Syllabus AAS325

AAS325: Globalization and Asian Professional Mobility
Unique number 36271
Fall 2014
2 Flags: Global Cultures; Cultural Diversity
Location: SAC 5.102
Time: Tuesday and Thursday, 2:00-3:15pm
Course website on Canvas, see: https://utexas.instructure.com/courses/1097853

Instructor:
Susan Mays, PhD
Email: smays@utexas.edu
Phone: 917.828.1032
Office: BUR 482 and SAC 2.106
Office Hours: Tuesday and Thursday, 12:30-1:45pm in SAC 2.106 or by appointment

Course Description:
This course examines how economic trends in the world economy in the late 20th and early 21st centuries have contributed to the formation of a global professional class. The course asks how upward mobility, both professional and economic, is affected by globalization and technological trends. The emphasis is on the financial, managerial, and technical elite in the U.S., Greater China, India, and other East and South Asian nations. The course begins by considering macro-economic trends and then it addresses the following topics: migration, social networks, and economic mobility; technology and global knowledge diffusion; international education and today’s “global” universities; programs in Asia to foster tech and economic development; and how social capital (i.e., institutions, norms, and relationships) supports the global professional class. We will read scholarly works on the above topics, as well as works by journalists, economists, and business leaders.

Course Goals:
The goal of the course is to examine and understand key economic and historical trends that have fostered linkages in the global economy and the ascension of leading firms and organizations, particularly in business and technology. From this course, students should be able to identify connections among the global professional class and to consider their own role (or future role) in the global economy. These goals will be assessed primarily through papers, participation/discussion, and an exam.

Texts:
2. Cong Cao and Denis Simon, China’s Emerging Technological Edge: Assessing the Role of High-End Talent (Cambridge University Press, 2009); on reserve at PCL.
4. Course e-Reserves by Instructor on Canvas course page.
Prerequisites: None

Grading:
Reading and Discussion (see below) ...............15%
Attendance (see below)
Map Quiz..............................................7.5%
Econ Quiz, concepts and trends ....................7.5%
Paper
    ~8 pages written..................................25%
    Short presentation...................................10%
Exam (short answer and essay questions)...........35%

*Further details on assignments will be distributed during the term.

Grade Ranges:
A   100-93
A-  92-90
B+  89-87
B   86-83
B-  82-80
C+  79-77
C   76-73
C-  72-70
D+  69-67
D   66-63
D-  62-60
F   59 and lower

Reading and Discussion:
The course is designed to include discussion and group participation, both in class and online through Canvas. Student participation and discussion will largely relate to assigned readings. Participation will foster each student’s communication and professional skills in group settings. Further, sharing experiences, interests, (well-supported) opinions, and questions will benefit all class members. As in any academic or professional environment, all communication (written and verbal) should be on-topic, constructive, and respectful.

Attendance Policy: Attendance is important, and a sign in sheet will be used. Please email the professor prior to class to request an excused absence. Excused absences include illnesses, on-campus job interviews, or religious holidays. Most other absences will be unexcused. After 3 unexcused absences, each additional absence will result in 3 percentage points being deducted from the final overall course score.

Religious Observance:
According to UT policy, "By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence."
Documented Disability Statement:
Students with disabilities may request appropriate academic accommodations from the professor and from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice), 232-2937 (video phone) or http://www.utexas.edu/diversity/ddce/ssd).

Emergency Evacuation:

• Occupants of buildings at UT are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
• Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
• Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
• In the event of an evacuation, follow the instruction of faculty or class instructors.
• Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Academic Integrity and Plagiarism:
For full information, see http://deanofstudents.utexas.edu/sjs/acint_student.php. The following is an excerpt from UT Website.

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at UT. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

• acknowledge the contributions of other sources to your scholastic efforts;
• complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
• follow instructions for assignments and exams, and observe the standards of your academic discipline;
• avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.

The University broadly defines academic dishonesty—basically, all conduct that violates this standard, including any act designed to give an unfair or undeserved academic advantage, such as:

• Cheating
• Plagiarism
• Unauthorized Collaboration / Collusion
• Falsifying Academic Records
• Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
• Multiple submissions (e.g., submitting essentially the same written assignment for two courses without authorization to do so)
• Any other acts (or attempted acts) that violate the basic standard of academic integrity

For the University's official definition of academic dishonesty, see Section 11-402, Institutional Rules on Student Services and Activities.
Week 1, September 2 and 4  
**Overview – Political Globalization: Nation-building, Globalization, and Transnationalism**

Lecture Topics: Westphalian sovereignty; nationalism; wealth (people/labor, land, capital, knowledge); national versus global citizens.

Reading:

1. Course e-Reserves Week 1 (total 67 pages):
   a) Keylor, *20th Century World and Beyond*, Oxford Univ Press, 2011, on reserve at PCL, please read:
      a. Prologue: see “A Shrinking Earth and the Geopolitical Worldview” and “The 1st Age of Globalization” (~10 pages.)
      b. Chapter 22: see “The Quest for International Cooperation after the Cold War” and “The Management of the Global Economy” (~7 pages.)

Week 2, September 9 and 11  
**Overview – Economic Globalization: Opening and Integration**

Lecture Topics: Decolonization; the “opening” of Eastern Europe; economic growth in Asia; macro-economic trends (trade, investment, GDP, income, education, inequality); and global supply chains and IT.

Reading:

1. Frieden, *Global Capitalism*, Chapters 17-18, pages 392-434 (total 42 pages)
2. Course e-Reserves Week 2 (total 57 pages):

Week 3, September 16 and 18  
**Scholarship and Power in Asia**  
**Map Quiz info due Tues 9am; Map Quiz on Thursday in class**

Lecture Topics: Education systems and values in Asia and the West; ties between education and government service in Asia.

Reading:

2. Course e-Reserves Week 3 (total pages 75):
   a) Elman, “Political, Social, and Cultural Reproduction via the Civil Service Examinations,” *Journal of

b) Zeng, Dragon Gate: Competitive Examinations & Their Consequences, 2001, pages 1-18, 73-105. On reserve at PCL.


Week 4, September 23 and 25
Historical Review: Colonialism, Education, and Asian Elites
Economics Quiz (concepts and trends) on Thursday

Lecture Topics: Colonial education policies; elite identity; and overseas studies.

Reading:

1. Frieden, Global Capitalism, pages 87-93.
2. Course e-Reserves Week 4 (total 83 pages):

Week 5, September 30 and October 1
Economic and Labor Migration

Lecture Topics: Migratory networks, remittances, overseas communities, and immigration policy.

Reading:

2. Course e-Reserves Week 5 (total 75 pages):

Week 6, October 7 and 9
U.S. Immigration Policies

Reading:


2. Course e-Reserves Week 6 (total 54 pages):

Week 7, October 14 and 16
Asian-Americans and the “Model Minority” Myth

Reading:
2. Course e-Reserves Week 7 (total 56 pages):

Week 8, October 21 and 23
Economic Development and Knowledge Exchange in the Electronic Era
Written Paper Due on Thursday

Lecture Topics: National policies for economic development in South and East Asia, with emphasis on policies and investments in higher education, overseas academic and technical exchanges, science & technology programs, as well as policies promoting foreign trade and investment.

Reading:
1. Frieden, Global Capitalism, Chapter 18, pages 416-426.
2. Cao & Simon, China’s Emerging Technological Edge, Chapter 7, pages 254-268.
3. Course e-Reserves Week 8 (total 81 pages):

Week 9, October 28 and 30
“Brain Drain” (and “Brain Gain”) in the World Economy
Paper Presentations on Thursday

Lecture Topics: Brain drain, gain, and circulation; policies in East and South Asia to attract returnees; the role of returnees in economic development.

Reading:

1. Cao & Simon, China’s Emerging Technological Edge, Chapter 6, pages 212-253.
2. Course e-Reserves Week 9 (total 64 pages):

Week 10, November 4 and 6
Asian and Asian-American Professionals in the Contemporary Economy

Lecture Topics: Review of economic trends in Asia (income, trade, GDP, as well as loci of corporate activity, locations of the largest global firms, M&A activity, etc.); post-1965 US immigration policies; leading Asians and Asian-Americans in technology and business; challenges to professional mobility.

Reading:

2. Course e-Reserves Week 10 (total 86 pages):

Week 11, November 11 and 13
U.S. Universities as “Global” Universities

Lecture Topics: The purpose of higher education (vocational or humanistic; educating national citizens or global professionals); demographic trends in US universities; the role of US universities’ global outposts, MOOCs, and other international initiatives.

Reading:

1. Course e-Reserves Week 11 (total 70 pages):
   d) Ong, Neoliberalism as Exception, Duke Univ Press, 2006, Chapter 6, pages 137-156.
   e) Chronicle of Higher Education articles: “The Purpose of Higher Education,” “MOOCs as
Week 12, November 18 and 20
21ST Century Business and Economic Trends

Lecture Topics: Workforce trends; trends in professional tracks (entrepreneurship, technology, management, financial and professional services, and other fields); high-skill immigration and U.S. H-B1 visas; income inequality.

Reading:

1. Course e-Reserves Week 12 (total 110 pages):
   a) Friedman, The World is Flat, 2005, Chapter 1, pages 3-47.

Week 13, November 25 (Thanksgiving on November 27)
“Social Capital” and Professional Mobility
Exam on Tuesday

Lecture Topics: Definitions of social capital and social capability; the role of the international legal and financial systems; converging norms in business and communication; “signaling”; corruption.

Reading:

1. Course e-Reserves Week 13 (total 70 pages):
   c) Relations – Pei, China’s Trapped Transition, Harvard Univ Press 2008, pages 1-16.
   d) Communities – Li, Ethnoburb, Univ of Hawaii, 2009, Chapter 8, pages 171-183.
   e) Corruption – The New York Times series of articles on Wall Street banks hiring the “sons and daughters” of Chinese leaders and an article on firm culture at McKinsey.

Week 14, December 2 and 4
Asian and Asian-American Influence in the U.S.
Re-submit paper with improvements on Thursday

Reading:

2. Course e-Reserves Week 14 (total 48 pages):
   c) Wong, “The Los Alamos Incident and Its Effects on Chinese American Scientists,” and Ho, “‘We are Americans’: The Story Behind Time Magazine’s Man of the Year, *Chinese American Voices*, 2006, pages 416-228.