the Internet, while others see it as an extension of ongoing processes that encompass all of human history. Scholars from a variety of disciplines have weighed in on the term, developing their own definitions of, and theories about, globalization. Manfred B. Steger, a Professor of Global Studies at the Royal Melbourne Institute of Technology, has developed a particularly useful definition that synthesizes the definitions of a number of prominent scholars.¹⁷ According to Steger: “Globalization refers to a multidimensional set of social processes that create,