

Globalization and Discourse
Spring 2019
CMST 3730

Nicole Allen PhD - nicole.allen@usu.edu

Course Overview:

In this course, students explore discourse/rhetoric through/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.

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Class Assignments[\[1\]](#)

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 foginess 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 a 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 workshop 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.