

**TO: Bethami Dobkin, Provost**

**FROM: Tom Poundstone, Chair  
Academic Senate**

**DATE: November 16, 2009**

**RE: Senate Action S-09/10-5CA  
New Course Proposal  
Liberal & Civic Studies 123  
Modern Global Issues**

At the November 12, 2009 General Meeting of the Academic Senate, the attached course proposal for L&CS 123, Modern Global Issues was approved on the Consent Agenda. This action was sent to the Senate from the Undergraduate Educational Policies Committee where the proposal was approved by a vote of 9-1 with 1 abstention. This action was assigned Senate Action # S-09/10-5CA.

Attachment

cc: Br. Ronald Gallagher  
Dean Frank Murray

## New Course Proposal Form and Issues to Address

1) School: School of Liberal Arts

Program: Liberal & Civic Studies

Course Number: L&CS 123

Title of Course: Modern Global Issues

### 2) Justification for the course

During our Program Review in 2006, the PRC suggested that the L&CS Program might look at adding another required course to our program. The PRC indicated several topics that they thought might improve our program. One topic they suggested is a course on education or educational issues; their rationale is that we have many students in the program that are future educators. Another course suggested by the PRC is one involving the connections between critical reflection and intellectual and ethical development or *adult development theory*.

The L&CS faculty studied our current program along with our Program Review and our *Senior Exit Survey* that we implemented in spring 2006. After much discussion of what would best serve to improve upon what we currently offer our students, we noted the following:

A) Our program includes students not planning to enter the education world (L&CS is not merely a pre-service teacher program.)

B) As indicated by the seniors in the *Senior Exit Survey*, our students already have the perception that in the program's current three required full credit courses (see below) we spend sufficient (or too much) time discussing educational issues. The L&CS faculty agrees with the students and notes that historical, social, and political issues involving education are already integrated into several of the current classes.

C) Our students already study human development through their required Psychology courses.

D) In the L&CS Program Mission Statement (L&CS Program Guide) we state: *In support of the Lasallian mission of Saint Mary's College, the Liberal and Civic Studies Program also promotes compassionate understanding of others and a sense of community that bridges diverse cultures and **transcends national boundaries***. A course on *Modern Global Issues* would address this part of the mission statement; only one of the 3 current required full credit L&CS courses (L&CS 122) has any global perspective and it only plays a minor role in the course.

E) One of the L&CS *Overarching Goals* (L&CS Program Guide) is developing in its students an "understanding of the interrelatedness of human communities and the racial, ethnic, social-class, and gender diversity of the people who occupy them." We would like this goal to be achieved on a more global scale incorporating human communities throughout the world, especially examining these issues from a Third World perspective.

F) One of our Learning Goals for our program (L&CS Program Guide) is: *Students will understand important aspects of ethnic, racial, social-class, and gender inequality as they exist in the United States **and beyond***. None of our required courses address this issue. A course

focused on a more global view of inequality would help our students reach this goal to also improve upon another L&CS goal of giving *thought and expression to their responsibility to address such inequities*.

G) The L&CS Program learning goal (L&CS Program Guide) that “*Students will understand major forces that are challenging the **global community and peace**, and their implications for the future,*” is not addressed by any of the current L&CS courses that our students are required to successfully complete. Although some students address some of this goal (and the others mentioned in previous sections) in an Anthropology or Sociology course that they take, not all students are provided an opportunity to look at community, peace, inequalities globally. The pre-service teachers are required by the state to study U. S. History so that their view of historical issues is limited to the United States’ issues.

H) The learning objectives of the course relate to the learning goals and Mission Statement of the Program (as described above). The learning objectives of the course are:

- Students will demonstrate the use of judgment, assumption, inference and evidence in critical thinking, and define and apply inductive and deductive reasoning.
- Students will engage in critical analysis, oral presentations and integrated, multidisciplinary readings from academic publications as a means of developing critical thinking skills.
- Students will present and justify various points of view and defend their own positions with supporting evidence.
- Students will become more aware of and discuss the influence of cultural values on their own thinking.
- Students will discuss the complexity of social issues with reference to a variety of disciplines.
- Students will demonstrate during class discussions that they understand and respect viewpoints that may be contrary to their own belief system.

This course directly incorporates the goals of the program and the mission of the college. This is a highly interdisciplinary course, with readings from political science, history, anthropology, sociology, international relations, fiction, journalism, law, philosophy and international aid organizations. Through our readings and class discussions, students broaden their own perspectives by understanding the ideas, history, and values that help inform the perspectives of other peoples and nations. They are able to thoughtfully engage in dialogue about how to approach world problems considering the needs / desires / concerns of other cultures and countries. This course also engages students in the Lasallian mission by examining issues of social justice, power and privilege, and the role of the individual as a responsible world citizen. We examine issues of poverty, inequality, prejudice, and abuse of power. Seeing themselves as global citizens, they discuss their responsibility as individuals and the importance of collaboration and diplomacy in engaging the world community in meaningful solutions. We examine how issues of race, gender, ethnicity, religion, region and class affect the experiences and processes of globalization. Being able to critically evaluate power and privilege enables them to discuss real solutions that take into consideration broader perspectives and values. By examining the processes and experience of globalization, students understand how they are both a part of the problem and the solution, and the ethical responsibility to respond to injustice, wherever it may occur.

I) The course assignments are: 1) a midterm exam (3-4 pages); a comprehensive research paper (10-12 pages); and weekly news responses to two current news items (250 words).

Class participation and a final oral presentation are also part of the class grade. The breakdown of the course grade is: class participation (25%), final oral presentation (15%), midterm exam (20%) and research essay (40%) = 100%.

Students read reputable newspapers or magazines with an international focus and each week write a one-page response to an article. Through this exercise, students have to accomplish 3 objectives: 1) explain the issue in the article and why it resonated with them; 2) analyze the significance of the issue in terms of the themes of social justice, and in light of our readings; 3) offer a thoughtful and critical answer about what should be done – by them as individuals and also by our country and world community. This weekly assignment reinforces the need to understand multiple perspectives, has them consider their role in society, and then asks them to process what they have learned to call for action to remedy the situation. This exercise not only makes them engaged citizens and more aware of our global community. We are able to assess their critical thinking skills, their broadening perspectives, their incorporation of social justice, and how they integrate their learning into their personal growth. Through this exercise, they develop the habit of staying engaged with world issues and understanding the relationship between the global and the local.

Their research assignment combines a written and oral component to address a global issue. They must utilize class readings and outside sources to examine a significant problem. Through this work, we are able to assess how they have synthesized the material into a greater understanding of world issues, how they have broadened their perspectives, have considered social justice responses and can think critically about solutions. Using evidence and analysis, they have to confront a real problem, not only analyze it, but suggest solutions.

Our assignments promote engaged learning, where students are able to think about their role in the world, and the needs of the world community.

A pass/fail grading option is not allowed for credit towards the major.

### 3) Student Population

L&CS majors or any students wanting to fulfill the diversity requirement\* of SMC.

\*We request that this course be allowed to satisfy the Diversity Requirement for non-L&CS students. L&CS students do not have a separate diversity requirement due to the issues of race, culture, gender, etc. that are addressed in the current 3 full credit L&CS courses.

The estimate of the number of students enrolled in each section is 24.

### 4) Relationship to present College curriculum

The three required full credit L&CS courses mainly focus on issues within the United States leaving our students looking inward and missing the global connections so important to involved citizens in this new century. The three full credit L&CS courses are:

A) L&CS 121: Culture and Civic Responsibility which L&CS students take in their first semester after declaring their major, in their sophomore or junior year. The course focuses on culture, community, education, human nature, diversity, critical thinking, and the arts, and gives special emphasis to the theme of American society and culture – its roots, development, nature, and impact.

B) L&CS 122: Environmental Responsibility in a Global Community is taken the semester after L&CS 121. This course focuses on the natural world in which we live, and the complex inter-relationship between human activities, the values which determine these activities, and their consequences for the global environment.

C) L&CS 130/131: Democracy and Active Citizenship/Education, Democracy and Active Citizenship is taken in the spring semester of the senior year. The students in the 5-year teachers for Tomorrow take 131 as a cohort while the rest of the students take 130. These courses are the capstone courses in the L&CS Program. It seeks to prepare students for an informed and active role in a democracy through providing careful reexamination of the assumptions upon which American democracy is based and an exploration of the ways citizens can participate fully and effectively in our society. Both courses address education from a social and political view but the 131 has a special emphasis on the topic.

We are living in a world in which people cannot help but be affected by what is happening throughout our entire world; it is imperative that our students be aware of the important global issues and views in order to be productive citizens of the world. The L&CS faculty believes that they have a responsibility to guide their students in this area. As none of our L&CS courses has a truly global or Third World perspective, we have developed this new course to offer to our students as well as other students interested in a study of our world from a more diverse, global view. We believe that this course will complete the core curriculum for our program.

No modification or deletion is required as a result of offering this course.

L&CS students used to be required to take Anthropology 1 or Sociology 2, but for the past 2 years, L&CS students have been taking L&CS 123 instead. This has not affected the enrollments in those 2 classes, which are always full each semester. Both departments have been contacted about L&CS 123 and they have no objections to our new course.

5) Any extraordinary implementation costs: N/A

6) Library Resources: See attached.

7) Course Credit: 1.

Total number of hours in the classroom during the semester: 44.

Projected out-of-class time per semester: 3 hours reading per week; 1 hour writing responses. 3 Cultural events (2 hours each). Many also go to extra credit events. 10-15 hours for their research paper.

Format of the course: lecture/discussion.

8) Prerequisites: L&CS 121 or SEM 20/110

9) Course Description wording for the appropriate College catalog

The purpose of this course is to gain broad-based exposure to some of the cultural, political and economic issues related to and arising from the processes of globalization. Students will study recent critical dialogues and philosophies of globalization, including issues of ethnicity/race, gender, identity, urban culture, post-nationalism, multiculturalism, and postcolonial studies. Students are required to participate in class, lead discussions, write essays and news article responses, give an oral presentation, and complete a midterm exam.

10) Course Content: See attached syllabus.

11) Review of experimental offering

Students in L&CS 123 finish the course with a much broader awareness of the world around them. By concentrating on global issues, students experience an important paradigm shift — not viewing the world from an American or western perspective, but from the perspectives of developing countries and the global community. Through their readings, students gain an understanding of the historical process of globalization. Students then appreciate the trajectories of power and privilege, and the issues of social justice that all nations need to confront. Students comment that they then see America's role differently; that diplomacy needs to appreciate the culture, religion, and history of a country or region, rather than imposing an American "map" to democracy. They are challenged to think about the links between the local and the global, and their responsibilities to view themselves as "citizens of the world." Through their assignments, they become much more aware of international news and important events around the globe; and gain the ability to think critically about how economic, political, environmental and cultural issues travel the globe, and how different societies sometimes absorb, adapt, challenge, refute, or are imperiled by the process. By appreciating the multicultural benefits of a global community, the students are able to better evaluate and discuss issues of race, gender, religion, ethnicity and socioeconomics that divide America as well. This course addresses an important gap in our program's mission to provide students with a broad civic arts course of studies to prepare them for civic life in the 21st century. More than ever, the 21st century is a global village, and L&CS 123 provides our students with the opportunity to think about how they and their country are going to contribute to that village. L&CS 123 helps produce thoughtful, broad-minded, global citizens.

## Library Resources Review

This review was prepared for the proposed course **Liberal and Civic Studies 123: Modern Global Issues**.

This report was prepared by Martin Cohen, Librarian, at the request of Deepak Sawhney, Director of Liberal and Civic Studies Program, for review by the Educational Policies Board.

### Library Resource Needs

This review is based on a draft syllabus prepared by Deepak Sawhney dated Fall 2009. The draft syllabus provides a Course Overview and Course Description with a listing of sample topics and a list of course texts being considered. The draft syllabus indicates the students will be required to do a 10-12 page research paper and a 3-4 page research essay as well as weekly responses to current news items. Course topics include globalization, inequality, child labor, immigration, outsourcing, and related political and ethical questions.

### Currently Available Library Resources

#### **Reference Sources**

The Library has a variety of relevant resources both in print and online. Print titles on **countries and regions** include *The Statesmen's Yearbook*; *The Encyclopedia of the Developing World*; *The Statistical Handbook on Poverty*; and books in the Europa Series such as *Africa South of the Sahara*, *Eastern Europe, Russia and Central Asia*, *The Far East and Australia*, *The Middle East and North Africa*, and *South America, Central America and the Caribbean*. Print titles related to **cultures and communities** include *The Encyclopedia of World Cultures*, *The Encyclopedia of Cultures and Daily Life*, the multi-volume sets *Illustrated History of Mankind*, and *Countries and Their Cultures*, *The Encyclopedia Latina*, the *Asian Databook*, and *Africana*. For general background information and exploring **social theory** related to the topic the *International Encyclopedia of Social and Behavioral Sciences* is useful. Other recent titles include *Oxford Handbook of Positive Psychology* (2009), *Psychology of Women: Handbook of Issues and Theories* (2008), *Handbook of Organization Development* (2008). Relevant titles related to **economics** include the World Resources yearbooks *The Wealth of the Poor* (2005), *Decisions for the Earth* (2002-2004), and *People and Ecosystems* (2000-2001). See also *Globalization: a Reference Handbook* (2008).

#### **Books and Videos**

The Saint Mary's Library has over 900 books on the social and economic aspects of globalization. Search of the many other relevant and related topics will provide additional titles. The Library has recently added over 40 thousand titles available in electronic form via Ebrary; many of these are relevant to the students' work in Liberal & Civic Studies. New circulating titles include *Paradoxes of Culture and Globalization* (2008), *Cultural Globalization: a User's Guide* (2008), *Globalization and American Popular Culture* (2007), and *Development and Globalization: Facts and Figures* (2008). In addition to the holdings of Saint Mary's Library, students have access to the vastly greater holdings of the Link+ consortium of libraries in California.

#### **Online Databases and Periodicals**

A sampling, by no means exhaustive, of relevant online sources available from the Library includes the following: Academic OneFile (formerly called *Expanded Academic ASAP*) with tens of thousands of relevant articles both from refereed journals and from magazines. *Opposing Viewpoints* provides background and argument related to current topics with emphasis on U.S. issues in the news. *CQ Researcher* provides similar factual studies and analysis with a broader scope and greater depth. *CIAO (Columbia International Affairs Online)* emphasizes the political aspects of world affairs and provides access to working papers, case studies, and policy briefs as well as journal articles. *Lexis-Nexis* provides the full text of articles from hundreds of newspapers across the U.S. *PAIS International* provides access to a select list of high-quality journals related to government, society, and international affairs. For advanced students, it also gives entrée to communities of scholars who have published in related fields. And *CQ Weekly* provides a window into political debates and actions (searchable as well as browsable by topic area) with emphasis on the U.S. government. In addition, the Library subscribes to Sage Journals Online which provides full-text access to 460 journals in relevant fields. Overall, with over 50 thousand online journals now available to Saint Mary's students, the Library's resources for study in Liberal & Civic studies have been expanded enormously.

Martin J. Cohen  
Librarian  
October 2009

**Liberal and Civic Studies (L&CS 123-01)**  
**Modern Global Issues**  
**Fall 2009**

**Class meetings: TuTh 1:10-2:40**

**Classroom: FAH, room 125**

**Instructor: Monica Fitzgerald**

**Office: Galileo 211B; ext. x4605; [mdf1@stmarys-ca.edu](mailto:mdf1@stmarys-ca.edu)**

**Office Hours: M 11-12; T 3-4; Th 11:30-12:30 and by appointment**

### **Course Overview**

What is globalization? Who benefits from it? What happens to the poor? How do we live ethically? The word globalization is used in many contexts, subjects and discourses, ranging from cultural studies to postcolonial studies to the vast array of social science disciplines. The word globalization is used to describe a host of socioeconomic, philosophical, cultural, political and literary processes taking place around us. Simply, globalization has come to mean many things to many people. It is one of the most talked about news topic in our increasingly interconnected, electronic society. The purpose of this course is to gain broad-based exposure to some of the cultural, political and economic issues related to and arising from the processes of globalization. This course will survey recent critical dialogues and philosophies of globalization, including issues of ethnicity/race, gender, identity, urban culture, post-nationalism, multiculturalism and postcolonial studies. Principal among the goals of this course is presentation and debate of the contrasting critical opinions and theories which shape our lives. This course will emphasize the unseen and unheard voices of those left behind. Some of the topics covered are inequality, ethics, immigration, outsourcing, child labor and global governance.

### **Course Description**

A course on globalization would be incomplete without critical engagement with the world's poor. This course introduces students to the concept of the Third World. We examine its historical evolution from Cold War ideology to current neo-liberalism. We go on to investigate the concept of "internal Third Worlds" as a way to move beyond the binary of First/Third worlds—rich/poor, haves/have-nots. The aim of this course is to explore whether or not First and Third Worlds are really two separate entities existing on two different planes. In other words, are the power centers of the rich world and the underdevelopment of the poor separate from each other or are they two sides of the same coin? Do third world conditions exist in the United States and vice-versa? We examine how the "jigsaw puzzle" of the world economic system is very much interrelated, interconnected and codependent. Globalization has sped up the integration of the two worlds at such a rapid rate that it is now commonplace to find oneself simultaneously in the First and Third World in virtually any location around the globe. Some of the questions explored throughout the semester are:

- What are the consequences of radically different worlds coexisting in the same space and time?
- What does the degree of separation between the rich and poor mean for a just and stable society?
- How do the poor respond to their economic and political marginalization?
- What is the role of nationalism in an increasingly globalized world?
- What are the specific costs of global inequality and how do we assess these costs?
- What is the role of free markets in solving numerous problems associated with globalization, i.e. global warming?

- What are the possibilities of a global democracy? Is it something we should strive for?

### Learning Objectives

1. Students will demonstrate the use of judgment, assumption, inference and evidence in critical thinking, and define and apply inductive and deductive reasoning.
2. Students will engage in critical analysis, oral presentations and integrated, multidisciplinary readings from academic publications as a means of developing critical thinking skills.
3. Students will present and justify various points of view and defend their own positions with supporting evidence.
4. Students will become more aware of and discuss the influence of cultural values on their own thinking.
5. Students will discuss the complexity of social issues with reference to a variety of disciplines.
6. Students will demonstrate during class discussions that they understand and respect viewpoints that may be contrary to their own belief system.

### Curriculum — required readings

- *The Globalization Reader* (3rd ed.), F. Lechner & J. Boli (eds.)
- *Jasmine*, Bharati Mukherjee
- *Globalization and Its Discontents*, Joseph Stiglitz

### Requirements and Evaluation

Prepared attendance is required for all class sessions. Students must inform the instructor of her or his absence in advance. Your grade is based upon your leadership of class discussions, essays, oral presentation and your attendance at extra-curricular events. You are asked to attend three events, two of which should be arts events, and the third of which may be a lecture. Participation grades are based upon the following criteria:

- **Excellence [A]** requires that you attend all classes, workshops, and events, participate actively and take a leadership role in discussions, demonstrate your careful and thoughtful reading of the text, discuss points articulately, listen respectfully and respond seriously to others' views, ask insightful questions, and take responsibility for the overall quality of the discussion.
- **Above average [B]** requires that you are rarely absent from class/events, participate actively in discussions, demonstrate a good knowledge of the text, work to achieve understanding, listen respectfully to other viewpoints, and ask sound questions.
- **Average [C]** requires that you attend class/events regularly, participate in the discussions with occasional contributions, demonstrate a basic knowledge of the text, listen respectfully to others and sometimes ask questions. Missing more than 3 hours of classes may also result in a C in participation.
- **Below average [D]** results when you follow the conversation respectfully and occasionally participate, or miss more than 5 hours of classes/workshops/events.
- **Failure [F]** results when you occupy a seat but show no signs of life, or when you miss more than 9 hours of classes/workshops/events.

### Writing Requirements

- **Midterm exam**
- **Research paper (10-12 pages)**
- **News responses:** Each week you will submit 2 typed responses, one page in length (250 words), to two current news items. The news articles should be stapled to

your responses, which should include full bibliographic citations identifying the title and author(s) of the article, the newspaper, and the date the item appeared in it. These articles will be discussed in class and will be part of your participation grade.

**Breakdown of course grade:** class participation (25%), oral presentation (15%), midterm exam (20%) and research essay (40%) = 100%.

**Final Grades** will be based upon the following percentile ranges:

90—100% = A, 80—89% = B, 70—79% = C, 60—69% = D

**Late Assignments: Assignments submitted late will lose half a letter grade for each day past the deadline.** If you are having difficulty with an assignment, please ask for help.

### **Student Disability Services**

Reasonable and appropriate accommodations, that take into account the context of the course and its essential elements, for individuals with qualifying disabilities, are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disability Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html>

### **Academic Honor Code**

Saint Mary's College has established a new academic honor code that asks students to pledge to do their own work in their own words, without seeking inappropriate aid in preparing for exams or assignments. The pledge reads as follows: "As a student member of an academic community based in mutual trust and responsibility, I pledge: to do my own work at all times, without giving or receiving inappropriate aid; to avoid behaviors that unfairly impede the academic progress of other members of my community; and to take reasonable and responsible action in order to uphold my community's academic integrity." This course operates under the premises of the academic honor code, including the expectation that you will work to uphold high standards of integrity. I am available to discuss issues of academic integrity and any questions you might have about the relationship between policy and this course. To understand the academic honor code in full, please see the most recent Student Handbook. **Invitation and reminder: Please feel free to conference with me during office hours, or by appointment, for help with any aspect of the course.**

### **Requests**

The class is one hour thirty minutes long and will depend upon every student contributing to the discussion. Students should feel free to ask questions, disagree, and challenge one another (and the readings). Be polite and respectful of students and teacher, and I highly encourage sharing different viewpoints and interpretations. Disrespectful, impolite, angry, or loud students will be asked to leave the room and have time in the quiet chair outside (it works wonders for my children).

Please try your best to be on time. Life happens, but be respectful of everyone involved by not disrupting class. Do not talk, read, or do other course work during class. If you use your computer for anything other than class notes, you will not be allowed to bring it to class any longer. Phones should be off and I should NEVER see you texting during class. When

emailing me, do not use “text language” but write in respectful and complete sentences. Please do not wear any cologne, perfume, or strong-smelling aftershave to class (I get migraines – which cause me to assign more reading).

## **Assignment Schedule**

### **Week #1**

Tu 9/1        Introductions: each other, the syllabus and the texts.  
                  Definitions: globalization  
                  Reader, General Introduction.

Th 9/3        Reader: Debating Globalization  
                  Introduction  
                  The Hidden Promise, Micklethwait and Wooldridge  
                  How to Judge Globalism, Sen

### **Week #2**

Tu 9/8        From the Great Transformation to the Global Free Market, Gray  
                  Jihad vs. McWorld, Barber  
                  The Clash of Civilizations?, Huntington

Th 9/10      Reader: Explaining Globalization  
                  Introduction  
                  The Modern World-System as a Capitalist World-Economy, Wallerstein  
                  Sociology of the Global System, Sklair  
                  Realism and Complex Interdependence, Keohane and Nye

### **Week #3**

Tu 9/15      World Society and the Nation-State, Meyer, et al.  
                  Globalization as a Problem, Robertson  
                  Disjuncture and Difference in the Global Cultural Economy, Appadurai  
                  The Global Ecumene, Hannerz

Th 9/17      Reader: Experiencing Globalization  
                  Introduction  
                  How Sushi Went Global, Bestor  
                  McDonald’s in Hong Kong, Watson

### **Week #4**

Tu 9/22      Mukherjee, Jasmine, chapters 1-9  
Th 9/24      Mukherjee, Jasmine, chapters 10-17

### **Week #5**

Tu 9/29      Mukherjee, Jasmine, chapters 18-23  
Th 10/1      Mukherjee, Jasmine, chapters 24-26

### **Week #6**

Tu 10/6      Stiglitz, Globalization, preface & chapters 1-2  
Th 10/8      Stiglitz, Globalization, chapters 3-4

### **Week #7**

**Midterm Week October 12-15**

Tu 10/13 Midterm  
Th 10/15 Stiglitz, Globalization, chapters 5-6

**Week #8**

Tu 10/20 Stiglitz, Globalization, chapters 7-8  
Th 10/22 Stiglitz, Globalization, chapter 9 & Afterword

**Week #9**

Tu 10/27 Reader: Experiencing Globalization  
Travelling Beyond Local Cultures, Albrow  
Strong States, Strong Teachers, Fuller  
Strategic Inauthenticity, Taylor

Th 10/29 Reader: Political Globalization I  
Introduction  
The End of the Nation State, Ohmae  
The Declining Authority of States, Strange  
Global Organized Crime, Mittelman  
Has Globalization Gone Too Far?, Rodrik  
Partisan Politics in the Global Economy, Garrett

**Week #10**

Tu 11/3 Reader: The Role of Media  
Introduction  
Media and Sovereignty, Price  
Peripheral Vision, Sinclair, et al.  
Cultural Imperialism, Tomlinson  
Bollywood versus Hollywood, Battle of the Dream Factories, Tyrrell  
Why Hollywood Rules the World, and Whether We Should Care, Cowen

Th 11/5 Reader: The Role of Religions  
Introduction  
Global Fundamentalism, Lechner  
Bin Laden and Other Thoroughly Modern Muslims, Kurzman  
The Challenge of Fundamentalism, Tibi

**Week #11**

Tu 11/10 Globalized Islam: The Search for a New Ummah, Roy  
Obedience versus Autonomy, Haeri  
The Christian Revolution, Jenkins  
Expanding World Culture, Lechner and Boli  
Globalizing Catholicism and the Return to a "Universal" Church, Casanova

Th 11/12 Reader: Political Globalization II  
Introduction  
The International Women's Movement, Berkovitch  
The Evolution of Debates over Female Genital Cutting, Boyle

**Week #12**

Tu 11/17 World Culture in the World Polity, Boli & Thomas

Closing the Corruption Casino, Eigen  
Power Shift, Mathews  
The Backlash against NGOs, Bond

Th 11/19     Reader: Changing World Society  
Introduction  
From One Earth to One World, World Commission  
Rio Declaration on Environment and Development, UN Conference  
Greenpeace and Political Globalism, Wapner  
Environmental Advocacy Networks, Keck and Sikkink

### **Week #13**

Tu 11/24     Reader: Economic Globalization  
Introduction  
Commodity Chains and Marketing Strategies, Korzeniewicz  
The Global Economy, Gereffi  
Incensed about Inequality, Wolf  
Is Globalization Reducing Poverty and Inequality, Wade  
Beyond Good Intentions, Mary Robinson  
+Student Presentations

### **Thanksgiving Recess: November 25-29**

### **Week #14**

Tu 12/1     Reader: Resisting Globalization  
Introduction  
Counterhegemonic Globalization, Evans  
From Global to Local, Esteva and Prakash  
Counter-Capitalism: Globalisation's Children Strike Back, Harding  
+Student Presentations

Th 12/3     Ecological Balance in an Era of Globalization, Shiva  
Tomorrow Begins Today, Subcomandante Marcos  
Porto Alegre Call for Mobilization, World Social Forum  
A Better World is Possible!, International Forum on Globalization  
+ Student Presentations

### **Final Exam Period December 7-10**

**Due: a) Research paper & b) Cultural Events**