

**Global Studies 201**  
**Globalization, Economics, and the Environment: The Case of Ireland**  
Spring, 2006  
Tuesday/Thursday, 11:00 AM – 12:15 PM  
AUP 179

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Office Hours: Wednesday, 2:30 – 3:30 PM; Thursday 12:30 – 1:30

**Introduction**

Fifteen years ago, Ireland was nicknamed the Celtic Tiger, for its swift and astounding new economic growth and cultural appeal. Previous to this explosion, it was said, the country had been mired in a longstanding period of stagnation, both economic and social. The suffering of its people was legendary, from famine and emigration, to church-fueled repression and the indignities of extreme poverty, to the violence of civil war and partition. By 1990, all of this was over, and Ireland was a shiny, brand new environment, thriving economically and enviable culturally. This course will examine all of the presumptions of the conventional wisdom about Ireland. We will look at Ireland's past and its present, trying to get at the heart of globalization in Ireland. We will ask key questions about the current wave of globalization. Why, for example, did neoliberal economics come to the country, and who implemented them? How are the results of free trade and low taxation evaluated? Does a rising tide lift all boats? How does globalization, both in Ireland and elsewhere, alter the environment? How are cities change in the wake of multinational capital? How does the relationship between the rural and the urban alter? What effects does environmental change have on the cultural and emotional landscape of a populace? We will begin by focusing on the present moment of globalization, but, as it is always necessary to contextualize, we will embrace history – both the history of Ireland and the history of the concept of globalization – in order to determine whether this current wave of globalization is unique and permanent. What are the ideological forces that currently underwrite or critique the present model? What was there before globalization? Is there a difference between colonialism and worldwide expansion? In what ways has the history of nationalism functioned both as a critique of internationalism and an invitation to it?

In short, this course will use the case study of Ireland in order to highlight globalization's particularities and its generalities – the way in which culture and the environment are being re-written, and the effects this re-writing is having on people, in terms of individuals, families, and nations.

**Course Goals**

The short answer: Think a lot, discuss a lot, write a lot.

I also expect all of you to write regularly, not only in the official written assignments, but also to take notes in class and to perform other smaller nightly assignments.

## **Required Texts**

-- Course Packet. Available from Clark Graphics, 2915 N. Oakland Avenue (tel: 962-6463).

## **Requirements, or, the Schoolmarm Speaks.**

If you decide to take this course, you have three responsibilities.

1. The first is to yourself. A semester is a very short time to explore the complex themes and issues raised by a course on globalization and Ireland. You must do your utmost not to fall behind. If you find yourself falling behind, tell me and we will work to solve the problem,
2. The second responsibility is to your classmates. The class is constructed around discussion. The success of this format depends on your giving adequate time and attention to the readings. Come in prepared every class day with questions.
3. Your third responsibility is to me. If at any time you have concerns or questions about the class, the assignments, or your performance, talk to me. Let me know if I can help you in any way. Please come and see me during my office hours, or send me an email.

## **Some Course Rules: Attendance**

- 1) Attendance and participation are absolutely mandatory. You are, however, allowed to miss two classes. For every day missed after that, your course grade drops by one letter. Miss six or more classes and you fail. Any written work you may have missed on a day you were absent must be made up. When you miss a class it is your responsibility to find out what work you owe.
- 2) All written work must be word processed, unless otherwise stated, and must be turned in on time. Include your name and date on everything you hand in for this class. Keep copies.
- 3) As you read, take notes. Aim to bring questions from your reading into class.
- 4) Always read with a dictionary.

## **Participation 10%**

Active participation as a group member and class discussant is required and will be one criterion on which your overall grade will be based. It could be the deciding factor between a B and C.

Participation is essential and will be rewarded.

## **Assignments 90%**

There will be a mid-term and a final paper, each between five and seven pages in length and each worth 25%.

There will be a series of nightly assignments. These will cumulatively amount to 25%. Every day, you'll select one of the articles that we read for the previous week's class (whether or not we discussed it in class) and write a short response. The response will be between one paragraph and one page long and will work as follows: Find a passage (a word, a phrase, a sentence, an idea) in the article and discuss it. Why do you find it to be particularly interesting, provocative,

compelling or troubling? You must cite the passage and page number, and your response must end with a question. We will read a selection of these assignments out loud in class.

There will be a presentation, worth 15%. At one point during our six weeks, you will choose one article to present to the class. You will summarize it by raising some of the article's key ideas. You'll comment upon, interrogate and expand upon these ideas in whatever way you choose. You may discuss what you found confusing, what you found revealing. You may discuss literary and practical applications of these ideas. You may choose to do some outside research and discuss that. You may relate the ideas to literature or to other arts. Be creative. One thing you must do, however, is to show how the article relates to its particular school of theory.

There are several excellent websites dedicated to the theme of globalization. If you chose not to give your presentation on one of the articles or stories from the course packet, you may explore these websites, choose any article from one of them, and present that article's ideas and conclusions to the class. These websites addresses are:

<http://www.globalpolicy.org/globaliz/index.htm>

<http://www.globalisationguide.org/index.htm>

<http://globalization.about.com/>

I reserve the right to give pop quizzes on the readings. I will begin giving quizzes if I feel students are not doing the reading.

### **The Grading Scale**

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|----------|--|
| <b>X</b> | You did not turn in the assignment.  |
| <b>F</b> | You turned in the assignment but did not attempt to fulfill the requirements.  |
| <b>D</b> | You attempted to fill the requirements of the assignment, but missed specific details.   |
| <b>C</b> | You completed the assignment and fulfilled all requirements.   |
| <b>B</b> | You completed the assignment, fulfilled all the requirements, went beyond by contributing additional material or developing new insights.  |
| <b>A</b> | You completed the assignment, fulfilled all requirements, went beyond by contributing additional material or developing new insights and distinguishing yourself through the use of a particularly creative or inventive approach. |

#### **Note:**

We have a lot of ground to cover this semester, and quite a few articles to get through. It is quite possible that I may assign more articles to read than we will get to discuss in class. Just because we do not discuss every article in detail during class time does not mean that you should not read everything that assign. The more you read, the better, and the more informed you will be as a critic and scholar.

## Course Schedule

### Week 1: Jan. 24<sup>th</sup> and 26<sup>th</sup>

Introductions. Syllabus. Course themes. Globalization and Contemporary Ireland.

**Homework for day two:** Read the handouts from day one:

-- Fintan O'Toole. "Global Ireland." From After the Ball

-- Thomas Friedman. "Follow the Leapin' Leprechaun." July 1, 2005, New York Times.

-- David Held. Interview. "Inescapably Side by Side."

<http://www.globalpolicy.org/globaliz/define/2004/04heldinterview.htm>

### Week 2: Jan. 31<sup>st</sup> and Feb. 2<sup>nd</sup>

Globalization, the Celtic Tiger, Contemporary Ireland

### Week 3: Feb. 7<sup>th</sup> and 9<sup>th</sup>

Premodern Ireland and its Postmodern Uses

### Week 4. Feb 14<sup>th</sup> and 16<sup>th</sup>

The Ideology of Colonization. The Emergence of Globalization?

### Week 5. Feb 21<sup>st</sup> and 23<sup>rd</sup>

The Protestant Ascendancy. Imperialism and Hegemony

### Week 6. Feb 28<sup>th</sup> and March 2<sup>nd</sup>

Famine: Its Causes and Global Aftermath

### Week 7. March 7<sup>th</sup> and 9<sup>th</sup>

Comparing Ireland: Readings from The Globalization Reader.

### Week 8. March 14<sup>th</sup> and 16<sup>th</sup>

Nationalism and the World: Ireland 1880-1923.

### Week 9. March 28<sup>th</sup> and 30<sup>th</sup>

Post-Independent Ireland. Protectionist or Pragmatic?

### Week 10. April 4<sup>th</sup> and 6<sup>th</sup>

The 1960s. Modernization and Nationalism

### Week 11. April 11<sup>th</sup> and 13<sup>th</sup>

Northern Ireland. Atavistic or Global Symptom?

### Week 12. April 18<sup>th</sup> and 20<sup>th</sup>

Critical Reflections on the Celtic Tiger

### Week 13. April 25<sup>th</sup> and 27<sup>th</sup>

Critical Reflections on the Celtic Tiger

### Week 14. May 2<sup>nd</sup> and 4<sup>th</sup>

Critical Reflections on the Celtic Tiger

**Week 15. May 9<sup>th</sup> and 11<sup>th</sup>**

**The Future of Globalization. The Future of Ireland.**