Plotting an Intellectual Jailbreak
Rationale for Globalizing Studies
By Edward A. Kolodziej, Director, CGS

Outline of the Plot

Absent a compelling rationale, there is little reason to create a new program of global studies in an already crowded academic landscape, nor much justification for re-allocating scarce (and often shrinking) human and material resources to this enterprise.

Four propositions provide a necessary if insufficiently complete and comprehensive rationale for global studies programs.

First, the enlarging scope of challenges impacting on the world’s populations evidences the emergence of a global society for the first time in the evolution of the species.

Second, and increasingly, these challenges must be addressed at local, national, regional, and global levels by relevant actors, simultaneously and synchronously, if they are to be resolved or managed.

Third, the description, explanation, and understanding of globalization, evidenced by the deepening and enlarging problems posed by a world society, require dedicated interdisciplinary and inter-professional programs of study.

Fourth, and the obverse to the third proposition, is that, notwithstanding its many merits, the current diffuse and decentralized organization of educational programs and disciplinary units across the academy at all levels is ill-suited—in some instances a serious impediment—to the study of globalization and to the discovery of ways to employ and deploy the forces unleashed by globalization for human good. Or, conversely, to limit and frustrate the damage they do.

I. The Rise of a Global Society and Humankind at Risk

Globalization is a highly contested notion. For many observers, whose views are typically reflected in the popular media, polemical debates, and some academic global studies programs, globalization is reduced to worldwide economic or narrowly conceived transnational actors and factors. For these partisans, globalization is a fighting word associated with the rise of capitalist markets, the growing economic and political power of multinationals, and the corruption of international organizations, like the International Monetary Fund, the World Bank, and the World Trade Organization, as mechanisms to exploit and suppress the world’s populations. For others, globalization is the solution for world poverty and the impulse for the spread of freedom, democracy, and peace. All the boats rise, so to speak, with the tide of increased wealth swelled by a global division of labor, competitive markets, and the diffusion of scientific knowledge and technological know-how. Greater material wealth supposedly spurs greater demands for personal freedom and the universal recognition of the liberal ideal of the autonomous individual, even the end of

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The ACDIS Internship Database

The great value of internships is that they allow students to gain exposure to the work environment and practical experience within a particular field that supplements their academic studies.

The Program in Arms Control, Disarmament, and International Security (ACDIS) maintains an extensive internship database, which is an excellent resource for students interested in internship opportunities in the United States and abroad in international security and related fields.

Currently, ACDIS provides two internship-related services for University of Illinois students:

1. ACDIS conducts an annual competition for undergraduate student scholarships. Internships, particularly those that involve an experience abroad and are relevant to international security, are among the activities eligible for such funding.

2. ACDIS has developed an online database of internship opportunities at organizations with specific focus on various topics and geographical regions that are also of concern to our program. These listings include internship programs that may be eligible for possible scholarship support through ACDIS.

To access the ACDIS internship database please visit: [http://www.acdis.uiuc.edu/Internships](http://www.acdis.uiuc.edu/Internships)

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Library History Seminar XI: A Report

Libraries in Times of War, Revolution, and Social Change

Sarajevo National and University Library as a casualty of war in that region. Jacques Hellemans, from the Free University Library of Brussels, shared his experience in the Democratic Republic of Congo helping to rebuild and restructure university libraries in disorder from civil war.


Of note was one evening session that included a slide show by Clara Budnik Sinay, Director of Libraries, Archives, and Museums in Chile, called, “Chilean Libraries During and After Dictatorship.” Sinay’s show was followed by a viewing of “Save and Burn,” a documentary history of the importance of libraries to society and cultures from the ancient Sumerians to present-day Iraq.

A selection of papers from the conference will be published in future issues of the journal Libraries & Culture.

For further reading see Rebecca Knuth’s historical survey of the phenomenon called “libricide,” the systematic destruction of books as part of an ideological campaign, in Libricide: The Regime-Sponsored Destruction of Books and Libraries in the Twentieth Century (Praeger, 2003).

The conference was co-sponsored by: The ALA history Roundtable, The Center for the Book in the Library of Congress, Libraries and Culture, and at the University of Illinois, GSLIS, The University Library, Center for African Studies, European Union Center, Mortensen Center for International Library Programs, Office of the Associate Provost for International Affairs, and the Russian, East European and Eurasian Center.

The Iraq National Library and Archives...

...were seriously damaged during the 2003 American Invasion. According to a National Public Radio report (L. Garcia Navarro, “Rebuilding Iraq’s Once-Prized Library”, Weekend Edition, January 9, 2005), 90% of the rare books collection and 60% of archival material (including Ba’ath records) was looted, burned, or destroyed. Many suspect Ba’ath loyalists trying to wipe out incriminating records. Work has begun to clean damaged books and re-catalogue the surviving documents, but that work will take decades.

Report by Lynne Rudasill, Global Studies Librarian at UIUC.

From October 27-30, 2005, the Graduate School of Library and Information Science at the University of Illinois (GSLIS) hosted, through funding provided by a CGS Title VI NRC grant, the American Library Association’s (ALA) 11th Annual Library History Seminar at Allerton Park in Monticello, IL. Libraries in Times of War, Revolution & Social Change explored the impact of rapid and sudden social disruption on libraries—instutions that traditionally represent stability and orderly social change—and the communities they serve.

Conference attendees from around the world presented papers on the relevant events, issues, and concerns of librarians and libraries as agents of cultural preservation and heritage during times of crisis and change. Kathy Peiss, the Roy F. and Jeannette P. Nichols Professor of American History at the University of Pennsylvania, gave the keynote presentation entitled, “Cultural Policy in a Time of War: The American Response to Endangered Libraries, 1939-1946,” which set the stage for future discussions.

Plenary speakers focused attention on a wide range of historical issues and geographies. Jorge Orlando Melo Gonzalez of Bogota, Colombia addressed the work being done in Colombia to educate individuals and encourage citizenship through the presence of information centers in the offices of the national banks. Archie L. Dick, from the University of Pretoria, South Africa, addressed the existence and influence of public libraries in Cape Town Townships during apartheid. Enes Kujundzic, Director of the National and University Library of Bosnia and Herzegovina, presented the London Blitz, 1940: The Library at Holland House, London, after bombing raids by the German Luftwaffe.
K-12 Teaching Modules: Learning from Our Disasters

Article by Marianne Kolter, Coordinator for International Projects at the Center for Global Studies at UIUC.

Disasters, both natural and man-made, are of great interest in fields like chemistry, engineering, physics, psychology, social sciences, geography, and history. As increasing international media coverage and communication make the world seem smaller, we are more aware of disasters like earthquakes or hurricanes wherever and whenever they occur. The South Asian tsunami and Hurricanes Katrina and Wilma, in particular, have brought home the devastating and global impact disasters have.

These examples also reaffirm that many of the worst disasters are transnational in nature, and that the shortcomings of prevention, preparedness, and response they expose require international cooperation. The Center for Global Studies sees this renewed awareness of disasters as an educational imperative, viz., the opportunity for K-12 education in global disasters. That is why the Center for Global Studies and the Illinois International High School Initiative are co-developing teaching units on disasters to be used in K-12 classrooms and to facilitate the professional development of K-12 teachers interested in globalizing their curricula.

Through specialized teaching modules, K-12 students will examine natural phenomena like tsunamis and hurricanes, as well as man-made industrial disasters like oil spills and chemical and nuclear accidents, which are also devastating. Each module uses a prominent international disaster as a springboard into the various dimensions of that type of disaster: the root causes, the incident, the impact on affected societies, and practices for identifying, preventing/preparing for, and responding to future disasters.

Modules are designed with teaching adaptability in mind. The core component of each module is a series of Microsoft PowerPoint slides with graphics and photos. Additional video-recorded interviews with experts and presentations by victims will enhance each unit and make the material more personable and interactive. At the University of Illinois, for example, international students, faculty members, or visitors will discuss their personal experiences and their impression of the local, regional, and global responses. Modules also include a list of relevant websites and supplemental readings. These materials allow teachers flexibility to use the complete unit or any combination of its various components.

The Earthquakes and Chemical Accidents Modules, now nearing completion, will be the first units available. The Earthquakes Module introduces the topic through a review of major historical earthquakes with data and graphics, and moves to a lesson on seismology. Two recent cases are then analyzed in detail: the 2004 Sumatra earthquake that caused the South Asian tsunami, and the 2005 earthquake that rocked parts of Pakistan. The unit concludes with a discussion of earthquake preparedness and control, including risk management and construction regulations, early warning systems, response measures, and other protective measures.

The Chemical Accident Module also examines two cases. The 1984 Bhopal (India) Disaster, considered by many to be the worst industrial disaster ever, was the result of a lethal gas leakage from a Union Carbide India pesticide plant. Tens of thousands of people were killed and perhaps hundreds of thousands were injured. In Seveso, Italy in 1976 a storage vessel ruptured releasing dioxin gas into the atmosphere, killing thousands of farm animals, though fortunately no humans died. The Seveso Disaster is notable because it precipitated industrial reform. In the aftermath of the dioxin leak, the European Community passed the Seveso Directives I and II, regulating the processing of hazardous substances. The Directives are the most comprehensive cross-border regulations ever passed, and aimed to protect the populations of several countries from chemical accidents.

Also in development is an introductory module that explains the differences in human responses to natural and man-made disasters. A natural disaster, for example, cannot be blamed on distinct human activity, while man-made disasters are often caused by negligence or the acceptance of residual risks in order to save money or time. In most cases, those who must bear the potential hazards of industrial shortcuts (i.e., the workers and surrounding community) are neither consulted nor warned of the potential danger. In the event of a disaster, this creates a communal sense of betrayal and helplessness. There are, of course, similar feelings of anger and helplessness in the aftermath of a natural disaster, as victims try to cope while help and rescue provisions often

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The Illinois International High School Initiative will hold the **4th annual Global Studies Forum** on March 17 and 18, 2006, at Glenbrook South High School in Glenview, Illinois. This annual event has been a pioneering effort in exploring ways teachers can ensure that high school students develop the international awareness, skills, and understanding necessary to cooperate and compete effectively in today’s globalizing world.

The forum will feature two speakers. Michael Lev, the Business Editor of and a former China and Japan Correspondent for the Chicago Tribune, will give the Friday Keynote Address, and Michael Aichele, Managing Director of Passenger Sales for American Airlines in Chicago will speak during the second plenary session on Saturday.

The goal of the forum is to help high school teachers develop a curriculum with a global/world focus and integrate this into everyday classroom practice, school strategies, and community activities.

The 2006 Global Studies Forum has a **three-tiered focus** around the theme of **Global Interconnections**:

1. **Best practices** in internationalizing high school education
2. Preparing students for a **global economy**
3. Exploring ways **technology** can be used to facilitate teaching and learning from a global perspective.

This forum will feature classroom visits to Glenbrook South and North high schools, known for their Glenbrook Academy of International Studies; Workshop Presentations on internationalizing teaching and learning; and Roundtable Sessions designed to allow teachers to share curricular materials from regional and topical areas in Global Studies education.

The **Global Studies Forum** encourages educators to share their innovative ideas and practices with other teachers in the Workshop Presentation and Roundtable Sessions. Proposals for presentations of practices related to global education are heartily welcomed. All presenters will be provided with up to a $300.00 reimbursement of travel and lodging expenses associated with the conference. In addition, the conference fee will be waived. Registered Roundtable Discussants will have their registration fee discounted to $25.00.

More information about the Forum, registration, and proposals is available on the Global Studies Forum Web Page:

[http://www.cgs.uiuc.edu/IHSI/GSF/](http://www.cgs.uiuc.edu/IHSI/GSF/)

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**Teaching Modules, from page 4**

arrive too slowly.

The Earthquake and Chemical Accident modules should be completed this spring and will thereafter be available for free downloading from the CGS website. Additional modules on topics such as terrorism, humanitarian crisis, energy Security, and biosecurity are in development.

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**CGS Now Offers iEarn Credits!**

CGS is happy to offer Continuing Education Units (CEUs) for participants of iEarn Online Professional Development Courses. CEUs is a non-credit option, but it is often counted by school districts toward professional development requirement and incentives.

Participation in the iEarn development program is $50. Illinois teachers will receive 8 ISBE-approved credits. Non-Illinois teachers will receive 4 University CEUs.

Registration information is available on the CGS web site.
history, as a record of incessant struggles between rich and poor; between oppressors and oppressed.¹

Certainly these disputed claims are core concerns of the debate over what globalization is and how it affects us. We miss too much not only of global consequence but, ironically, much that is relevant to enrich and resolve this stylized debate, if the constrained terms of the prevailing debate over globalization is allowed to define the agenda of study. The proper object of global studies is more complex and elusive: it is to explain the rise of a global society and how it works and to identify the challenges that it poses for the diverse and divided populations of the world.

One way to grasp quickly (and intuitively) the revolutionary human condition of living in a world society for the first time in the evolution of the species—since we emerged in Africa millions of year ago and subsequently populated the world in the last 100,000 years—is to engage in a thought exercise. List some of the big challenges we face as a species. We now can destroy ourselves. The Cold War demonstrated the feasibility of this dubious objective. Both sides, the United States and the now defunct Soviet Union, created two Doomsday machines that, if unleashed, would have destroyed each other, thanks to their arsenals of over 20,000 long-range thermo-nuclear warheads, capable of hitting targets in as little as a half hour. The proliferation of nuclear weapons (Iran, North Korea, Pakistan, India, Israel) and the increasing modernization of advanced national systems—the United States and China come to mind—make the interna-
tional control of these weapons a global imperative.

The incentives to use violence reside in the nation-state system. In decentralizing global order into anarchy of nation-states, each claiming the right to use force to have their say, the nation-state system remains a warfare system and, ipso facto, is a central global studies concern. The nation-state system to solve the problem of weapons of mass destruction is the problem. There is also the real possibility that rogue states and non-state terrorists may acquire weapons of mass destruction, placing innocent millions around the world at risk.

But there are additional threats to confront what are properly on the global studies agenda. As Jared Diamond dramatizes in Collapse,² man-made ecological disasters threaten life on this planet, quite apart from what natural calamities, like tsunamis, hurricanes, typhoons, droughts, and earthquakes, can inflict. The pandemic caused by AIDS and a predicted worldwide avian flu epidemic are also on the agenda of the world society. So also is transnational crime, the drug trade, and criminal trafficking and slavery.

Marx may be dead in the Soviet Union and China, but his prescient vision of polarization between rich and poor has deepened now into a growing digital divide between haves and have-nots around the world. His argument still has intellectual traction and profound implications for whether the world society will survive and thrive. Global class divisions generate widespread and bloody conflicts within and between and across nation-states. Non-material identity conflicts, prompted by clashes over culture, religion, tribal, ethnic, and national loyalties, are also a rich and incendiary mix that impacts on the lives and livelihood of six billion members of the global society, a fractured humanity projected to grow to eight billion by 2030 and nine to ten billion by 2050.

There is also the glass half-full view of globalization that should not be slighted. As Thornton Wilder suggests, humanity till now has been able to escape annihilation by “The Skin of Our Teeth.”³ Science, technology, and markets, as social institutions, have produced unprecedented global wealth, however unjustly and unfairly they have distributed the knowledge and material plenty arising from these human creations to benefit mankind. Since World War II, Gross World Product has risen roughly from $2 trillion to $40 trillion. China and India, among the poorest and most underdeveloped states of the world, will in this century contest for global economic hegemony in competition with the currently ascendant developed states of the West and Japan. Sustainable economic development to meet the demands of the world’s expanding populations for “more now” will be among the principal challenges of the twenty-first century. There is reason to believe that, if past is prologue, great strides can be made in meeting the rising expectations of peoples around the world for a better life. The democratization of the globe has also made great progress as well as the cause of human rights, when compared with the record of the past several centuries.³

These many challenges, and others that can be easily added, illustrate a revolutionary condition in the evolution of the species—the emergence of a world society. The notion of a world society suggested here does not imply by any means a socially or culturally, much less a politically, coherent or cohesive society. The understanding of “society” meant here has no teleological implications or notion of a necessary convergence of human interests, aims, and values, as some might contend.⁴ All that is required for a “society” in these lean terms is continually interacting interdependent actors who need the cooperation of each other to get what they mutually and differentially want, whether by persuasion, by negotiated deals where mutual interest align, or simply by force.

The global society is characterized by the increasing, widening, deepening, and accumulating interdependence of
the multiple actors populating this society, and not by any explicit or expected convergence in goals and objectives that may underlie their mutually contingent behavior.\(^5\) What appears new to the human condition is the existence of a world society understood in these transactional terms as the widening scope, intensity, compressing density, real-time speed, cascading impacts and synergisms of these human exchanges. They encompass an increasing number of domains that these actors care about or, as in the case of world wars or markets, that they are drawn into and are engaged beyond their power or will to resist.

We can conceive this world society as expanding, thickening, and continuing sets of interdependent exchanges between and among actors of all kinds across state boundaries—individuals, groups, corporations, states, and international organizations—governmental (IGOs) and non-governmental (NGOs). These bewilderingly multiplying transactions between and among these actors are self-sustaining as they cycle and recycle the globe. Increasingly, those engaged in these transactions are prompted to consciously affirm that the realization of their particular interests, aims, and values depends on the cooperation of others elsewhere in the world society, if they are to get what they need and want. This pervasive and insurmountable condition and its conscious realization and incorporation in the psyche of daily life by increasing numbers of the world’s populations and global actors mark globalization as a new and revolutionary development in the social evolution of the human species, since its emergence and ascendance over the physical world and its creatures. This spreading and magnifying consciousness of interdependence evidences not only a global system (viewed by actors of their mutual dependency)\(^6\) but also, as this analysis stresses, the gradual morphological transformation of this system into a global society (viewed as calculated interdependence by actors in pursuit of contesting and common interests and values).\(^7\)

### 2. Meeting the Challenges of a Global Society

What are the implications of so capacious a view of globalization for global studies programs? The challenges presented by globalization, as sketched above, suggest strongly the proposition that problems of security, welfare, identity expression, and the like, cannot be resolved unless they are simultaneously and synchronously addressed at a global level. The challenges presented by globalization suggest strongly the proposition that problems of security, welfare, identity expression, and the like, cannot be resolved unless they are simultaneously and synchronously addressed at a global level.”

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tion. Ceaseless negotiation and bargaining among variously empowered actors, possessed of limited hard and soft power, is the disciplining condition under which interdependent actors will necessarily survive and thrive in a globalizing world. Opportunities to advance local and national interests depend, paradoxically, on recognizing the constraints of these enlarging, deepening, and accumulating interdependencies.\textsuperscript{10}

Accurately presenting these complex images of interdependence across the many domains of globalization, as an intersecting process from the top-down and bottom up, is a key component and central criterion to assess the effectiveness of a working global studies program. No less crucial is the articulation of creative options potentially available to states and their populations to address their common problems and collective needs for cooperation to cope with them. It is not enough to think globally and to act locally, as conventional wisdom admonishes, but to think and act at both levels as fused facets and phases of a globalizing world.

### 3. Reforming the Academy's Intellectual and Policy Agendas to Address Globalization

No one discipline or professional program can lay claim to global studies as its exclusive object of study, covering research, teaching, or civic engagement—the generic triumvirate of the academy’s educational missions and social responsibilities. The object of study—the global society—and its cross-cutting and mutually contingent issues defy capture by any extant discipline or profession within the academy’s pantheon.

As a practical matter, then, how should the academy respond to the intellectual and political challenges of globalizations? How do global studies justify re-allocating the academy’s scarce (and often shrinking) human and material resources to this enterprise? What strategies should global studies advocates pursue to co-opt other disciplines and professional programs, which are not keen on relinquishing their privileged status in the academy or sharing their resources with newcomers, whatever the merit of their claims?

For theoretical and practical reasons, global studies programs, as new entrants to the academy, need the established disciplines and professions. The challenge is to enlist the hard-won and tested knowledge of this vast array of particular canons in the service of global studies as well as to win the confidence and support of the faculty who are the purveyors of these knowledge cores and keepers of the methods and protocols relied upon to expand and purify these bodies of knowledge and know-how. Global studies programs make a grave, arguably fatal, mistake if they either isolate themselves from or, worse, pit themselves against these academic programs.\textsuperscript{11}

At a theoretical level, the established disciplines and professions monopolize, and not without merited credentials, the authority over what knowledge and which degrees are to be legitimated. They are also the repositories of the specialized methods, quantitative and qualitative, required for the acquisition, dissemination, and testing of knowledge. Global studies programs do not now have, nor will ever

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**Global Studies Scholars, Librarians, and Information Specialists Collaborate**

*Report by Lynne Rudasill, Global Studies Librarian at UIUC*

Last June 22, in conjunction with the Global Studies in Higher Education Conference on Research, Curricular, & Collaborative Opportunities, librarians convened on the University of Illinois Urbana-Champaign campus for the three-part *Global Studies Satellite Conference for Librarians and Information Specialists*.

The morning session provided opportunities for joint classroom and library faculty interaction between global studies scholars and librarians. Terry Weech, professor at the Graduate School of Library and Information Science (GSLIS) at UIUC, gave the opening talk on global studies scholar-librarian cooperation. A panel session followed Weech’s remarks with presentations about information resources in support of global studies, encouraging research and publications on campus, and funding opportunities for global studies scholarship. Following the panel, students from GSLIS gave a demonstration of the Community Inquiry Laboratory (iLab for short), an online interface that proved useful for facilitating networking and inquiry tools among scholars and librarians during the conference and going forward.

The afternoon session featured three librarians from Poland, Russia, and the Ukraine in a panel discussion on the topic of “E-Access in Eastern Europe and Russia.” The librarians were also on campus to attend the Slavic Scholars Workshop. They described and evaluated current projects in these Eastern Europe and Russia to provide greater public access to information. The group compared various models of international collaboration including work being done by the Mortenson Center for International Librarianship, the German Emblem project, and the Center for Global Studies.

Paula Kaufman, University Librarian at UIUC, closed the conference with a discussion of the global strategy of the University Library. The organizers hope the conference provided the impetus for a community of scholars and information specialists to continue their collaborations in the future.
command, the full complement of these assets, even in those instances where they may be free standing and independently funded programs or enjoy independent organizational status as a college or school within the academic landscape.

At a practical level, budgets are structured around these traditional claimants. They control most of the faculty and staff resources vital to the research, teaching, and engagement components of a viable and effective global studies program. Absent substantial funding and authority over faculty hiring, courses and degrees, global studies programs will depend for some time to come on these specialized branches of learning. And this is scarcely all bad, since the proven rigor and high expectations of performance, guided by tested and widely supported professional codes, check loose thinking and lax standards that can easily infect any interdisciplinary program. There is always the danger that interdisciplinary programs become the default mode of a college or university setting, attracting to its midst the cast-offs and “dead cats” of the traditional disciplines.

Conversely, if global studies programs are suppliants and servants of the traditional disciplines and professions, the fundamentally interdisciplinary and interprofessional nature of global studies programs, drawn to real-world issues and not constrained by disciplinary boundaries, bring new conceptual and problem-solving assets to the academic table. They offer new intellectual perspectives beyond what traditional studies can provide. They inspire innovative instructional programs and delivery systems to educate the next generation of national and world leaders. They delineate challenging civic missions not otherwise articulated, much less pursued, by institutionalized academic practices and ingrained habits.

In these ways, global studies programs assume a master’s role. Established knowledge systems of the academy are enlisted into service to do their bidding. The dialectic between the two can widen the scope of prevailing paradigms and modes of thought. These changes can take form in conferences and workshops or in new courses, new degree programs and doctoral sub-fields. When sufficient credibility and smooth working relations can be built up across units and faculty from different disciplines and professional orientations, the setting may be ripe to create undergraduate majors or certificates, master’s degrees, and new doctorates in global studies as free standing certification of marketable skills and professional competences.

4. Conclusion

What we are describing here is a process à longue haleine. The academic landscape will not be changed over night. Some global studies programs will sprout quickly; others will take longer to start up. Some, alas, may never take root. What progress can be made along these varied fronts will depend on the particular culture and composition of a college or university setting. What we are describing is a long-term process of academic change to respond to changes in the social life of the world’s populations. The former may very well not change at all. Academia is not only a place of great upheaval, but also among the most hind bound and conservative of humanly created institutions. Sclerosis of the academy’s intellectual arteries will not greatly impede the relentless processes of globalization impacting on the planet and its inhabitants. One is reminded of the story of the client at a cafe during the French Revolution. As a mob rushed by shouting revolutionary slogans, he told the waiter to hold his pernond, while he ran ahead to lead the mob. The academy will either get ahead of the globalization mob to lead it or be mobbed and overwhelmed by it.

7. The contrast between a system and society is developed in more detail than can be done here in Bull, Hedley. 1977. The Anarchical Society: A Study of Order in World Politics. London: Macmillan.
11. In contrast to the position advanced here, a participant in a recent national workshop on global studies argued for a strategy of guerrilla warfare in battles with the established disciplines and professions. I would venture to say, based on the discussion that ensued, that he was not alone in rejecting the recommendations of this paper in favor of internecine academic warfare, what I believe is a self-defeating strategy.
Recent CGS Faculty and Associate Publications

Security and International Relations
Edward A. Kolodziej

“This is a valuable resource for scholars as well as a text for students. It is the most comprehensive survey of alternative ways of thinking about international security available. Maintaining theoretical and methodological rigor while integrating security studies into the larger field of international relations is a monumental achievement.”
—David A. Baldwin, Professor of World Order Studies and Political Science, Columbia University

Edward A. Kolodziej is the Director of CGS and Professor Emeritus of Political Science at the University of Illinois.

Perspectives on Arabic Linguistics XVII-XVIII
Mohammad T. Alhawary, Elabbas Benmamoun, editors

This volume is comprised of a selection of papers presented at the Annual Symposia on Arabic Linguistics, held in 2003 (Alexandria) and 2004 (Oklahoma). They tackle a broad range of issues in current linguistic research, particularly in the areas of phonology, morphology/lexicon, sociolinguistics, and L1 and L2 acquisition. They are distinguished for the depth of coverage and the types of data considered.

Elabbas Benmamoun is Associate Professor and Head of the Department of Linguistics at the University of Illinois. He directs the Arabic Program at UIUC and is a CGS faculty associate. Due to Benmamoun’s efforts, UIUC hosted the 19th Annual Arabic Linguistics Symposium in April 2005.

Bodies in Contact: Rethinking Colonial Encounters in World History
Tony Ballantyne, Antoinette Burton, editors

From portrayals of African women’s bodies in early modern European travel accounts to the relation between celibacy and Indian nationalism to the fate of Korean “comfort women” forced into prostitution by the occupying Japanese army during the Second World War—the essays collected in Bodies in Contact demonstrate how a focus on the body as a site of cultural encounter provides essential insights into world history.

Antoinette Burton is Bastian Professor of Transnational and Global Studies at the University of Illinois, and a CGS faculty associate.
The Joint Area Centers are excited to hold the Third Annual Joint Area Centers Symposium, *Criminal Trafficking and Slavery: The Dark Side of Global and Regional Migration*, from February 23-25, 2006 at the Funk ACES Library on the UIUC campus. We encourage all who are interested to attend.

Conventional wisdom says that slavery has been eradicated. That, unfortunately, is not true, as the U.S. State Department’s *Trafficking in Persons Report 2005* makes clear. In fact, an estimate from the American non-profit organization Free the Slaves puts the number of persons living in slavery worldwide at 27 million. Indeed, criminal trafficking and slavery are growing national, regional, and global problems. These illicit activities damage and destroy millions of lives. Most victims are vulnerable women and children. Efforts to eradicate this blight appear to be losing ground to criminal elements. The latter profit from, and propagate the expansion of, what amounts to a globally dispersed system of exploitation with differential impacts—all pernicious and heinous—across nations and regions. These complex, webbed systems of global crime violate fundamental human rights, threaten the security and welfare of national and international civil societies, and undermine the authority and capacity of national governments to protect their populations.

Not enough is known about these darker sides of migration across regions and within nations, and this symposium promises to add significantly to academic and public understanding of trafficking and slavery (T/S) systems; to stimulate and enlarge public debate; and to contribute importantly to the development of national and international policies to contain and eliminate these scourges.

This conference aims to (1) advance knowledge about their underlying causes; (2) evaluate current local, regional, and global efforts—governmental and private—to eradicate or limit their spread; (3) identify feasible cross-national strategies that, if implemented, would strengthen law enforcement to cope with T/S; and (4) assess not only the scope of T/S exploitation and their multiple forms—to put a human face on T/S—but also the adequacy and capacity of national, regional, and global programs to address the physical and psychological needs of victims and to recover and protect their human rights.

The conference is scheduled to start with a Miller-Comm Lecture/Keynote Address by Susan F. Martin of Georgetown University (see article below). Panel sessions throughout Days Two and Three will examine T/S systems across the principle regions of the globe, including North America. On Day Three a curriculum workshop for K-12 educators and a youth conference will follow the regional discussion.

A conference agenda, contact and registration information, and more information on criminal trafficking and slavery is available online at:

[http://www.cgs.uiuc.edu/resources/jacs/](http://www.cgs.uiuc.edu/resources/jacs/)

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**Susan F. Martin, Georgetown University, to Give Keynote Address at Criminal Trafficking Conference**

We are very pleased that Susan F. Martin, the Executive Director of the Institute for the Study of International Migration (ISIM) at Georgetown University, will give the Keynote Address (a CAS/MillerComm Lecture) for the Trafficking Symposium at 7:30pm on Thursday, February 23, 2006 at the Levis Faculty Center in Urbana. Her address is called, *Criminal Trafficking and Slavery: A Global Problem*.

Prior to her arrival at Georgetown, Dr. Martin served as the Executive Director of the U.S. Commission on Immigration Reform, a bipartisan panel appointed by the President and Congressional leadership. She has conducted field-based research on refugee issues in Africa, Southeast Asia and Central America, and served as managing editor of *World Migration Report: 2000*, published by the International Organization for Migration and the United Nations.

ISIM is part of the Edmund A. Walsh School of Foreign Service at Georgetown, and is one of the leading centers for academic study of migration in the world. ISIM focuses on all aspects of international migration, including the causes of and potential responses to population movements, immigration and refugee law and policy, comparative migration studies, the integration of immigrants into their host societies, and the effects of international migration on social, economic, demographic, foreign policy and national security concerns.
CGS Upcoming and Spring 2006 Events

- February 7: Prisms of Globalization Seminar: Torture and the Ambit of the Competence of the European Court of Human Rights, Paulo Albuquerque, Catholic University, Portugal & visiting professor at UIUC College of Law.
- February 23: CAS/MillerComm Lecture—Susan F. Martin, Criminal Trafficking and Slavery: A Global Problem, 7:30pm at Levis Faculty Center, UIUC.
- February 24-25: Joint Area Centers Symposium—Criminal Trafficking and Slavery: The Dark Side of Global and Regional Migration, Funk ACES Library.
- March 17-18: 4th Annual Global Studies Forum, Glenbrook South High School in Glenview, IL.
- March 19-24: Challenges to US Global and Regional Hegemony and Implications for the Post-Cold War International System, a CGS-sponsored conference, Chicago, IL.

For up to date information about CGS events and projects, please visit at http://www.cgs.uiuc.edu

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