

SIMP17

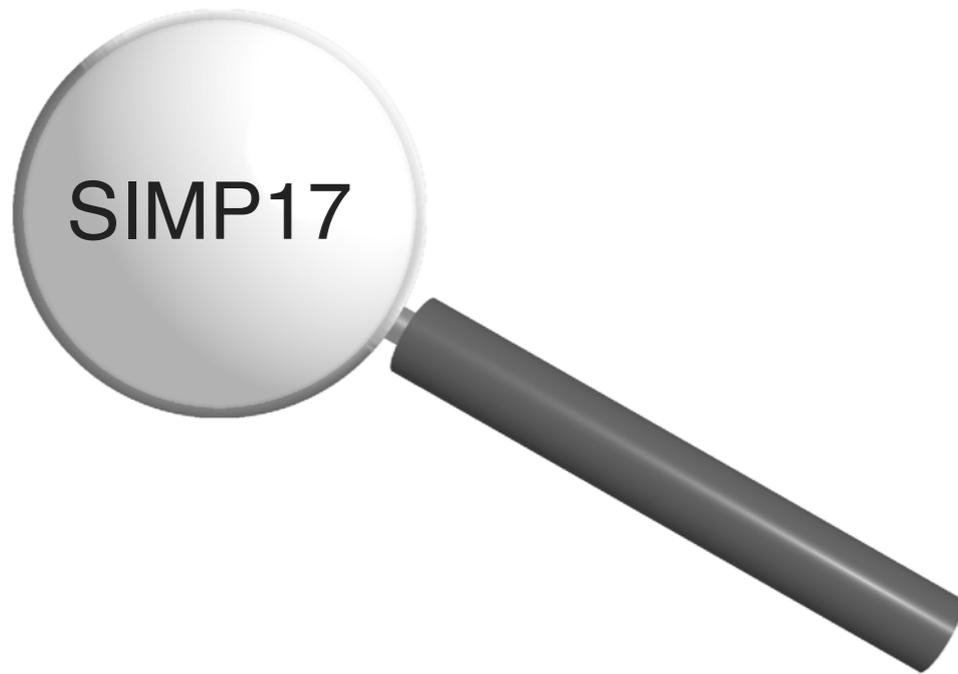
Introduction to Global Studies



Version 1.0, August 2020

For an always up-to-date online version, please visit the course site
(check regularly for updates)

Welcome!



Welcome to the Autumn term's course *Introduction to Global Studies*

The aim of the course is to provide students with an interdisciplinary introduction to the field of Global Studies. This involves seeking to understand a variety of theories related to processes of globalization, global relations and transformation processes, as theorized and analyzed in various disciplinary frameworks. The students will be introduced to major economic, security, cultural, political and gender-based theories and concepts to enable them to make informed, comparative analyses of how globalization and global relations are related to social change and conflict.

Moreover, the students will learn about the wide array of theoretical and empirical approaches to globalization and related processes. Furthermore, they will learn how to approach globalization from multiple global, national and theoretical contextual perspectives. They will also be encouraged to apply their received knowledge to their distinct fields of study.

The course will enable the students to acquire interdisciplinary skills in the study of globalization which will enable them to apply a variety of perspectives to their distinct field of study. This involves a critically evaluating the insights that gender studies, postcolonialism, security studies, the study of crisis, media studies, global governance and development studies can bring to the study of globalization and global relations. Hence, the course will enable the student to acquire theoretical and methodological skills and to expand their understanding of different expressions of globalization. More specifically, the course will examine the following broad areas:

- Theories of globalization, global governance and media
- Globalization, the state, security and sovereignty
- Gender and globalization
- Globalization and crisis
- Globalization and development

About Lund University and Graduate School

Lund University

Lund University seeks to be a world-class university that works to understand, explain and improve our world and the human condition. The University is ranked as one of the top 100 in the world. We tackle complex issues and global challenges and work to ensure that knowledge and innovations benefit society. We offer education and conduct research in engineering, science, law, social sciences, economics and management, medicine, humanities, theology, fine art, music and drama.

Our 40,000 students and 7,600 employees are based on our campuses in Lund, Malmö and Helsingborg. The University has a turnover of approximately SEK 8 500 million (EUR 804 million), of which two thirds is in research and one third in education.

We are an international university with global recruitment. We cooperate with 500 partner universities worldwide and are the only Swedish university to be a member of the strong international networks LERU (the League of European Research Universities) and Universitas 21.

CONTACT INFO

1. **Graduate School**

[Find us on a map](#)

e-mail: master@sam.lu.se

Home page: graduateschool.sam.lu.se/

Facebook: [tinyurl.com/LUgradschoolFB](https://www.facebook.com/LUgradschoolFB)

2. **Student Union**

Home page: samvetet.org

3. **Lund University**

Home page: www.lunduniversity.lu.se

The university is on [Youtube](#), [Facebook](#), [Instagram](#) and [Twitter](#)



The historic main university building, sometimes informally referred to as the White House, from 1882.

Graduate School

Graduate School at the Faculty of Social Sciences offers interdisciplinary programmes and courses at Master's level. We coordinate four interdisciplinary programmes in Development Studies, Global Studies, Middle Eastern Studies and Social Studies of Gender, and offer courses in theory of science, research methodology and in interdisciplinary themes.

Graduate School was founded in 2007 in response to the Faculty of Social Sciences' need to offer interdisciplinary programmes in areas not covered by specific departments. There are currently about 180 programme students roughly distributed in groups of 20 to 30 students per programme. In addition, Graduate School has approximately 300 students taking our classes in theory of science and scientific methodology. We have students from six continents, all with a background in different disciplines, most of them in the social sciences. Our international teaching staff comes from different departments at the Faculty of Social Sciences, as well as from outside the Faculty.

The Graduate School office is located on the 2nd floor in Gamla Kirurgen, Sandgatan 13A.

Director of Studies Mikael Sundström mikael.sundstrom@svet.lu.se

Graduate School administration Email: master@sam.lu.se

Phone: +46 (0) 46-222 00 00

Website: www.graduateschool.sam.lu.se

Student Reception (open Monday, Wednesday & Friday 10-13)

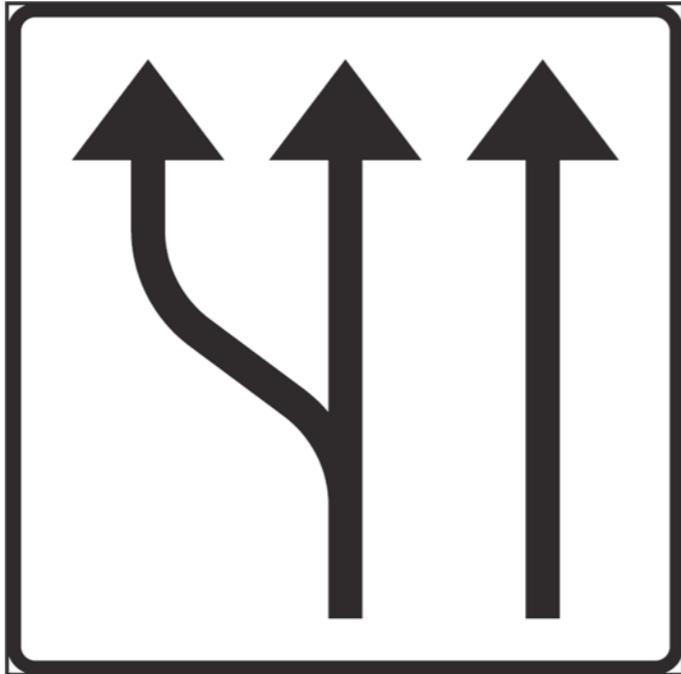
Postal Address

Programme Administrator
Graduate School
Faculty of Social Sciences
Lund University, Box 117
221 00 Lund, Sweden



The home of Graduate School used to be part of the city's Old hospital – and its bed wards and operation theatres have duly been transformed into (rather less blood-spattered) lecture theatres and meeting rooms (our classrooms used to be bed wards). The old mortuary is in the basement (we've been thinking about organising a Halloween tour one of these years... maybe it's time?)

Course overview



Teaching and Examination

The course is based on a combination of lectures and seminars, involving both teachers and students. The lectures have an interdisciplinary focus and students are encouraged to make contributions by sharing their interpretations of the topic at hand. The seminars are student-led and based on inclusive dialogue. Students give oral and/or written presentations in seminars of the literature and the specific topics. Students will author two brief assignments and the course concludes with a series of advisory and final seminars in which the students' course papers are discussed and examined.

Formal student learning outcomes

On completion of the course, students shall be able to:

Knowledge and understanding:

- demonstrate an ability to identify and critically reflect upon how different aspects of globalisation, as a form of social analysis, are theorized within specific academic disciplines;
- demonstrate the ability to locate, understand, and critically review theories and research within the interdisciplinary study of globalisation as well as the student's own discipline.

Competence and skills:

- analyse relevant social phenomena in a systematic manner using the key concepts acquired during the course;
- formulate complex research questions regarding globalisation;
- use globalisation as an analytical tool in assignments, the final paper and as research proposals;
- analyse questions of globalisation in the broad fields of global governance, the state, security, gender crisis and development;
- work effectively in an interdisciplinary context;
- give informative oral and written presentations on globalization issues;
- communicate scientific issues and follow the development of knowledge within the field of Global Studies.

Judgement and approach:

- assess the challenges and possibilities in the study of globalization across scholarly contexts and from an interdisciplinary perspective;

- demonstrate insight into a variety of theoretical approaches to the study of globalization and global relations.

Assessment

Overview

Assessment is based on:

- active participation in seminars;
- oral presentations, individually and in groups;
- two individually authored assignments;
- a written examination in the form of papers and critical reflections on the course literature.

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

General seminar instructions

These are general instructions for the seminars. There are additional guidelines later in the guide, corresponding with each seminar (also see lesson plan, Canvas). You will be divided into two groups, they will remain in the same throughout the course.

The seminars last for two hours (2 X 45 minutes). All seminars are compulsory and if you miss one you have to write a supplementary text. The seminars are intended to address and revolve around subject matters, dilemmas, theoretical and empirical developments covered by the individual lecturers. Students will be expected to participate actively in the seminars through class discussions and presentations. Some seminars involve submissions of brief papers. All students are expected to have read the seminar instructions and relevant literature prior to the meetings for the best possible discussions. The seminars will be conducted in a democratic and respectful fashion.

Grades

Marking scale: Fail, E, D, C, B, A.

The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

The final paper counts for 10 credits of the overall grade on the course, each of the assignments 1 credit and the overall performance in class as well as participation in presentations 3 credits. The grade for the entire course consists of the average grade of all assessed assignments (A = 5, B = 4, C = 3, D = 2, E = 1) multiplied by the number of credits awarded for each. For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments for which the grading scale A-E+Fail applies, and the grade of Pass on all assessments for which the grading scale Pass with Distinction Pass – Fail applies. The student must also have participated in all compulsory components.

Non-attendance at lectures and seminars

All seminars are mandatory parts of the course. If you do miss a seminar you may have to conduct an extra assignment where you analyse the readings related to the specific seminar.

Re-examination opportunities

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

Plagiarism

All final papers will be automatically checked by software and by the graders to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person's ideas without admitting to it. Note that there is also self-plagiarism (e.g. you take over parts of a paper that you have already written/submitted elsewhere) and translation-plagiarism (you translate from a non-English source and submit this as your own text). All cases of plagiarism will be handled by the Graduate School. Less severe cases will affect your grade negatively. More severe cases may lead to exclusion from the course/program and suspension from the university through the University Disciplinary Board.

Your teachers

CONTACT INFORMATION

1. **Annika Bergman Rosamond** (course coordinator)
annika.bergman_rosamond@svet.lu.se
2. **Georgia de Leeuw**
georgia.de_leeuw@svet.lu.se
3. **Catarina Kinnvall**
catarina.kinnvall@svet.lu.se
4. **Helle Rydström**
helle.rydstrom@genus.lu.se

Your teaching team



Annika Bergman Rosamond (course coordinator) is Associate Professor in International Relations and Political Science, Department of Political Science. She is also the Director of the MA in Global Studies at Graduate School . Her broad research interests are international relations, feminism, gender and IR, international ethics and war, security studies and crisis, the Arctic and Nordic regions, feminist foreign policy as well as popular culture, celebrity and world politics. She has previously held permanent positions in the UK and Denmark prior to arriving in Lund. Annika is also Head of the International Studies Association (ISA) Feminist Theory and Gender Studies Section.



Georgia de Leeuw is a doctoral student in the Department of Political Science and her main research interests include development studies, land and land governance, international politics, narratives. Her doctoral thesis focuses on protest movements, land rights and narratives. She conducts her research in the context of Indonesia and Sapmi, Sweden.



Catarina Kinnvall is Professor at the Department of Political Science, Lund University, Sweden. She is also the former Vice-President of the International Society of Political Psychology (ISPP) and the current Editor-in-Chief of the journal *Political Psychology*. Her research interests involve political psychology, migration and multiculturalism, globalization and security, religion and nationalism, with a particular focus on South Asia and Europe.



Helle Rydström is Professor of Gender Studies at the Department of Gender Studies. Rydström is specialized in the anthropology of gender in Asia. Her research focuses on the configurations of masculinities and femininities and the ways in which these inform gendered and aged powers and violences in the domestic sphere and in sites of conflict, war, and catastrophe. Rydström's research highlights the socialization of hierarchies, privileges, emotions, and moralities and their perpetuation and transformation in particular socio-political landscapes. Over the years, she has conducted long-term and short-term anthropological fieldwork in rural and urban Vietnam but even in Nepal and India. Rydström is engaged in questions concerning gendered and aged rights.

Course Resources

The mandatory literature that will be presented in the next few pages, plus selected journal articles provided by course leaders, comprises some approx. 1500 pages.

Please read the detailed reading lists for each lecture and seminar (later in this guide) for the specific chapters you are asked to read before class.

Course Resources – Books

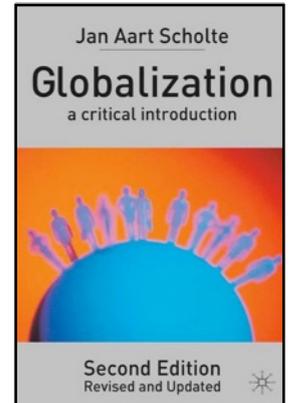
Scholte, Jan Aart (2005). *Globalization: a critical introduction* (2nd ed.) Basingstoke: Palgrave Macmillan.

From the blurb: This highly-acclaimed, bestselling textbook, quickly established itself as one of the leading texts on the subject worldwide in its first edition. Now substantially revised and updated, Scholte provides students with a comprehensive introduction to globalization and questions why this phenomenon has occurred, to what extent it changes the world, and whether it is a force for good or ill. Accessibly written by a leading authority both as an academic researcher and a policy consultant, this second edition draws on the author's research in more than twenty countries over five continents. Split into three parts, the text first outlines a critical framework for understanding globalization, before exploring its impact on society, and the key debates surrounding its normative impact.

Exploring questions such as what globalization is, how it has emerged and what effect it has had on society, this text is essential reading for undergraduate and postgraduate students seeking a thorough study of globalization.

425 pages

ISBN 978-0-3339-7702-6



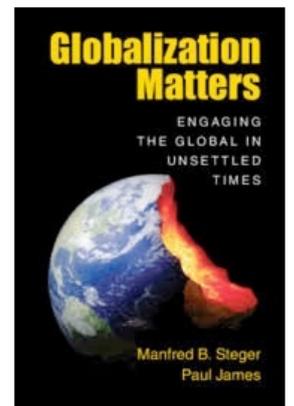
PUBLISHER INFO

Steger, Manfred B. & James, Paul (2019) *Globalization Matters - Engaging the Global in Unsettled Times*. Cambridge University Press.

From the blurb: At the turn of the twenty-first century, globalization - both the process and the idea - bestrode the world. Widely acclaimed by political and economic pundits as the most important phenomenon of our time, it took the world by storm. Two decades later, it has come under sustained attack by the re-invigorated forces of the extreme right and radical left. Does globalization still matter in our unsettled world? Responding in the affirmative, this study develops and applies a new framework of an 'engaged theory of globalization' to analyze some of today's most pressing global challenges: the rise of national populism, ecological degradation, rapid urbanization, new sources of insecurity, and the changing landscape of higher education. Offering a comprehensive appraisal of globalization in our unsettled times, the authors explain why and how transplanetary interrelations continue to matter in a world that is wavering between globalist expansion and nationalist retrenchment.

301 pages

ISBN 9781108456678



PUBLISHER INFO

Course Resources – Books (cont.)

Runyan, Ann Sisson & Spike V. Peterson (2013). *Global gender issues in the new millennium*. (4th Edition). Westview Press.

From the blurb: *Global Gender Issues in the New Millennium* argues that the power of gender works to help keep gender, race, class, sexual, and national divisions in place despite increasing attention to gender issues in the study and practice of world politics. Accessible and student-friendly for both undergraduate and graduate courses, authors Anne Sisson Runyan and V. Spike Peterson analyze gendered divisions of power and resources that contribute to the worldwide crises of representation, violence, and sustainability. They emphasize how hard-won attention to gender equality in world affairs can be co-opted when gender is used to justify or mystify unjust forms of global governance, international security, and global political economy. In the new and updated fourth edition, Runyan and Peterson examine the challenges of forging transnational solidarities to de-gender world politics, scholarship, and practice through renewed politics for greater representation and redistribution. Yet they see promise in coalitional struggles to re-radicalize feminist world political demands to change the downward conditions of women, men, children, and the planet. Updated to include framing questions at the opening of each chapter, discussion questions and exercises at the end of each chapter, and updated data on gender statistics and policymaking. Chapters One and Two have also been revised to provide more support to readers with less of a background in gender politics. Case studies and web resources are now also provided.

262 pages

ISBN 978-0-8133-4917-6



PUBLISHER INFO

Course Resources – Articles & Book Chapters

If download links fail, articles will be locatable via [LUBSearch](#)

1. Abrahamsen, Rita and Williams, Michael C., 2009. 'Security Beyond the State: Global Security Assemblages in International Politics'. *International Political Sociology*, vol. 3, no. 1, pp. 1-17. 17 p.
[Download here](#)
2. Al-Ghazzi, Omar (2014) 'Citizen journalism in the Syrian uprising: problematizing Western narratives in a local context.' *Communication Theory*, 24 (4). pp. 435-454. ISSN 1468-2885
[Download here](#)
3. Amitav Acharya 'Global International Relations (IR) and Regional Worlds: A New Agenda for International Studies' *International Studies Quarterly*, Volume 58, Issue 4, 1 December 2014, Pages 647-659, as well as a blog entry by the same author: *An IR for the Global South or a Global IR?* (3 pages).
[Download here](#)
4. Aolain, F. N. 2011. 'Women, Vulnerability, and Humanitarian Emergencies', Mich. *Journal of Gender and Law*. 18(1):1-23.
[Download here](#)
5. Barkawi, Tarak. 2016. 'Decolonising war', *European Journal of International Security* Volume 1, Issue 2 July, pp. 199-214
[Download here](#)
6. Barkawi, Tarak and Laffey, Mark, 2006. 'The Postcolonial Moment in Security Studies'. *Review of International Studies*, vol. 32, no. 2, pp. 329-352. 34 p.
[Download here](#)
7. Bergman Rosamond, A: M. Hamza, J.Hearn, T. Gammeltoft-Jensen, H. Rydström & V. Ramasar (2020) 'The Case for Interdisciplinary Crisis Studies' *Global Discourse*
Available on Canvas
8. Bernstein, Steven (2011) 'Legitimacy in intergovernmental and non-state global governance', *Review of International Political Economy*, 18: 17-51.
[Download here](#)
9. Bexell, Magdalena (2012) 'Global Governance, Gains and Gender UN-BUSINESS PARTNERSHIPS FOR WOMEN'S EMPOWERMENT' Pages 389-407 | *International Feminist Journal of Politics* Volume 14 Issue 3
[Download here](#)

10. Bigo, Didier and McCluskey, Emma (2018) What Is a Paris Approach to (In) securitization? Political Anthropological Research for International Sociology, *The Oxford Handbook of International Security*.
[Download here](#)
11. Brah, Avtar, 2002. 'Global Mobilities, Local Predicaments: Globalization and Critical Imagination'. *Feminist Review*, no. 70, pp. 30-45. 16 p.
[Download here](#)
12. Brassett, James and Eleni Tsingou (2011) 'The politics of legitimate global governance', *Review of International Political Economy*, 18: 1-16;
[Download here](#)
13. Brickell, Katherine (2014) "The Whole World Is Watching: Intimate Geopolitics of Forced Eviction and Women's Activism in Cambodia." *Annals of the Association of American Geographers* 104(6):1256-1272.
[Download here](#)
14. Browning, C. and McDonald M. (2013) The future of critical security studies: Ethics and the politics of security. *The European Journal of International Relations* 19(2) 235-255.
[Download here](#)
15. Buchanan, Allen and Robert O. Keohane (2006) 'The Legitimacy of Global Governance Institutions', *Ethics and International Affairs*, 20.
[Download here](#)
16. Buhaug, H. et.al. 2008. Implications of Climate Change for Armed Conflict, *World Bank*.
[Download here](#)
17. Chouliaraki, Lilie and Musaro, Pierluigi (2017) 'The mediatized border: technologies and affects of migrant reception in the Greek and Italian borders.' *Feminist Media Studies*, 17 (4). pp. 535-549. ISSN 1468-0777
[Download here](#)
18. Clark, Ian (2003) 'Legitimacy in a global order', *Review of International Studies*, 29: 75-95
[Download here](#)
19. Desai, V. & Potter, R.B. (red.) (2014). *The companion to development studies* (3rd edition). Abingdon, Oxon: Routledge. – Chapters 2.9 "Indigenous knowledge and development" & 3.1-3.5 (on Globalization and development).
[Download here](#)
20. Duncombe, Constance. 2018. 'Twitter and the Challenges of Digital Diplomacy' *SAIS Review of International Affairs* Johns Hopkins University Press Volume 38, Number 2, Summer-Fall pp. 91-100
[Download here](#)
21. European Network of Migrant Women (2020) Global Feminist Perspective on the Pandemic: What "normal" do we expect when the crisis is over?, 30 March 2020.
[Download here](#)
22. Flew, Terry and Iosifidis, Petros (2019) 'Populism, globalisation and social media' *The International Communication Gazette* Vol. 82(1) 7-25
[Download here](#)
23. Forum on 'The State of the Discipline: A Security Studies Forum' *International Studies Perspectives*, 2013, November, pp. 436-462.
[Download here](#)
24. Friedman, Jonathan, 2007. 'Global Systems, Globalization, and Anthropological Theory', pp. 109-132 in Rossi, Ino (ed.) *Frontiers of Globalization Research: Theoretical and Methodological Approaches*. New York: Springer. 24 p.
[Download here](#)
25. Griffin, Penny. 2010. 'Gender, governance and the global political economy' *Australian Journal of International Affairs* Volume 64, Issue 1
[Download here](#)
26. Hamza, M. & C. Corendea (eds.). 2012. 'Climate Change and Fragile States: Rethinking Adaptation'. UN University and Munich-Re Foundation, SOURCE No. 16/2012.
[Download here](#)
27. Hansen, Lene,(2000) The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School, *Millennium: Journal of International Studies* Vol. 29, No. 2, pp. 285-306
[Download here](#)
28. Hansen, Lene (2020) Are core feminist critiques of securitization theory racist? *Security Dialogue* pp. 1-8
[Download here](#)
29. "Introduction", in Harvey, D. (2007). *A Brief History of Neoliberalism* [E-book]. Oxford University Press.
[Download here](#)
30. Howell, Alison and Richter Montpetit, Melanie 2019. 'Is securitization theory racist? Civilisation, methodological whiteness, and antiblackthought in the Copenhagen School'. *Security Dialogue*
[Download here](#)
31. Hozic, A.A. and True, J. 'Making Feminist Sense of the Global Financial Crisis', in Hozic, A.A. and True, J. *Scandalous Economics. Gender and the Politics of Financial Crisis*, Oxford University Press 2016, pp. 3-20 [18]
Hardcopy only

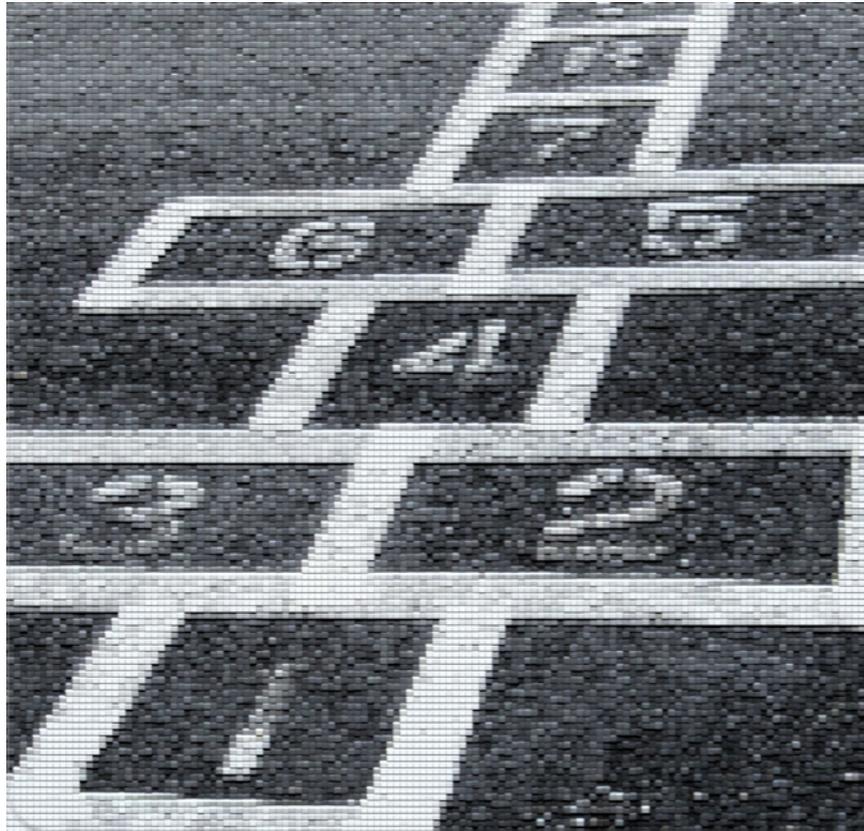
32. Jackson, Paul. (2018) 'Introduction: Second-Generation Security Sector Reform', *Journal of Intervention and Statebuilding* Volume 12. Issue one pp. 1-10.
[Download here](#)
33. Krahmann, Elke. (2018) The Market for ontological Security *European Security* Vol. 27. No 3 pp. 356-373.
[Download here](#)
34. Li, Tania Murray (2014) "What Is Land? Assembling a Resource for Global Investment." *Transactions of the Institute of British Geographers* 39(4): 589-602.
[Download here](#)
35. Mehmet Fatih Yigit & Bulet Tarman, 'The Impact of Social Media on Globalization, Democratization and Participative Citizenship', *Journal of Social Science Education*. Volume 12 No. 1 2013
[Download here](#)
36. Mitchell, T. & K. Harris. 2012. 'Resilience: A Risk Management Approach', *Overseas Development Institute*.
[Download here](#)
37. Jan Nederveen Pieterse (2013) 'What is Global Studies?', *Globalizations*, 10:4, 499-514,
[Download here](#)
38. Pande, Amrita, 2009. 'Not an "Angel", not a "Whore": Surrogates as "Dirty" Workers in India'. *Indian Journal of Gender Studies*, vol. 16, no. 2, pp. 141-173. 33 p.
[Download here](#)
39. Persson, S., Harnesk, D. & Islar, M. (2017) "What local people? Examining the Gállok mining conflict and the rights of the Sámi population in terms of justice and power." *Geoforum*, 86, 20-29.
[Download here](#)
40. Reus-Smit, Christian (2007), 'International Crises of Legitimacy', *International Politics*, 44: 157-174
[Download here](#)
41. Rodineliussen, Rasmus (2019) 'Organising the Syrian revolution — student activism through Facebook' *Visual Studies*, 34:3, 239-251
[Download here](#)
42. Ursula C. Schroeder and Fairlie Chappuis 'New Perspectives on Security Sector Reform: The Role of Local Agency and Domestic Politics' *International Peacekeeping* Volume 21, 2014 - Issue 2
[Download here](#)
43. *Security Dialogue*, 2011. 'The Global Governance of Security and Finance', vol. 42, no. 2.
[Download here](#)
44. Seeck, Hannele and Rantanen, Terhi (2015) 'Media events, spectacles and risky globalization: a critical review and possible avenues for future research.' *Media, Culture and Society*, 37 (2). pp. 163-179. ISSN 0163-4437
[Download here](#)
45. Sjoberg, Laura et. al. (2015) Gender and Crisis in Global Politics Special issue of *International Feminist Journal of Politics*. Volume 17 , 4
[Download here](#)
46. Smith, D. & J. Vivekananda. 2009. 'Climate Change, Conflict and Fragility: Understanding the Linkages, Shaping Effective Responses', *The Initiative for Peacebuilding*.
[Download here](#)
47. Spash, C.L. (2017) Chapter 16, "A Guide to Environmental Justice Movements" *Routledge Handbook of Ecological Economics : Nature and Society* [E-book]. Florence: Taylor and Francis.
[Download here](#)
48. Spash, C.L. (2017) Chapter 17, "Social Movements and Resistance", in *Routledge Handbook of Ecological Economics : Nature and Society* [E-book]. Florence: Taylor and Francis.
[Download here](#)
49. Sternberg, Robert J., 2002. 'Cultural Explorations of Human Intelligence around the World', in Lonner, Walter J.; Dinnel, Dale L.; Hayes, Susanna A. and Sattler, David N. (eds.) *Online Readings in Psychology and Culture* (Unit 4, Chapter 3). 10 p.
[Download here](#)
50. Tooze, Adam (March 18 2020) Is the Coronavirus Crash Worse Than The 2008 Financial Crisis, , *Foreign Policy*
[Download here](#)
51. True, J., 2014. The global governance of gender in *Handbook of the International Political Economy of Governance*. Payne, A. & Phillips, N. (eds.). Cheltenham Gloucestershire UK: Edward Elgar Publishing, p. 329 - 343 15 p.
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52. Van Rythoven, E. (2015) Learning to feel, learning to fear? Emotions, imaginaries, and limits in the politics of securitization, *Security Dialogue* 2015, Vol. 46(5) 458-475.
[Download here](#)
53. Vigh, H. 2008. 'Crisis and Chronicity: Anthropological Perspectives on Continuous Conflict and Decline', *Ethnos* 73(1):5-24.
[Download here](#)
54. Weaver, Ole & Buzan, Barry (2020) Racism and Responsibility - The Critical Limits of Deepfake Methodology in Security Studies: A Reply To Howell and Richter-Montpetit in *Security Dialogue* 1-9
[Download here](#)

55. Walby, Sylvia, 2002. 'Feminism in a Global Era'. *Economy and Society*, vol. 31, no. 4, pp. 533-557. 25 p.
[Download here](#)
56. White, B, Saturnino M. Borrás Jr. , Ruth Hall , Ian Scoones & Wendy Wolford (2012) "The new enclosures: critical perspectives on corporate land deals", *The Journal of Peasant Studies*, 39:3-4, 619-647.
[Download here](#)
57. Wibben, Annick 'Why we need to study (US) militarism: A critical feminist lens' *Security Dialogue* Vol 49, Issue 1-2, 2018 pp. 136-148.
[Download here](#)
58. Walker, R.B.J., 2006. 'Lines of Insecurity: International, Imperial, Exceptional'. *Security Dialogue*, vol. 37, no. 1, pp. 65-82. 18 p.
[Download here](#)

Selected readings

The students select literature related to their own academic discipline, approximately 500 pages.

Course overview


Table 1 Your course at a glance

TIME	COURSE ACTIVITY
31/8, 09-10 & 10-12	Introduction & Workshop Annika Bergman Rosamond Introduction to the Course
1/9, 10-12	Lecture Annika Bergman Rosamond Globalisation in theory and practice
2/9, 13-14	Lecture Annika Bergman Rosamond Globalisation in theory and practice
3/9 9-11 & 11-13	Seminar 1 Annika Bergman Rosamond
7/9 10-12	Lecture Annika Bergman Rosamond Global Governance
8/9 13-14	Lecture Annika Bergman Rosamond Global governance and legitimacy
10/9, 10-12 & 12-14	Seminar 2 Annika Bergman Rosamond
11/9, 10-11	Workshop Maja Carlson Finding and using literature – Introduction to library services
14/9, 13-15	Lecture Helle Rydström Gender and Globality
16/9, 10-12 & 12-14	Seminar 3 Helle Rydström & Riya Raphael
17/9, 10-12	Lecture Catarina Kinnvall Security and the orthodoxy
18/9, 13-15	Lecture Annika Bergman Rosamond Global Security: feminist approaches
21/9 10-12	Lecture Catarina Kinnvall Security - Non-State Actors
22/9 10-11	Lecture Annika Bergman Rosamond Decolonising Security Studies
24/9, 10-12 & 12-14	Seminar 4 Catarina Kinnvall & Annika Bergman Rosamond
28/9, 15-17	Lecture Helle Rydström Global Crisis
29/9, 10-12	Advisory Seminar Annika Bergman Rosamond
1/10, 10-12 & 12-14	Seminar 5 Annika Bergman Rosamond & Helle Rydström

NB. Regularly check the online course lesson plan for potential schedule alterations and to locate relevant classrooms

Table 2 Your course at a glance (cont'd)

TIME	COURSE ACTIVITY
6/10, 10-12 & 14-15	Lecture Annika Bergman Rosamond Traditional (and Social) Media: Globalization and Democracy Workshop Maja Carlson Finding literature and managing references-workshop
8/10, 10-12 & 12-14	Seminar 6 Annika Bergman Rosamond
13/10, 10-12	Lecture Georgia de Leeuw Globalization and development: Global forces, local impact
14/10, 10-12	Lecture Georgia de Leeuw Globalization, the <i>Anthropocene</i> and social and environmental justice
16/10, 10-12 & 12-14	Seminar 7 Georgia de Leeuw
19/10 8-10.30, 10.30-13 & 13-16	Advisory Seminar Annika Bergman Rosamond, Georgia de Leeuw & Catarina Kinnvall

**NB. Regularly check the online course lesson plan
for potential schedule alterations and to locate relevant classrooms**

Teaching and Reading Schedule

Introduction to the Course

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture will introduce the students to the course, and the study of global studies more broadly.

Introduction to the Course

(workshop) | *Teacher:* Annika Bergman Rosamond

The workshop will encourage students to consider what personal, regional and global events have impacted on their decision to do a MA in Global Studies at LU.

Primary reading

Jan Nederveen Pieterse (2013)

Globalisation in theory and practice

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture will introduce the students to the scholarly field of globalisation with focus on concepts and theoretical debates as well as empirical expressions of the process.

Primary reading

Scholte, Jan Aart (2005). Chapters 1 and 2

Steger, Manfred B. & James, Paul (2019) Chapters 1, 2, 6 and 5

Secondary reading

Jan Nederveen Pieterse (2013)

Amitav Acharya (2014)

Globalisation in theory and practice

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture will continue from the previous lecture.

Primary reading

Scholte, Jan Aart (2005). Chapters 1 and 2

Steger, Manfred B. & James, Paul (2019) Chapter 7

Seminar 1 - Globalisation(s)

(seminar) | *Teacher:* Annika Bergman Rosamond

This seminar gives the students an opportunity to debate the themes addressed during this week's lectures with focus on globalization broadly defined. The first hour focuses on identifying key concepts and ideas and the ways in which these are described and analysed in scholarly engagements. In the second part of the seminar we will apply some of the ideas and concepts previously discussed to two distinct fields a) global markets and economic integration and b) social and digital media. The students will be divided into a range of smaller groups and asked to debate one particular empirical issue within the aforementioned fields. In so doing they will be asked to employ some of the key concepts previously discussed. The specific issues will be allocated on the day. Towards the end of the seminar we will summarize the discussions held in the individual groups and identify arguments in favour and against globalization.

Readings

As above

What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: annika.bergman_rosamond@svet.lu.se

When to hand in: As soon as possible

Global Governance: an introduction

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture will introduce the students to global governance conceptually and in practice.

Readings

Griffin, Penny (2010)

Brassett, James and Eleni Tsingou (2011)

Reus-Smit, Christian (2007)

Global Governance & Legitimacy

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture will introduce the students to global governance and legitimacy and ethical dilemmas pertaining to the latter.

Readings

Scholte Chapters 6 and 11

Bexell, Magdalena (2012)

Brassett, James and Eleni Tsingou (2011)

Seminar 2 - Global Governance

(seminar) | *Teacher:* Annika Bergman Rosamond

The question of legitimacy is at the heart of studies on global governance. The seminar will commence by discussing the ways in which legitimacy have been conceptualized and studied in global governance. Ahead of the seminar you will be divided into small groups and you will be asked to read, summarise and critically appraise one key article (these will be assigned prior to the session). In class each group will provide a short presentation (7 minutes) on the basis of the article you were assigned. The questions below can guide your reading and will also be the central questions addressed during the seminar.

Questions:

Why has the question of legitimacy become so important to the study of global governance?

What does the author, or the authors, understand by legitimacy and/or (de-)legitimation? What philosophical and theoretical tradition(s) underpin this understanding?

What are the sources of legitimacy of global governance?

What can legitimacy or processes or (de-)legitimation tell us about the globalised world we inhabit?

What do concerns about legitimacy and (de-)legitimation overshadow?

Can legitimacy and (de-)legitimation be studied empirically? If so, what methodological direction, if any, does the author propose?

Readings

Group 1

Clark, Ian (2003)

Group 2

Bernstein, Steven (2011)

Group 3

Buchanan, Allen and Robert O. Keohane (2006)

Group 4

True, J., (2014)

What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: annika.bergman_rosamond@svet.lu.se

When to hand in: As soon as possible.

Finding and using literature – Introduction to Library Services

(workshop) | *Teacher:* Maja Carlson

This session introduces the Social Sciences Faculty Library and its resources. Learn about the library services and support available at Lund University – loans, e-resources, study environments and the online subject guide for your programme.

An introduction specifically aimed at those of you who are new students at Lund University, and a good opportunity to ask questions!

Contact: Maja Carlson, maja.carlson@sambib.lu.se

Gender and Globality

(lecture) | *Teacher:* Helle Rydström

The lecture will deepen students knowledge of gender and global relations by drawing upon a range of feminist perspectives asking students to take on board feminist critiques of globalisation and related processes.

Primary reading

Runyan, Ann Sisson & Spike V. Peterson (2013) Chapters 1-5

Secondary reading

Brah, Avtar (2002)

Pande, Amrita (2009)

Walby, Sylvia (2002)

Seminar 3

(seminar) | *Teacher:* Helle Rydström

Seminar task:

Students work in groups for the seminar.

Each group prepares an oral presentation of how and why gender matters for our understanding of globalization.

By drawing on the course literature for this particular part of the course, each group introduces 3 gender specific questions/concerns/problems of particular importance for the study of globality.

In addition, each group provides 3 examples which highlight the ways in which globalization, gender, and political change intersect with one another in a particular non-Western setting.

For the presentation, PowerPoint, film clips, etc. could be used.

What happens if you fail to attend this event?

What to hand in: A brief paper of 1000 words on one gender(ed) inequality in global relations.

How to hand in: annika.bergman_rosamond@svet.lu.se

When to hand in: As soon as possible

Global Security: the orthodoxy and critical perspectives

(lecture) | *Teacher:* Catarina Kinnvall

The lecture will introduce students to orthodox and non-orthodox approaches to global security and conflict, providing students with an overview of the field and relating that discussion to globalisation more broadly.

Primary reading

Scholte, Jan Aart (2005) Chapters 9 and 10

Barkawi, Tarak and Laffey, Mark (2006)

Browning, C. and McDonald M. (2013)

Krahmann, Elke (2018)

Bigo, Didier and McCluskey, Emma (2018)

Secondary reading

Van Rythoven, E. (2015)

Global Security: feminist approaches

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture will introduce students to the critical field of feminist security studies including its key contributions and the connections between feminism and militarism.

Readings

Hansen, Lene, (2000)

Runyan, Ann Sisson & Spike V. Peterson (2013) Chapter 4

Wibben, Annick (2018)

Forum on 'The State of the Discipline: A Security Studies Forum'

Globalisation and non-state security actors

(lecture) | *Teacher:* Catarina Kinnvall

The lecture will introduce students to the assumption that the 'nation state' is becoming increasingly obsolete in a globalised world. This broad question will be discussed in relation to current debates on new actors in the security sector.

Primary reading

Abrahamsen, Rita and Williams, Michael C., (2009)

Jackson, Paul. 2018

Security Dialogue, 2011. 'Special Issue: The Global Governance of Finance and Security', vol. 42, no. 2, introductory article plus one article of your choice in the special issue.

Ursula C. Schroeder and Fairlie Chappuis (2014)

Krahmann, Elke. (2018)

Bigo, Didier and McCluskey, Emma (2018)

Secondary reading

Scholte, Jan Aart (2005). Chapters 6 and 7 (for consultation)

Decolonising Security and War

(lecture) | *Teacher:* Annika Bergman Rosamond

This lecture will encourage students to engage in deeper critical investigation of security and war as conceptually and in practice.

Readings

Barkawi, Tarak and Laffey, Mark (2006)

Barkawi, Tarak (2016)

Howell, Alison and Richter Montpetit, Melanie (2019)

Hansen, Lene (2020)

Weaver, Ole & Buzan, Barry (2020)

Seminar 4

(seminar) | *Teacher:* Annika Bergman Rosamond & Catarina Kinnvall

In the first hour, students will be asked to discuss the assigned security readings in small groups and in so doing offering their interpretations of the arguments put across in such texts. In particular, the students will be asked to identify shortcomings within orthodox approaches to global security and the extent to which bodies of theory such as the Copenhagen School of International Security and the Welsh School of Critical Security Studies can address the insufficiencies of the orthodoxy. In the second part of the seminar, students will be asked to apply postcolonial and feminist security studies approaches to the study of a range of global dilemmas that will be revealed to them at the seminar.

Assignment 1: Submit a brief reflection paper on two approaches to the study of security and identify their merits and pitfalls in relation to one global issue of your choice. Word length: 1500 words, including bibliography and footnotes, submit your piece on the **2nd of October before 18.00** (on Canvas).

Readings

Consult the readings throughout the week

What happens if you fail to attend this event?

What to hand in: author a 800 word piece on the relevance of postcolonial critiques of global security

How to hand in: annika.bergman_rosamond@svet.lu.se

When to hand in: As soon as possible

Global Crisis

(lecture) | *Teacher:* Helle Rydström

The lecture will introduce students to a range of different conceptual, theoretical and empirical debates on global crisis, asking a range of critical questions in so doing.

Primary reading

Bergman Rosamond, A: M. Hamza, J.Hearn, T. Gammeltoft-Jensen, H. Rydström & V. Ramasar (2020)

Hojić, A.A. and True, J. (2016)

Mitchell, T. & K. Harris. (2012)

Sjoberg, Laura et. al. (2015)

Vigh, H. (2008)

Tooze, Adam (March 18 2020)

European Network of Migrant Women (2020)

Secondary reading

Aolain, F. N. (2011)

Buhaug, H. et.al. (2008)

Hamza, M. & C. Corendea (eds.). (2012) . Chapters introduction and 1

Smith, D. & J. Vivekananda (2009)

Scholte, Jan Aart (2005). Chapter 9

First Advisory Seminar

(seminar) | *Teachers:* Annika Bergman Rosamond

At the session students will be encouraged to start thinking of the contents of their final paper under the supervision of Annika. We will discuss such things as arguments, critical engagement, theoretical underpinnings and suitable topics. This will be followed by a second advisory seminar on the 19th of October.

Seminar 5

(seminar) | *Teacher:* Annika Bergman Rosamond & Helle Rydström

We encounter crisis narratives on a daily basis with traditional and digital media reporting on hurricanes, floods, global pandemics, famine, conflict and political turmoil as well as the desperate situation of refugees and displaced people around the world, coupled with populism and economic crisis. A crisis, whether it is real or perceived, gives rise to shifts in the socio-political and economic landscapes of global relations which in turn expose the gendered and colonial logics of any given crisis narrative. Urgent calls for political action and global ethical obligation to save those in need have led governments, NGOs, international organizations, world leaders and scholars to explore how to conduct more inclusive and efficient models for the purpose of crisis prevention and management. The objective of this seminar is to critically study crisis across a range of policy areas. Is it helpful to frame a particular development within crisis language, what are the damaging effects of such narratives? To what extent is a particular crisis gendered and/or constituted within colonial discourse and practice? Prior to the seminar you will be divided into groups of 4-5 students and asked to prepare a brief presentation on ONE particular crisis. The readings you are asked to read are both empirical and scholarly. You will be told what crisis to prepare two weeks before the seminars. It is important that you study your “particular crisis” through a critical lens.

Readings

Consult the readings throughout the week.

What happens if you fail to attend this event?

What to hand in: The student will be asked to author a 800 word summary of a newspaper article debating a global crisis and using two scholarly articles in so doing.

How to hand in: annika.bergman_rosamond@svet.lu.se

When to hand in: As soon as possible

Traditional (and Social) Media: Globalization and Democracy

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture will introduce students to the growing significance of media, both digital and traditional in a global world with focus on conceptual and empirical analysis.

Readings

Seeck, Hannele and Rantanen, Terhi (2015)

Mehmet Fatih Yigit & Bulet Tarman (2013)

Flew, Terry and Iosifidis, Petros (2019)

Rodneliussen, Rasmus (2019)

Chouliaraki, Lilie and Musaro, Pierluigi (2017)

Duncombe (2018)

Finding literature and managing references-workshop

(workshop) | *Teacher:* Maja Carlson

Workshop with focus on support for the final paper (or other assignment, such as writing a literature review) of the first semester. How to create smart searches by using library databases and briefly on evaluation of results. Introduction to reference management shortcuts and the software RefWorks. Feel free to send in questions before the session, regarding referencing or searching for literature!

Sign up for one of the two workshops if you wish to attend – see details on Canvas!

Contact: Maja Carlson, maja.carlson@sambib.lu.se

Dates: October 1, 10.15-11 a.m or October 6, 2.15-3 p.m

Seminar 6

(seminar) | *Teacher:* Annika Bergman Rosamond

At the seminar students will be divided into groups of 4 or 5 students and be asked to analyze the significance of traditional and social media in sustaining and inspiring new forms of globalization, democracy and activism. The focus will be placed on a) Twitter b) Facebook c) broadcast media and d) newspapers.

Assignment 2: Submit a brief reflection paper on the role of social and digital media in promoting and changing globalization. Illustrate in relation to one global issue of your choice. Make use of the course readings in designing your argument. Word length: 1500 words, including bibliography and footnotes. Submit your paper on Canvas **before 18.00 on the 16th of October.**

Readings

Consult the readings throughout the week.

What happens if you fail to attend this event?

What to hand in: The student will be asked to author a 800 word set of reflections on the significance of using social and digital media in mobilising support for a particular global issue. Consult social and digital media platforms in preparing the task and cite course readings.

How to hand in: annika.bergman_rosamond@svet.lu.se

When to hand in: As soon as possible

Globalization and development: Global forces, local impact

(lecture) | *Teacher:* Georgia de Leeuw

The first half of the lecture introduces ideas of economic globalization and development, global financial inclusion and commodification. The second half of the lecture discusses what is referred to as the 'global land grab' to illustrate local impact of global forces.

Readings

Harvey, D. (2007). "Introduction"

Scholte, Jan Aart (2005) Chapter 5

Desai, V. & Potter, R.B. (red.) (2014). Chapters 2.9 "Indigenous knowledge and development" & 3.1-3.5 (on Globalization and development).

Li, Tania Murray (2014)

White, B, Saturnino M. Borrás Jr. , Ruth Hall , Ian Scoones & Wendy Wolford (2012)

Globalization, the *Anthropocene* and social and environmental justice

(lecture) | *Teacher:* Georgia de Leeuw

This lecture discusses the notion of the Anthropocene, and socio-ecological challenges, environmental degradation and social marginalization associated with and exacerbated by resource depletion, pollution etc. We will further discuss distribution of burdens and local and global resistance to such socio-ecological challenges.

Readings

Steger, Manfred B. & James, Paul (2019) Chapter 10, "Living in the unsettled world of the Anthropocene"

Scholte, Jan Aart (2005) Chapter 10, "Globalization and (In)Equality"

Spash, C.L. (2017) Chapter 16, "A Guide to Environmental Justice Movements"

Spash, C.L. (2017) Chapter 17, "Social Movements and Resistance"

Brickell, Katherine (2014)

Persson, S., Harnesk, D. & Islar, M. (2017)

Seminar 7 - Global socio-ecological challenges

(seminar) | *Teacher:* Georgia de Leeuw

For this seminar, we will look at a variety of approaches to imagine alternative futures and help us analyze global socio-ecological challenges.

Prior to the seminar you will be divided into groups of 4-5 students. Every group will prepare a presentation discussing one example of a socio-ecological conflict. You are free to choose any empirical example that interests you. Possible examples may be (but need not be) related to issues of mining, resource extraction, pollution, garbage dumping, climate change, floods, etc. (For instance: the global waste management system and environmental load displacement.) Please consult your choice of topic with the teacher.

Use one of the following chapters in Spash (2017) to discuss your selected topic:

- Ecofeminism
- Degrowth
- Post-growth
- Unequal exchange
- Ecosystem services

Your presentations should address but does not have to be limited to the following points:

What is your socio-ecological challenge and how can we understand it? What are the local, national, regional, and global dynamics of your chosen socio-ecological conflict? How does it relate to ideas of globalization? Which actors are involved on different levels and what are their interests? How can your specific approach help us make sense of this issue? Do you find it convincing? Why/not?

Readings

Spash, C.L. (2017) Chapter 16, "A Guide to Environmental Justice Movements"

Selected chapters in:

Spash, C.L. (2017). *Routledge Handbook of Ecological Economics: Nature and Society* [E-book]. Florence: Taylor and Francis.

What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon two scholarly texts and two newspaper articles.

How to hand in: annika.bergman_rosamond@svet.lu.se

When to hand in: As soon as possible

Advisory Seminar

(seminar) | *Teachers:* Annika Bergman Rosamond, Georgia de Leeuw & Catarina Kinnvall

Students will be asked to submit a **short idea** (maximum 500 words) on the **14th of October before 16.00** on Canvas. Submit your paper idea under the folder 'Paper idea' (Canvas). Once the idea is uploaded we will assign you to four advisory seminar groups, taught by Annika, Catarina and Georgia (19th of October). You should carefully study all the paper ideas composed by all the members of your seminar group and prepare constructive comments; the feasibility of the project given the time restraints, what theoretical approach might be the most effective and what empirical data you might be using. In addition, you will be asked to provide detailed comments on one student's paper to help that individual prepare for the final seminar. This is also the paper that you will be discussing in the final seminar. We will assign individual discussants to each paper once you have submitted your paper ideas. You will be able to download your fellow students' paper ideas from Canvas. Friendly and constructive advice is what we are looking for!

In being the discussant of somebody's paper idea please consider the following:

- Is the idea a suitable one considering the timeframe (about 8 days)? Is it possible to actualise the idea considering the word length of 5000-5200 words?
- Is the chosen theory appropriate?
- Do you get a sense of the appropriateness of the paper structure and what sections ought to be included?
- What is the main argument, or what should be the main argument?
- Is the idea clear?
- Are you able to suggest any readings or conceptual debates that might be of use to your colleague student?

Each paper idea will be assigned 10 minutes, with the discussant being allowed about 5 minutes for her/his comments, followed by a wider discussion. The paper giver will be given a chance to reflect on the feedback briefly as well.

The **final exam paper** should consist of approximately 5,000 words (excluding bibliography BUT including footnotes/endnotes) and **MUST** not exceed 5,200 words. You should consult the course readings and they should make up about 70 percent of your paper, leaving you about 30 percent to select your own materials. You are free to select your topic yourself, but it **SHOULD** be in line with the course contents and should engage with at least two broad topics on the course.

Also, note that we do not expect you to consult **ALL** readings on the course, but rather make informed choices about the readings that could help you sustain your broad arguments. Moreover, you are advised to engage with readings across the course, however, with emphasis on those that are particularly relevant for your topic! The paper is due on the **30th of October at 16.00**, on Canvas.

What happens if you fail to attend this event?

What to hand in: The student needs to consult Annika Bergman Rosamond if failing to upload a paper idea. In the case of absence at the seminar an additional task has to be submitted. The task is composed of a text (1000 words) in which the student compares and contrasts the key arguments put forth in two newspaper articles, with the topic being the Corona crisis. Course readings should be consulted.

How to hand in: annika.bergman_rosamond@svet.lu.se

When to hand in: As soon as possible