

## **Introduction. Global Studies from Theories to Teaching**

Globalization has enormously expanded our possibilities to look at various phenomena and processes in global perspective. In general, one may speak about the formation of a new paradigm connected with such a global approach. The emergence of Global Studies as an academic discipline reflects those changes. Such an approach demands a reconsideration of well-established views both in the field of research and in the field of teaching.

At present Global Studies function in two main dimensions – in the research of global political, economic, cultural and social processes, on the one hand, and in the realm of teaching – manifesting themselves in the creation of various Global Studies programs and courses for university students who learn to see the world in its entirety and variety. The second dimension is immensely important as the contents of such courses may determine how the world will be comprehended by those people who may decide its fate in a decade or two.

This dualistic nature of Global Studies has determined the general direction of our anthology that comprises both the theoretical dimension of Global Studies and their application to the teaching process.

We plan to devote the subsequent volume of our anthology to the consideration of the experiences in the teaching of Global Studies to an even higher degree than it can be seen in the present volume.

This is the second issue of our anthology. In some respects its structure continues the tradition outlined by its first issue (Grinin, Ilyin, and Korotayev 2012) – for example, you can find in both issues the combination of analysis of globalization in its historical dimension and in its modern manifestations. But in some other respects this structure is rather different – first of all, as regards the pedagogical dimension introduced in the present volume for the first time.

The volume is entitled *Globalistics and Globalization Studies*. However, why Globalistics, not Global Studies? The notion of *Globalistics* first appeared in Russia, this is a translation of the Russian term *globalistika*; however, we believe it might be useful within the English Global Studies thesaurus. We are sure that the introduction of this term is justifiable, because it expresses the vision of systemic and epistemological unity of global processes, the presence of some relatively autonomous field with its own research subject. Morphologically this term is identical with such well-established designations of academic disciplines as Economics, Linguistics, Physics, and so on.

*Globalistics* emerged in the USSR in the 1970s and 1980s first of all as a result of philosophic and scientific scrutiny of the global problems of humankind (note that Globalistics as an integral academic discipline, with its own name and research agenda,

emerged in Russia/the USSR earlier than in any other country of the world). As this research was conducted within quite a rigorous and orderly philosophical framework, in contrast with the Western Global Studies, the Soviet/Russian Globalistics acquired certain systematic qualities of a rather coherent academic field from the very beginning. We believe that this turned out to be a significant advantage of the Russian version of the study of global processes and phenomena. Note also that Globalistics has been developing as a synthesis of various academic disciplines (that is well in the mainstream of the contemporary scientific trends); on the other hand, academics working in this field have been trying to impart to it a certain conceptual unity. That is why Globalistics (in contrast with some other philosophical schools) experienced not collapse but flourishing in the post-Soviet history of Russia. In the 1990s and 2000s it became one of the most productive research directions in Russia. One may, for example, recollect that the first encyclopedias of Globalistics/Global Studies were published just in Russia (Mazour and Chumakov 2003, 2006; Mazour, Chumakov, and Gay 2006). Another example is represented by the establishment (eight years ago) of the Faculty of Global Studies (FGS MSU) within Moscow State University; this is one of the few academic and educational bodies specializing in the realm of Globalistics.

Globalistics is a cross-disciplinary integrative field of research. It aims at investigating global problems in all their facets: from causes, laws and tendencies of global processes through an insight into positive and negative effects to the survival of humankind and the protection of the biosphere. Thus, Globalistics may be regarded as a sort of systemic and more or less integrated 'core' within Global Studies.

Hence, due to the fact that Globalistics appears to be a more integral and systemic direction than Global Studies, it seems possible that this term will be able to fill a certain lacuna in the English academic thesaurus. Basing ourselves on this point (but also wishing to reflect some specific features of development of Global Studies in Russia) we have decided to name the present anthology *Globalistics and Globalization Studies*.

Some articles presented in this anthology have already been published in various academic periodicals and almanacs (though some of them are published here for the first time).

**The volume is subdivided into three parts.**

**Part 1** (*Globalization in Historical Retrospective*) comprises articles analyzing such extremely important long-term global processes as origins of globalization itself, world-system evolution, or global technological transformations.

**Part 2** (*Globalistics, Global Studies, and Global Processes*) comprises articles that consider fundamental issues of Global Studies such as their place in modern science, forecasts of the global reconfiguration, methodology of global history, problem of universal values in world politics, or sustainability of global system.

**Part 3** (*Teaching Global Studies*) is devoted to pedagogical issues. The present-day world is the world of various emergent networks, the world of self-organization. The need to teach global knowledge called into being the **Global Studies Consortium**. This is a group of university programs in Global Studies seeking to collaborate in teaching and research. At least 40 universities have participated in the meetings of this consortium. The Consortium's main contribution to date has been to increase and deepen the informal ties between people working in the field of global studies. This consortium aims at:

- sharing curricula and ideas about teaching programs;
- exchanging teaching materials, including lectures and reading lists;
- facilitating cooperative teaching projects, such as distance learning, on both bilateral and multilateral levels;
- surveying student's career paths;
- sharing information about employment and internships for students;
- encouraging student and faculty exchange agreements.

The Consortium first met in Santa Barbara in 2007, where its mission statement was written. Since then it held meetings in Tokyo in 2008, Leipzig in 2009, Santa Barbara again in 2010, Shanghai in 2011, Melbourne in 2012, and Moscow in June 2013.

The final part has brought together descriptions of various experiences of the teaching of Global Studies as well as diverse teaching materials coming mostly from the members of the Global Studies Consortium. This part in its turn is divided in three sections.

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### **References**

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