

## Liberal and Civic Studies (L&CS 123-01)

### Modern Global Issues

Spring 2010

**Class meetings: MWF 10:20-11:20**

**Classroom: Dante 116**

**Instructor: Monica Fitzgerald**

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**Office Hours: M 1-3; W 1-2 and by appt.**

### 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, power/privilege, 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?

- How do individual countries and the collective global community respond to social injustice?
- What role does social, economic, political and environmental injustice play in international diplomacy?

### **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 to provide a critical account of a just social order
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 demonstrating a capacity for coherent, principled analysis of concrete social problems.
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.
7. Students will be able to demonstrate understanding of world---wide issues of social justice, consider issues of power & privilege, and discuss individual and collective responsibilities for addressing global injustice.
8. Students will reflect and write substantively on ways in which human beings find fulfillment in the community.

### **Curriculum — required readings**

- *The Globalization Reader* (3rd ed.), F. Lechner & J. Boli (eds.)
- *Lipstick Jihad: A Memoir of Growing up Iranian in America, and American in Iran*, Azadeh Moaveni
- *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, Kristof & WuDunn

### **Class Participation Requirements and Evaluation (25%)**

Prepared attendance is required for all class sessions. Students must inform the instructor of her or his absence in advance. Your grade will be lowered for missed classes. 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.

### Assignments

- **Midterm exam (25%):** In class exam covering the first half of the course
- **Research paper (25%)(10-12 pages)**
- **Research Presentation (15%):** in class oral presentation with media, based on research.
- **Weekly News response Blog (10%):** Each week you will post a blog on two current news items. Each response should be a minimum of 250 words with a link to the news article. In your blog, you should address WHAT, SO WHAT, NOW WHAT. What is the issue, why is it significant, and what should be done about it? Good news responses will integrate course readings, discussions, and themes. You must relate articles to issues of globalization.

**Grade Breakdown:** Participation (25%); Midterm (25%); Research paper (25%), Presentation (15%), News responses (10%)

**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 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).

## Class Schedule

### 1. Join the "Saint Mary's College Liberal & Civic Studies Program" facebook page!

#### **Week #1 Introduction & Defining Globalization**

M 2/8 Introductions, Syllabus, course themes, Reading

W 2/10 Reader: *General Introduction*

F 2/12 Reader: *Debating Globalization Introduction*  
*The Hidden Promise*, Michlethwait & Wooldridge  
*How to Judge Globalism*, Sen

**BLOG DUE**

#### **Week #2 Explaining Globalization**

M 2/15 *From the Great Transformation to the Global Free Market*, Gray  
*Jihad vs. McWorld*, Barber

**Tuesday 2/16 Lecture Woodrow Wilson Fellow Kathleen Kennedy Townsend evening, "The Dream Shall Never Die: Hope and Action for Today."**

W 2/17 *The Class of Civilizations*, Huntington  
*Explaining Globalization Introduction*

F 2/19 *The Modern World-System as a Capitalist World-Economy*, Wallerstein  
*Sociology of the Global System*, Sklair  
*Realism and Complex Interdependence*, Keohane and Nye

**BLOG DUE**

#### **Week #3 Understanding & Experiencing Globalization**

M 2/22 *World Society & the Nation-State*, Meyer, et al.  
*Globalization as a Problem*, Robertson

W 2/24 *Disjuncture & Difference in the Global Cultural Economy*, Appadurai  
*The Global Ecumene*, Hannerz

F 2/26 *Experiencing Globalization: Intro*  
*How Sushi Went Global*, Bestor  
*McDonald's in Hong Kong*, Watson  
*Lipstick Jihad*, Intro & Ch. 1-2

**BLOG DUE**

**Week #4 Individual Experience: Identity and Globalization**

M 3/1 *Lipstick Jihad*, Chs. 3-4  
W 3/3 *Lipstick Jihad*, Chs. 5-6  
F 3/5 *Lipstick Jihad*, Chs. 7-9

**BLOG DUE**

**Week #5 Individual Experience: Identity and Globalization**

M 3/8 *Half the Sky*, Intro, Ch1-2  
W 3/10 *Half the Sky*, Intro, Ch 3-5  
F 3/12 *Half the Sky*, Chs. 6-8

**BLOG DUE**

**Week #6 Women & Globalization**

M 3/15 *Half the Sky*, Chs. 9-11  
W 3/17 *Half the Sky*, Chs. 12-14  
F 3/19 Midterm Review

**BLOG DUE**

**Week #7 Midterm**

M 3/22 **Midterm**  
W 3/24 movie, *Born into Brothels*  
F 3/26 Class case studies

**Week #8 SPRING BREAK 3/27-4/4**

**Week #9 Experienceing Globalization**

M 4/5 **HOLIDAY**

W 4/7 *Travelling Beyond Local Cultures*, Albrow  
*Strong States, Strong Teachers*, Fuller  
*Strategic Inauthenticity*, Taylor

F 4/9 Article on Blackboard: *Bollywood Nights, Southall Days*, Sawhney

**BLOG DUE**

**Week #10 Political Globalization**

M 4/12 *Reader Political Globalization, Intro*  
*The End of the Nation State*, Ohmae  
*The Declining Authority of States*, Strange

W 4/14 *Global Organized Crime*, Mittelman,  
*Has Globalization Gone too Far*, Rodrik  
*Partisan Politics in the Global Economy*, Garrett

F 4/16 *Reader: Role of Media Intro*  
*Media & Sovereignty*, Price

*Peripheral Vision*, Sinclair, et al.  
*Cultural Imperialism*, Tomlinson

**BLOG DUE**

**Week #11 Media & Religion**

M 4/19 *Bollywood vs. Hollywood*, Tyrrell  
*Why Hollywood Rules the World*, Cowen

W 4/21 *Reader Role of Religion, Intro*  
*Global Fundamentalism*, Lechner  
*Bin Laden & Other Thoroughly Modern Muslims*, Kurzman  
*The Challenge of Fundamentalism*, Tibi

F 4/23 *Globalized Islam: The Search for a New Ummah*, Roy  
*Obedience vs. Autonomy*, Haeri  
*The Christian Revolution*, Jenkins  
*Expanding World Culture*, Lechner & Boli

**BLOG DUE**

**Week #12 Political Globalization II**

M 4/26 *Reader Political Globalization II: Intro*  
*The International Women's Movement*, Berkovitch  
*The Evolution of Debates over Female Genital Cutting*, Boyle

**T 4/27 SENIOR PRESENTATIONS, 4:30-6:30pm, place TBA  
OR (you must attend one evening presentation)**

**Th 4/29 SENIOR PRESENTATIONS, 4:30-6:30pm, place TBA**

W 4/28 *World Cultures in a World Polity*, Boli & Thomas  
*Closing the Corruption Casino*, Elgen  
*Power Shift*, Mathews  
*The Backlash Against NGOs*, Bond

F 4/30 *Reader Changing World Society Intro*  
*From One Earth to One World*, World Commission  
*Rio Declaration on Environment & Development*, UN Conference  
*Greenpeace & Political Globalism*, Wapner

**BLOG DUE**

**Week #13 Economic Globalization**

M 5/3 *Reader Economic Globalization Intro*  
*Commodity Chains & Marketing Strategies*, Korzeniewicz  
*The Global Economy*, Gereffi

W 5/5 *Incensed about Inequality*, Wolf  
*Is Globalization Reducing Poverty & Inequality*  
*Beyond Good Intentions*, Mary Robinson

F 5/7 Article on Blackboard: *Famon, Affluence & Wealth*, Singer  
**STUDENT PRESENTATIONS**

**BLOG DUE**

**Week #14 Resisting Globalization**

M 5/10 *Reader Resisting Globalization: Introduction*  
*Counterhegemonic Globalization*, Evans

**STUDENT PRESENTATIONS**

W 5/12 *From Global to Local*, Esteva and Prakash  
*Counter-Capitalism: Globalisation's Children Strike Back*, Harding  
*Ecological Balance in the Era of Globalization*, Shiva

**STUDENT PRESENTATIONS**

F 5/14 *Tomorrow Begins Today*, Marcos  
*Porto Alegre Call for Mobilization*, World Social Forum

**STUDENT PRESENTATIONS**

**Final Exam Period May 17-20**

**Due: a) Research paper b) Cultural Events c) Research Peer Review & Interconnections**