



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit CLAS Department Politics and Global Studies
Subject POS Number 367 Title World Politics and Global Inequality Units: 3
Is this a cross-listed course? (Choose one)
If yes, please identify course(s) _____
Is this a shared course? (choose one) If so, list all academic units offering this course _____
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 the General Studies Program Office at (480) 965-0739.

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, Fine Arts and Design core courses \(HU\)](#)
- [Social and Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- ☐ Signed General Studies Program Course Proposal Cover Form
- ☐ Criteria Checklist for the area
- ☐ Course Syllabus
- ☐ Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Cameron Thies Date: 1/24/14
Chair/Director (Signature): 1-24

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.

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	See syllabus, News Blast Assignment for which students must present a contemporary news item pertaining to the substance of the course.
		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. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<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 type="checkbox"/>	<input checked="" 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."	See Course outline in syllabus. Areas of focus on global inequality are all outside of the United States. The dynamics of inequality is examined in-depth specifically as it results from global processes, in several non-industrialized countries.

Course Prefix	Number	Title	Designation
			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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: 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.
2d.	The course examines specific cases of inequality and the social, political, and cultural impacts in various non- Western, non-U.S. countries.	Week 4 and 5: Examines the impact of colonialism and post World War II development projects on the economics and political culture of the global south.
2d.	" " " "	Week 8: Examines the impact of multinational corporations and debt on the countries of Antigua and Jamaica, against the background of their colonial histories.
2d.	" " " "	Week 11 and 12: Examines low wages industrialization, specifically the global garment industry and its impact in Vietnam and Bangladesh among other countries. Also examines issue of corporation responsibility, Shell Oil in Nigeria.

POS367 WORLD POLITICS AND GLOBAL INEQUALITY

Professor: R. L. Doty
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COURSE DESCRIPTION

This course introduces students to the topic of global inequality and the numerous challenges that arise from it. The specific subjects we will examine include; perspectives and theories pertaining to development in the global south, the historical background to the political and economic relations between the wealthy countries of the world and the poorer countries, and policies and strategies designed to promote development and alleviate poverty. We will study specific cases which illustrate contemporary relations of inequality and the economic, social, and political cultural impacts they have in various non-western countries. These issues include neoliberal development strategies, trade between rich industrialized countries and countries of the global south, debt, sweatshop labor, corporate responsibility, and the tension between globalization and the movement of people across sovereign national borders.

BOOKS AND OTHER REQUIRED READINGS

- 1) *Challenging Global Inequality-Development Theory and Practice in the 21st Century* by Alastair Greig, David Hulme, and Mark Turner. Palgrave 2007.
- 2) *Promises Not Kept - Poverty and the Betrayal of Third World Development*, by John Isbister, Kumarian Press, 2006, 7th edition.
- 3) *A Small Place* by Jamaica Kincaid, Farrar, Straus and Giroux, 1988
- 4) Posted readings on Learning Studios under "course documents."
- 5) Occasional Handouts and articles available on the Internet.

GRADES:

- | | | |
|---|---|------------|
| 1) 2 Exams worth 100 points each | = | 200 points |
| 2) News Blasts | = | 10 points |
| 3) 3 minute writing assignments | = | 10 points |
| 4) 4 quizzes worth 5 points each | = | 20 points |
| 5) Participation | = | 10 points |
| 6) Research Paper - | = | 50 points |
| 7) Research Paper Presentation | = | 10 points |
| TOTAL POSSIBLE POINTS = 310 POINTS | | |

ATTENDANCE POLICY: ATTENDANCE WILL BE TAKEN. A TOTAL OF 3 ABSENCES WILL BE PERMITTED. 2 POINTS WILL BE DEDUCTED FROM YOUR FINAL POINTS FOR EACH ABSENCE IN EXCESS OF 3.

POINTS-LETTER BREAKDOWN:

- | | | |
|----|---|---------|
| A+ | = | 300-310 |
| A | = | 287-299 |
| A- | = | 279-286 |
| B+ | = | 269-278 |
| B | = | 256-268 |

B- = 248-255

C+ = 238-247

C = 217-237

D = 186-216

QUIZZES: All quizzes will be taken on-line and consist of 5 multiple choice or true/false questions.

EXAMS: The format of the exams is as follows; Part I – Consists of multiple choice and true/false questions. This portion of the exam is to be taken on-line. Part II- Consists of short answer identifications and/or an essay. These last two parts will be taken in class.

NEWS BLASTS: The purpose of this assignment is to encourage students to follow news items that are related to the subject matter of this class and thus develop an awareness of the contemporary relevance of issues covered. With this in mind, each student is required to give a “newsblast” one time during the semester. By the end of the second week of class you will receive an assignment sheet that lists your name and the date on which you are to give a newsblast. For this assignment you must do two things;

1. Select a news item and write a short paragraph summarizing the story, its significance for global inequality, and how it relates to the course. Be as specific as possible. Raise at least one question for class discussion.

2. Present your news blast and question to the class. This should take no more than 5 minutes.

Your story selection should pertain to some issue that is relevant to global inequality. This can be something covered specifically in class or an issue not listed in the syllabus but that is pertinent to global inequality. Ideally you should try to find news on an item we have discussed recently in class, but this will not always be possible. You will receive 10 points for your participation in the news blasts. This will be based upon how well your story relates to the course material, your presentation, and the appropriateness of the question raised for discussion.

3 MINUTE WRITING ASSIGNMENTS: Periodically I will ask you to write for 3 minutes, in class, on a topic related to that week’s subject matter.

PARTICIPATION: You should come to class having completed on the readings and should be prepared to ask questions and engage in discussion of the material.

RESEARCH PAPERS AND PRESENTATIONS

Written Papers: (45 Points) The length of the paper should be from 10-12 typed and double-spaced pages. It is expected that the paper will be clearly written, well organized, and free of grammatical and spelling errors. It should contain the following information.

- 1) Background: Provide a detailed discussion of the issue you have chosen. This should include sufficient historical background information on how the issue became important and what if any action has been taken. Why is this important issue? What are the different views on this issue? Who are the parties involved?
- 2) Choose a specific focus within the issue you have been assigned to research. For example, if your issue is debt relief, you will need to make your paper more specific by selecting a particular country or region to research.
- 3) How is this issue related to the overall substance of this course? What perspectives that we have examined are relevant? What studies already exist on this issue? What conclusions, if any, have been reached? Which perspective do you think is the most helpful in understanding the full ramifications of this issue?

- 4) What solutions/courses of action should be taken? Why? What other courses of action might be considered? Why have you chosen one over the other? Explain.

Brief Proposal of Your Project: (5 Points) This consists of one to two paragraphs telling me what topic you plan to research and its significance to the issue of global inequality. We will spend some class time presenting the proposals. **Due Monday of Week 8.**

Presentations: (10 Points) You will have 15 minutes for the presentation. Your presentation should cover the main points that are relevant to your issue and should pose at least one question for the audience to consider. Be prepared to answer questions from the audience. You must provide to myself and each class member a brief outline of your presentation.

***Attendance is mandatory for everyone even if you are not presenting.** If you miss a presentation you will lose points beyond those noted in the attendance policy above. Audience members should be prepared to pose questions.

Potential Sources: These are just a few suggestions. There are numerous other sources you will use for your research paper.

Center for Global Development <http://www.cgdev.org/>

Carnegie Endowment for International Peace <http://www.carnegieendowment.org/>

World Bank <http://www.worldbank.org>

Human Development Report, <http://hdr.undp.org/en/>

International Monetary Fund <http://www.imf.org>

Global Issues, <http://globalissues.org>

Third World Network, <http://www.twinside.org.sg>

Cato Institute <http://www.cato.org>

The Carter Center, <http://www.cartercenter.org>

Third World Traveler, <http://thirdworldtraveler.com>

ProCon.org, <http://www.ProCon.org>

IPS Inter Press Service News Agency www.ipsnews.net

ACADEMIC INTEGRITY

Penalties for cheating range from failing the assignment to course failure to letters on your permanent record to expulsion. ASU's academic integrity policy is available at

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

DISABILITY ACCOMMODATIONS

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

TENTATIVE COURSE OUTLINE (*minor revisions may be made throughout the semester)

Week 1: Introduction

Week 2:

I. Global Inequality

A. The Nature of Poverty and Inequality

B. The "Third World"

Readings: Isbister, Chaps. 1 and 2;

Greig, et. al. Chaps. 1 and 2.

***Gini Index of Inequality* (course documents)**

Week 3:

II. Defining and Measuring Development

Readings: Greig, et. al. Chap. 3; Isbister Chap. 6. pp. 147-157

The Human Development Report Summary 2013

Week 4:

III. Roots of the Development Project

A. Progress and Modernity

B. Colonialism and Empire(s)

C. Post World War II and the Third World

Readings: Greig, et. al. Chap. 4;

Isbister, Chap. 4

QUIZ #1

Weeks 5 and 6:

IV. Post World War II Development Project: Economics and Political Culture

A. Modernization Theory

B. The Cold War and Economic Development

C. Intervention in Third World Countries

Readings: Greig, et. al. Chap. 5;

Isbister, Chap. 3;

D. Imperialism and Development

E. Dependency Theory and World-Systems Theory

Readings: Greig, et. al continue Chap. 5 and Isbister Chap. 3 and reread Chap. 4.

"Curse of the Black Gold," Tom O'Neil *National Geographic*, 2007

"The Modernization of Underdevelopment: El Salvador 1858-1931." *Journal of Developing Areas*, Vol. 18, April 1984, pp. 293-316.

Week 7:

***QUIZ #2 - MONDAY**

-WEDNESDAY REVIEW FOR EXAM #1

- FRIDAY EXAM #1

Week 8:

VI. Neoliberalism, and Development

Readings: Greig, et. al. Chapter 6. And Isbister, Chap. 6, pp. 175-188.

VII. Development Strategies

A. Import Substitution

B. Foreign Capital and Multinational Corporations

- C. Foreign Aid
- D. Nationalization
- E. The New International Economic Order
- F. Debt

Cases:

A Small Place (read the entire book) (Antigua)

Film: "Life and Debt" (86 minutes, Weds. and Fri.) (Jamaica)

Week 9

VIII. The Millennium Development Challenge

Readings: Greig, Chapter. 7

Week 10:

IX. Human Rights and Development

Readings: "The Third World and the Right to Development: Agenda for the Next Millennium." N. J. Udombana, *Human Rights Quarterly*, vol. 22, 2000

Week 11 and Week 12:

B. Globalization and Inequality

Readings: Greig, Chap 8

C. Labor

Readings:

* "Worker Rights and Low Wage Industrialization: How to Avoid Sweatshops," Denis Arnold and Laura Hartman, *Human Rights Quarterly*, Vol. 28, (2006)

* Michael Clancy, "Sweating the Swoosh: Nike, The Globalization of Sneakers, and the Question of Sweatshop Labor," Parts A & B)

* Case studies of the global garment industry and its impact in various countries including Vietnam and Bangladesh.

**"An Inquiry into the Rapid Growth of the Garment Industry in Bangladesh," Khondoker Abdul Mottaled and Tetsuchi Sonobe, *Economic Development and Cultural Change*, Vol. 60, No. 1, October 2011.

*Vietnam in the Global Garment and Textile Value Chain: Impacts on Firms and Workers," Khalid Nadvi, John Thoburn, et. al. *Journal of International Development*, Vol. 16, Issue 1., January 2004, pp.111-123

D. Corporate Responsibility

Readings:

"Multinational Corporations and the Ethics of Global Responsibility: Problems and Possibilities." Mahmood Monshipouri, Claude Welch Jr., Evan Kennedy *Human Rights Quarterly*, vol. 25, (2003) course documents.

"Shell in Nigeria: Corporate Social responsibility and the Ogoni Crisis" Case Study.

*** QUIZ # 3 - Week 12:**

***Film: Trading Democracy**

Week 13

E. The Movement of People

Readings:

- Joseph Nevins, "Dying for a Cup of Coffee? Migrant Deaths in the US-Mexico Border Region in a Neoliberal Age,"

Week 14: 1

X. Social Movements and "Globalization from Below"

Readings: Greig, Chap 9

QUIZ #4

Week 15:

RESEARCH PRESENTATIONS

Week 16: Review for Final Exam. See ASU academic calendar for final exam schedules.