ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 12/11/09

1. ACADEMIC UNIT: Justice and Social Inquiry

2. COURSE PROPOSED: JUS 325 Globalization and Socio-Economic Justice 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Johnny Roldan-Chacon
   Phone: 480-965-7683
   Mail Code: 4902 E-Mail: johnny.roldan-chacon@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry-L
   - Mathematical Studies-MA CS
   - Humanities, Fine Arts and Design-HU
   - Social and Behavioral Sciences-SB
   - Natural Sciences-SQ SG

   Awareness Areas
   - Global Awareness-G
   - Historical Awareness-H
   - Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ____________________

   Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? ________

   [Signature]

   [Name]

   Director, Justice & Social Inquiry

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>![X]</td>
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</table>

**GLOBAL AWARENESS [G]**

1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. Course must be **one or more** of following types (check all which may apply):
   
   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.

   ![ ] ![ ]

   b. Contemporary non-English language courses that have a significant cultural component.

   ![ ] ![ ]

   c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

   ![ ] ![ ]

   d. 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. Most, i.e., more than half, of the material must be devoted to non-U.S.

   ![X] ![ ]

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</th>
<th>Syllabus</th>
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<tbody>
<tr>
<td></td>
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<td>2. Course must be one or more of following types (check all which may apply):</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td>c. Comparative cultural studies in which, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<tr>
<td></td>
<td></td>
<td>d. 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. Most, i.e., more than half, of the material must be devoted to non-U.S.</td>
<td>Syllabus</td>
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Global Awareness [G]
Page 3

Page 3 of 3

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tbody>
<tr>
<td>JUS</td>
<td>325</td>
<td>Globalization &amp; Socio-Economic Justice</td>
<td>G</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-US understanding (criteria 1)</td>
<td>Entire course is about global socio-economic processes</td>
<td>Entire Syllabus</td>
</tr>
<tr>
<td>Specific topical areas that transcend U.S. (criteria 2d)</td>
<td>Each section deals w/ different topical area from a global perspective</td>
<td>Weekly topical areas.</td>
</tr>
<tr>
<td>Criteria (from checksheet)</td>
<td>How course meets spirit (contextualize specific examples in next column)</td>
<td>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</td>
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<tr>
<td>Studies composed of subject matter that addresses or lead to an understanding of the contemporary world outside the U.S.</td>
<td>The course will begin examination of the concept of economic globalization, entertaining, several divergent perspectives on its courses and consequences.</td>
<td>The course will help students gain insight into the economic trends affecting the nations of the globe, and how this alerts the ability to states and societies to take care of their individual members and social groups.</td>
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</tbody>
</table>
| In-depth studies of non-US 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. | This course addresses several major topics concerning globalization—a trend producing, increasing interconnectedness of economies and societies, as well as creating new conflict and divisions | Topics:  
- The Roots of Global Economic Injustice  
- Market Capitalism and the Washington Consensus  
- Enduring Economic Injustice: Global Poverty and Inequality  
- Global structural realities and enduring power dynamics  
- Global markets and money  
- Global Market and labor  
- Global Market and landscape |
Globalization and Socio-Economic Justice
Meets: Tuesday and Thursday 3:00-4:15 p.m.
Location: EDB 208

Professor: LaDawn Haglund
E-mail: ladawn.haglund@asu.edu
Office Location: Wilson Hall Room 303
Phone number: 480-965-7083
Office Hours: Tuesday and Thursday, 1:30-2:30 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 global economic justice. Topics include but are not limited to: problems of defining globalization; the history of global connectedness; capitalist globalization; the role of international institutions in economic governance; poverty and 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 help students gain insight into the economic trends affecting the nations of the globe, and how this alters 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:

A wide variety of 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. Late work will not be accepted unless you have cleared it with me.

Your grade will be based on the following:
- Attendance, class participation: 15%
- Quizzes: 20%
- Memos: 25%
- Term paper: 30%
- Final presentation: 10%

Attendance and class participation: This course is organized primarily around class discussion of, and assessments based on, the assigned reading and video materials. Students are expected to read assigned materials carefully and thoughtfully prior to the lecture for which they are due. They may be asked to watch 1-2 films outside of class if necessary (on reserve at Hayden). Students 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 suggestion: You should 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. Each week in class, 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 your readings and assignments, you should not have any difficulties with pop quizzes. There will be two scheduled online quizzes during the semester (to be taken on Blackboard). Please 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 topical areas of the course (“Globalization and Money” and “Land and Labor as Commodities”). Memos should incorporate:
1) An analysis of the group of readings on each theme in light of the following questions:
   o What is the current situation?
   o What are the consequences for economic justice of the current situation?
   o What are some ways for overcoming the injustices caused by this situation?
2) A concise summary of main arguments of at least four 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.

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 group or organization concerned with global
economic justice. This paper will be due the day finals are scheduled. There will be two short
“preparatory” paper 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
regarding what they discovered during the course of 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.

III. Required texts (you may be able to buy used – and thus cheaper – on Amazon.com):
   • John Cavanagh and Jerry Mander. 2004. *Alternatives to Economic Globalization: A

IV. Optional text (can be very useful for its simple explanations of core concepts)

V. Supplementary materials
   • I have put together a reader for this course. It can be obtained at the Alternative Copy
     Shop (across the street from ASU: 715 S. Forest Avenue, 480-829-7992). Items on the
     schedule that appear in the reader will be preceded by “R:”
   • You may be asked to watch 1-2 films outside of 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:
     - UN Wire (on development issues): http://www.unwire.org (you can sign up for
       convenient e-mail bulletins, so you don’t forget to check the latest news)
     - http://www.alternet.org
     - http://www.commondreams.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
- Let me know in advance if you must leave early

ASU e-mail and Blackboard: As in other areas of the University, you must use ASU e-mail for this course. 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.

Withdrawal: If you want to withdraw from this course, you must do so by Oct. 26th if you go in person, or Oct. 28th if you withdraw via SunDial or ASU Interactive.

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, or allowing others to represent your work as theirs. If you have doubts about what constitutes academic dishonesty, ask me. The School of Justice and Social Inquiry adheres to the Office of Student Life’s “Student Academic Integrity Policy,” which you are encouraged to read and take very seriously: http://www.asu.edu/studentlife/judicial/integrity.html.

Writing mentorship program: The Writing Mentorship Program is available to all SJSI students. The WMP student-mentors help students improve their writing skills through peer review and advisement. If you would like advice on an assignment, or help with reviewing or editing your papers before turning them in, make an appointment by contacting the WMP directly. Office hours are posted in Wilson Hall, Room 328 or you may contact them at writing@asu.edu or by phone (480) 965-8995. The ASU Writing Support website contains handouts and services that can help you write better papers: http://www.asu.edu/studentaffairs/lss/Writing-Support.html

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.
COURSE OUTLINE

WEEK 1: Overview and Introduction to the Course
August 26-28
Assignment
- Plagiarism and cheating quiz on Blackboard
Reading

WEEK 2: The Roots of Global Economic Injustice
September 2: Colonialism
Readings
- R: Colonialism: “The Building Blocks” and “Colonialism: Before and After”
Film
- “The Africans: Tools of Exploitation”

September 4: Economic concepts
Readings
- R: Lairson and Skidmore, Chapter 2 (25 pps.)
- Stiglitz, Chapter 1, pp. 1-22

WEEK 3: Market Capitalism and the Washington Consensus
September 9: Market Capitalism
Readings
Film
- “The Corporation” (episodes 1-7): 50 minutes

September 11: Market Capitalism Goes Global
Readings
- R: WTO documents (~30 pps.)

WEEK 4: Enduring Economic Injustice: Global Poverty and Inequality
September 16-18:
Readings
- Cavanagh and Mander, Ch. 1-2, pps. 1-54
- R: Fact Sheets on Inequality; “The Global Divide”; “The Scorecard on Development”; “Globalization Myths”; “Basic Primer on Economic, Social, and Cultural rights”
Film
- “The Invisible Wall” (watch outside class)
WEEK 5: Global structural realities and enduring power dynamics
September 23-25
Assignment
• Quiz #1: Globalization - complete online between Thursday 5 p.m. and Friday 5 p.m.
Readings
• Stiglitz, Chapters 2-3, pp. 23-88
• Cavanagh and Mander, Ch. 3
Film
• “The Money Lenders”

WEEK 6-7: Global markets and money
September 30: Finance and Investment Liberalization
Readings
• Stiglitz, Chapters 4-5, pp. 89-165
Film
• “The Crash”

October 2: “Free” trade
Readings
• R: “Ten Arguments against the WTO”
Film
• If time permits: “Black Gold”

October 7: Debt
Readings
• R: from Rethinking Globalization: “Debt: the New Colonialism”; “Stories of Debt and Hope”
Film
• “Life and Debt” (watch outside class)

October 9: Structural Adjustment Policies
Assignment
• Term Paper Prep #1 (Proposal) Due - hard copy should be handed in during class
Readings
• R: from Rethinking Globalization: “The Marshalltezuma Plan”; “Structural Adjustment Policies”
WEEK 8
October 14-16:
Assignment
- Memo #1 ("Globalization and Money") Due in Digital Drop Box by Friday at 5:00 p.m.
Readings
- None: review only

WEEK 9-10: Global markets and labor
October 21-23: Globalization and Work
Readings
- R: NACLA article: "The Decline of the Decent Job" By Carlos Salas
Film
- "Zoned for Slavery" or "Maquilapolis" (TBD)

October 28-30: Migration and Economic Justice
Assignment
- Term Paper Prep #2 (Outline) Due - hard copy should be handed in during class 10/30
Readings
- R: "Top 10 Immigration Myths and Facts"
- R: "Creating the Minutemen"
Film
- "Wetback"
- Short (7 minute) film on immigrants: http://films.gentry.io/cair

WEEK 11-12: Global markets and land
November 4-6: Trade, Agriculture, and Food Security
Readings
- R: Carmen Gonzalez, "Trade Liberalization, Food Security, and the Environment: The Neo-liberal Threat to Sustainable Rural Development" (Excerpts, 35 pps.)
- R: Issues in food security (short articles)
  - *Hunger:* "Hunger Myths" (From *Rethinking Globalization*)
  - *Property rights:* "Stealing Nature's Harvest" (From *Rethinking Globalization*)
  - *GMOs:* "Genetically Engineered Foods" (From *Rethinking Globalization*)
  - *Corporate control:* "Facing the Farm Crisis" (From *Rethinking Globalization*)
  - *Alternative:* "Relocalization, Not Globalization" (From *Rethinking Globalization*)
Films
- Two short YouTube videos (watch outside class): "Food Security" (re: Monsanto) (6:47): http://www.youtube.com/watch?v=jMnO6a22EpU; "IAASTD Report" (International
Assessment of Agricultural Science and Technology for Development) (5:56):
http://www.youtube.com/watch?v=B-0B4Z-7A4s

November 11-13: Global Capitalism and the Environment
Assignment
- Memo #2 ("Labor and Land as Commodities") Due in Digital Drop Box by Friday at 5:00 p.m.
Readings
- R: (Rethinking Globalization) "Mexican Peasant-Ecologists Fight to Preserve Forests"
- R: "Ecological Footprints"
Film
- Movie: "The Emerald Forest" (watch outside class)

WEEK 13
November 18: Democracy and the media
Readings
- Stiglitz Chapter 8, pp. 206-213 (skim pp. 195-206)
- Cavanagh and Mander, pp. 230-41
- R: "TV and the Cloning of Culture"

November 20: Another World?
Readings
Film
- "Another World is Possible"

WEEK 14
November 25 (November 27 no class): Group Presentations
Assignment
- E-mail copies of interview transcripts to your TA by 5:00 p.m. Wednesday
Readings
- Cavanagh & Mander, Chapter 4-7

WEEK 15:
December 2-4: Group Presentations
Assignment
- Quiz #2: Another World - complete online between Thursday 5 p.m. and Friday 5 p.m.
Readings
- Cavanagh & Mander, Chapter 8-10
WEEK 16:
December 9: Last Day of Class – Group Presentations

DECEMBER 11, 12:10-2:00 p.m.: FINAL EXAM SCHEDULED
- Bring hard copies of your final paper to your TA by 2:00 p.m. 12/11
- Submit papers on Blackboard via the Digital Drop Box by 3:00 p.m. 12/11
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings/films</th>
<th>Assignments (subject to revision)</th>
<th>~Pps. /wk.</th>
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<tbody>
<tr>
<td>1. 8/26</td>
<td>Class intro</td>
<td></td>
<td>Plagiarism quiz on Blackboard</td>
<td>19</td>
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<tr>
<td>1. 8/28</td>
<td>Globalization Intro.</td>
<td>R: HDR 1999 p. 25-44</td>
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<tr>
<td>2. 9/2</td>
<td>Colonial legacy</td>
<td>R: Thomas-Slayter; Colonialism articles; Film: The Africans: Tools of Exploitation</td>
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<td>81</td>
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<td>2. 9/4</td>
<td>Economic concepts</td>
<td>R: Lairson &amp; Skidmore; Stiglitz, Ch 1</td>
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<td>3. 9/9</td>
<td>Market Capitalism</td>
<td>R: Freidman; Wolf; Film: “The Corporation”</td>
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<td>3. 9/11</td>
<td>Global Capitalism</td>
<td>Williamson; WTO docs</td>
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<td>4. 9/16-18</td>
<td>Poverty and Inequality</td>
<td>C &amp; M Ch 1-2; R: HDR; Booker and Minter; Fact Sheets; Intro to ESC Rights</td>
<td></td>
<td>70</td>
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<tr>
<td>5. 9/23-25</td>
<td>Global structure &amp; power</td>
<td>Stiglitz Ch 2-3; C&amp;M Ch. 3; R: short articles; Film: Money Lenders</td>
<td>Quiz #1: Globalization</td>
<td>90</td>
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<td>6. 9/30</td>
<td>Money: Finance</td>
<td>Stiglitz Ch. 4-5; Film: The Crash</td>
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<td>6. 10/2</td>
<td>Money: Trade</td>
<td>R: Wade; “Against the WTO”</td>
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<td>7. 10/7</td>
<td>Money: Debt</td>
<td>R: Jagger; articles; Film: “Life &amp; Debt”</td>
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<td>7. 10/9</td>
<td>Money: SAPs</td>
<td>R: Ault &amp; Sandberg; short articles</td>
<td>Term Paper Prep #1 (Proposal)</td>
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<td>8. 10/14-16</td>
<td>Review week: “Globalization and Money”</td>
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<td>Memo #1 “Globalization &amp; Money”</td>
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<td>9. 10/21-23</td>
<td>Labor: Work</td>
<td>R: Moody; NACLA/Paris articles; Film: Zoned for Slavery</td>
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<td>10. 10/28-30</td>
<td>Labor: Migration</td>
<td>R: Jonas; Massey; short articles; Film: Wetback</td>
<td>Term Paper Prep #2 (Outline)</td>
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<tr>
<td>11. 11/4-6</td>
<td>Land: Agriculture</td>
<td>R: Gonzalez; short articles; Film: Invisible Wall</td>
<td></td>
<td>53</td>
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<tr>
<td>12. 11/11-13</td>
<td>Land: Environment &amp; sustainability</td>
<td>R: Bellamy Foster; Myers; short articles; Movie: The Emerald Forest</td>
<td>Memo #2 “Labor and Land as Commodities”</td>
<td>62</td>
</tr>
<tr>
<td>13. 11/18</td>
<td>Democracy/Media</td>
<td>Stiglitz Ch. 8 p. 206-213 (skim 195-206); C&amp;M, 230-41; R: Nader, McChesney, cloning</td>
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<td>56</td>
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<tr>
<td>13. 11/20</td>
<td>Another World…</td>
<td>Klein article; Film: Another World is Possible</td>
<td></td>
<td>130</td>
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<tr>
<td>14. 11/25</td>
<td>Group Presentation</td>
<td>C&amp;M, Ch 4-7</td>
<td>Interview transcripts (Wed. e-mail)</td>
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<tr>
<td>15. 12/2-4</td>
<td>Group Presentation</td>
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Alternatives to Economic Globalization

A BETTER WORLD IS POSSIBLE

John Cavanagh and Jerry Mander, editors

A REPORT OF THE INTERNATIONAL FORUM ON GLOBALIZATION

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