Globalization and Socioeconomic Justice

Meets: Tuesday & Thursday 10:30-11:45
Location: Tempe - ED250 and ASU Sync
(Syllabus subject to revision)

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Phone number: 480-965-7083
Office Location: Wilson Hall Room 265; Virtual Office Hours: T&Th 12:00-1:00

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 major topics concerning globalization – a trend producing increasing interconnectedness of economies and societies, as well as creating new conflicts and divisions. Our goal is to expand our understanding of how global forces and dynamics affect economic justice and human rights, so that seemingly complex or distant issues are made legible and personal, and so we feel more empowered to act. Topics include the history and current reality of 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 global activism.

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.

At the completion of this course, students will be able to:

- Explain the economic trends occurring in nations around the globe
- Understand and critique the causes and consequences of inequality and poverty globally
- Analyze the ability of states and societies to take care of individual members and groups
- Identify economic models and policies that foster sustainability, peace, and social justice
- Work with international governmental or non-governmental organizations, social movement organizations, or other institutions with an international focus

This 3-credit course fulfills G and SB Gen Ed requirements; an elective in the Human Rights and/or Economic Justice Certificates; and honors credit (by petition)
II. Course requirements and grading

To be successful in this course:
- read this syllabus thoroughly and refer to it repeatedly
- read and respond to announcements and course email messages
- complete all assignments by the due dates
- communicate as needed with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access ASU Student Resources as needed

Your grade will be based on the following assignments and activities:
- Attendance, class preparation, and discussion: 20%
- Short quizzes and midterm exam: 30%
- Memos: 30%
- Final project: 20%

Many issues will be covered during the semester, and the workload will be fairly demanding. Both attendance and engagement are vital to your learning and the success of the class; these activities will thus constitute 20% of your grade.

Attendance: Classes will diverge from assigned readings, so it is important that you attend (or view) all Zoom meetings/lectures. Remote attendance will be tracked and grades lowered for excessive (4+) absences. If you are unable to attend class on a particular day or turn in an assignment on time, please notify me beforehand. Do not assume late work will be accepted until you clear it with me. Follow ASU policies to request accommodation for religious practices or missed assignments due to University-sanctioned activities. Students who miss class are expected to get notes from a student who attends and make up missed assignments.

Class preparation: It is imperative that you take notes on the readings and films to help you prepare for discussions, quizzes, memos, and your final project. 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.

In-class notes and review: Each student will be assigned as the in-class notetaker for one week during the semester (two class periods). The following week on Tuesday, that same student will take the first 10 minutes of the Zoom session to review three key points from the previous week’s readings and lectures, and present a current case study to illustrate those points. Plan to
post class notes, as well as a news story, video, or short report on your chosen case, on Canvas by Monday of the week you present so others have time to review it.

Discussion: Discussion of assigned readings and video materials is a central feature of this course. Thus, readings are not optional! Students are expected to read assigned materials carefully and thoughtfully prior to the class or assignment for which they are due, as well as watch films outside of class. Meaningful participation in class discussions entails contributing relevant information, addressing controversial issues, and raising probing questions based on readings and films. Information will be provided each week regarding the form discussions will take (synchronous – live – or asynchronous – on Canvas).

Quizzes and exam: Each week in class, I will ask you to respond to a few short quiz questions. If you stay caught up on readings and assignments, you should have no trouble with these. There will also be a longer midterm exam; use your notes and study guide to prepare. There are no make-up quizzes unless you have a documented emergency that precludes you from taking the originals. All quiz and exam scores will be averaged to make up 30% of your grade.

Memos: Memos of 4-6 pages, based on your scholarly analysis of course materials, will be required for two (2) topical areas (“Globalization and Money” and “Labor as a Commodity”). I encourage you to discuss these themes with your classmates, but your memo must be your own work, and in your own words. Memos must be submitted to Canvas by 5:00 p.m. on the due date. More information about how to complete these memos will be provided at least a week before they are due. Each Memo will constitute 15% of your grade (for a total of 30%).

Final project: You will be required to complete a final project on a topic related to global economic justice. This project will be due the day finals are scheduled. There may be short “preparatory” assignments that form the foundation for the project. I will provide more guidelines as the semester progresses. This project, including any preparatory assignments, will be worth 20% of your final grade.

The grading scale is as follows:

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Submitting Assignments: All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email unless explicitly told to do so. Assignment due dates follow Arizona Standard time. Check the Time Converter to ensure you account for time zone differences. Note: Arizona does not observe daylight savings time.

III. Course materials (most sources are available through Canvas)

Required texts will be announced (and usually made available) in your course “Modules”

Supplementary materials
• You will watch some *films* outside class; check course modules for information and links
• *Non-scholarly articles*, when assigned, will be posted on Canvas
• Check reputable and independent news sources for stories that illustrate course themes; some examples include:
  - [New York Times](https://www.nytimes.com) (ASU free access)
  - [Wall Street Journal](https://www.wsj.com) (ASU free access)
  - [The Guardian](https://www.theguardian.com) (UK)
  - [Al Jazeera](https://www.aljazeera.com) (Global)
  - [Democracy Now!](https://www.democracynow.org)
  - [Inter Press Service](https://interpressservice.org) (international news)
  - Truth Out
  - The Real News
  - Alternet
  - One World
  - Open Democracy

IV. Synchronous class sessions

[Due to COVID] This course will be taught remotely via Zoom, meaning that you are not required to come to campus but should plan to log in remotely for synchronous class lectures, discussions, and study groups on **Tuesdays and Thursdays at your regular class time**. To access Zoom sessions, go to this link during class time or to [myASU](https://myasu.asu.edu) and click the “Attend via Sync” button next to this class on your schedule (ASU courses can also be accessed at [myasucourses.asu.edu](https://myasucourses.asu.edu)). When attending remotely, be sure you have all your technology in order before the start of class, and try to find a location where you will not be interrupted for the full class period. You can find more information on ASU Sync at [https://provost.asu.edu/sync/students](https://provost.asu.edu/sync/students) and [https://www.asu.edu/about/fall-2020](https://www.asu.edu/about/fall-2020).

V. Technology Requirements

The following are required to join this course remotely:
• [Chrome](https://www.google.com/chrome), [Mozilla Firefox](https://www.mozilla.org/firefox), or [Safari](https://www.apple.com/safari) Web browser
• [Adobe Acrobat Reader](https://www.adobe.com/reader) (free)
• [Adobe Flash Player](https://get.adobe.com/flashplayer) (free)
• A built-in or standalone webcam, microphone, headset/earbuds, and speaker
• Reliable broadband internet connection that can effectively stream live broadcasts (DSL or cable); a speed of at least 5.0 mbps is recommended; use this [tool to test your connection](https://www.speedtest.net)
• Microsoft Office is suggested ([Microsoft 365 is free](https://www.microsoft.com/en-us/microsoft-365/student) for all currently-enrolled ASU students)

ASU encourages the use of PC or Apple computers (not Chromebooks or iPads). If you cannot personally finance computer equipment, ASU has a laptop and WiFi hotspot checkout program.

**Borrowing and returning laptops** through ASU Library:
• Any currently enrolled ASU student is eligible to checkout a laptop
• Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance; Current availability of laptops can be found [here](https://libguides.asu.edu/ASULibrary/LaptopCheckout)
• Laptops can be returned anytime, but will be due at the conclusion of the fall 2020 semester
• Rentals are limited to one laptop per student
• Laptops are available for checkout at Hayden and Noble (Tempe), Fletcher (West), Downtown Phoenix, and Polytechnic campus libraries; check current library hours here
• Return laptops to any ASU Library Information Desk (not at the drop box or other location)
• Familiarize yourself with ASU’s Computer Use Policy and Computer, Internet, and Electronic Communications Policy
• Borrowers are responsible for loss, damage, and theft of the laptop while in their possession; please verify the condition of the laptop at the time of check-out and upon check-in

Technical Support: If you have a technical issue, make sure to document everything that happens and contact technical support immediately – before contacting the instructor. Canvas help can be found at the “Help” link on the left menu of Canvas; you may also contact ASU’s help desk toll-free at 1-855-278-5080. To monitor the status of campus networks and services, visit the System Health Portal (http://syshealth.asu.edu).

VI. Communicating with your professor

Community Forum: This course uses a “Community Forum” on Canvas for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it is not redundant. You are encouraged to respond to the questions of your classmates.

Email: ASU email is an official means of communication among students, faculty, and staff. All instructor correspondence will be sent to your ASU email account. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. Email should also be used for questions of a personal nature. You can expect a response within 48 hours (not including weekends). Do not submit assignments by e-mail; there will be links for this on Canvas.

Chat: The Zoom chat tool allows students and teachers to interact in real-time. Use chat only for informal comments unless your instructor informs you otherwise. Chat is not for questions about assignments; instructors may not monitor it and conversations may be buried or lost.

VII. 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

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. You are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I”
is recorded. When you complete the course, the instructor must submit an online grade change request. An "I" will be automatically changed to a failing grade "E" (0.00 for purposes of evaluating graduation requirements) if not completed within one calendar year. Official University policy can be found at: http://www.asu.edu/aad/manuals/ssm/ssm203-09.html.

*Academic integrity*: Academic honesty is expected of all students in all examinations, papers, lab work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal, not to mention lifelong shame and regret. For more information, see http://provost.asu.edu/academicintegrity/.

**Plagiarism is a serious offense. Anyone caught plagiarizing could fail the plagiarized assignment and perhaps the class.** Plagiarism includes failing to cite sources, failing to put quotation marks around direct quotes, representing others’ work as yours, or allowing others to represent your work as theirs. **Stay away from copy-and-paste!** If you have doubts about what constitutes academic dishonesty, ask your professor.

*Copyrighted Materials*: Students must refrain from uploading – to any course shell, discussion board, or website used for this course – material that is not their original work, unless they first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. **Students do not have permission to post course content outside this course, including lectures, quizzes, exams, papers, or study guides.**

*Writing assistance*: The [ASU Writing Center](http://www.asu.edu) is available to enrolled students to help them improve their writing skills through online and in-person tutoring. The Writing Center website also contains handouts and services that can help you write better papers. You are strongly encouraged to use these services for your papers, especially if you receive feedback regarding the need to improve your writing.

*Disability Services*: Students who feel they will need disability accommodations in this class but have not registered with ASU’s [Disability Resource Center](http://www.asu.edu) (now Student Accessibility and Inclusive Learning Services or SAILS) should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthews Center Building. SAINS staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY).

*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](http://www.asu.edu), 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.

*Maturity, respect, and safety*: 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. All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students as per ASU Policy. If you feel a classmate has created a threatening or uncomfortable atmosphere, please speak to me about it immediately.

Discrimination: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately.

COURSE OUTLINE

MODULE (WEEK) 1: Overview and introduction to the course
August 20

MODULE (WEEK) 2: What is globalization?
August 25-27
Readings

- Handout: “Five Useful Lenses for Understanding Social Phenomena”

By the end of this module, you will be able to:

- Describe the unique qualities of today's globalization, as compared to past globalizations
- Explain globalization from the point of view of structure, power, culture, and agency

Questions to consider as you prepare for class:
- What has happened under today’s “globalization”?
- What or who is driving globalization processes?
- What rifts have deepened because of globalization processes?
- What are some areas of social life that are affected by globalization?
- What is globalization not?

MODULE (WEEK) 3: Market liberalism and economic justice
September 1-3
Readings
- Lairson and Skidmore, Chapter 2 (25 pps.) (basic economic concepts)

**Film**
• “The Corporation” (episodes 1-7: 50 minutes); ASU Library streaming link (need to log in): https://search.lib.asu.edu/permalink/01ASU_INST/kl6fr8/alma991017358929703841

**By the end of this module, you will be able to:**
• Define basic economic concepts
• Describe the key tenets of market (economic) liberalism
• Explain how markets “fail” and how states attempt to ameliorate those failures
• Draw distinctions and parallels between economic and political systems
• Explain gradational approaches to inequality and economic justice

**Questions to consider as you prepare for class:**
• What are the key “pro-market” arguments, in particular in relation to economic and political freedom?
• How do orthodox and heterodox liberal economists differ? What is "economically just" from each perspective?
• What are “public goods” and what role do they play in economic justice?
• What role do corporations play in a market economy? Does corporate power complicate (market) liberal understandings of economic justice?

**MODULE (WEEK) 4: Market liberalism’s discontents**
**September 8-10**

**Readings**

**Short Film**
• (6:23) Reality of inequality http://mashable.com/2013/03/02/wealth-inequality/

**By the end of this module, you will be able to:**
• Analyze and critique market liberalism
• Describe the key tenets of structuralist approaches to political economy
• Explain the basic workings of capitalism
• Explain relational approaches to inequality and economic justice

**Questions to consider as you prepare for class:**
• What are some critiques of “pro-market” arguments and assumptions?
• How would economic liberals address inequality and economic injustice?
• How would structuralists address inequality and economic injustice?
• How might you explain the inequality from a relational point of view?

MODULE (WEEK) 5: Legacies of colonialism
September 15-17
Readings
  (available online at http://lib.asu.edu, in case the reader has not yet been completed)
Film
• *The Africans: Tools of Exploitation* (1 hour) [DT14 .A37x 1986 VIDEO v.4; Also on YouTube: https://www.youtube.com/watch?v=PdAMpv2wJME]

By the end of this module, you will be able to:
• Identify countries and regions of the world that have been colonized, and by which countries
• Explain what happened at the Berlin Conference and why it is important for understanding the economic reality of African countries today
• Identify mechanisms of exploitation used by colonizers and imperial empires, and the lasting political, economic, social, and cultural effects

Questions to consider as you prepare for class:
• What are some “tools” of exploitation used by colonizers and imperial empires?
• What are some of the lasting consequences (political, economic, social, and cultural) of colonialism?

MODULE (WEEK) 6: Postwar embedded liberalism and human rights
September 22-24
Readings
• UDHR
Films: (short, basic introductions to human rights)
  • www.humanrights.com/#/what-are-human-rights
  • http://www.youtube.com/watch?v=kbul3hxYGNU&list=PLCAA1D8F69131A393&index=3 &feature=plpp_video
  • “For EVERYONE Everywhere – UDHR”: http://www.youtube.com/watch?v=a3atP4IK7s8
  • “The Human Rights Treaty Body system”: https://www.youtube.com/watch?v=JP0fB- X0J8

By the end of this module, you will be able to:
• Explain the emergence and importance of Postwar phenomena, including:
  o Multilateralism, the United Nations, and Bretton Woods
  o Embedded liberalism, welfare states, and the New Deal
MODULE (WEEK) 7: Market liberalism goes global (again)
September 29-October 1

Readings

Film
- “The Invisible Wall” (54 min); ASU library (need to log in)

By the end of this module, you will be able to:
- Explain the 10 “Washington Consensus” (WC) policies
- Describe the impacts on fiscal and monetary policy of the neoliberal (WC) policy agenda, in particular liberalization, deregulation, and structural adjustment
- Evaluate the interests served (and not) by these policies, both within and between countries

MODULE (WEEK) 8: Globalization and money: debt and austerity
October 6-8

Readings

Film
- “Life and Debt” [ASU Streaming also in DVD form at Hayden - HC154 .L54 2003 DVD]

Misc:
- https://www.jubileeusa.org/about; https://www.jubileeusa.org/pr_imf_wb_debate

By the end of this module, you will be able to:
- Explain the causes and consequences of the debt crisis in Latin America
- Define “structural adjustment” and explain how it impacts economic policies
- Describe the conditions in LDCs upon which WC policies were implemented and explain how legacies of colonialism and dependency undermined development
MODULE (WEEK) 9: Film Week (NO ZOOM CLASS)
October 13-15
- Thomas Piketty: Capital in the 21st Century
- Bill Moyers: Trading Democracy
- Complete two Short Film Reviews (one for each film) and submit to Canvas

By the end of this module, you will be able to:
- Describe the powers gained by investors and corporations through trade deals
- Explain the impact of trade agreements like NAFTA on democratic courts, institutions, and accountability
- Trace the development of capitalism over the centuries
- Explain the drivers and consequences of extreme wealth concentration

MODULE (WEEK) 10: Globalization and money: finance and capital flows
October 20-22
Readings
Film
- Linking finance and HR: https://www.youtube.com/watch?v=NGyUZerwomQ
News
- Summary of Greek crisis: http://www.dailykos.com/story/2015/06/28/1397531/-Understanding-the-Bankers-Assault-on-the-Greek-People
- Olga Jonas, an economist at Harvard University who previously worked at the World Bank, says it’s unclear why the pandemic bonds are even necessary. “The World Bank has ample financial capacity to finance responses to outbreaks because it has $29 billion of liquid assets,” she said. https://apnews.com/9b6191d5d82145c237b470525e2e9515

By the end of this module, you will be able to:
- Describe the theory behind financial liberalization, including how it is supposed to support development
- Utilize the concepts of bailouts, moral hazards, and contagion effects to explain how financial liberalization and capital flows destabilize economies and polities
- Explain the ways in which international finance is similar to and different from a “global poker game” (e.g., the stakes, the players, and the bluffs that are put up and called)
MODULE (WEEK) 11: Globalization and labor: work and workers
October 27-29

Readings

Film
- “Zoned for Slavery” (23 min): Part I, Part II, and Part III
- *Sorry We Missed You* (Ken Loach; turn on subtitles if you can't follow the English; available streaming at ASU library – search for it if link doesn’t work)
- [EXTRA CREDIT: Maquilapolis; American Experience: The Civilian Conservation Corps]

News articles:

By the end of this module, you will be able to:
- Describe the changing nature of work in the modern era
- Explain the difference between a “social exclusion” (residual) and an “adverse incorporation” (relational) approach to poverty, through the lens of labor
- Compare and contrast the experiences of “gig” workers in the Global North with “adversely incorporated” workers in the Global South
- Identify pathways for organizing to promote labor rights and justice for workers

MODULE (WEEK) 12: Globalization and labor: migrant workers
November 5 [November 3 is Election Day – no class; VOTE!]

Readings
- Martínez, Samuel (Intro) and Massey, Douglas (Ch. 1) (2009) in *International Migration and Human Rights: The Global Repercussions of U.S. Policy* (41 pps.)

News and short articles
- “Myths and Facts about Immigrants and Immigration”

Film
- “Human Flow” (2017; 2 h 21 min; Ai Weiwei)
- “Exiled in America” (~10 min)
By the end of this module, you will be able to:

- Describe the nature of migration in the modern era
- Explain the linkages between economic globalization and migration
- Identify the “push” and “pull” factors for migration to the U.S.
- Dispel myths regarding immigrants and immigration

**MODULE (WEEK) 13: Globalization and land: the environment**

**November 10-12**

**Readings**


**Website:**

- Test your personal “ecological footprint”: [https://www.footprintcalculator.org/](https://www.footprintcalculator.org/)

**Films**

- “The Story of Stuff” (~20 min)
- “The Power of Community: How Cuba Survived Peak Oil” (~50 min)

By the end of this module, you will be able to:

- Define “ecological footprint” and explain its determinants, both globally and personally
- Explain how the globalization of trade and finance affect agriculture and environment
- Identify and analyze alternatives to corporate-led production and consumption
- Identify and analyze more sustainable alternatives for human-nature relationships

**MODULE (WEEK) 14: Alternatives to corporate globalization**

**November 17-19**

**Readings**

  - All read the Foreword, Preface, and Introduction, p. xi-xxi; pps. 3-18; and the Postscript, p. 339-40
  - [SIGN UP] for 4-5 additional entries each, to read and present to the class

**Film:** *A Message from the Future II: The Years of Repair* (also read the accompanying article)

**Uncommon perspectives to consider:**

- The People’s Bailout: [https://theleap.org/peoples-bailout/](https://theleap.org/peoples-bailout/)
- “The bardo represents a place where the unknown, even the inconceivable, can happen and where we who enter are profoundly changed”: [https://oneearthsangha.org/articles/entering-the-bardo/](https://oneearthsangha.org/articles/entering-the-bardo/)
MODULES (WEEKS) 15-16: Student presentations on alternatives and course wrap up
November 24 (November 26: NO CLASS - Happy Thanksgiving!)
December 3
• Zoom presentation to peers on your paper topic and preliminary findings

Final Paper Assignment and Deadlines:
• Before November 5: Read “answerable questions,” choose a question(s) you want to research for your final paper, and send it to me for review
• November 16: Annotated bibliographies (with research questions) due
• Week of November 23: I will provide feedback on your annotated bibliographies
• November 24 and December 1-3: Zoom presentation to peers on your paper topic and preliminary findings
• December 7: FINAL PAPER DUE