

**University of British Columbia Okanagan**

**ADVANCED STUDIES IN SOCIOLOGY:  
GLOBALIZATION, SOCIAL JUSTICE AND HUMAN RIGHTS  
SOCI 496**

**Course Instructor: Dr. Jasmin Hristov  
SEPT – DEC 2018**

**Course Time and Location:** Wed 9:30-12:30 FIP 250

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**Office Hours:** Mon 10-12 **Office:** ART 310

**COURSE DESCRIPTION**

This is a unique course that is taught in partnership with universities in several countries and gives students the opportunity to interact and collaborate with their peers abroad. Versions of the course are taught simultaneously in the United States, Italy, Portugal, Russia, and Ontario (Canada). We will be learning from and working with students and faculty at the partner institutions. The course explores issues, theories and debates associated with social justice, human rights and globalization. We examine the economic, political, legal and cultural dimensions of globalization that inhibit or promote human development and human rights. Topics examined throughout the course include economic exploitation, land dispossession, repression, forced and child labour, immigration, armed conflict, human trafficking and gender violence.

\*The forum where students from all participating institutions will discuss and share their ideas is found on this site: <http://globalizationandhumanrights.ning.com/>

\*\* To be able to post blogs and comments on the website, please follow this invitation link to create an account: <http://globalizationandhumanrights.ning.com/?xgi=5M2mD8UWS8Ub7P>

**LEARNING OBJECTIVES**

- 1) Explain why a human rights-centred perspective is an appropriate entry point for learning about globalization.
- 2) Apply a relational / dialectical analytical framework to describe the impacts of neoliberal policies on working conditions, agriculture, food security and human development in general.
- 3) Apply the idea of ‘globalizing the sociological imagination’ to analyze the driving forces and consequences of globalization.
- 4) Identify ways in which processes of transnationalization are transforming state structures and state-society relations and the implications of these for human rights and social justice.
- 5) Describe the role of globalization as both, a source of weakening as well as awakening for popular mobilizations.
- 6) Demonstrate skills for engaging in dialogue and collaborating internationally with people of different cultural, academic and linguistic backgrounds.
- 7) Demonstrate an awareness of different approaches to learning about globalization used by faculty from other parts of the world.

## REQUIRED READINGS

- ❖ A selection of readings available on Canvas under Library Online Course Reserves (LOCR) available at NO cost

## COURSE FORMAT

The organization of this course is premised upon the idea that learning is a collective process. The classroom is a community of learners. The course therefore requires a *high* degree of interaction and participation in the form of group discussions, class discussions, presentations, and a group project. Attendance is mandatory. Feel free to ask questions. Most questions posed by students contribute to the collective learning process, thus you are highly encouraged to do so. Students are required to have read the assigned material for the day prior to attending the seminar. During the first part of the course, there are several classes that present foundational material in the form of lectures. These are intended to help students acquire the historical background and conceptual tools to explore the issues that we will be undertaking throughout the rest of the semester. During the rest of the course the activities taking place in class include: documentaries viewing and discussions, work sessions for the group project, and group presentations and Q&A sessions.

### Documentaries

Any documentary shown in class forms an integral part of the course material and students are expected to incorporate the knowledge gained from it into the assignments.

## E-MAIL COMMUNICATION

E-mail communication is for providing short answers to any clarification questions regarding the course content and/or organization. Your emails will be responded within 48 hours. Please check Canvas regularly for course announcements. Please use your UBC EMAIL. Do not email through Canvas.

## ATTENDANCE

The achievement of the course's objectives depends on your ***physical, mental and emotional presence*** in class. Thus, regular attendance is a crucial part of what is required in order for you to excel in the course. Lectures explain *as well as supplement* the readings. One does not substitute for the other. Lecture *power-point slides* will be posted on Canvas. Keep in mind that these *do not contain all lecture content or explanations*. Attendance is also essential during group project work sessions as well as group presentations. Attendance will be recorded and will count towards your participation grade.

## CLASS CONDUCT

### Use of Electronic Devices in Class

The use of electronic devices for purposes other than note-taking / course-related work is not allowed. It inhibits learning and is also disruptive and disrespectful.

### Talking during Lecture

Talking to your classmates while someone else is speaking is disturbing. Please refrain from talking unless you have been invited to do so. If you are unclear about something that was said by the professor,

please put up your hand instead of asking your classmates. This will ensure that you or your classmates do not miss anything important.

### **Taping / Recording / Photographing Lectures**

Lectures and course materials prepared by the professor are the professor’s intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are welcome to do so as long as they ask the professor for permission. Once obtained, such permission is only for that individual student’s own study purposes and does not include permission to “publish” / make them available online or in any other way.

### **EVALUATION**

<b>Type</b>	<b>Weight</b>	<b>Date</b>
Critical Commentaries (CCs) 4 CCs x 2.5% each for a total of 10%	10%	Sept 12, 19, 26, and Oct 3
Participation	10%	ongoing
Blog posts and blog comments 7 blog posts and 7 blog comments (1% each x7) =14% plus 6% for overall quality = total 20%	20%	Sept 19, Oct 3, 10, 24, 31, Nov 7, 14
Group Presentation	25%	Randomly assigned a date
International Collaborative Project	10%	*Approximately first week of December
Poster	25%	Nov 28

### **Four Critical Commentaries (CC) for a total of 10%**

During the weeks indicated on the syllabus students are required to submit at the beginning of class a critical commentary (approximately one-page single-spaced Times New Roman, 12-point font, 1 inch margins all around) on the assigned readings for that week. The commentary should provide: i) an overview of the key ideas from all of the readings assigned for that day; ii) a personal argument / opinion / reaction on any one part of a reading or a theme running across one (or more of the readings) that interests you. This second part of the commentary may focus on a single issue or reading.

Each commentary is worth 2.5% of your final grade. Commentaries must be typed and can only be submitted in person in class. You will be submitting 4 commentaries for the entire course (worth 10%).

### **Seven Blogs and Seven Comments for a total of 20%**

#### Posting blogs

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

During the weeks indicated on the syllabus, students are required to post a blog (500 words / 2 pages double-space or one page single-space) on the “Blog Reading(s)” assigned for the week. The blog will be due on the Sunday prior to the class by midnight. You are required to critically reflect upon the readings by choosing one or more themes that you find important and interesting and explaining your understanding and reaction to it, in light of what you have learned in the course so far. Submitting blogs: for the purpose of facilitating my review of your blogs, **in addition** to posting them on NING, please submit electronically on Canvas)

### Commenting on blogs

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

During the weeks indicated on the syllabus, students are also required to comment on another student's blog. The student must be from a university other than your own (choosing among the published 'featured blog' from other Universities on the Internet course site NING). These posts should be approximately 250 words in length (equivalent of 1 page double-space or half page single space; longer comments are totally welcome). Your comments should demonstrate that you are applying knowledge you have acquired in the course so far. Commenting blogs should be posted by midnight on the Sunday following the class. Submitting comments: for the purpose of facilitating my review of your comments, *in addition* to posting them on NING, please submit electronically on Canvas).

You will be posting 7 blogs and commenting on 7 blogs. Each post and comment will earn 1 percent (for a total of 14%). The content quality of the blogs and comments will be evaluated cumulatively and is worth 6% of your final grade. The grading criteria for the blogs includes clarity, analytical depth (as opposed to mere commenting) and application of course material.

### **Group Presentation 25%**

Students will work in groups to put together a presentation on the topic covered under the date which they have been randomly assigned. Groups will randomly draw from a list of possible dates. A detailed instructions sheet will be provided well in advance. Two entire classes will be allocated for group work on this project.

### **International Collaborative Assignment 10%**

You will be assigned to work with an international team of students (from partner universities) exploring a specific issue / problem with global, social justice and human rights implications. The project will explain the problem (historically, across various national/cultural and disciplinary boundaries) and propose sustainable solutions which critically reflect on and make use of course content. Detailed instructions will be provided well in advance.

### **Poster 25%**

You will choose any issue pertaining to a topic covered in the course that sparks your interest and research its causes and consequences. This assignment is NOT meant to involve extensive research of external sources. You are expected to use existing sources from the course materials and supplement with some external ones. You will express your argument and findings in the form of an academic poster. This assignment is intended as a means of sharing your knowledge and experience from the course with the larger university community as posters will be placed on display in the Department of History and Sociology. Thus, your work will not only receive exposure but will also create awareness and enlighten others on issues of global significance. Detailed instructions sheet as well as resources on the DOs and DON'Ts will be provided well in advance. The professor will provide individual assistance with formulating your topic/research question. Use your creativity and have fun while doing this!

### **Policy on Missed / Late Work**

\*If you are registered with the Disability Resource Centre (DRC), please advise the professor at the beginning of the course and all necessary accommodations will be made to ensure that you have a successful experience in the course.

### Missed /Late Critical Commentary

Not submitting a commentary will lead to losing 2.5%. However, students have the right to miss *one* class (sick day) without a medical note and not be penalized, *provided that they e-mail their commentary on/before the day of class*. Late CCs will not be accepted unless official documentation is provided. In other words, you must submit your commentaries in class, except for one sick day which entitles you to submit it by email (if you have to be away).

### Missed / Late Blogs

Given that the blog-writing component of the course is time-sensitive (due to its interactive nature), you are asked to make every effort to post blogs by the date they are due so that students from partner universities have a chance to comment on your blog (and thus meet their instructor's deadlines). Late blogs will not be awarded marks unless official documentation is provided. If you have such documentation, then submit the late blog to me only (not on the NING website). Note that if you miss a blog (or are late with a blog), you may still earn marks by commenting on another student's blog (even if you did not post one yourself) as long as you post the comment by the due date.

### Late Posters

Late posters will receive 5% penalty per day and work over 10 days late (counting Sat and Sun) will not be accepted. Extensions will be given only for medical reasons / personal or family crisis, as long as official documentation is provided. \*If you have your poster ready on time but are unable to attend class due to unforeseen circumstances, you must make an effort to have someone else bring it to class on your behalf or speak to the professor to make a special arrangement.

## **ACCESSIBILITY AND ACCOMMODATIONS**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or visit the Disability Resource Centre at: <http://students.ok.ubc.ca/drc/welcome.html>

## **ACADEMIC INTEGRITY**

Students are expected to be familiar with the university's policy on academic integrity. You can learn how to avoid academic dishonesty at <http://learningcommons.ubc.ca/academic-integrity/>

## **SCHEDULE OF REQUIRED READINGS AND ASSIGNMENTS**

### **SEPT 5 Introduction to Course Organization, Expectations and Dialectical Analytical Framework; Thinking about Globalization and Human Rights from a Sociological Perspective**

- Burawoy, M. (2016). The Promise of Sociology: Global Challenges for National Disciplines. *Sociology* 50(5): 949-959.
- Fortman, B. (2011). Political Economy of Human Rights: The Quest for Relevance and Realization. *E-International Relations*.
- UN. The Universal Declaration of Human Rights.

## **SEPT 12 Capitalism and Colonialism: Some Theoretical and Historical Background**

- Thomas, M. (2012). Class, State, and Power: Unpacking Social Relations in Contemporary Capitalism. In Brock, D., Raby, R. and Thomas, M.P. (Eds.). *Power and Everyday Practices*. Toronto: Nelson, pp.110-127.
- McNally, D. (2002). The Colour of Money: Race, Gender, and the Many Oppressions of Global Capital. In *Another World is Possible*. Winnipeg: Arbeiter Ring Publishing, pp.105-116.
  - **CC DUE**

## **SEPT 19 Economic Globalization: Introduction**

- Hickel, J. (2012). A Short History of Neoliberalism and How We Can Fix It.
- McNally, D. (2011). Debt, Discipline and Dispossession: Race, Class and the Global Slump. In *Global Slump: The Economics and Politics of Crisis and Resistance*. Oakland, CA: PM Press, pp.113-145.

### Blog readings on Economic Globalization and Gender:

- Acker, J. (2004). Gender, Capitalism and Globalization. *Critical Sociology* 30(1):17-41.
  - **BLOG #1 DUE (Blog due by Sept 16; Comment due by Sept 23)**
  - **CC DUE**

## **SEPT 26 Economic Globalization: Land-grabbing**

- Bello, W. (2008). Manufacturing a Food Crisis: How Free-Trade is Destroying Third World Agriculture. *The Nation*.
- GRAIN. (2014 May). Hungry for Land: Small Farmers Feed the World with Less than a Quarter of All Farmland. *GRAIN Report*.
- Zoomers, A. (2010). Globalisation and the foreignisation of space: Seven processes driving the current global land grab. *The Journal of Peasant Studies* 37(2): 429–447.
- Documentaries: 1) Land Grabbing in Africa: 21<sup>st</sup> Century Colonialism and 2) Paying the Price: Migrant Workers in the Toxic Fields of Sinaloa
  - **CC DUE**
  - **Group Assignment Explained in Class; Presentation Dates Drawn**

## **OCT 3 Economic Globalization: Labour Conditions in Export Manufacturing**

- Munoz, C. (2007). The Tortilla Behemoth: Sexualized Despotism and Women's Resistance in a Transnational Mexican Tortilla Factory. In Cabezas, A.L., Reese, E., and Waller, M. (Eds.), *The Wages of Empire: Neoliberal Policies, Repression, and Women's Poverty*. Boulder, CO: Paradigm Publishers.
- Margold, J. (1999). Reformulating the Compliant Image: Filipina Activists in the Global Factory. *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 28(1): 1-35.
- Documentaries: 1) Maquilapolis: City of Factories; 2) China Blue

### Blog readings on Human Rights:

- Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy and Public Affairs* 32(4).
  - **BLOG #2 DUE (Blog due by Sept 30; Comment due by Oct 7)**
  - **CC DUE**

## **OCT 10 Human Rights Debates; Group Project Worktime**

- Group Project Worktime

### Blog Readings on Human Rights Debates:

- Le, N. (2016). Are Human Rights Universal or Culturally Relative? *Peace Review: a Journal of Social Justice* 28(2): 203-211.
- Donnelly, J. (2007). The Relative Universality of Human Rights. *Human Rights Quarterly* 29(2): 281-306.
  - **BLOG #3 DUE (Blog due by Oct 7; Comment due by Oct 14)**
  - **Receive CC grades back**

## **OCT 17 Group Project Worktime**

- No readings; **Poster Research Question must be Approved by Now**

## **OCT 24 The Violent Side of Globalization: Resource Extraction and the Feminization of Poverty**

- Shipley, T. (2017). A Fruitful Partnership: Canadian Investments in the Banana Republic. In *Ottawa and Empire: Canada and the Military Coup in Honduras*. Toronto: Between the Lines, pp.95-129 and 161-165
- International Women and Mining Network, *Defending Land, Life and Dignity: Women from Mining-Affected Communities Speak Out*.

### Blog Readings on the Feminization of Poverty:

- Sassen, S. (2002). Women's Burden: Counter-Geographies of Globalization and the Feminization of Survival. *Nordic Journal of International Law* 71(2) 255-274.
  - **BLOG #4 DUE (Blog due by Oct 21; Comment due by Oct 28)**

## **OCT 31 Human Rights and Violence against Women**

- Nobel Women's Initiative. (2013). From Survivors to Defenders: Women Confronting Violence in Mexico, Honduras and Guatemala, pp.2-38.
- Lagarde, M. (2010). Preface: Feminist Keys for Understanding Femicide. In Fregoso, R. and Bejarano, C. (Eds.). *Terrorizing Women: Femicide in the Americas*. Duke University Press, pp. 12-25.

### Blog Readings on Human Rights and Women:

- Bunch, C. (1990). Women's Rights as Human Rights: Toward a Re-Vision of Human Rights. *Human Rights Quarterly* 12(4): 486-498.
  - **BLOG #5 DUE (Blog due by Oct 28; Comment due by Nov 4)**
  - **GROUP PRESENTATIONS**
  - **Receive submission grade for first four blog posts and blog comments**

## **NOV 7 Human Rights and Children**

- Kooijmans, J. and van de Glind, H. (2010). In Craig, G. (Ed.). *Child Slavery Now: a Contemporary Reader*. Child Slavery Today. Bristol: The Policy Press, pp. 21-41.

### Blog Readings on the Human Rights of Children:

- Harvard School of Public Health, "Globalization: Children and Working Parents Pay Too High a Price"
  - **BLOG #6 DUE (Blog due by Nov 4; Comment due by Nov 11)**
  - **GROUP PRESENTATIONS**

### **NOV 14 Human Rights and Migrants**

- Robinson, W. and Santos, X. (2014). Global Capitalism, Immigrant Labour and the Struggle for Justice. *Class, Race, and Corporate Power* 2(3): 1-14.
- O'Neil, L. What life is Actually Like for Kids in Migration Detention Centres
- Independent. Migrant Children Tell of Life without Parents inside US Immigration Detention Centres

### **Blog Readings on Migration and Citizenship:**

- Faist, T. (2009). The Transnational Social Question: Social Rights and Citizenship in a Global Context. *International Sociology* 24 (7): 7-35.
  - **BLOG #7 DUE (Blog due by Nov 11, Comment due by Nov 18)**
  - **GROUP PRESENTATIONS**

### **NOV 21 Human Trafficking and Sexual Slavery**

- Lusk, M. and Lucas, F. (2008). The Challenge of Human Trafficking and Contemporary Slavery. *Third World Quarterly* 25(1): 49-57.
- Brysk, A. (2010). Sex as Slavery? Understanding Private Wrongs. *Human Rights Review* 12: 259-270.
  - **GROUP PRESENTATIONS**

### **NOV 28 Concluding Session**

- **POSTER PRESENTATIONS**
- *Receive group presentation grades back*