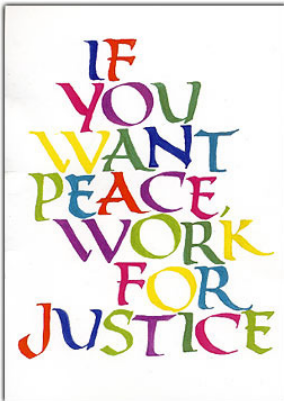


Syllabus

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 than 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.

Grade Calculations (Institutionally Specific)

More information: Weekly blogs

What should I write? Here are some suggestions for your blog posts:

1. **Main or key sections.** Choose a section that you found to be most interesting, or most troubling, or most challenging for you. Write a brief discussion of why you found this to be a main or key section. Why did you identify it? Explain what about this section caught your attention.
2. **Key quotes.** Choose any three quotes that you feel are especially important in the readings and explain why they are significant.
3. **Editorialize the readings.** Take a position regarding the selected readings that you feel to be especially significant. Write an editorial either supporting or rejecting the value premises, intellectual orientation, or positive taken by the author.
4. **It's just wrong!** Do you feel that the perspective taken or the issue itself is just wrong? Reflect on why you feel this way. Write an alternative perspective which will either suggest alternative ways of approaching this issue or suggest potential solutions for resolving a problem.
5. **A letter to the President.** Write your blog post for the week as if you were writing a letter to the President of the United States, the governor, a Chief Executive Officer (CEO) of a major corporation, or another decision maker. Comment on the social justice issues you've observed or been engaged in, using the material from the readings.
6. **Blog potpourri.** A blog "potpourri" is a collection of annotated links on a particular topic. Try to find blogs or Web sites that address a topic relevant to the selected readings and write brief explanations on why these links are significant.
7. **Critical assessment of readings.** Demonstrate your critical thinking and reflective abilities by evaluating the selected readings. Explain any biases, lapses in logic, faulty assumptions, lack of data, or analytical problems that you may observe. Alternatively, explain how effectively the author(s) utilized, organized, and analyzed their subject matter. If you were to rewrite this selection, how could you improve this work?
8. **Better solutions.** Identify the solutions either implied or provided by the author(s). Write an alternative set of solutions for the particular social justice issue and explain the reasons why your solutions are better than those provided.

9. **Current event.** If something we're reading about is relevant to the cultural, social, or political scene today, write a post in which you connect the reading with current events.

Requirements for the blog

1. **Write weekly blog entries of approximately 500-750 words each.** Write at least one blog post per week (excluding exam weeks and breaks – see course schedule).
2. **Post your blog 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 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 get a free username to other sites in order to view all blogs. Comments for a week's posts are due by Monday at 9 p.m. of the following week. (For example: If you are commenting on blogs from Week 3, your comment is due on the Monday ending Week 4.) *You will be asked to log and submit your comments.*

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 specific 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.**

- **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.
- **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)
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:

Week beginning	Task
7 Oct	Local groups and topics proposed. Tutors will organize international groups
14 Oct	International groups are finalized
21 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.
28 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.
4 Oct	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.
11 Nov	Interim progress presentation on the project
18 Nov	Continue to collect data and develop group presentation/project
25 Nov	Finalize group presentation
2 Dec	Post group presentations on NING/ present work in class

Syllabus and Readings:

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

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



Week 2: What is Globalization?

- **Day 1: What is Globalization?**
 - **Readings:** Manfred B. Steger, Chapter One, “Globalization: a contested concept”
 - http://fds.oup.com/www.oup.com/pdf/13/9780199552269_chapter1.pdf
 - Watch video: **To Live With Dignity is to build a new world**
<http://www.cipamericas.org/archives/5041>
- Day 2: Readings: Robert O. Keohane and Joseph S. Nye, Jr. “Globalization: What's New? What's Not? (And So What?)”, Foreign Policy, No. 118(Spring 2000), pp. 104-119. <http://www.asu.edu/courses/pos445/Keohane%20and%20Nye--Globalization%20What's%20New%3F%20%20What's%20Not%3F.pdf>

Week 3: Globalization and National governments

- **Day 1: Globalization – A good thing:**
- **Globalization: Is It Good or Bad? T.N. Srinivasan:**
http://www-siepr.stanford.edu/Papers/briefs/policybrief_dec02.pdf
- **Globalization not so good –Distributional Effects of Globalization in Developing Countries by Pinelopi Goldberg and Nina Pavenik**
http://www.econ.yale.edu/~pg87/JEL_Globalization.pdf
- **Day 2: Readings:** READ: Nayan Chanda, “Runaway Globalization Without Governance”
<http://www.globalpolicy.org/images/pdfs/runawayGlobalization.pdf>

Week 4: Globalization, Gender and Class

- **Day 1: Gender Inequality**
 - **Readings: Gender and Capitalism –J. Aker**
<http://faculty.maxwell.syr.edu/mdevault/Critical%20Soc.Nov.03.pdf>
- **Day 2: Globalization and Income Inequality**
 - **Readings: Growing Income Inequality in OECD Countries: What drives it and How Can Policy Tackle it? Forum, Paris, 2 May 2011**
<http://www.oecd.org/els/socialpoliciesanddata/47723414.pdf>

Week 5 Globalization, ethnicity and conflict

- Day 1: Readings: Susan Olzak 2011. “Does Globalization Breed Ethnic Discontent?” *Journal of Conflict Resolution*, 55 (1) 3-32. [Journal of Conflict Resolution
www.polsci.wvu.edu/.../OlzakGlobalizationDiscontentJCR2011.pdf](http://www.polsci.wvu.edu/.../OlzakGlobalizationDiscontentJCR2011.pdf)

- Day 2: Watch Video: *The Myths of Globalization: Markets, Democracy, and Ethnic Hatred –interview with Amy Chua* Video: <http://www.uctv.tv/shows/The-Myths-of-Globalization-Markets-Democracy-and-Ethnic-Hatred-with-Amy-Chua-Conversations-with-History-8639>

Week 6 Understanding Human Rights

- Day 1: Readings: Amartya Sen, 2004. “Elements of a Theory of Human Rights” *Philosophy and Public Affairs* Fall 32 (4). 42 pgs. on line access at: [Elements of a Theory of Human Rights - MIT
www.mit.edu/~shaslang/mprg/asenETHR.pdf](http://www.mit.edu/~shaslang/mprg/asenETHR.pdf)
- www.mit.edu/~shaslang/mprg/asenETHR.pdf
- Day 2: Readings: Andrew Moravcsik, 2000. “The Origins of Human Rights Regimes” *International Organization*, 54, 2: 217-252. Accessed on line at: [The Origins of Human Rights Regimes ... - Princeton University
www.princeton.edu/~amoravcs/library/origins.pdf](http://www.princeton.edu/~amoravcs/library/origins.pdf)

Week 7 Corporate Social Responsibility

- Day 1: Responsibility and Reality: Lessons from the Real World
 - Readings: T. M. Devinney, 2004. “Is Socially Responsible Corporation a Myth: The Good, the Bad and the Ugly of Corporate Social Responsibility?” Accessed on line at: [FROMTHEEDITORS Is the Socially Responsible Corporation a Myth?
http://journals.aonline.org/amp/samplearticles/May%2009%20Corp%20Social%20Resp%20by%20Devinney.pdf](http://journals.aonline.org/amp/samplearticles/May%2009%20Corp%20Social%20Resp%20by%20Devinney.pdf)
 -
- Day 2: Corporate Responsibility and the Bottom Line
 - Readings: E. Van de Velde and W. Vermeir, 2005. “Corporate Social Responsibility and Financial Performance” *Corporate Governance*, Vol. 5, No. 3, 129-138. Accessed on line at: http://www.eabis.org/uploads/media/VanDeVelde_Vermeir_Corten_CSR_and_financial_performance.pdf

Week 8 – Human rights and women:

- Day 1: **Rita Maran** 2011. Human Rights of Women: A Reference Guide to Official United Nations Documents. Accessed on line at: <http://www1.umn.edu/humanrts/instree/women/engl-wmn.html>
- Day 2: **Charlotte Bunch**. 1990. “Women's Rights as Human Rights: Toward a Re-Vision of Human Rights.” *Human Rights Quarterly* 12(4): 486-498. Accessed on line at: <http://digilib.bc.edu/reserves/sw983/bunch983.pdf>

Week 9 – Human rights and women (Continued):

- Day 1: **Saskia Sassen**. 2002. “Women's Burden: Counter-Geographies of Globalization and the Feminization of Survival.” *Nordic Journal of International Law* 71(2) 255-274. Accessed on line at: <http://www.saskiasassen.com/PDFs/womensburden.2000.pdf>
- Day 2: **David Brady, Denise Kalla**. 2008. “Nearly Universal, But Somewhat Distinct: The Feminization of Poverty in Affluent Western Democracies, 1969–2000.” *Social Science Research* 37(3): 976-1007. Accessed on line at: <http://www.soc.duke.edu/~brady/web/SSR07.pdf>
- Extra Credit: 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> and write a 1-2 page reflection piece.

Week 10: Human Rights and Indigenous Peoples

- **Day 1: Indigenous Rights in the South and North**
 - ***Declaration on the Rights of Indigenous Peoples***. Available at: <http://www.un.org/esa/socdev/unpfii/en/declaration.html>
- Write a brief reflection blog (1-3) on Indigenous rights: ***UN Permanent Forum on Indigenous Issues* (UNPFII). 2011. “About the UNPFII and a Brief History of Indigenous Peoples and the International System.”** Available at: <http://www.un.org/esa/socdev/unpfii/en/history.html>
- **Day 2:** “The situation of indigenous peoples in the United States of America”. I would assign just pages 1-23. The document number is **A/HRC/21/47/Add.1** is available at: <http://www.ohchr.org/EN/Issues/IPeoples/SRIndigenousPeoples/Pages/AnnualReports.aspx>

Week 11: Human Rights and Children

- **Day 1: READ:** Harvard School of Public Health, “Globalization: Children and Working Parents Pay Too High a Price”
<http://www.hsph.harvard.edu/news/press-releases/2006-releases/press02272006.html>
 - Extra Credit: EXPLORE and write a 1-2 page reflection blog- Convention on the Rights of the Child
<http://www.unicef.org/crc/>
- **Day 2: 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. Accessed on line at: <http://www.soc.duke.edu/~brady/web/SSR07.pdf>**
- - Extra Credit: EXPLORE and write a 1-2 page reflection blog-EXPLORE: UNICEF issue areas <http://www.unicef.org/whatwedo/index.html>

Week 12: Human Rights, Immigration and Discrimination

- **Day 1: Lydia Morris (2003) *Managing Contradiction: Civic Stratification and Migrants’ Rights*, «International Migration Review», 37 (1): 74-100**
- **Day 2: Thomas Faist (2009) *The Transnational Social Question: Social Rights and Citizenship in a Global Context*, «International Sociology», 24 (7): 7-35**
 - Extra Credit: Students review and write a 1-2 page reflection blog on a topic of their own interests from articles listed among the different national Human Watch Reports on Migration at: <http://www.hrw.org/topic/migration>

Week 13: Social Justice and Sustainability

- **Day 1: Defining Social Justice and Sustainability:**
<http://www.guardian.co.uk/world/2002/oct/31/globalisation.simonjeffery>
<http://www.guardian.co.uk/world/globalisation>
- **Day 2: Social Innovation through Corporate Social Responsibility**
http://www.youtube.com/watch?v=bJZPyWF0IBU&feature=player_embedded#t=0s

Week 14: Agenda for a Global Era:

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

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

Week 15: Final Presentations and Course Wrap up

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