

Diritti umani e differenza culturale

partner of the International course:

Globalization, Social Justice and Human Rights

a.a. 2018/2019

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<http://globalizationandhumanrights.ning.com/>

Office hours: Monday, 1.30 pm – 4.30 pm – Department of Social and Political Sciences – Room 321, 3rd floor

Course Description

This course explores the theories, issues, and debates associated with social justice, human rights and globalization. It aims to provide students with appropriate theoretical and analytical tools for analysing and understanding complex social situations, characterised by the necessity to mediate between different cultural perspectives. Students will analyse how current frameworks – including institutions, values, assumptions, and actions – affect the economic, political, and cultural structures shaping our lives.

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 buy – 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 immigration policies, ethnic identification, definition of Otherness, criteria for inclusion and exclusion, forms of citizenship, technology and innovation 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. A particular attention will be dedicate to critically assess the role of the cultural dimension: how the different ways of categorizing, naming, evaluating, interpreting the situation have effect in the social relationships concretely acted in specific contexts.

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.

All the Partner Institutions will use a common syllabus, and all the students will discuss and share their ideas on a specific Internet site (NING). While exploring the course materials at UNIMI, we will be engaging in dialog with students in other institutions abroad who are also taking this course in their home institutions. The course, therefore, is partly on-line.

In addition to this institution, this course is being offered this semester at universities throughout the United States, Canada and Portugal. Please see NING for an updated list of partners:

<http://globalizationandhumanrights.ning.com/>

Course objective

Upon completing this course, students should be able to:

(general capacities):

Knowledge and understanding of the main interpretive paradigms, concepts and issues in sociology, with particular attention to the cultural dimension and the processes of inclusion and exclusion. Knowledge and understanding of the structural dimensions of social processes and their transformations in a globalised world.

Capacity to use sociological knowledge and concepts to describe, understand, assess and explicate social problems, situations and processes, with particular attention to social justice dimensions and to promote inclusion and social participation.

Capacity to consult autonomously research reports, qualitative and quantitative data, journals and books on issues connected with globalization, cultural difference, social justice, and human rights. Applying knowledge and understanding of the main sociological theories and concepts to the social phenomena, with particular attention to globalization, multiculturalism, social justice, and human rights

(specific capacities):

Knowledge and understanding of the social and cultural dimensions of the processes of globalization. Knowledge and understanding of the social and cultural dimensions of the current debate on social justice, human rights and citizenship.

Knowledge and understanding of the social and cultural dimensions of inclusion and exclusion processes, their main causes and anti-discrimination policies.

Develop and exercise the ability to communicate and act respectfully across 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.

Capacity to investigate how decisions made locally may have global significance. Determine and assess relationships among societies, institutions, and systems in term of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs.

Describe the development and construction of differences and similarities among contemporary groups and regions.

Applying knowledge and understanding to identify and analyse the origins and influences of global forces and the impact they have on inclusion and exclusion.

Course Requirements and Grade Calculation

1. Participation – up to 5 points

Attendance and participation are essential parts of this class. Students are expected to participate in meaningful and respectful ways, and everyone should (1) keep up with assigned readings, (2) get involved in class discussions, and (3) be open to other viewpoints and ideas. Your evaluation will reflect your attendance and involvement in class discussions (in person and on-line).

2. Weekly blog – max. 16 points

You are expected to write at least 8 weekly blogs (500-750 words per post) (one per week) that directly relate to the assigned readings. Blogs must be posted by Monday at midnight. You are also encouraged to read your classmates' blogs, from your university and beyond, and you

should comment on at least one blog from a university other than your own per week (for at least 8 weeks) (choosing among the published 'featured blog' from other Universities on the Internet course site NING) (500-750 words per post). Comments must be posted by Monday at midnight.

Every weekly blog entry counts as 1 point (for a max. of 8 points). Every weekly comment on blogs from other universities counts as 1 point (for a max. of 8 points)

More information on weakly blog: *You are required to write a weekly blog. This blog should critically reflect on the material discussed and read for that week. This is, however more than just a simple summary of the material. For this you are to identify at least 2 news articles that explicitly deal with some aspect of the week discussions or readings. Only one of these news articles can come from Italy. Your critical reflection of the class material will use these articles as a means by which you explore, evaluate and utilize the material presented.*

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. Comments for a week's posts should critically reflect on not only the blog but relevant class material.

Requirements for the blog: *1. Write weekly blog entries of approximately 500-750 words each. Write at least one blog post per week (at least 8 blogs).*

2. Post your blog at the University of Milano group's page on NING by Monday at midnight. You don't need to wait until Monday – you can post any time during the week. Blogs should directly relate to that week's assigned readings. Keep in mind that Web sites and Internet connections sometimes fail – don't wait until the last minute!

3. Respond to at least one of your peer classmates' blogs from an institution other than your own each week (at least 8 comments). For your comments, you have to choose among the "Weekly Featured Blogs". Comments for a week's posts are due by Monday at midnight.

Some suggestions for debate and for blogs: *an important goal of the course is to improve the capacity to communicate and act respectfully across linguistic and cultural differences. Learning to listen to the reasons of others and to express one's own reasons in a logical and informed way constitute two central training elements for this course. For this reason, it is important that the debate, both in the classroom and on the blog, takes place in a respectful and informed manner. Some basic rules for the debate should include:*

- *Listen attentively to the other opinions*
- *Expose your thesis with the support of the data currently available, making reference to existing sociological research, statistic data, institutional reports, etc.*
- *Provide the bibliographic references of the material used so that the reader, if interested, can deepen the topic independently*
- *Be respectful of others' opinions; in class, no one should interrupt the reasoning of the other*
- *Do not avoid the obligation to respond to a timely objection*
- *Avoid plagiarism: plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers and blogs for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, must be attributed to its author by means of the appropriate citation procedure.*

➤ *Always remember one of the main aim of the course: we respect each other by having opposite ideas*

3. Class presentation and leading class discussion – up to 4 points

Each student will be responsible of directing the discussion during a class meeting. S/he will organize the presentation of the weekly readings and will lead the discussion. The responsible for the discussion (1/4 students per week) will introduce the readings (preparing a PowerPoint/Prezi presentation if deemed necessary) and will promote a critical discussion, involving all the other students.

4. Joint Project – up to 5 points

You will be assigned to work with an international team exploring a specific issue/problem with global, social justice and human rights implications. This project is intended to be a briefing paper/ power point/Prezi presentation/ video/ or other forms of presentation which explores the problem (historically, across various national/cultural and disciplinary boundaries) and proposes sustainable solutions which critically reflects and operationalizes this course contents.

Groups with 4/5 students (max. two from the same university) within Oct 5 will be, randomly, create. In each group, students will define a topic (within Oct 19), choosing among the issues related to the course, they want to develop. Each group has to prepare a shared table of contents, and each participant ought to be in charge of a specific part of the work. The final work can consist in a written paper (each student should prepare approximately 4 pages double-spaced Times New Roman, 12 point font, 1 inch margins all around) or a power point/prezi presentation (each student should prepare 6/8 slides), or anything else (video/ cartoon/ a series of posters/ etc.) they have previously negotiated with the teaching staff.

Important Deadlines for Joint Project:

<i>Deadline</i>	<i>Task</i>
2 Oct	Local groups and topics proposed. Tutors will organize international groups
9 Oct	International groups are finalized. Groups reach decision on the topic for their project
16 Oct	Finalize table of contents and distribute tasks (what to study – how the various students will study it)
23 Oct	Presentation of the table of contents
13 Nov	Each member submits their part to the whole group
20 Nov	Give each other feedback and propose ways to make smooth transitions
27 Nov	Presentation of final works / post final work on NING

Grade calculation:

8 points max. for posting weekly blogs (only 1 blog per week will be take into account)

8 points max. for posting weekly comments on blogs from other universities (only 1 blog per week will be take into account)

5 points max. for class attending/participation

4 points max. for class presentation and leading class discussion

5 points max. for Joint Project

Milan University – Syllabus 2018:

Sept 18-19

Week 1 – Intro and debate:

Globalization, Human Rights and Social Justice: What are the Links?

- **Readings:** The International Forum for Social Development. *Social Justice in an open World: The Role of the United Nations*. United Nation, New York 2006. Read only: Introduction and Chapter 1: Dimensions of international justice and social justice
<http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>
- **Readings:** Michael Novak, “Defining Social Justice”
<http://www.calculemus.org/lect/FilozGosp04-05/novak.html>
- (suggested) video: Moral Limits of Markets, at:
http://www.youtube.com/watch?v=1q7_BeEEDVE

Sept 25-26

Week 2 – Globalization: pros and cons:

- **Readings:** Manfred B. Steger, Chapter One, “Globalization: a contested concept”
<http://www.caledonianblogs.net/mls406/files/2009/09/Steger-Ch1-2.pdf>
 - **Readings:** Mike Collins, “The Pros and Cons of Globalization”
<http://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/>
 - **Readings:** Walden Bello, 2017, It’s Not Only Necessary to Develop an Alternative to Globalization — It’s Entirely Possible,
<http://fpif.org/its-not-only-necessary-to-develop-an-alternative-to-globalization-its-entirely-possible/>
- Starting readings for class presentation and discussion:*
- Robert I. Lerman and Stephanie R. Schmidt “An Overview of Economic, Social and Democratic Trends Affecting the U.S. Labor Market”
<http://www.dol.gov/oasam/programs/history/herman/reports/futurework/conference/trends/trendsVI.htm>
 - European Commission 2009, REGIONS 2020 GLOBALISATION CHALLENGES FOR EUROPEAN REGIONS
http://ec.europa.eu/regional_policy/sources/docoffic/working/regions2020/pdf/regions2020_globalisation.pdf

Oct 2-3

Week 3 – Globalization and cultural difference:

- Diana **Crane** 2011 *Cultural Globalization: 2001-2010*, in “Sociopedia.isa”:
http://www.sagepub.net/isa/admin/viewPDF.aspx?&art=Cultural_Globalization.pdf
 - **video:** Samuel Huntington on ‘The Clash of Civilizations’
<https://www.youtube.com/watch?v=3SNicJRcUqs>
 - **video:** Noam Chomsky on ‘The Clash of Civilizations’
<https://www.youtube.com/watch?v=qT64TNho59I>
- Starting materials for class presentation and discussion:*
- Readings: **Beverly Crawford: “Globalization and Cultural Conflict: An Institutional Approach**
http://bev.berkeley.edu/ipe/readings/Beverly_Jan_06_edit_World_Cultures.pdf
 - **video:** Roundtable Talks: Human Rights & Cultural Diversity – McGill University
<https://www.youtube.com/watch?v=sfRO442k5Ro>

Oct 9-10

Week 4 – Understanding Human Rights:

- **Readings:** Amartya **Sen, 2004.** “Elements of a Theory of Human Rights”, *Philosophy and Public Affairs*, Fall 32 (4). 42 pgs., at: <http://www.mit.edu/~shaslang/mprg/asenETHR.pdf>
 - **Readings:** Andrew **Moravcsik, 2000.** “The Origins of Human Rights Regimes”, *International Organization*, 54, 2: 217-252, at: <http://www.princeton.edu/~amoravcs/library/origins.pdf>
 - **Readings:** Salil **Shetty**, Amnesty International, 2017, *Do human rights really matter in times of crisis?*, <https://www.amnesty.org/en/documents/act30/6070/2017/en/>
 - **video:** The story of human rights – <https://www.youtube.com/watch?v=zCCHC7mnOnk>
 - **video:** Amnesty International on the Universal Value of Human Rights
https://www.youtube.com/watch?v=GXvPN_LHMak
- Starting materials for class presentation and discussion:*
- **Readings:** Kate **Nash** 2009 *Between Citizenship and Human Rights*
https://research.gold.ac.uk/2446/1/SOC_Nash_2009a.pdf
 - **Readings:** Jack **Donnelly**, *The Relative Universality of Human Rights*, «Human Rights Quarterly», 29(2), 2007, pp. 281-306, at
https://www.researchgate.net/publication/236754959_The_Relative_Universality_of_Human_Rights
 - **Readings:** Joe **Hoover** 2013 *Towards a politics for human rights: Ambiguous humanity and democratizing rights. Philosophy and Social Criticism*
<http://core.ac.uk/download/pdf/9982964.pdf>

Oct 16-17

Week 5 – Human Rights and Culture

- **Readings:** Boaventura de Sousa Santos 2002, *Toward a Multicultural Conception of Human Rights*, at:
http://www.ces.uc.pt/bss/documentos/toward_multicultural_conception_human_rights.pdf
- **Readings:** Emma Larking, “Human Rights Rituals: Masking Neoliberalism and Inequality, and Marginalizing Alternative Worldviews”, *Canadian Journal of Law and Society* 32:1 (April 2017), pp. 1-18. Available at: Servizio Bibliotecario di Ateneo / Biblioteca digitale / e-Journal and on NING (Milano University Page)
- **Readings:** Darren O’Byrne, *Re-imagining the Theory of Human Rights*, in «The International Journal of Human Rights», vol. 16, n. 7, 2012, pp. 1078-1093. Available at: Servizio Bibliotecario di Ateneo / Biblioteca digitale / e-Journal and on NING (Milano University Page)

Starting materials for class presentation:

- **Readings:** UNESCO World Report: *Investing in Cultural Diversity and Intercultural Dialogue*, at <http://unesdoc.unesco.org/images/0018/001852/185202e.pdf>

Oct 23-24

Week 6 – Human rights and gender:

- **Readings:** Rita Maran 2011. *Human Rights of Women: A Reference Guide to Official United Nations Documents*. On line at: <http://www1.umn.edu/humanrts/instree/women/engl-wmn.html>
- **Readings:** Charlotte Bunch. 1990. “Women's Rights as Human Rights: Toward a Re-Vision of Human Rights.” *Human Rights Quarterly* 12(4): 486-498. Available at: Servizio Bibliotecario di Ateneo / Biblioteca digitale / e-Journal and on NING (Milano University Page)
- **Readings:** Joan Acker, “Gender, Capitalism and Globalization”, Available on NING (Milano University Page)

Starting materials for class presentation:

- **Readings:** World Bank: *Globalization’s Impact on Gender Equality*
<http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/chapter-6.pdf>
- Choose one Human Right Watch Report on Women’s Rights or LGBT Rights at
<http://www.hrw.org/topic/womens-rights>
or
<http://www.hrw.org/topic/lgbt-rights>
- **Video:** Amnesty International, Take action to end violence against women, at:
https://www.youtube.com/watch?v=X_MXtkR5g4

Oct 30-31: Break

Nov 6-7

Week 7 – Globalization, Human Rights and Material Inequality:

- **Readings:** Steven J. Markowitz: *The Income Inequality Debate*
<http://www.cfr.org/united-states/income-inequality-debate/p29052>
- **Readings:** Nancy Fraser, *Social justice in globalization. Redistribution, recognition and participation*, 2003, at: <https://www.eurozine.com/social-justice-in-globalisation/>
- **Readings:** OXFAM 2016 *AN ECONOMY FOR THE 1% How privilege and power in the economy drive extreme inequality and how this can be stopped*,
https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bp210-economy-one-percent-tax-havens-180116-summ-en_0.pdf
- **Video:** *The Ugly Truth, Global Wealth Inequality*, at:
<https://www.youtube.com/watch?v=19WmfKE1Rtc>

Starting materials for class presentation and discussion:

Readings: United Nation, *The Millennium Development Goals Report 2013*,
<http://www.undp.org/content/dam/undp/library/MDG/english/mdg-report-2013-english.pdf>

Readings: Credit Suisse, *Global Wealth Reports 2017*. Pdf at: <https://www.credit-suisse.com/corporate/en/research/research-institute/global-wealth-report.html>

Nov 13-14

Week 8 – Human rights and migrants (ethnicity issues): Debating Racism, Multiculturalism and Citizenship in a Globalized World

- **Readings:** Saskia Sassen 2005 *Regulating Immigration in a Global Age: A New Policy Landscape*
<http://www.saskiasassen.com/pdfs/publications/regulating-immigration-in-a-global-age.pdf>
- **Readings:** *Immigration and Migrant Rights*. <https://ijrcenter.org/thematic-research-guides/immigration-migrants-rights/>
- **Readings:** Enzo Colombo 2014 *Multiculturalisms*
<http://www.sagepub.net/isa/admin/viewPDF.aspx?&art=Multiculturalisms.pdf>
- **Video:** Seyla Benhabib: *Migrations and Human Rights*
<https://www.youtube.com/watch?v=MNuBtT1wSsqo>

Starting materials for class presentation:

Readings: Human Rights Watch, *The Mediterranean Migration Crisis*,
<http://www.hrw.org/report/2015/06/19/mediterranean-migration-crisis/why-people-flee-what-eu-should-do>

Readings: ISPI, *Fact Checking: migrazioni 2018*, at: <https://www.ispionline.it/it/pubblicazione/fact-checking-migrazioni-2018-20415> (in Italian)

Readings: Amnesty International, *Refugees, Asylum-Seekers, and Migrants*, at
<https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/>

Nov 20-21

Week 9 – The multiculturalism backlash?

- Steven **Vertovec**, Susanne **Wessendorf**, *Assessing the backlash against multiculturalism in Europe*, MMG Working Paper 09-04, at:
http://www.mmg.mpg.de/fileadmin/user_upload/documents/wp/WP_09-04_Vertovec-Wessendorf_backlash.pdf

Starting materials for class presentation:

Readings: Kenan **Malik** 2015 *The Failure of Multiculturalism. Community versus Society in Europe*

<https://www.foreignaffairs.com/articles/western-europe/2015-03-01/failure-multiculturalism>

Readings: Malory **Nye** 2014 *Multicultural Britain 2.0 Is the Best Answer to Ukip: We Need to Learn How to Live at Ease With Our Diversity*

http://www.huffingtonpost.co.uk/malory-nye/ukip-election-diversity_b_5394771.html

Readings: Andreas **Zick**, Beate **Küpper**, Andreas **Hövermann** 2011, “Intolerance, Prejudice and Discrimination. A European Report” on line access at: <http://library.fes.de/pdf-files/do/07908-20110311.pdf>

Nov 27-28

Week 10 – Agenda for a Global Era

- **Stiglitz**, Joseph. 2008. Chapter 1 “Another World is Possible.” In *Making Globalization Work*, 3-25.
at: <https://webfiles.uci.edu/schofer/classes/2010soc2/readings/3%20Stiglitz%20Making%20Globalization%20Work%20Ch%201%20Another%20World.pdf>
- Ruth **Milkman**, “A New Political Generation: Millennials and the Post-2008 Wave of Protest”, *American Sociological Review* 82:1 (2017), pp. 1-31.
<http://journals.sagepub.com/doi/pdf/10.1177/0003122416681031>

Starting materials for class presentation:

Explore the Internet Website of a NGO or a Social Movement active in promoting Human Rights and Social Justice

Readings: Pachamama Alliance. *Buen Vivir: A New Era of Great Social Change*.

<https://blog.pachamama.org/buen-vivir-new-era-great-social-change>

Readings: Juan Francisco **Salazar** 2015. *Buen Vivir: South America’s rethinking of the future we want*. The Conversation, July 23, 2015 11.59pm EDT. <http://theconversation.com/buen-vivir-south-americas-rethinking-of-the-future-we-want-44507>