Globalization and Socioeconomic Justice
Meets: Tuesday and Thursday 9:00-10:15 a.m.
Location: Farmer Education Building (EDBL) 1-23
[Syllabus Subject to Revision]

This course fulfills G and SB Gen Ed requirements; an Undergraduate Certificate in Human Rights elective; and honors credit (by petition)

Professor: LaDawn Haglund
E-mail: ladawn.haglund@asu.edu
Office Location: Wilson Hall Room 265; Phone number: 480-965-7083
Office Hours: Tuesday and Thursday, 10:30 a.m. to 12:00 p.m.

The principal goal of education is to create people who are capable of doing new things, not simply repeating what other generations have done. - Jean Piaget

I. Course description:

This course addresses several major topics concerning globalization – a trend producing increasing interconnectedness of economies and societies, as well as creating new conflicts and divisions. It is designed to give students a greater understanding of global forces, as well as help them grasp the effect of these forces on economic justice and human rights. Topics include but are not limited to: problems of defining globalization; the history of global connectedness; corporate globalization; the role of international institutions in economic governance; poverty & inequality; unequal trade among nations; global finance; the changing nature of work; migration; agriculture and the environment; democracy and the media; and activism on a global scale.

The course will begin with an examination of the concept of economic globalization, entertaining several divergent perspectives on its causes and consequences. We will then explore the history of globalization, with an emphasis on the historical underpinnings of global inequality. Next, we will take a more in-depth sociological look at several topical areas affected by global forces – money (debt and finance), labor (work and migration), and land (agriculture and environment) – paying special attention to structures and power relations that shape actors’ economic choices in these realms. We will also examine emerging political spaces in the global sphere, in which social movements can engage with, contest, or transform the forces of globalization.

This course will provide students with the tools and capacity to explain, analyze, and critique the economic trends occurring in nations around the globe, as well as how they affect the ability of states and societies to take care of their individual members and social groups. It will help students to grasp why inequality and poverty exist, and what their ramifications are for sustainability, peace, and social justice on a global scale. This knowledge will prepare students for work with international governmental or non-governmental organizations, social movement organizations, or other institutions with an international focus.
II. Course requirements and grading policy:

Many issues will be covered during the semester, and the workload will be fairly demanding. Both attendance and participation are vital to the success of the class and to your grade. Lectures will diverge from assigned readings, so it is imperative that you attend all lectures. If you are unable to attend class on a particular day or turn in an assignment on time, please let me know as soon as possible. **Do not assume late work will be accepted** until you clear it with me.

**Your grade will be based on the following:**
- Attendance, class participation: 15%
- Quizzes: 15%
- Memos: 30%
- Term paper and final presentation: 40%

**Attendance and class participation:** This course is organized primarily around class discussion of, and assessments based on, assigned readings and video materials. Please note that **readings are not optional**! Students are expected to read assigned materials carefully and thoughtfully prior to the lecture for which they are due. Students may also be asked to watch 1-2 films outside of class if necessary (on reserve at Hayden). They are required to participate meaningfully in class discussions by contributing relevant information, addressing controversial issues, and raising probing questions based on readings and films. Attendance will be tracked and grades lowered for excessive absences (defined as **more than four absences for any reason**).

**Study advice:** It is imperative that you take notes on the readings and films to help you prepare for discussions, quizzes, memos, and your final paper. In particular:
1. note the main points of each source, and if there is more than one source, consider how they are related (with one main point from each work as an example);
2. consider what is new to you about the topics discussed and how (if at all) they have changed your conception of globalization or economic justice; and
3. develop an understanding of how the week’s readings, films, and lecture material apply to current events.

I want you to **engage** the readings, so you should have questions ready each week regarding how they relate to modern life and/or current events. Starting Week 7, you should be able, if called upon, to cite **at least one news article relevant to the week’s readings from an alternative media source** (see below, “supplemental materials”). Take note of the article’s title, source, and date.

**Quizzes:** I reserve the right at any time, without warning, to give a quiz. If you stay caught up on readings and assignments, you should have no trouble with pop quizzes. There will be **two scheduled quizzes**; use your notes to prepare for these. There will be no **make-up quizzes** unless you have a documented and dire emergency that precludes you from taking the original.

**Memos:** Memos of 4-6 pages (typed, double-spaced, 12-pt. font, one inch margins) will be required for two (2) topical areas of the course (“Globalization and Money” and “Labor as a Commodity”). Each Memo will constitute 15% of your grade. Memos should incorporate:
1. An analysis of the group of readings on each theme in light of the following questions:
   - What is the current situation?
   - What are the consequences for economic justice of the current situation?
   - What are some ways for overcoming the injustices caused by this situation?
2) A concise summary of main arguments of at least three key readings (not short articles)
3) Your scholarly (not personal) reactions to or reflections on the readings (noting the strongest points of each reading before critiquing it)

I encourage you to have discussions with your classmates, but your memo must be your own work, and in your own words. Memos must be submitted to SafeAssignment Friday of the week due by 5:00 p.m.

**Term paper:** You will be required to complete an 8-10 page research paper (typed, double-spaced, 12-pt. font, one inch margins) on a topic related to global economic justice. This paper will be due the day finals are scheduled. There are two mandatory, short “preparatory” assignments that will form the foundation for the paper. I will provide more guidelines as the semester progresses.

**Presentation:** At the end of the semester, students in groups of 3-5 will give short presentations on what they discovered while writing their term papers. This assignment will provide an opportunity for students to develop and practice presentation skills, as well as strategies for group coordination/cooperation. You will be expected to meet with your team at least twice before your presentation, first to decide on what each student will present and later to practice your presentation to make sure it flows well, is concise, and doesn’t exceed allotted time.

### III. Required texts (you may be able to buy used – and thus cheaper – on Amazon.com):

### IV. Optional texts that may be of interest

### V. Supplementary materials
- Articles for the course will be posted on Blackboard (preceded by “BB” on the syllabus)
- You will be asked to watch some films outside class. They will be on reserve at Hayden.
- You should check “alternative” (i.e., non-mainstream) sources of news regularly for items that relate to course readings. Some good examples of such sources include:
  - [http://therealnews.com/t2/](http://therealnews.com/t2/)
  - [http://www.alternet.org](http://www.alternet.org)
  - [http://www.commondreams.org](http://www.commondreams.org)
  - [http://www.leftbusinessobserver.com](http://www.leftbusinessobserver.com)
  - [http://www.oneworld.net](http://www.oneworld.net)
  - [http://www.opendemocracy.net](http://www.opendemocracy.net)
VI. Miscellaneous course information:

**Obvious courtesies:**
- Arrive on time
- Turn off your cell phone
- Do not engage in e-communication during class
- Let me know in advance if you must leave early

**ASU e-mail and Blackboard:** You will need to be sure that your e-mail is working in order to keep up with course information disseminated by e-mail. If your e-mail account rejects my messages, it is not my problem. If you send me something and I do not respond within 48 hours, you should assume that I did not receive it. If it is an assignment, I suggest you bring a hard copy and put it into my mailbox instead of relying on e-mail, to ensure that you receive credit. We will be using Blackboard extensively, so please familiarize yourself with this interface if you have not done so already. It can be reached through MyASU.

**Incompletes:** “A mark of ‘I’ (incomplete) is given by the instructor only when a student who is otherwise doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control” (from the ASU General Catalog).

**Academic integrity:** Students must be aware that cheating or plagiarism will be dealt with severely. This includes failing to cite sources that you use for your work, representing others’ work as your own, allowing others to represent your work as theirs, falsifying records, and inappropriate collaboration. If you have doubts about what constitutes academic dishonesty, ask me. Justice and Social Inquiry adheres to university policies regarding academic integrity, which you are encouraged to read and take very seriously: [http://provost.asu.edu/academicintegrity/policy](http://provost.asu.edu/academicintegrity/policy)

**Maturity and respect:** Because discourse is an integral part of university life, I want to ensure that the classroom and online environment are safe places for frank and open discussion. Although the readings and topics we cover may be controversial, and we may have different viewpoints, I expect all of us to treat one another with respect and create an atmosphere conducive to discussion. If you feel a classmate has created a threatening or uncomfortable atmosphere, please speak to me about it immediately.

**Writing assistance:** A Writing Mentorship Program is also available through Justice and Social Inquiry in Wilson Hall 327. The ASU Writing Center is also available to all enrolled students to help them improve their writing skills through online and in-person tutoring: [http://studentsuccess.asu.edu/home/writingcenters](http://studentsuccess.asu.edu/home/writingcenters). The Writing Center website also contains handouts and services that can help you write better papers. You are strongly encouraged to use this service for your final paper, especially if you receive feedback on your memos regarding the need to improve your writing.
Disability Services: If you have a learning disability, need disability accommodations in this class, or have other particular needs, please let me know as soon as possible. All information regarding disability is confidential.

Emergency or illness: If you are unable to complete assignments or attend class due to a family emergency or serious illness, please contact the University Advocate, 480-965-6547, who can send me and your other professors a letter to verify your absences and/or inability to meet a deadline. The University Advocate constitutes a resource for student emergencies and will assist students in negotiating university policy across units and campuses.

COURSE OUTLINE

WEEK 1: Overview and introduction to the course
August 20

WEEK 2: “Globalization” and related economic concepts
August 25-27

WEEK 3
September 1-3: Theories of market liberalism

WEEK 4: Theory meets reality: The roots of global economic injustice
September 8-10: Colonialism and Imperialism

WEEK 5: The postwar period and emergence of human rights
September 15-17: Bretton Woods Institutions and the UN

WEEK 6: Market liberalism goes global
September 22-24: The Washington Consensus

WEEK 7: Enduring economic injustice
September 29-October 1: Global structural realities and inequality

WEEK 8-9: Global markets and money
October 6-8: Finance and investment liberalization
October 13 [Fall Break – NO CLASS]
October 15: Debt and structural adjustment policies

WEEK 10-11: Global markets and labor
October 20-22: Globalization and work
October 27-29: Migration and economic justice

WEEK 12-13: Global markets and land
November 3-5: Trade, agriculture, and food security
November 10-12: Global capitalism and the environment
WEEK 14: Debating “free” trade
November 17-19

WEEK 15: US vs. Europe vs. Global New Deal
November 24
November 26: NO CLASS - Happy Thanksgiving!

WEEK 16:
December 1-3: Another world?

DECEMBER 10 IS INTERNATIONAL HUMAN RIGHTS DAY!

DECEMBER 10 (Thursday) FINAL EXAM SCHEDULED – Paper due by noon in hard copy to my office, and submitted to Safe Assignment by 2:00 p.m.