

## Globalization and Discourse

## CMST3730

Nicole Allen PhD - [nicole.allen@usu.edu](mailto:nicole.allen@usu.edu)**Course Overview:**

In this course, students explore discourse/rhetoric through/within different global, national, international, and transnational contexts. The course pays special attention to three groups of reactions to globalization: market globalism, justice globalism, and national populism/jihadist globalism. Students engage with different discursive/rhetorical tactics and movements related to each globalism with a special focus on in-depth case studies. The class will explore the rhetorical inclinations of each of these movements while attempting to expand our conceptual vocabulary to account for a global context. Semester long projects will include individually authored research papers that examine a case study from one of these globalisms. Students will also present a non-English origin case study and guide class discussion in either justice globalism or populisms/jihadist globalism.

After successful completion of the course, student should demonstrate the following capacities:

- **Identify** and **analyze** the three rhetorical reactions to globalization
- **Gain broader understanding of** globalization history, processes, and rhetorical functioning
- Rhetorically **critique** non-English texts
- **Critically analyze** communicative and rhetorical processes at work in our understanding of [global]politics
- **Apply concepts to new contexts with** well supported and informed commentary on current issues in [intra][trans][inter]national politics to public and in-the know audiences

**Required Readings:**

Steger, M. (2009). *Globalisms: The great ideological struggle of the twenty-first century*. Plymouth: Rowan and Littlefield Publishers.

All other reading will be provided electronically via Canvas.

**Class Assignments<sup>1</sup>**

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<sup>1</sup> Please note that these point totals are subject to change as the semester progresses. If there is a need to adjust total course points, each letter grade jump will be separated ~3%.

*Please note that I will distribute detailed assignment sheets and grading rubrics for each of the assignments no later than two weeks before their earliest due date.*

### **Class Glossary (2\*50= 100)**

Each week we will be covering concepts and making last connections that will follow and build throughout the semester. To help ensure that class time is not lost to the fogginess of our memories, students will sign up to record notes and add them to our class glossary (a shared Google doc). This will be a resource for the entire class during and after the semester. Glossary entries will be evaluated based on their level of description, adherence to the guidelines, and promptness.

### **Class Participation and Attendance (200)**

Students are expected to attend class and ready for discussion and activities. Students may be deducted participation points for (1) persistent non-participation (not answering questions, not participating in group discussions) or (2) persistent and distracting electronic use (cell phones, computers, tablets) (3) persistent absences. Students are allowed two unexcused absences before their final grade is affected. While the two unexcused absences will not affect your final grade, any exams, quizzes, in class activities, or papers due that day will not be excused or available for makeups at later dates (i.e. if you chose to miss a scheduled exam day with an unexcused absence, the missed exam is not eligible to be taken for full credit at a later date).

### **Reading Incentives (100)**

These non-cumulative quizzes give students the opportunity to calcify knowledge and vocabulary on an nearly weekly basis. These are opportunities for you to demonstrate your understandings of the readings. I do not expect perfect recall, but the incentives are designed to help me better understand areas of the readings that are easier and more difficult to work through for students. Students are also allowed a single page of notes for the incentive (\*must be printed and/or separate from your notebook).

### **Individual Rhetorical Analysis (200)**

This research paper will allow students to select a case study that they would like to pursue for more in depth research. At the intersection of one globalism and a rhetorical vocabulary covered in class, the analysis will proceed in five steps: (1) Students will write a proposal description of their globalist rhetoric. (2) Students will collect and submit an annotated bibliography of context/case specific research and rhetorical vocabulary. (3) Students will work shop a draft of the essay. (4) Final papers will be submitted during our final meeting times. (5) As part of their final paper, students will submit a one page explanation of their paper directed to an informed but lay audience.

**Group Case Study Presentation (150)**

After Week Five, students will be assigned to groups where they will work to research and present a case study to the class. The case study should be from non-English language origin. Groups should be prepared to describe their case study, giving all necessary contexts to understand the event. Groups will then guide class discussion and rhetorically analyzing the event.

**Exams (2\*125= 250)**

The class will have two non-cumulative exams. I provide study guides, and students are allowed to use one page (front and back) of notes of their choosing. I see exams as incentives for students to collect and synthesize information from the class. Exams emphasize application and critical analysis skills with our material. We usually take the two class period prior to the exam to review and consolidate material.

A	930-1000
A-	900-929.9
B+	870-899.9
B-	830-869.9
B	800-829.9
C+	770-799.9
C	730-769.9
C-	700-729.9
D	600-699.9
F	0-599.9

## **Course Policies and Statements**

### **Student Accommodations**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

### **Late Work**

All unexcused late work must be turned within one week of it being due. I will not accept work later than a week. The assignment will be deducted 12% of the assignment total for each day that it is late. Unless otherwise discussed, all work stemming from an excused absence will be expected within a week of the absence. For excused absences, when possible, exams should be scheduled prior to the missed class.

### **Technology**

School-related use of technology is at the discretion of students. I have seen students help and hurt themselves with the use of laptops in the classroom. By and large, I will optimistically assume all tech use is class related, however, if it becomes apparent a student is inappropriately using technology in the classroom, I reserve the right to reduce participation points.

### **Academic Dishonesty and Plagiarism**

All work for the class should be original and submitted just for this course. This means presenting others work (even small excerpts) as your own OR attempting to use a paper you did for another class will result in a 0 for the assignment on the first offense and expulsion from the class on the second offense. If you have interest in a particular topic that you explored in another class, please let me know so we can find a way to balance plagiarism and your continued interest in a specific topic.

	<b>Discourse and Globalism</b>
Week One: August 27- 31	<p style="text-align: center;"><b>Reading Rhetoric and Globalism`</b></p> <p>Steger, "Preface" (ix-x)          Jasinski, "Effects of Rhetorical Practice," (191-197) (scan and upload from Rhetoric Sourcebook)          Reading Rhetoric Handout (create &amp; upload)</p>
Week Two: 09/03-09/07 09/03 Labor Day	<p style="text-align: center;"><b>Ideology, Rhetoric, Globalism</b></p> <p>Steger "The Roots of Market Globalism" (1-20)          PIF "Rhetoric as Symbolic Action" (1-27) (upload)          Jasinski, "Ideology," (312-315) (scan and upload from Rhetoric Sourcebook)</p>
Week Three: 09/10-09/14	<p style="text-align: center;"><b>(Global?) Rhetorical Situation</b></p> <p>Bitzer, "The Rhetorical Situation," (1-14)          Vatz, "The Myth of the Rhetorical Situation," (154-161)          Barber, "Jihad vs. McWorld,"</p>
Week Four: 09/17-09/21	<p style="text-align: center;"><b>Public Vocabularies: Narratives and Characterizations</b></p> <p>Steger, " From Market Globalism to Imperial Globalism," (51-95)          Robert Rowland, "The Narrative Perspective," (117-42) (scan &amp;upload)          Lucaites &amp;Condit, "Reconstructing &lt;Equality&gt;: Culturetypal and Counter-Cultural Rhetorics in the Martyred Black Vision" (5-24) (upload)</p>
<b>Week Five: 09/24-09/28</b>	<p style="text-align: center;"><b>Ideographs</b></p> <p>Lee, "Ideographic Criticism,"          Jasinski, "Ideograph," (308-311) (scan and upload from Rhetoric Sourcebook)          Stuckey, "Bush and &lt;Human Rights&gt;" (646-666) (upload)</p>
<b>Week Six: 10/01-10/05</b>	<b>Exam I</b>
Week Seven: 10/08-10/12	<p style="text-align: center;"><b>Metaphor</b></p> <p>Steger, "Challenges from the Political Right: National Populism and Jihadist Globalism," (1331-157)</p>

	Rikka Kuusisto, "Heroic Tale, Game, and Business Deal? Western Metaphors in Action in Kosovo," (335-345) scan from Burgchardt. Cisneros (2008), "Contaminated Communities" The Metaphor of 'Immigrant as Pollutant' in Media Representations of Immigration"
Week Eight: 10/15-10/19 10/19 Fall Break	<b>Myth</b> Jasinski, "Myth," (383-385) (scan and upload from Rhetoric Sourcebook) Bottici & Challand, "Rethinking Political Myth: The Clash of Civilization as Self-Fulfilling Prophecy," (315-336) upload Huntington "Clash of Civilization" (upload)
<b>Week Nine: 10/22-10/26</b>	<b>Rightist Presentations</b>
Week Ten: 10/29-11/02	<b>Leftist Globalism</b> Steger, "Challenges from the Political Left: Justice Globalism" (97-130) Moghdam, "The Global Justice Movement," (171-201) (scan from, <i>Globalization and Social Movements</i> ) Dutta, "Organizing for Social Change," (223-243) upload
Week Eleven: 11/05-11/09 11/08-11 NCA	<b>Visual I</b> Deluca & Peeples, "From Public Sphere to Public Screen: Democracy, Activism, and the 'Violence' of Seattle." (125-151) (upload) Peeples, "Imaging Toxins, (191-210) upload
Week Twelve: 11/12-11/16	<b>Activism &amp; Everyday Rhetorical Acts</b> Pezzulo, "Contextualizing Boycotts and Buycotts: The Impure Politics of Consumer-Based Advocacy in an Age of Global Ecological Crises" (upload) Harold, "Pranking Rhetoric: 'Culture Jamming' as Media Activism" (189-211)
Week Thirteen: 11/19-11/23 11/21-11/23 Thanksgiving	<b>Memory</b> Jasinski, "Memory," (355-361) scan and upload from Rhetoric Sourcebook Kowal, "Digitizing & Globalizing Indigenous Voices: The Zapatista Movement," (105-126) from Critical Perspective on the Internet
Week Fourteen: 11/26-11/30	<b>Leftist Presentations</b> <b>Final Individual Rhetorical Analysis Due</b>

Fall, 2018

11:30-12:20

Week Fifteen: 12/02-12/07 12/07 Last Day of Classes	<b>Cracking and Packing:</b> Consolidating Class Information
Week Sixteen: 12/10-12/14 Finals Week	<b>Exam II: Choose Your Emphasis</b>