**SJS 487: Globalization, Human Rights and Social Justice – 3 Credit Hours**

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**Course Description**

**This course focuses on the theories, issues, and debates related to promoting social justice and positive change. Students will analyze how current frameworks – including values, assumptions, and actions – maintain the economic, political, and cultural structures shaping our lives. They will also build competencies and skills to transform these structures toward a more just society. This course draws on literature in political science, sociology, and social movements to address sustained efforts to bring about social and political change. Through the use of social networking, students will be expected to regularly interact with students and faculty from partner universities around the world.**

**Social justice can be understood as a general process of creating sustainable communities of inclusion, diversity, and equity. At the most basic level, it recognizes that social justice projects can have global impacts even when they occur on the local level. Thus, we will investigate how decisions made locally may have global significance. We will look at how the decisions of the individual – such as in how and what they choose to wear, eat, and drive – can have global implications. As we move outward from the local scene, we will see similar concerns about equity, fairness and justice at the national and international levels. We will consider such issues as war and peace, labor and immigration policies, food and health, access and success, technology and innovation, and pollution and economies all have social justice dimensions. As we contemplate these social justice dimensions, we will learn that the world we live in is infinitely interconnected and delicate.**

**Partner Institutions**

**Versions of this course are being taught around the world, and we will be learning from and working with students at a variety of partner institutions. In addition to this institution, this course is being offered this semester at universities throughout the United States, Russia, Italy, Mexico, and Portugal. Please see NING for an updated list of partners.**

**http://globalizationandhumanrights.ning.com/**

**Course Objectives:  Students who complete this course should be able to:**

**a.      Develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences.  The ability to discuss these and other topics via technology on a global scale will inevitably influence the direction and results of the discussion and learning. This course recognizes the importance of not only communicating but also acting respectfully across both linguistic and cultural differences.  This goal underlies all of the readings, discussions and activities that students will participate in as a result of this course.  Specifically, students will maintain weekly blogs.  The first 3 blogs are specifically geared to understanding Globalization, Human Rights, and Social Justice from not only their own local perspective, but at least one from another Country.  Student partners from different locations will be assigned to read and respond to at least 1 different blog entree.  These responses will be limited to peers from other country participants. In this way, each student will have written 3 blogs and responded to at least 3 blogs once this set of assignments are complete.**

**Students will participate in the following activities -Facebook, blogs, joint group writing project.  Students from a diverse group of Universities -which include United Kingdom, Turkey, British Columbia, Lisbon, Milan, Moscow and Canada - will participate in these activities.   In Facebook students will discuss, in an ungraded forum, the issues and content of the course. More specifics are provided by the course blogs. Students will be asked to respond to weekly featured blogs from each university.  These response blogs must come from a country outside of their own.  Thus students in the U.S. must respond to one from either Canada, Lisbon, etc. and vice versa.  In these first blog exercises students will begin discussions across cultures and languages.  These activities will continue throughout the semester.  Students will participate in either a case study or a service learning project.   In the process students will not only learn to interact but also to respect the differences of others.  (See syllabus for the details for these activities and assignments).  Finally, students will be actively engaged in a common set of readings which provide for a detailed cross examination of globalization, social justice issues, events, and situations from multiple national, cultural, and linguistic perspectives.**

***b.*  Explore and understand their place and influence in the changing world.  All of the blogs are also intentionally designed to assist students to explore and understand their place and influence in the changing world.  Specifically, students will respond weekly on the current set of readings (which include such things as children and human rights, immigrant rights, ecological and mineral rights, women’s rights and etc.).  In these responses students are asked to view these issues from local, national and international levels.  Following each response, students are required to also read and critically reflect upon at least one different blog entrée.  (Note: Students must respond to a blog from a peer from a different nation then their own.)  As their own blogs will also be responded to by peers, each student will be provided a mirror by which and through which to understand their own place and influence in a changing world.**

**c.       Determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs: This will be accomplished with the help of a common set of readings which discuss the various institutions, national policies, and systems which create and sustain reciprocal and non-reciprocal interactions.  As we discuss issues detailing children's, women's, indigenous, and minority rights, child slavery,  and mineral rights we will discuss international entities including the United Nations, Human Rights Watch, and various country foci.  Conducting either a case study or service learning team project will provide students the means for understanding the dynamics of these processes.  Again, student teams from multiple countries will participate in each of these projects, allowing students to determine and access these relationships among and across societies, institutions and systems. A critical component of this course on Globalization, Social Justice and Human Rights requires students to explore how societies, their institutions interact within reciprocal social systems.  For example, students will explore how different national views regarding human rights and social justice directly affect their responses to immigration and labor, minorities and women, children and families.  Specifically, one of the major projects that students may choose to participate would be either a Case Study or a Service Learning Project.**

**Attendance Policy:**

**Whenever a student is absent from class to such an extent as to make the student’s work inefficient or to impair the morale of the class, the instructor may direct the Office of the Registrar to drop the student. During the first 20 percent of the course no grade will be recorded; after the first 20 percent is completed but before 60 percent of the course is completed, a grade of W will be recorded. After 60 percent of the course is completed, a grade of F will be recorded. The instructor shall notify the student of this action no later than the time he or she notifies the Office of the Registrar (see academic calendar for specific dates).**

**Grade Calculations**

**Featured Blog 30 %**

**Weekly Blog Responses 30%**

**Attendance/Discussion - 10%**

**Joint Group Project - 30%**

**1. Featured Blogs**

***Each of you will be assigned to write one featured blog.  This blog should critically reflect on the assigned readings, offer relevant insights, and extend the material.  It should not merely be a summary of that material but a critical discussion of such.*These will be selected and posted by your Professor on our NING site.  They should be a minimum of 500-700 words, and critically reflect on not only the blog but relevant class material.**

**2.  Response Blogs**

**You are required to respond to at least one featured blog per week.   You don’t have to respond to the same blog each week, and keep in mind that you may have to a get a free username to other sites in order to view all blogs.   These will be posted on our NING site.  They should be a minimum of 500-700 words, and critically reflect on not only the blog but relevant class material.**

**3. Joint Project**

**Faculty Partners will randomly assign students to groups based upon class enrollment.  These should consist of no more than 3 students from each school.  These school specific groups will then be randomly linked to international partners. So for e.g.  I have 15 students in my class. I would create 5 Miami u groups that would be linked to a 5 groups say from Milan or Russia. The groups would then have to decide what 3 questions they will answer**.

**With the members of your work group explore the answer to three of the following questions. To facilitate this process, each of you should submit your independent response into your group’s NING page. Each of you should offer a response to each of the other three members of your group. With this information explore the areas of agreement and disagreement with regards to the response to the question. Communicate with each other via the NING page about ways to present your areas of agreement and to work through your disagreements so as to develop a coherent response to the question.**

**If your group wishes to explore a question not listed below, you may propose it to the faculty as a substitute for one of the questions.**

**List of Questions to Choose from:**

* **What are the local challenges in human rights and how these link to the theories and issues we've read globally?**
* **The State Members of the United Nations aim to appreciate the fundamental rights of all individuals. This is the right to a life without hunger, poverty, lack of knowledge, illness and terror. How do you assess current achievements in one of these fields and which further policy recommendations would you give for developing countries? Please, provide empirical evidence for your argument.**
* **Social media and modern technologies, such as internet, help to promote and defend human rights. To which extent do you agree? Formulate and summarize your arguments.**
* **What is the role of political institutions and human rights in promoting global justice? Please, refer to A. Sen’s ‘The idea of Justice’ and J.Rawls’ ‘The Law of Peoples’ while formulating your arguments.**
* **Is there a link between a person’s gender and the globalization process? How do class, race/ethnicity, and gender interact to differently expose people to the globalization process?**
* **How do age, class, and race/ethnicity differently affect the experience with the respect and abuse of a person’s human rights?**
* **The Declaration of Human Rights is not fully enforceable. Given this, should the push for the recognition of this declaration be pursued?**
* **Using examples from the course, illustrate how a common individual’s decision in a developed and a developing nation can have global implications.**
* **What is the relationship between globalization and immigration?**
* **How do gender, class, and race/ethnicity interact to shape the immigrant experience in the global context?**
* **What are the local challenges in human rights and how these link to the theories and issues we've read globally?**
* **Is there a link between a person’s gender and the globalization process?**
* **How do class, race/ethnicity, and gender interact to differently expose people to the globalization process?**
* **How do age, class, and race/ethnicity differently affect the experience with the respect and abuse of a person’s human rights?**
* **The Declaration of Human Rights is not fully enforceable. Given this, should the push for the recognition of this declaration be pursued?**
* **Using examples from the course, illustrate how a common individual’s decision in a developed and a developing nation can have global implications.**
* **What is the relationship between globalization and immigration?**
* **How do gender, class, and race/ethnicity interact to shape the immigrant experience in the global context?**
* **An important lesson from the readings involves the negative impact globalization can have on the quality of life of millions of individuals. What approaches can be taken to change in a more positive direction, one that leads to improvement in the quality of life of these millions of people?**
* **What is the relationship between Social Justice, Human Rights, and environmental sustainability?**
* **What is the relationship between Social Justice, Human Rights, and culture? In your view, how is it possible to advance the global implementation of a viable human rights regime in a way appropriate with the respect of culture-specific differences?**
* **Are human rights universal or cultural-specific? How is possible to move beyond universalism and particularism as polarized alternatives?**
* **There might be a conflict between cultural respect and human rights? Might the recognition of cultural difference hinder or water down children or women’s rights? Discuss risks and the possibilities to prevent them.**
* **Quais são os desafios em Portugal no campo dos direitos humanos e como liga-los às teorias e problemas sobre os quais falamos nas aulas?**
* **Os estados membros das Nações Unidas esperam poder respeitar os direitos fundamentais de todos os cidadãos. Incluindo o direito a viver sem fome, sem pobreza, com falta de acesso a conhecimentos, com doenças curáveis ou evitáveis e sem terror. Que avaliação se pode fazer da actual situação no mundo e que recomendações políticas se podem apresentar em Portugal (e nos países em vias de desenvolvimento)? Forneça dados sobre casos concretos.**
* **A comunicação social e as novas tecnologias, como a internet, podem ajudar a promover os direitos humanos. Até que ponto concorda com a ideia? Arrume sintecticamente os argumentos pró e contra.**
* **Qual é o papel das instituições políticas e os direitos humanos na promoção da justiça global? Por favor, refira-se a Amartya Sen (‘The idea of Justice’) e a John Rawls (‘The Law of Peoples’) na sua argumentação.**
* **Há alguma relação entre o processo de globalização e o género das pessoas? De que forma a classe, a etnia e o género afectam a exposição das pessoas à globalização?**
* **De que modo a idade, a classe e a etnia se relacionam com as experiências de violação dos direitos humano?**
* **Nos EUA a Declara dos Direitos Humanos não tem força legal. Deve passar a tê-la?**
* **Usando exemplos seus, diga como decisões de pessoas singulares em qualquer país podem ter implicações globais.**
* **Qual é a relação entre globalização e imigração?**
* **Como o género, classe e etnia fazem variar a experiência de migração no quadro global?**
* **De que modo a globalização pode ser usada para melhor a qualidade de vida de milhões de pessoas?**
* **Haverá relações estreitas entre justiça social, direitos humanos e sustentatibilidade ambiental?**
* **Haverá relações estreitas entre justiça social, direitos humanos e cultura? Que políticas globais de os direitos humanos são viáveis para assegurar o respeito pela diversidade e especificidade culturais?**
* **Os direitos humanos são universais ou são próprios de uma cultura específica? Será possível superar as polarizações universalismo-particularismo?**
* **Pode observer-se situações de conflito entre respeito cultural e direitos humanos? Pode o reconhecimento das diferenças culturais dificultar ou afundar os direitos humanos de mulheres e crianças? Discuta riscos e possibilidades de prevenção desses conflitos.**

**Important Deadlines:**

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| **Week beginning** | **Task** |
| **3 Oct** | **Groups assigned** |
| **20 Oct** | **First Question Answered** |
| **17 Nov.** | **Second Question Answered** |
| **8 Dec.** | **Third Question Answered** |

**Syllabus and Readings:**

**Week 1:  Theme –Introduction to Globalization, Social Justice and Human Rights.**

* **Day 1: Class orientation, expectations, and discussions.**
* **Day 2: Read: Michael Novak, “Defining Social Justice”**[**http://www.calculemus.org/lect/FilozGosp04-05/novak.html**](http://www.calculemus.org/lect/FilozGosp04-05/novak.html)
* **View: Moral Limits of Markets, at:**[**http://www.youtube.com/watch?v=1q7\_BeEEDVE**](http://www.youtube.com/watch?v=1q7_BeEEDVE)

**Week 2: What is Globalization?  ---September 3/5th**

 **Day 1: What is Globalization?**

* **Readings: Manfred B. Steger, Chapter One, “Globalization: a contested concept”**

[**http://smpsebastiao.files.wordpress.com/2010/09/globalization\_\_a\_very\_short\_introduction\_\_very\_short\_introductions\_.pdf**](http://smpsebastiao.files.wordpress.com/2010/09/globalization__a_very_short_introduction__very_short_introductions_.pdf)

* **Readings : To Live With Dignity is to build a new world**[**http://www.cipamericas.org/archives/5041**](http://www.cipamericas.org/archives/5041)
* **Day 2:  Readings: Robert O. Keohane and Joseph S. Nye, Jr. “Globalization: What's New? What's Not? (And So What?)”, Foreign Policy, No. 118(Spring 2000), pp. 104-119.**[**http://www.asu.edu/courses/pos445/Keohane%20and%20Nye--Globalization%20What's%20New%3F%20%20What's%20Not%3F.pdf**](http://www.asu.edu/courses/pos445/Keohane%20and%20Nye--Globalization%20What%27s%20New%3F%20%20What%27s%20Not%3F.pdf)

**Week 3: Globalization and National governments --September 10/12th**

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| * **Day 1: Globalization – A good thing:**
* **Globalization: Is It Good or Bad?  T.N. Srinivasan:**
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| [**http://www-siepr.stanford.edu/Papers/briefs/policybrief\_dec02.pdf**](http://www-siepr.stanford.edu/Papers/briefs/policybrief_dec02.pdf) |
|  **Globalization not so good –Distributional Effects of Globalization in Developing Countries by Pinelopi Goldberg and Nina Pavenik**[**http://www.econ.yale.edu/~pg87/JEL\_Globalization.pdf**](http://www.econ.yale.edu/~pg87/JEL_Globalization.pdf) |
|  **Day 2: Readings: READ: Nayan Chanda, “Runaway Globalization Without Governance”**[**http://www.globalpolicy.org/images/pdfs/runawayGlobalization.pdf**](http://www.globalpolicy.org/images/pdfs/runawayGlobalization.pdf) |
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**Week 4: Globalization, Gender and Class --September 17/19th**

 **Day 1: Gender Inequality**

 **Readings: Gender and Capitalism –J. Aker**[**http://faculty.maxwell.syr.edu/mdevault/Critical%20Soc.Nov.03.pdf**](http://faculty.maxwell.syr.edu/mdevault/Critical%20Soc.Nov.03.pdf)

 **Day 2: Globalization and Income Inequality**

 **Readings: Growing Income Inequality in OECD Countries: What drives it and How Can Policy Tackle it? *Forum, Paris, 2 May 2011***[**http://www.oecd.org/els/socialpoliciesanddata/47723414.pdf**](http://www.oecd.org/els/socialpoliciesanddata/47723414.pdf)

**Week 5 Globalization, ethnicity and conflict**

 **Day 1: Discuss Group Projects/Topics**

**Day 2: Readings: Susan Olzak 2011. “Does Globalization Breed Ethnic Discontent/” *Journal of Conflict Resolution, 55 (1) 3-32.***[**Journal of Conflict Resolution**](http://www.google.com/url?sa=t&rct=j&q=globalization%20and%20ethnicity&source=web&cd=23&ved=0CEcQFjACOBQ&url=http%3A%2F%2Fwww.polsci.wvu.edu%2Ffaculty%2Fhauser%2FSummer2011InternalConflict%2FOlzakGlobalizationDiscontentJCR2011.pdf&ei=9B0lUPuyC6ag6QHg-4DICg&usg=AFQjCNF_Fn4u3U0PtheuKZFvjtxbCH00mg&cad=rja)

**[http://www.polsci.wvu.edu/faculty/hauser/Summer2011InternalConflict/OlzakGlobalizationDiscontentJCR2011.pdf](http://www.researchgate.net/publication/227574313_Does_Globalization_Breed_Ethnic_Discontent%22%20%5Ct%20%22_blank)**

**Week 6 Understanding Human Rights**

 **Day 1: Readings:  Amartya Sen, 2004. “Elements of a Theory of Human Rights” *Philosophy and Public Affairs* Fall 32 (4). 42 pgs. On line access at:**[***Elements of a Theory* of *Human Rights* - MIT**](http://www.google.com/url?sa=t&rct=j&q=elements%20of%20a%20theory%20on%20human%20rights&source=web&cd=1&ved=0CEQQFjAA&url=http%3A%2F%2Fwww.mit.edu%2F%7Eshaslang%2Fmprg%2FasenETHR.pdf&ei=gyAlUOCfGonr6wHzgYGAAw&usg=AFQjCNEi5AJT_4ialGZy7lWub1MW_q6ucA&cad=rja)

[***www.mit.edu/~shaslang/mprg/asenETHR.pdf***](http://www.mit.edu/~shaslang/mprg/asenETHR.pdf)

 **Day 2: Readings: Andrew Moravcsik, 2000. “The Origins of Human Rights Regimes” International Organization, 54, 2: 217-252. Accessed on line at:**[***The Origins of Human Rights Regimes* ... - Princeton University**](http://www.google.com/url?sa=t&rct=j&q=the%20origens%20of%20human%20rights%20regimes&source=web&cd=1&ved=0CFMQFjAA&url=http%3A%2F%2Fwww.princeton.edu%2F%7Eamoravcs%2Flibrary%2Forigins.pdf&ei=EiUlUMbEIoeP7AGx2YGICA&usg=AFQjCNE4cz5cFi0WI5PKWL2x-fu-MaZFAA&cad=rja)[***www.princeton.edu/~amoravcs/library/origins.pdf***](http://www.princeton.edu/~amoravcs/library/origins.pdf)

**Week 7 Corporate Social Responsibility**

 **Day 1: Responsibility and Reality: Lessons from the Real World**

 **Readings: T. M. Devinney, 2004. “Is Socially Responsible Corporation a Myth: The Good, the Bad and the Ugly of Corporate Social Responsibility?” Accessed on line at:**[**FROMTHEEDITORS Is the *Socially Responsible Corporation* a Myth?**](http://www.google.com/url?sa=t&rct=j&q=corporate%20social%20responsibility%20the%20good%20the%20bad%20and%20the%20ugly%20pdf&source=web&cd=1&ved=0CEQQFjAA&url=http%3A%2F%2Fjournals.aomonline.org%2Famp%2Fsamplearticles%2FMay%252009%2520Corp%2520Social%2520Resp%2520by%2520Devinney.pdf&ei=fiYlUNmJA8rI6wGFsICQCA&usg=AFQjCNGXNxmms8WoYs2HR4_IAxLCCsTTOA&cad=rja)

 ***[http://journals.aomonline.org/amp/samplearticles/May%2009%20Corp%20Social%20Resp%20by%20Devinney.pdf](http://aom.org/uploadedFiles/Publications/AMP/May09CorpSocialRespbyDevinney.pdf%22%20%5Co%20%22Open%20a%20new%20window%22%20%5Ct%20%22_blank)***

 **Day 2: Corporate Responsibility and the Bottom Line -**

* **Readings: The Impact of Sustainable and Responsible Investment Accessed online at: http://www.ussif.org/files/Publications/USSIF\_ImpactofSRI\_916F.pdf**

**Week 8 – Human rights and women--**

 **Day 1:   Rita Maran 2011. Human Rights of Women: A Reference Guide to Official United Nations Documents. Accessed on line at:**[**http://www1.umn.edu/humanrts/instree/women/engl-wmn.html**](http://www1.umn.edu/humanrts/instree/women/engl-wmn.html)

 **Day 2:  Charlotte Bunch. 1990. “Women's Rights as Human Rights: Toward a Re-Vision of Human Rights.” *Human Rights Quarterly*12(4): 486-498.  Accessed on line at:**[**http://digilib.bc.edu/reserves/sw983/bunch983.pdf**](http://digilib.bc.edu/reserves/sw983/bunch983.pdf)

**Week 9 – Human rights and women (Continued):**

 **Day 1:  Saskia Sassen. 2002. “Women's Burden: Counter-Geographies of Globalization and the Feminization of Survival.” *Nordic Journal of International Law*71(2) 255-274.  Accessed on line at:**[**http://www.columbia.edu/~sjs2/PDFs/womensburden.2000.pdf**](http://www.columbia.edu/~sjs2/PDFs/womensburden.2000.pdf)

 **Day 2:      David Brady, Denise Kalla. 2008. “Nearly Universal, But Somewhat Distinct: The Feminization of Poverty in Affluent Western Democracies, 1969–2000.” *Social Science Research*37(3): 976-1007. Accessed on line at:** [**http://empower-daphne.psy.unipd.it/userfiles/file/pdf/Brady2007.pdf**](http://empower-daphne.psy.unipd.it/userfiles/file/pdf/Brady2007.pdf)

**Week 10: Human Rights and Indigenous Peoples --**

**Day 1 Who are Indigenous Peoples**

**Available at: (read pages 1-42)**

[**http://www.un.org/esa/socdev/unpfii/en/history.html**](http://www.un.org/esa/socdev/unpfii/documents/SOWIP_web.pdf)

**Indigenous Peoples Movement**

[**http://www.firstpeoples.org/who-are-indigenous-peoples/the-indigenous-movement**](http://www.firstpeoples.org/who-are-indigenous-peoples/the-indigenous-movement)

**Day 2: “The situation of indigenous peoples in the United States of America”. Read pages 1-23. The document number is A/HRC/21/47/Add.1 is available at:  [http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G12/162/70/PDF/G1216270.pdf?OpenElement](http://unsr.jamesanaya.org/docs/countries/2012-report-usa-a-hrc-21-47-add1_en.pdf%22%20%5Ct%20%22_blank)**

**Week 11: Human Rights and Children   -**

**Day 1: READ: Harvard School of Public Health, “Globalization: Children and Working Parents Pay Too High a Price”**

[**http://www.hsph.harvard.edu/news/press-releases/2006-releases/press02272006.html**](http://www.hsph.harvard.edu/news/press-releases/2006-releases/press02272006.html)

 **Extra Credit: EXPLORE and write a 1-2 page reflection blog- Convention on the Rights of the Child**

[**http://www.unicef.org/crc/**](http://www.unicef.org/crc/)

 **Day 2:  The Red Hand Day: Program against Child Soldiers**

**Readings:** [**http://www.hrw.org/sites/default/files/Resource%20Pack%202012\_updated\_0.pdf**](http://www.hrw.org/sites/default/files/Resource%20Pack%202012_updated_0.pdf)

**Extra Credit: EXPLORE and write a 1-2 page reflection blog-EXPLORE: UNICEF issue areas**[**http://www.unicef.org/whatwedo/index.html**](http://www.unicef.org/whatwedo/index.html)

**Week 12: Human Rights, Immigration and Discrimination -**

 **Day 1: Lydia Morris (2003) *Managing Contradiction: Civic Stratification and Migrants’ Rights*, «International Migration Review», 37 (1): 74-100**

 **Day 2: Thomas Faist (2009) *The Transnational Social Question: Social Rights and Citizenship in a Global Context*, «International Sociology», 24 (7): 7-35**

**Week 13: Social Justice and Sustainability -**

 **Day 1: Defining Social Justice and Sustainability:**[**http://www.guardian.co.uk/world/2002/oct/31/globalisation.simonjeffery**](http://www.guardian.co.uk/world/2002/oct/31/globalisation.simonjeffery)[**http://www.guardian.co.uk/world/globalisation**](http://www.guardian.co.uk/world/globalisation)

 **Day 2: Social Innovation through Corporate Social Responsibility**[**http://www.youtube.com/watch?v=bJZPyWF0IBU&feature=player\_embedded#t=0s**](http://www.youtube.com/watch?v=bJZPyWF0IBU&feature=player_embedded#t=0s)

**Week 14: Agenda for a Global Era--**

 **Day 1: Stiglitz, Joseph. 2008. Chapter 1 “Another World is Possible.” In *Making Globalization Work*, 3-25.  Accessed on line at:**[**https://webfiles.uci.edu/schofer/classes/2010soc2/readings/3%20Stiglitz%20Making%20Globalization%20Work%20Ch%201%20Another%20World.pdf**](https://webfiles.uci.edu/schofer/classes/2010soc2/readings/3%20Stiglitz%20Making%20Globalization%20Work%20Ch%201%20Another%20World.pdf)

 **Day 2:  Birdsall, Nancy. 2007. “Globalization and Inequality.” *Center for Global Development*. Available at:**[**http://www.youtube.com/watch?v=yhmv5haDRAo**](http://www.youtube.com/watch?v=yhmv5haDRAo)

**Week 15:  Final Presentations and Course Wrap up -**

**Day 1: Race and Human Rights in the U.S.**

**Read:**
<http://www.civilrightsdocs.info/pdf/reports/CERD_Report.pdf>

**Day 2: the end of poverty**

**view and discuss** [**http://www.youtube.com/watch?v=pktOXJr1vOQ**](http://www.youtube.com/watch?v=pktOXJr1vOQ)