

Liberal & Civic Studies Program
Core Designation Proposal
L&CS 123
Global Perspectives

1. Name of Proposer: Linda Saulsby, Director
2. Email address: lsaulsby@stmarys-ca.edu
3. Department/Program of Proposer: Liberal & Civic Studies Program
4. Name of Department/Program housing the course: Liberal & Civic Studies Program
5. Name(s) of Program Director/Department Chair (if not the proposer): Same
6. Course Acronym, Number and Title: Modern Global Issues – L&CS 123
7. Semester(s) in which course will be offered: Fall 2013
8. How often is this course taught? Fall and Spring, one section each semester
9. Course Prerequisites (if any): L&CS 121 or permission of instructor
10. Unit Value of Course: 1.0
11. Proper Audience for the course (delete those that don't apply):
Sophomores Juniors Seniors
12. The Learning Goals for which the course is being submitted:
 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 and multiple theoretical perspectives.
 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 the process of globalization--- issues of dependence and interdependence, social justice, economic, environmental, political, social and cultural paradigms.

Global Perspective Learning Outcome #1

Students will

1. Analyze the process of globalization by using different theoretical perspectives and debates on a broad range of issues (including issues of dependence and interdependence).

Learning Outcomes: Teaching

1. Ask students to analyze the process of globalization by using different theoretical perspectives.

Throughout the course, students are exposed to different theoretical perspectives that challenge them to analyze the processes of globalization. *The Globalization Reader* introduces several theoretical frameworks at the outset, such as World-Systems Theory, Neorealism/Neoliberal Institutionalism, World Polity Theory, and World Cultures Theory that students use to evaluate different topics/issues of globalization. Additionally, students are exposed to feminist and Marxist theories that analyze the processes and impact of globalization on different peoples and populations from non-U.S. and non-Western European viewpoint. In discussions, weekly news responses, midterm, and final paper, students are required to analyze current events and issues raised in the texts using the different theoretical frameworks presented in class.

2. Ask students to demonstrate understanding of the debates on a broad range of issues relevant to globalization.

The texts introduce students to various important issues relevant to globalization, such as American international corporations, the role of INGOs, poverty, environmental concerns, challenges to the nation-state, women's status, religion, the role of the media, transnational social movements, and resistance to globalization.

In their weekly news responses, students must find an article from a reputable news source about some issue or event pertaining to processes of globalization and use their readings to come to a greater understanding of the issue by providing analysis that contextualizes the news event.

Both the midterm and final exam papers require students to use the texts to analyze and evaluate a current issue of globalization. For example, a student wrote a paper on the role of the UN in addressing climate change, and using various theoretical perspectives, she analyzed the challenges to autonomous nation-states and the interdependency required to address this international issue. Other topics included the global recession, sex trafficking, the rise of fundamentalism around the globe, or the role of technology in democratic movements.

3. Ask students to demonstrate understanding of issues of dependence and interdependence in globalization.

In assigned texts, students read different theoretical perspectives that expose them to the issues of dependence and interdependence. The challenges to the nation-state, the increasing role of international non-governmental organizations, the democratization of information through technology, international cooperation, increasing mobility, war, local and world economies, religion, women's rights, the environment, among other topics require students to question assumptions of the Core-Periphery model and examine how solutions may require greater interdependence. Students examine the questions of (1) How did/does the process of globalization create dependencies and inequalities? (2) What is the connection between the global and the local in addressing such inequity? (3) If globalization is inevitable, how can some of the injustices be mitigated? (4) Does greater interdependence address some of the injustices and what are the challenges to such interdependence? Students confront issues of

what it means to be a global citizen, questioning their own responsibilities to address such issues.

Learning Outcomes: Learning

1. Ask students to analyze the process of globalization by using different theoretical perspectives.

Throughout the course, students discuss different theoretical perspectives that challenge them to analyze the processes of globalization. The Globalization Reader introduces several theoretical frameworks at the outset, such as World-Systems Theory, Neorealism/Neoliberal Institutionalism, World Polity Theory, and World Cultures Theory that students use to evaluate different topics/issues of globalization. Additionally, students gain an understanding of feminist and Marxist theories that analyze the processes and impact of globalization on different peoples and populations. In discussions, weekly news responses, midterm, and final paper, students analyze current events and issues raised in the texts using the different theoretical frameworks presented in class.

2. Ask students to demonstrate understanding of the debates on a broad range of issues relevant to globalization.

Students demonstrate an understanding of a broad range of issues relevant to globalization through daily discussion of the texts which examine various issues, such as American international corporations, the role of INGOs, poverty, environmental concerns, challenges to the nation-state, women's status, religion, the role of the media, transnational social movements, and resistance to globalization.

In their weekly news responses, students analyze an article from a news source about some issue or event pertaining to processes of globalization and use their readings to come to a greater understanding of the issue by providing analysis that contextualizes the news event. Using the "WHAT, SO WHAT, NOW WHAT" formula, students explain the event, analyze its significance, and propose potential solutions.

In their midterm and final exam papers, students use the texts to analyze and evaluate a current issue of globalization. For example, a student wrote a paper on the role of the UN in addressing climate change, and using various theoretical perspectives, she analyzed the challenges to autonomous nation-states and the interdependency required to address this international issue. Other topics included the global recession, sex trafficking, the rise of fundamentalism around the globe, or the role of technology in democratic movements.

3. Ask students to demonstrate understanding of issues of dependence and interdependence in globalization.

In discussions, students demonstrate an understanding of issues of dependence and interdependence by engaging in various issues raised in the texts. The challenges to the nation-state, the increasing role of international non-governmental organizations, the democratization of information through technology, international cooperation, increasing mobility, war, local and world economies, religion, women's rights, the environment, among other topics require students to question assumptions of the Core-Periphery model and examine how solutions may require greater interdependence. Students examine the questions of (1) How did/does the process of globalization create dependencies and

inequalities? (2) What is the connection between the global and the local in addressing such inequity? (3) If globalization is inevitable, how can some of the injustices be mitigated? (4) Does greater interdependence address some of the injustices and what are the challenges to such interdependence? Students confront issues of what it means to be a global citizen, questioning their own responsibilities to address such issues. For example, in the reader, there is a section of 6 articles with various empirical and theoretical perspectives on political globalization and the demise of the nation state. They then read another series of five articles on different social and political movements that are attempting to reorganize the world.

The issue of dependence and interdependence is woven throughout the course as students confront the processes of globalization. In weeks they are reading texts that directly cover interdependence/dependence, students write about it in their weekly news responses. It also becomes an issue for their final project presentation, as they must present some “solutions” to the global problem they study, as a single nation cannot solve the problem on their own, students evaluate the role, power, and responsibilities of the global community.

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

Class meetings:

Classroom:

Instructor:

Office:

Office Hours:

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?
- 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.
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.
7. Students will be able to demonstrate understanding of the process of globalization---issues of dependence and interdependence, social justice, economic, environmental, political, social and cultural paradigms.

Curriculum — required readings

- *The Globalization Reader* (4th ed.), F. Lechner & J. Boli (eds.)
- *Lipstick Jihad: A Memoir of Growing up Iranian in America, and American in Iran* Azadeh Moaveni
- *The Post-American World: Release 2.0* by Fareed Zakaria

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.

Writing Requirements

- **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.
- **News responses (10%):** Each week you will submit 2 typed responses, one page in length (250 words), to two current news items (include web link). 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. **Hand in your news responses each Tuesday.**

Grade Breakdown: Participation (25%); Midterm (25%); Research paper (25%), Presentation (15%), News responses (10%) = 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 extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements, for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 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/sds>

The Center for Writing Across the Curriculum (Dante 202) provides drop-in service as well as appointments where students receive help from peers who have been trained to listen, ask questions, and give constructive feedback on papers from across academic disciplines. Tutors aim to help students write their essays, not to write essays for them. The writer, not the tutor, remains responsible for the completed essay. The Center is open to all Saint Mary's College students, whether they are having difficulty with their writing or just want to get a second opinion. It's a good idea to visit the Writing Center early before you feel overwhelmed with your class load.

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.**

Assignment Schedule

Tu 8/28	Introductions: each other, the syllabus and the texts. Definitions: globalization <u>Reader</u> , General Introduction
Th 8/30	<u>Reader: Debating Globalization</u> Introduction The Hidden Promise, Micklethwait and Wooldridge How to Judge Globalism, Sen
Tu 9/4	Globalisation: Nine These on Our Epoch, Robinson Jihad vs. McWorld, Barber The Clash of Civilizations?, Huntington
Th 9/6	<u>Reader: Global Environmentalism</u> 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

- Tu 9/11 Reader: Alternative Globalization and the Global Justice Movement
Introduction
Counterhegemonic Globalization, Evans
The Global South, Bello
Counter-Capitalism: Globalisation's Children Strike Back, Harding
- Th 9/13 Reader: Experiencing Globalization
Introduction
How Sushi Went Global, Bestor
McDonald's in Hong Kong, Watson
The Transnational Villagers, Levitt
- Tu 9/18 Moaveni, Lipstick Jihad, introduction & chapters 1-2
- Th 9/20 Moaveni, Lipstick Jihad, chapters 3-4
- Tu 9/25 Moaveni, Lipstick Jihad, chapters 5-7
- Th 9/27 Moaveni, Lipstick Jihad, chapters 8-9
- Tu 10/2 Zakaria, The Post-American World, chapter 1
- Th 10/4 Zakaria, The Post-American World, chapter 2
- Tu 10/9 Zakaria, The Post-American World, chapters 3-4
- Th 10/11 Zakaria, The Post-American World, chapter 5
- Tu 10/16 Midterm exam (Midterm exam period: October 11-17)
- Th 10/18 Midterm Holiday
- Tu 10/23 Zakaria, The Post-American World, chapter 6
- Th 10/25 Zakaria, The Post-American World, chapter 7
- Tu 10/30 Reader: Experiencing Globalization
The Great Game and the Informal Empire, Goldblatt
Is Baseball a Global Sport?, Kelly
Strategic Inauthenticity, Taylor
- Th 11/1 Reader: Globalization and the World Economy
Introduction
China Makes, the World Takes, Fallows
Commodity Chains and Marketing Strategies, Korzeniewicz
Grounded, Milanovic
The Twin Excesses, Bardhan

Globalism's Discontents, Stiglitz

- Tu 11/6 Reader: Globalization and Media
Introduction
Cultural Imperialism, Tomlinson
Hybridity and the Rise of Korean Popular Culture in Asia, Shim
Watching Big Brother at Work, Roscoe
Bollywood versus Hollywood, Battle of the Dream Factories, Tyrrell
Why Hollywood Rules the World, and Whether We Should Care, Cowen
- Th 11/8 Reader: Globalization and Religion
Introduction
Bin Laden and Other Thoroughly Modern Muslims, Kurzman
Globalized Islam: The Search for a New Ummah, Roy
The Christian Revolution, Jenkins
- Tu 11/13 American Evangelicals, Yates
Globalizing Catholicism and the Return to a "Universal" Church, Casanova
Religious Rejections of Globalization, Lechner
- Th 11/15 Reader: Globalization, INGOs, and Civil Society
Introduction
The International Women's Movement, Berkovitch
The Evolution of Debates over Female Genital Cutting, Boyle
World Culture in the World Polity, Boli & Thomas
- Tu 11/20 Closing the Corruption Casino, Eigen
The Backlash against NGOs, Bond
How Global is Global Civil Society?, Chandhoke
Global Governance and the Role of NGOs, Oudraat and Haufler

Thanksgiving Recess: November 21-25

- Tu 11/27 Reader: Globalization and the Nation-State
Introduction
The Declining Authority of States, Strange
Global Organized Crime, Mittelman
Has Globalization Gone Too Far?, Rodrik
+ Student Presentations (10 minutes for each presentation)
- Th 11/29 Reader: Globalization and the Nation-State & Global Governance
Welfare Spending in an Era of Globalization, Glenn
World Culture and the Future of Schooling, Baker and LeTendre
The International Monetary Fund, Vreeland
The Future of the Multilateral Trade System, Capling and Higgott
+ Student Presentations (10 minutes for each presentation)

Tu 12/4

Reader: Global Governance

A New World Order, Slaughter

ISO and the Infrastructure for a Global Market, Murphy and Yates

Global Health Governance: A Conceptual Review, Dodgson, et al.

The Bill & Melinda Gates Foundation, McCoy, et al.

+ Student Presentations (10 minutes for each presentation)

Th 12/6

Reader: Alternative Globalization and the Global Justice Movement

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 (10 minutes for each presentation)

Final Exam Period December 10-13

Due: a) research paper & b) cultural events