

Globalization, Social Justice and Human Rights

2018

Sarah Hernandez

Class meets Wednesdays 12:30-3:20

LBR 209

Office Hours:

Mondays & Thursdays 10:30am – 12:00pm

Office: College Hall 211

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Course Description

In this course we explore the theories, issues, and debates associated with globalization, specifically as these relate to social justice and human rights. The course takes an interdisciplinary approach, drawing from sociology, political science, anthropology, and economics. It encourages self reflection as we look at how the decisions of the individual can have global implications, and how local concerns and actions have implications about equity, fairness and justice at the national and international levels. Among the topics we explore are income inequality, immigration, children, race and ethnicity, gender, sustainability, technology, and social movements. In addition, we will engage in a transnational learning environment. While exploring the course materials at New College, we will be engaging in dialog with students in other institutions both in the US and abroad who are also taking this course in their home institutions. The course, therefore, is partly on-line.

This course is structured as an upper-level undergraduate course. It fulfills the Social Organization/Institutions or Change Sociology AOC requirements.

Partner Institutions

Versions of this course are being taught at various other institutions abroad and in the USA, hence, we will be learning from, and working with, students at a variety of partner institutions. This year we will work with students in Milan, Italy; Ontario, Canada; California and Ohio in the USA; and possibly Lisbon, Portugal.

Course Objectives:

Students who complete this course should be able to:

- 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.
- Explore and understand their place and influence in the changing world.
- Determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs.
- Investigate how decisions made locally may have global significance.

Students should gain knowledge and understanding of the social and cultural dimensions of a) the processes of globalization, b) the current debate on social justice, human rights and citizenship, and c) the inclusion and exclusion processes, as well as anti-discrimination efforts and policies.

Readings:

Most of the readings for this course are available on line. However, for the New College course we will be using one textbook that can be found at the bookshop: Ritzer, George and Paul Dean. 2015.

Globalization: A Basic Text. 2nd edition. UK: Wiley Blackwell.

Course Requirements

a. Participation

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).

b. Weekly blogs & comments

You are expected to **write 10 weekly blogs** (500-750 words per post) that directly relate to the assigned readings of that week. Blogs must be posted no later than Sunday, 11:55 p.m. Your blog should offer not only a brief summary of the key argument -or of a particular issue- in the readings, but also a critical assessment of the piece; noting why you find it convincing/appealing or untenable/unappealing. In addition, you can address in these pieces how your own observation, prior knowledge, or experience informs your reading (critical assessment) of the text, and related arguments raised in class discussion. Hence, they must reflect critical thinking and be linked to the readings. You should clearly reference the articles or assignments about which you are writing, or which inspire your commentary. **Note that each student will be assigned to write one featured blog.**

You are also expected to read your classmates' blogs and you **should comment** (no less than 250 words) **on at least one featured blog** from a university other than your own **each week (at least 10 weeks)**. These comments should be respectful, while critically reflecting not only on the blog, but also relevant class material.

When working internationally, we must coordinate with different academic calendars. Our peers in Canada begin on September 10, while peers from Italy begin on September 19. Therefore, your initial communications will be with US peers, as their semester begins closer to ours. You are encouraged to make a more concerted effort to reach out to your peers in Europe once they join the course. Similarly, Peers in Italy finish by November 29. Therefore, the joint project must be finished by the end of November.

c. Joint Project

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, exploring the problem (historically, across various national/cultural and disciplinary boundaries) and proposes sustainable solutions which critically reflects and operationalizes this course contents.

Students will be randomly assigned to groups. The members of the group will communicate seeking to reach an agreement on the topic to explore (we will provide a possible list of topics to help in this process). The group will then decide the likely table of contents and distribute tasks evenly. The group will then work in creating a cohesive piece from all contributions. This is an approximate time line for these activities:

October, week1: Organize groups

October, week 2: Groups reach decision on the topic for their project

October, week 3: Finalize table of contents and distribute tasks

October and November: Conduct research and develop initial drafts.

November, week 2: Each member submits their part to the whole group

November, week 3: Give each other feedback and propose ways to make smooth transitions.

November, week 4: Submit final work.

You will be evaluated on the basis of your performance in the three areas (a,b,c) noted above.

CLASS PLAN & READINGS

Week 1 – August 29: Introduction to Globalization, Social Justice and Human Rights.

Global 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>

Michael Novak, “Defining Social Justice” <http://www.calculumus.org/lect/FilozGosp04-05/novak.html>

In-class view: Moral Limits of Markets, at: http://www.youtube.com/watch?v=1q7_BeEEDVE (begin at minute 5:10) (48 minutes long)

NCF Readings:

Ritzer: Chapter 1: Globalization1: Liquids, Flows, and Structures.

Week 2 – September 5: Globalization: Pros and Cons

Global Readings:

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

<http://www.caledonianblogs.net/mls406/files/2009/09/Steger-Ch1-2.pdf>

Mike Collins, “The Pros and Cons of Globalization”

<http://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/>

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/>

(suggested)

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

NCF Readings:

Ritzer: “Chapter 2: Globalization II: Some Basic Issues, Debates, and Controversies.”

Week 3 – September 12: Globalization and National governments

Global Readings:

T.N. Srinivasan: “Globalization: Is It Good or Bad?” http://www-siepr.stanford.edu/Papers/briefs/policybrief_dec02.pdf

Pinelopi Goldberg and Nina Pavenik. “Distributional Effects of Globalization in Developing Countries.”

http://www.econ.yale.edu/~pg87/JEL_Globalization.pdf

Nayan Chanda. “Runaway Globalization Without Governance”

<http://www.globalpolicy.org/images/pdfs/runawayGlobalization.pdf>

NCF Readings:

Ritzer, George: “Chapter 6: Global Political Structures and Processes.” In *Globalization: A Basic Text*.
 Craig Collins PhD. 2012. Meet Cannibalistic Capitalism: Globalization's Evil Twin. *Truthout* | *Op-Ed*,
 Monday, 30 July 2012 14:51: <https://truthout.org/articles/meet-catabolic-capitalism-globalizations-evil-twin/>

Week 4 – September 19: Globalization, Gender and Class**Global Readings:**

Joan Acker. Gender, Capitalism and Globalization. *Critical Sociology*. January 2004 vol. 30 no. 1 17-41
<http://faculty.maxwell.syr.edu/mdevault/Critical%20Soc.Nov.03.pdf>

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>

NCF Readings:

Ritzer: chapter 13: Global Inequalities 1: class and rural-urban inequalities

Shahra Razavi United Nations Research Institute for Social Development, 5 October 2011. [The World Development Report 2012: Gender Equality and Development](#)

Week 5 – September 26: Globalization, Ethnicity and Conflict**Global Readings:**

Georgi M. Derluguian. Does Globalization Breed Ethnic Violence?_

http://web.uvic.ca/~anp/Public/posish_pap/Derluguian.pdf

Dirk J Bezemer and Richard Jong-A-Pin. “World on Fire? Democracy, Globalization and Ethnic Violence” http://mpr.aub.uni-muenchen.de/7027/1/MPRA_paper_7027.pdf

NCF Readings:

Ritzer, George: Chapter 14: Global Inequalities II: race, ethnicity, gender and sexuality

Optional:

McNally, David. 2002. The Colour of Money: Race, Gender, and the Many Oppressions of Global Capital. In *Another World is Possible: Globalization and Anti-Capitalism*. Winnipeg: Arbeiter Ring Publishing, pp.96-139 (being read at McMaster University)

Ellen Bal & Roos Willems (2014) Introduction: Aspiring migrants, local crises and the imagination of futures ‘away from home’, *Identities: Global Studies in Culture and Power*, 21:3, 249-258, DOI: [10.1080/1070289X.2014.858628](https://doi.org/10.1080/1070289X.2014.858628)

Elsa Mescoli (2014) Towards the elsewhere: discourses on migration and mobility practices between Morocco and Italy, *Identities: Global Studies in Culture and Power*, 21:3, 290-304, DOI: [10.1080/1070289X.2013.828614](https://doi.org/10.1080/1070289X.2013.828614)

Watch Video: The Myths of Globalization: Markets, Democracy, and Ethnic Hatred –interview with Amy Chua <http://www.uctv.tv/shows/The-Myths-of-Globalization-Markets-Democracy-and-Ethnic-Hatred-with-Amy-Chua-Conversations-with-History-8639> (54 min)

Week 6 – October 3: Globalization, culture and technology**Global Readings:**

Beverly Crawford: “Globalization and Cultural Conflict: An Institutional Approach” http://bev.berkeley.edu/ipe/readings/Beverly_Jan_06_edit_World_Cultures.pdf

NCF Readings:

Ritzer: Chapter 8: *Global Culture and Cultural Flows*, pp. 205-236 &
 Chapter 9: *High-Tech Global Flows and Structures*. pp. 237-262.

Optional: (assigned in Milan):

Diana Crane 2011 *Cultural Globalization: 2001-2010*, in “Sociopedia.isa”:

http://www.sagepub.net/isa/admin/viewPDF.aspx?&art=Cultural_Globalization.pdf

Samuel Huntington on ‘The Clash of Civilizations’

<https://www.youtube.com/watch?v=3SNicJRcUqs> (22.05min)

video: Noam Chomsky on ‘The Clash of Civilizations’

<https://www.youtube.com/watch?v=qT64TNho59I> (3.25 min)

video: Roundtable Talks: Human Rights & Cultural Diversity – McGill University

<https://www.youtube.com/watch?v=sfRO442k5Ro> (15.25min)

Week 7 – October 10: Understanding Human Rights**Global 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 www.mit.edu/~shaslang/mprg/asenETHR.pdf

Andrew Moravcsik, 2000. “The Origins of Human Rights Regimes” *International Organization*, 54, 2: 217-252. <http://www.princeton.edu/~amoravcs/library/origins.pdf>

Salil Shetty, Amnesty International, 2017, *Do human rights really matter in times of crisis?*,

<https://www.amnesty.org/en/documents/act30/6070/2017/en/>

NCF Readings:

Dinah Shelton. Protecting Human Rights in a Globalized World.

https://www.bc.edu/content/dam/files/schools/law/lawreviews/journals/bciclr/25_2/06_FMS.htm

Jack Donnelly, *The Relative Universality of Human Rights*, «Human Rights Quarterly», 29(2), 2007, pp. 281-306. <https://www.jstor.org/stable/20072800>

Optional: (assigned in Milan):

Kate Nash 2009 *Between Citizenship and Human Rights*

https://research.gold.ac.uk/2446/1/SOC_Nash_2009a.pdf

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>

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

Fall Break: October 17**Week 8 – October 24: Human rights and women****Global Readings:**

Rita Maran. 2011. Human Rights of Women: A Reference Guide to Official United Nations Documents.

<http://www1.umn.edu/humanrts/instree/women/engl-wmn.html>

Charlotte Bunch. 1990. “Women's Rights as Human Rights: Toward a Re-Vision of Human

Rights.” *Human Rights Quarterly* 12(4): 486-498. <http://digilib.bc.edu/reserves/sw983/bunch983.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>

NCF Readings:

Native American Women's Health Education Resource Center. 2012. "Indigenous Women's Dialogue: Roundtable Report On The Accessibility of Plan B®As An Over The Counter (OTC) Within Indian Health Service". February 2012. <http://www.nativeshop.org/images/stories/media/pdfs/Plan-B-Report.pdf>

Week 9 – October 31: Human rights and women (Continued):**Global Readings:**

Sassen, Saskia. 2002. "Women's Burden: Counter-Geographies of Globalization and the Feminization of Survival." <http://www.saskiasassen.com/PDFs/publications/Womens-Burden.pdf>

Brady, David, and 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. <http://empower-daphne.psy.unipd.it/userfiles/file/pdf/Brady2007.pdf>

World Bank: *Globalization's Impact on Gender Equality*

<http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/chapter-6.pdf>

Video: Amnesty International, Take action to end violence against women, at:

https://www.youtube.com/watch?v=X_MXtkR5g4

Week 10 – November 7: Human Rights and Indigenous Peoples**Global Readings:**

UN Permanent Forum on Indigenous Issues (UNPFII):

- About the UNPFII (<https://www.un.org/development/desa/indigenouspeoples/unpfii-sessions-2.html>)
- Brief History of Indigenous Peoples and the International System. (<https://www.un.org/development/desa/indigenouspeoples/about-us.html>)
- State of the World's Indigenous Peoples, Chapter VI: Human Rights (pp. 189-218) at: http://www.un.org/esa/socdev/unpfii/documents/SOWIP/en/SOWIP_web.pdf

James Anaya. "The situation of indigenous peoples in the United States of America", pages 1-23.

(document number is A/HRC/21/47/Add.1) http://unsr.jamesanaya.org/docs/countries/2012-report-usa-a-hrc-21-47-add1_en.pdf

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

Enzo Colombo, 2014, *Multiculturalisms*

<http://www.sagepub.net/isa/admin/viewPDF.aspx?&art=Multiculturalisms.pdf>

Recommended additional resources:

- Special Rapporteur on the rights of indigenous peoples <http://www.ohchr.org/en/issues/ipeoples/srindigenouspeoples/pages/sripeoplesindex.aspx>
- UN Declaration on the Rights of Indigenous Peoples. <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

Week 11 – November 14: Human Rights and Children**Global Readings:**

Freccero, Julie and Audrey Whiting. 2018. Toward and End to Child Marriage: Lessons from Research and Practice in Development and Humanitarian Sectors. (Read Discussion & Recommendations sections, pp. 48-62) https://www.girlsnotbrides.org/wp-content/uploads/2018/07/child_marriage_report_june20181.compressed.pdf

Children and Armed Conflict, Working Paper #1: The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation. 2009, updated 2013. (26 pages)

https://childrenandarmedconflict.un.org/publications/WorkingPaper-1_SixGraveViolationsLegalFoundation.pdf

UN Office of the Special Representative of the Secretary General for Children and Armed Conflict: <https://childrenandarmedconflict.un.org/six-grave-violations/> (see 2016 Listed Parties to Conflict for Six Grave Violations)

Video: 2000 children forcibly separated from their parents and other topics - Human Rights Council Briefing. <https://www.youtube.com/watch?v=1Xkni91tE6Q> (45 mins: See Minute [36:24](#))

UNICEF issue areas. Surf: <http://www.unicef.org/whatwedo/index.html>

Optional:

United Nations Convention on the Human Rights of Children. <http://www.unicef.org/crc/>
United Nations Children Fund (UNICEF). 2011. "Understanding the Convention on the Rights of the Child." New York: UNICEF. Available at:
http://www.unicef.org/crc/index_understanding.html

Week 12 – November 21: Human Rights, Immigration and Discrimination

Global Readings:

Immigration and Migrant Rights. <https://ijrcenter.org/thematic-research-guides/immigration-migrants-rights/>

Global Compact for Migration: UN experts call on States to ensure protection of migrants' rights. <https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=23359&LangID=E>

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>

Week 13 – November 28: Social Justice and Sustainability

Global Readings:

UN Human Rights Office of the High Commissioner. 2018. Sustainable Development Goals: Human Rights and the 2030 Agenda for Sustainable Development
<https://www.ohchr.org/EN/issues/MDG/Pages/The2030Agenda.aspx>.

Sylvanus Kwaku Afesorbor & Binyam Afewerk Demena 2018. "Globalization may actually be better for the environment." *The Conversation*. April 24, 2018 2.40pm EDT.
<https://theconversation.com/globalization-may-actually-be-better-for-the-environment-95406>

NCF Readings:

Ritzer: Chapter 11: Global Environmental Flows

George Monbiot's Blog. 2012. Is Protecting the Environment Incompatible with Social Justice? The Guardian, Monday 13 February.
<https://www.theguardian.com/environment/georgemonbiot/2012/feb/13/protecting-environment-social-justice>

Morton Winston. 2011. Sustainability and Social Justice. *International Journal of Business and Social Science*, Vol2, no. 16. September.
http://ijbssnet.com/journals/Vol_2_No_16_September_2011/4.pdf

Oluf Langhelle. 2000. Sustainable Development and Social Justice: Expanding the Rawlsian Framework of Global Justice. https://www.jstor.org/stable/30301747?seq=1#page_scan_tab_contents

Week 14 – December 5: Agenda for a Global Era

Global Readings:

Pachamama Alliance. Buen Vivir: A New Era of Great Social Change. <https://blog.pachamama.org/buen->

[vivid-new-era-great-social-change](#)

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>

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>

NCF Reading:

Ritzer: Ch. 16: Dealing With, Resisting, and The Futures of Globalization. In *Globalization: A Basic Text*. (27p.)

Walden Bello. 2004. *Deglobalization: Ideas for a New World Economy*. NY: Zed Books:

Ch: 6: Proposals for Global Governance Reform: A Critical Analysis.

Ch. 7: The Alternative: Deglobalization

Videos on Inequality:

The Ugly Truth, Global Wealth Inequality: <https://www.youtube.com/watch?v=19WmfKE1Rtc>

Wealth inequality in India: <https://www.youtube.com/watch?v=iZLogS7Rkx0>

Optional

Mike Prokosch and Laura Raymond. 2002. *The Global Activist's Manual: Local Ways to Change the World*. NY: Thunder's Mouth Press/Nation Books

ADDITIONAL POLICIES AND INFORMATION

Keys to Student Success: <https://www.ncf.edu/advising/keys-to-student-success>. **Navigating New College:** <https://www.ncf.edu/advising/> (Links to an external site.)

Academic Dishonesty and Plagiarism Policies: Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty. Advising page: <https://drive.google.com/file/d/0B1qV5QcpSRa2ZEZqSVdiUy0yaGc/view>. See Faculty Handbook 2017, article 6.20:

<https://docs.google.com/document/d/1LQIT2bZPDAnWTvphbvHyIjDJI80roCR6wweYZTmJ8F4/edit#bookmark=id.uhx0j92zzre3> & New College Regulations Manual, Chapter 6, Article 6-3005 (section 7). (<https://drive.google.com/file/d/0B1qV5QcpSRa2TG8zVUhCcJZIS28/view?pref=2&pli=1>)

Students with Disabilities Statement: “Students in need of academic accommodations for a disability may consult with the office of Students Disability Services (SDS) to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. Students may request an appointment with SDS in-person (HCL3), via phone at 941-487- 4496 OR via email at disabilityservices@ncf.edu.”

Academic Resource Center: The Academic Resources Center, located on the first floor of the Jane Bancroft Cook Library, offers a number of academic support services, including individual and peer tutoring. It is comprised of the Writing Resource Center (WRC), Educational Technology Services, Quantitative Resource Center, and the Language Resource Center (LRC). Please visit their website for more information (<https://www.ncf.edu/academics/academic-support-services/academic-resource-center>).

Religious Practices Policy: No student shall be compelled to attend class or sit for an examination at a day or time when the person would normally be engaged in a religious observance or on a day or time prohibited by their religious beliefs. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled absence.

Sexual Assault Resources and Support: New College has a number of resources available to prevent sexual assault and support survivors of assault. If you need more information about these resources, please see the following website for resources at New College and in the larger Sarasota community: <https://www.ncf.edu/cwc/crisis-services-victim-advocate/>

Counseling and Wellness Center: The counseling and wellness center on campus offers a number of support services, programs, and workshops emphasizing emotional and physical wellbeing as well as academic performance. Please visit the following website if you need more information about the center: <https://www.ncf.edu/cwc>.