



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department CGVTPOLGLB
Prefix SGS Number 325 Title Globalization and Economic Justice Units: 3

Is this a cross-listed course? Yes If yes, please identify course(s) JUS 325

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials DS (Required)

Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Richard Herrera E-mail Richard.Herrera@asu.edu Phone (480) 965-1331

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Daniel Schugurensky Date: 7/9/15

Chair/Director (Signature): Daniel Schugurensky

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus

Course Prefix	Number	Title	Designation
JUS	325	Globalization and Socio-economic Justice	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus Page 1  The course analyzes social forces, institutions, and actors that transcend national boundaries: colonialism; trade; finance; labor; migration; and activism, and explores consequences for the world's poor in terms of poverty & inequality.	Syllabus Page 5-6  Colonialism - Week 4; Global Human Rights - Week 5; Global economic liberalism - Week 6; Global Inequality - Week 7; Global finance - Week 8; National debt - Week 9; Global labor - Week 10; International migration - Week 11; Global markets and agriculture - Week 12; Global environmental issues - Week 13; Week 14 - Global trade; Global New Deal - Week 15; Global social movements - Week 16
The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus Page 1  Every issues is examined for its salience and relevance in the non-U.S. context	Syllabus Page 5-6  Week 4 - Africa; Week 5 - Europe; Week 6 - Chile; Week 7 - Less Developed Countries; Week 8 - East Asia and Global; Week 9 - Zambia and Mexico; Week 10 - Europe, the U.S., and Honduras; Week 11 - Mexico; Week 12 - Cuba and Latin America; Week 13 - Brazil, Ecuador, and Mexico; Week 14 - Less Developed Countries; Week 15 - Europe and the U.S.


July 9, 2015

RE: General Studies – Global Awareness Designation for SGS/JUS 325 Cross-Listing

To Whom It May Concern,

This letter is to provide support for cross-listed course, SGS/JUS 325, to be awarded the General Studies Global Awareness Designation. I agree to ensure that all faculty teaching the course will teach it in a manner that meets the criteria for that designation.

Thank you for your consideration. If you have any further questions please feel free to contact me at the number listed below.

Sincerely,



Cameron Thies, Director  
School of Politics and Global Studies  
Arizona State University

July 9, 2015

To: Lisa Hutchins, Program Coordinator  
School of Politics and Global Studies

From: Daniel Schugurensky, Unit Head  
Justice and Social Inquiry, School of Social Transformation

Re: Cross-listing course SGS/JUS 325 Globalization and Socio-Economic Justice

Dear Lisa,

This is to confirm that the Justice and Social Inquiry Program supports to continue to cross-list the course SGS/JUS 325 Globalization and Socio-Economic Justice with the School of Politics and Global Studies and the designation of this course as General Studies. We look forward to continuing and furthering the collaboration among our units.

Please let me know if you need any further information from me.

Best regards,



Daniel Schugurensky, Unit Head  
Justice and Social Inquiry, School of Social Transformation  
Arizona State University

**Course number: JUS/SGS 325 (79432/91296)**

**Fall 2015**

**Globalization and Socioeconomic Justice**  
**Meets: Tuesday and Thursday 9:00-10:15 a.m.**  
**Location: Farmer Education Building (EDBL) 1-23**  
**[Syllabus Subject to Revision]**

**This course fulfills G and SB Gen Ed requirements; an Undergraduate Certificate in Human Rights elective; and honors credit (by petition)**

Professor: LaDawn Haglund  
E-mail: ladawn.haglund@asu.edu  
Office Location: Wilson Hall Room 265; Phone number: 480-965-7083  
Office Hours: Tuesday and Thursday, 10:30 a.m. to 12:00 p.m.

*The principal goal of education is to create people who are capable of doing new things, not simply repeating what other generations have done. - Jean Piaget*

**I. Course description:**

This course addresses several major topics concerning globalization – a trend producing increasing interconnectedness of economies and societies, as well as creating new conflicts and divisions. It is designed to give students a greater understanding of global forces, as well as help them grasp the effect of these forces on economic justice and human rights. Topics include but are not limited to: problems of defining globalization; the history of global connectedness; corporate globalization; the role of international institutions in economic governance; poverty & inequality; unequal trade among nations; global finance; the changing nature of work; migration; agriculture and the environment; democracy and the media; and activism on a global scale.

The course will begin with an examination of the concept of economic globalization, entertaining several divergent perspectives on its causes and consequences. We will then explore the history of globalization, with an emphasis on the historical underpinnings of global inequality. Next, we will take a more in-depth sociological look at several topical areas affected by global forces – money (debt and finance), labor (work and migration), and land (agriculture and environment) – paying special attention to structures and power relations that shape actors' economic choices in these realms. We will also examine emerging political spaces in the global sphere, in which social movements can engage with, contest, or transform the forces of globalization.

This course will provide students with the tools and capacity to explain, analyze, and critique the economic trends occurring in nations around the globe, as well as how they affect the ability of states and societies to take care of their individual members and social groups. It will help students to grasp why inequality and poverty exist, and what their ramifications are for sustainability, peace, and social justice on a global scale. This knowledge will prepare students for work with international governmental or non-governmental organizations, social movement organizations, or other institutions with an international focus.



## II. Course requirements and grading policy:

Many issues will be covered during the semester, and the workload will be fairly demanding. Both attendance and participation are vital to the success of the class and to your grade. Lectures will diverge from assigned readings, so **it is imperative that you attend all lectures**. If you are unable to attend class on a particular day or turn in an assignment on time, please let me know as soon as possible. **Do not assume late work will be accepted** until you clear it with me.

### **Your grade will be based on the following:**

Attendance, class participation: 15%

Quizzes: 15%

Memos: 30%

Term paper and final presentation: 40%

*Attendance and class participation:* This course is organized primarily around class discussion of, and assessments based on, assigned readings and video materials. Please note that **readings are not optional!** Students are expected to read assigned materials carefully and thoughtfully *prior* to the lecture for which they are due. Students may also be asked to watch 1-2 films outside of class if necessary (on reserve at Hayden). They are required to participate meaningfully in class discussions by contributing relevant information, addressing controversial issues, and raising probing questions based on readings and films. Attendance will be tracked and grades lowered for excessive absences (defined as **more than four absences for any reason**).

*Study advice:* It is imperative that you take notes on the readings and films to help you prepare for discussions, quizzes, memos, and your final paper. In particular:

1. note the main points of each source, and if there is more than one source, consider how they are related (with one main point from each work as an example);
2. consider what is new to you about the topics discussed and how (if at all) they have changed your conception of globalization or economic justice; and
3. develop an understanding of how the week's readings, films, and lecture material apply to current events

I want you to *engage* the readings, so you should have questions ready each week regarding how they relate to modern life and/or current events. Starting Week 7, you should be able, if called upon, to cite *at least one news article relevant to the week's readings from an alternative media source* (see below, "supplemental materials"). Take note of the article's title, source, and date.

*Quizzes:* I reserve the right at any time, without warning, to give a quiz. If you stay caught up on readings and assignments, you should have no trouble with pop quizzes. There will be **two scheduled quizzes**; use your notes to prepare for these. There will be **no make-up quizzes** unless you have a **documented and dire** emergency that precludes you from taking the original.

*Memos:* Memos of 4-6 pages (typed, double-spaced, 12-pt. font, one inch margins) will be required for two (2) topical areas of the course ("Globalization and Money" and "Labor as a Commodity"). Each Memo will constitute 15% of your grade. Memos should incorporate:

- 1) An analysis of the group of readings on each theme in light of the following questions:
  - What is the current situation?
  - What are the consequences for economic justice of the current situation?
  - What are some ways for overcoming the injustices caused by this situation?

- 2) A concise summary of main arguments of at least three key readings (not short articles)
- 3) Your *scholarly* (not personal) reactions to or reflections on the readings (noting the strongest points of each reading before critiquing it)

I encourage you to have discussions with your classmates, but *your memo must be your own work, and in your own words*. Memos **must be submitted to SafeAssignment Friday of the week due by 5:00 p.m.**

*Term paper:* You will be required to complete an 8-10 page research paper (typed, double-spaced, 12-pt. font, one inch margins) on a topic related to global economic justice. This paper will be *due the day finals are scheduled*. There are **two mandatory, short “preparatory” assignments** that will form the foundation for the paper. I will provide more guidelines as the semester progresses.

*Presentation:* At the end of the semester, students in groups of 3-5 will give short presentations on what they discovered while writing their term papers. This assignment will provide an opportunity for students to develop and practice presentation skills, as well as strategies for group coordination/cooperation. You will be expected to meet with your team **at least twice** before your presentation, **first** to decide on what each student will present and **later** to practice your presentation to make sure it flows well, is concise, and doesn't exceed allotted time.

### **III. Required texts (you may be able to buy used – and thus cheaper – on Amazon.com):**

- Felice, William F. 2010. *The Global New Deal: Economic and Social Human Rights in World Politics*. SECOND EDITION. Rowman & Littlefield. (ISBN: 978-0-7425-6727-6) **[Do not get the 1<sup>st</sup> Edition]**
- Heymann, Jody and Alison Earle. 2009. *Raising the Global Floor: Dismantling the Myth That We Can't Afford Good Working Conditions for Everyone*. Stanford University Press.
- Rodrik, Dani. 2012. *The Globalization Paradox: Democracy and the Future of the World Economy*. W. W. Norton & Company. (ISBN 978-0-393-34128-7)

### **IV. Optional texts that may be of interest**

- John Cavanagh and Jerry Mander. 2004. *Alternatives to Economic Globalization: A Better World Is Possible*. San Francisco: Berrett-Koehler Publishers, Inc.
- Chang, Ha-Joon and Ilene Grabel. 2014. *Reclaiming Development: An Alternative Economic Policy Manual*, Second Edition. (ISBN-13: 978-1780325590)

### **V. Supplementary materials**

- Articles for the course will be posted on Blackboard (preceded by “BB” on the syllabus)
- You will be asked to watch some films outside class. They will be on reserve at Hayden.
- You should check “alternative” (i.e., non-mainstream) sources of news regularly for items that relate to course readings. Some good examples of such sources include:
  - <http://therealnews.com/t2/>
  - <http://www.alternet.org>
  - <http://www.commondreams.org>
  - <http://truth-out.org/>
  - <http://www.leftbusinessobserver.com>
  - <http://www.oneworld.net>
  - <http://www.opendemocracy.net>

## **VI. Miscellaneous course information:**

*Obvious courtesies:*

- Arrive on time
- Turn off your cell phone
- Do not engage in e-communication during class
- Let me know in advance if you must leave early

*ASU e-mail and Blackboard:* You will need to be sure that your e-mail is working in order to keep up with course information disseminated by e-mail. If your e-mail account rejects my messages, it is not my problem. If you send me something and I do not respond within 48 hours, you should assume that I did not receive it. If it is an assignment, I suggest you bring a hard copy and put it into my mailbox instead of relying on e-mail, to ensure that you receive credit. We will be using Blackboard extensively, so please familiarize yourself with this interface if you have not done so already. It can be reached through MyASU.

*Incompletes:* “A mark of ‘I’ (incomplete) is given by the instructor only when a student who is otherwise doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control” (from the ASU General Catalog).

*Academic integrity:* Students must be aware that cheating or plagiarism will be dealt with severely. This includes failing to cite sources that you use for your work, representing others’ work as your own, allowing others to represent your work as theirs, falsifying records, and inappropriate collaboration. If you have doubts about what constitutes academic dishonesty, ask me. Justice and Social Inquiry adheres to university policies regarding academic integrity, which you are encouraged to read and take *very* seriously:

<http://provost.asu.edu/academicintegrity/policy>

*Maturity and respect:* Because discourse is an integral part of university life, I want to ensure that the classroom and online environment are safe places for frank and open discussion. Although the readings and topics we cover may be controversial, and we may have different viewpoints, I expect all of us to treat one another with respect and create an atmosphere conducive to discussion. If you feel a classmate has created a threatening or uncomfortable atmosphere, please speak to me about it immediately.

*Writing assistance:* A Writing Mentorship Program is also available through Justice and Social Inquiry in Wilson Hall 327. The ASU Writing Center is also available to all enrolled students to help them improve their writing skills through online and in-person tutoring:

<http://studentsuccess.asu.edu/home/writingcenters>. The Writing Center website also contains handouts and services that can help you write better papers. You are strongly encouraged to use this service for your final paper, especially if you receive feedback on your memos regarding the need to improve your writing.

*Disability Services:* If you have a learning disability, need disability accommodations in this class, or have other particular needs, please let me know as soon as possible. All information regarding disability is confidential.

*Emergency or illness:* If you are unable to complete assignments or attend class due to a family emergency or serious illness, please contact the University Advocate, 480-965-6547, who can send me and your other professors a letter to verify your absences and/or inability to meet a deadline. The University Advocate constitutes a resource for student emergencies and will assist students in negotiating university policy across units and campuses.

## **COURSE OUTLINE**

### **WEEK 1: Overview and introduction to the course**

**August 20**

### **WEEK 2: “Globalization” and related economic concepts**

**August 25-27**

### **WEEK 3**

**September 1-3: Theories of market liberalism**

### **WEEK 4: Theory meets reality: The roots of global economic injustice**

**September 8-10: Colonialism and Imperialism**

### **WEEK 5: The postwar period and emergence of human rights**

**September 15-17: Bretton Woods Institutions and the UN**

### **WEEK 6: Market liberalism goes global**

**September 22-24: The Washington Consensus**

### **WEEK 7: Enduring economic injustice**

**September 29-October 1: Global structural realities and inequality**

### **WEEK 8-9: Global markets and money**

**October 6-8: Finance and investment liberalization**

**October 13 [Fall Break – NO CLASS]**

**October 15: Debt and structural adjustment policies**

### **WEEK 10-11: Global markets and labor**

**October 20-22: Globalization and work**

**October 27-29: Migration and economic justice**

### **WEEK 12-13: Global markets and land**

**November 3-5: Trade, agriculture, and food security**

**November 10-12: Global capitalism and the environment**

**WEEK 14: Debating “free” trade**

November 17-19

**WEEK 15: US vs. Europe vs. Global New Deal**

November 24

November 26: NO CLASS - Happy Thanksgiving!

**WEEK 16:**

December 1-3: Another world?

**DECEMBER 10 IS INTERNATIONAL HUMAN RIGHTS DAY!**

**DECEMBER 10 (Thursday) FINAL EXAM SCHEDULED** – Paper due by noon in hard copy to my office, and submitted to Safe Assignment by 2:00 p.m.

## SGS 325 - Globalization and Socio-Economic Justice

Course Detail		
<b>Units:</b>	3 units	
<b>Grading Basis</b>	Student Option	
<b>Course Components</b>	Lecture	Required

Enrollment Information	
<b>Enrollment Requirement</b>	Pre-requisites: ENG 102, 105 or 108 with C or better; Minimum 24 hours; Minimum 2.00 GPA. Credit is allowed for only JUS 325 or SGS 325
<b>Requirement Designation</b>	Satisfies General Studies - SB & G

Description
Addresses a trend producing increasing interconnectedness of economies and societies, as well as creating new conflicts and divisions. Provides greater understanding of global forces, as well as the effect of these forces on global economic justice.

# **The Globalization Paradox: Democracy and the Future of the World Economy**

By Dani Rodrik

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# The Global New Deal: Economic and Social Human Rights in World Politics / **Edition 2**

By William F. Felice

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Chapter 2: International Political Economy and Economic and Social Human Rights

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Chapter 4: The Environment and Economic and Social Human Rights

Chapter 5: Race and Economic and Social Human Rights

Chapter 6: Gender and Economic and Social Human Rights

Chapter 7: Military Spending and Economic and Social Human Rights

Chapter 8: The United States and Economic and Social Human Rights: A Contrast with Europe

Chapter 9: The Global New Deal



# Raising the Global Floor: Dismantling the Myth That We Can't Afford Good Working Conditions for Everyone

By [Jody Heymann](#), [Alison Earle](#)

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