**Syllabus/ Fall 2017**

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

**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, England, Canada, Brazil, West Indies, Mexico, Italy, Portugal, etc. Please see NING for an updated list of partners.**

**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, service learning, and case studies.  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**

**90 - 100 = A**

**80 - 89 = B**

**79- 79 = C**

**60- 69 = D**

**below 60 = F.**

**Requirements for the blog**

**1.      Write weekly blog entries of a minimum of approximately 500-750 words each. Write at least one blog post per week (excluding exam weeks and breaks – see course schedule). These should be comprised of the weekly writing (discussion question and comment, and 3 news sources from 3 different countries and comment, along with class discussions and your own critical insights).**

**2.      Post your blog by Sunday at midnight.**

**Blog Response -starting in Late September**

**3.      Respond to at least one featured classmates’ blogs each 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. Comments for a week’s posts are due by Wednesday by 11:59 pm. each week. These will be posted on our NING site.  They should be a minimum of 250-300 words, and conform to the other requirements listed above for blog entries.**

**More information: Service learning OR case study project**

**Students will choose to either work on a service learning project or a case study project (traditional essay or Wikipedia project). No more than 6 members will make up each group, and no more than 3 specific members will come from any given school.  *Therefore, each group will be comprised of no more than 2 partner institutions*.   Target dates will be established to coordinate the specifics activities of each project.  In addition to students keeping reflective journals, students will also participate in regular group planning discussions.  Your faculty will identify the subject areas for these group projects.  More specifics will be provided (ex: page length) once groups are formed.**

Ø  ***Service learning option:*Students will collaboratively participate in a service learning project where they will commit no less than 10 hours.  They will then produce a slide presentation/power point/Prezi about their chosen service learning project.  The group reflection presentation should clearly connect their service learning project to course material and also reflect expanded research.  Specifically, the case study projects aims to provide students with an opportunity to explore course material through real world experiences and data.  Students will individually write reflective journal entries pertaining to the projects, their efforts, course readings and discussions.**

Ø  ***Case study option:*Alternatively, students may opt to work on a group case study. Student groups will investigate globalization, human rights, and social justice from a particular country or region.  Students will collaboratively participate to research and produce a slide presentation/power point/Prezi about their chosen topic.  The group reflection presentation should clearly connect their research to course material and expanded research.  Specifically, the case study projects aims to provide students with an opportunity to explore course material through real world experiences and data.  Students will individually write reflective journal entries pertaining to the projects, their efforts, course readings and discussions. You may want to consider swapping country research to better understand how different countries view each other (ex: American students research Canada, while Canadian students research the United States on a particular issue). Each group can choose between the traditional college/university presentation or a Wikipedia project.**

**For the traditional university presentation the students will collaborate in a group produced PowerPoint/Prezi which connects their research to course material.**

**For the Wikipedia project, students will collaboratively write-up the Wikipedia entry (ies). The Wikipedia project requires various steps for it to be successful:**

**1.   Read the Welcome to Wikipedia Brochure.**

**2.   Sign-up with a username in Wikipedia (you can select any name, but need to inform your professors and teammates what your on-line name is). Introduce yourself via e-mail with the Wikipedia Ambassador of this course.**

**3.   Sign-up to the course on Wikipedia, which facilitates the professor to observe your activities in Wikipedia.**

**4.   Take the on-line Wikipedia tutorial (**[**https://en.wikipedia.org/wiki/Wikipedia:Training/For\_students (Links to an external site.)Links to an external site.**](https://en.wikipedia.org/wiki/Wikipedia:Training/For_students)**)**

**5.   Decide your topic of research and first explore what has been already written in Wikipedia.**

**6.   Conduct your bibliographic research, consult with your teammates sharing the information, decide how to proceed with regards to contributions to Wikipedia (will you be adding new pages and/or modifying or adding to existing information, who will take care of which parts.)**

**7.   Begin entering your text into your sandbox (editing workspace in Wikipedia). Feel free to use the Wiki Markup Quick Reference.**

**8.   Upload the information into Wikipedia.**

**Important Deadlines:**

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| **Week beginning** | **Task** |
| **9 Oct** | **Local groups and topics proposed.  Tutors will organize international groups** |
| **16 Oct** | **International groups are finalized** |
| **23 Oct** | **Topics are finalized by discussion within the international group -- what to study and how the various schools / students will study it.  Groups doing case studies decide whether to pursue the traditional presentation/PowerPoint/Prezi or a Wikipedia project. Those doing Wikipedia project begin researching what is already written on the topic in Wikipedia.** |
| **30 Oct** | **Project design complete by the group -- at this point, everything should be prepared for realizing the project, i.e., overall structure, literature (at least preliminary) will be found, locations and concrete partners will be identified, whether modifications topical areas or  Wikipedia entries, or service learning projects are necessary and how the team will collaborate in performing these contributions,  etc. This marks the start of the fieldwork or research by students, if not already so.** |
| **6 Nov** | **Continue to develop group work.  Wikipedia project students will be sharing with each other and their supervising professors their findings and tentative text and changes to be submitted to Wikipedia.** |
| **13 Nov** | **Interim progress presentation on the project** |
| **20 Nov** | **Continue to collect data and develop group presentation/project** |
| **27 Nov** | **Finalize group presentation** |
| **4 Dec** | **Post group presentations on NING/ present work in class** |

**Discussion Questions and Comment:**

**No later than Midnight before class date you are required to submit a critical reflective discussion*question and reflective comments based on Tuesday’s readings.***

**Syllabus and Readings:**

**Week 1:  Theme –Introduction to Globalization, Social Justice and Human Rights.  (Aug. 28th/ / 31st)**

Ø  **Day 1: Class orientation, expectations, and discussions.**

Ø  **Day 2: Discussion Reflection:   Read 3 different on line news articles dealing with some event and globalization.  You should choose one from 3 different countries that all deal with the same issue (climate change, ethnic war, markets, etc.) and globalization.  As you think about these, what are their similarities, what differences do you see, what might account for these differences.**

**Week 2: Defining Social Justice (Sept. 5/7)**

Ø  **Read: Michael Novak, “Defining Social  Justice”**[**http://www.calculemus.org/lect/FilozGosp04-05/novak.html (Links to an external site.)Links to an external site.**](http://www.calculemus.org/lect/FilozGosp04-05/novak.html)

Ø  **View: Moral Limits of Markets, at:**[**http://www.youtube.com/watch?v=1q7\_BeEEDVE (Links to an external site.)Links to an external site.**](http://www.youtube.com/watch?v=1q7_BeEEDVE)**[](http://www.youtube.com/watch?v=1q7_BeEEDVE)**

Ø  **Day 2: Discussion Reflection:   Read 3 different on line news  articles dealing from 3 different countries  with Social Justice and Markets from 3 different.  As you think about these, what are their similarities, what differences do you see, what might account for these differences and how they reflect Novak and Moral limits.**

**Week 3: What is Globalization?  ---(Sept. 12/14)**

Ø  **Day 1: What is Globalization?**

**o   Readings: Manfred B. Steger, Chapter One, Globalization: A Contested Concept**

[http://cult320sp15.onmason.com/files/2014/12/Steger.GlobalizationShortIntroCh1.pdf (Links to an external site.)Links to an external site.](http://cult320sp15.onmason.com/files/2014/12/Steger.GlobalizationShortIntroCh1.pdf)

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Ø  **Day 2: How do different political, national, or international groups see globalization?  Take a look at 3 different on line news sources from 3 different countries .  Critically evaluate these sources.  Be prepared to discuss these, and links to  article in class. These reflections and class discussions will be one of the components of this week’s blog.**

**Week 4: Globalization, Climate Change and Human Health Globalization  (Sept. 19/21)**

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| Ø  **[http://www.nejm.org/doi/full/10.1056/NEJMra1109341#t=article (Links to an external site.)Links to an external site.](http://www.nejm.org/doi/full/10.1056/NEJMra1109341" \l "t=article" \t "_blank)** |
| Ø  **Day 2: Discussions: Identify 3 internet news sources from 3 different countries that deal with Globalization, Climate Change and Human Health from 3 different Nations.  Critical reflect on these and the McMichael’s article.  Be prepared to discuss your findings. These reflections and class discussions will be one of the components of this week’s blog.**  **Week 5: Globalization and Governance  (Sept. 26/28)**  Ø  **READ: Nayan Chanda, “Runaway Globalization Without Governance”**  Ø  **[http://www.globalpolicy.org/images/pdfs/runawayGlobalization.pdf (Links to an external site.)Links to an external site.](http://www.globalpolicy.org/images/pdfs/runawayGlobalization.pdf" \t "_blank)** |
| Ø  **Day 2: Discussions: Identify 3 internet news sources from 3 different countries that deal with Globalization and Government from 3 different Nations.  Critical reflect on these and the Chandra’s article.  Be prepared to discuss your findings in class.  These reflections and class discussions will be one of the components of this week’s blog.** |

**Week 6: Globalization, Gender and (Oct.  3/6)**

Ø  **Day 1: Gender Inequality**

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

**Day 2: Discussions: Identify 3 internet news from 3 different countries sources that deal with Globalization, Gender and Capitalism from 3 different Nations.  Critical reflect on these and the Aker’s article.  Be prepared to discuss your findings.  These discussions will be the basis of this week’s blog.**

**Week 7: Globalization, ethnicity and conflict (Oct. 10/12)**

**Day 1: Initial Discussion of Group Projects/Topics –identify Miami teams.**

**Readings: Susan Olzak 2011. “Does Globalization Breed Ethnic Discontent/” *Journal of Conflict Resolution, 55 (1) 3-32.***[**Journal of Conflict Resolution (Links to an external site.)Links to an external site.**](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 (Links to an external site.)Links to an external site.**](http://www.polsci.wvu.edu/faculty/hauser/Summer2011InternalConflict/OlzakGlobalizationDiscontentJCR2011.pdf)

Ø  **Day 2: Discussions: Identify 3 internet news sources from 3 different countries  that deal with Globalization, ethnicity and conflict from 3 different Nations.  Critical reflect on these and the Olzak’s article.  Be prepared to discuss your findings. These reflections and class discussions will be one of the components of this week’s blog.**

**Week 8: Understanding Human Rights   (Oct. 17/19)**

Ø  **Day 1: Readings:  report: https://www.amnestyusa.org/wp-content/uploads/2017/08/Civilians-trapped-in-battle-for-Raqqa-report-24-Aug-2017.pdf**

**o**

Ø  **Day 2: Discussions: Identify 3 internet news sources that deal with Human Rights and Syrian Refugees from 3 different Nations.  Critical reflect on these and the Sen’s article.  Be prepared to discuss your findings in class. These reflections and class discussions will be one of the components of this week’s blog.**

**Week 9 – Human rights and Syrian women- (Oct. 24/26) (Note there are 3 separate, but small articles for you to read...)**

Ø  **Day 1:**

**a: http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(15)61091-1.pdf**

**b:**[**https://www.amnesty.org/en/latest/news/2016/01/female-refugees-face-physical-assault-exploitation-and-sexual-harassment-on-their-journey-through-europe/ (Links to an external site.)Links to an external site.**](https://www.amnesty.org/en/latest/news/2016/01/female-refugees-face-physical-assault-exploitation-and-sexual-harassment-on-their-journey-through-europe/)

**c:**[**http://www.latimes.com/world/global-development/la-fg-global-women-syrian-refugees-snap-story.html (Links to an external site.)Links to an external site.**](http://www.latimes.com/world/global-development/la-fg-global-women-syrian-refugees-snap-story.html)

Ø  **Day 2: Discussions: Identify 3 internet news sources  that deal with Globalization andSyrian Women from 3 different Nations.  Critical reflect on these and the articles that you were assigned to read.   Be prepared to discuss your findings in class.  These reflections and class discussions will be one of the components of this week’s blog.**

**Week 10: Human Rights and Foreign Aid (Oct. 31/Nov. 2)**

Ø  **Day 1:*Why Foreign Aid Fails***

[**https://www.spectator.co.uk/2014/01/why-aid-fails/ (Links to an external site.)Links to an external site.**](https://www.spectator.co.uk/2014/01/why-aid-fails/)

Ø   **Day 2: Discussions: Identify 3 internet news sources from 3 different countries that deal with Globalization, Poverty and the failure/success of Humanitarian Efforts from 3 different Nations.  Critical reflect on these and the  article by Acemoglu and Robinson (The Spectator).   Be prepared to discuss your findings in class.  These reflections and class discussions will be one of the components of this week’s blog.  article.  Be prepared to discuss your findings in class.  These reflections and class discussions will be one of the components of this week’s blog.**

**Week 11: Human Rights and Children   (Nov. 7/9)**

Ø  **Day 1: Watch:[Selling the Girl Next Door (Links to an external site.)Links to an external site.](https://www.youtube.com/watch?v=S4kil67llDs" \t "_blank)[](https://www.youtube.com/watch?v=S4kil67llDs)**

Ø  **Day 2: Discussions: Identify 3 internet news sources from 3 different countries that deal with human trafficking and Children from 3 different Nations.  Critical reflect on these and the video *Selling the Girl Next Door*.  Be prepared to discuss your findings in class.  These reflections and class discussions will be one of the components of this week’s blog.**

**Week 12: Social Justice and Sustainability (Nov. 21)**

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

Ø  **No blog due this week /**

**Week 13: Agenda for a Global Era (Nov. 27/29)**

Ø  **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 (Links to an external site.)Links to an external site.**](https://webfiles.uci.edu/schofer/classes/2010soc2/readings/3%20Stiglitz%20Making%20Globalization%20Work%20Ch%201%20Another%20World.pdf)

Ø  **Day 2: Discussions: Identify 3 internet news sources from 3 different countries that deal with alternatives to the problems associated with globalization from 3 different Nations.  Critical reflect on these and current readings.  Be prepared to discuss your findings in class. These reflections and class discussions will be one of the components of this week’s blog.**

**Week 14: Final Presentations and Course Wrap up (Dec. 5/7)**

Ø  **Day 1 and Day 2 Class Projects Presentations**