

ARIZONA STATE UNIVERSITY

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
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

Awareness 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

- 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: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Handwritten signature: Mary Szatk, Director, Justice & Social Inquiry, dated 12/11/09

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.	Syllabus
		2. Course must be one or more of following types (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. Contemporary non-English language courses that have a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Comparative cultural studies 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. 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.	Syllabus

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

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Course Prefix	Number	Title	Designation
JUS	325	Globalization & Socio-Economic Justice	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)
Non-US understanding (criteria 1)	Entire Course is about global socio-economic processes	Entire Syllabus
Specific topical areas that transcend US. (criteria 2d)	Each section deals w/ a different topical area from a global perspective	Weekly topical areas.

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Course Prefix	Number	Title	Designation
JUS	325	Globalization and Socio-Economic Justice	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)
Studies composed of subject matter that addresses or lead to an understanding of the contemporary world outside the U.S.	The course will begin examination of the concept of economic globalization, entertaining, several divergent perspectives on its courses and consequences.	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.
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 lasnd

Course number: JUS 325

Fall 2008

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):

- Joseph E. Stiglitz. 2003. *Globalization and Its Discontents*. W. W. Norton & Company.
- John Cavanagh and Jerry Mander. 2004. *Alternatives to Economic Globalization: A Better World Is Possible*. San Francisco: Berrett-Koehler Publishers, Inc.

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

- Khor, Martin. 2001. *Rethinking Globalization*. London, New York: Zed Books.

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

- Handout: Human Development Report 1999, p. 25-44

WEEK 2: The Roots of Global Economic Injustice

September 2: Colonialism

Readings

- R: Barbara P. Thomas-Slayter. *Southern Exposure: International Development and the Global South in the Twenty-First Century*. Chapter 2, read pp. 39-65, skim 65-74. (available online at <http://lib.asu.edu>, in case the reader has not yet been completed)
- 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

- R: Freidman, Milton. 1980. "The Power of the Market." In *Free to Choose*, p. 9-37, 64-9
- R: Wolf, Martin. 2003. "The Morality of the Market." *Foreign Policy*. Sept/Oct pp. 47-50

Film

- "The Corporation" (episodes 1-7): 50 minutes

September 11: Market Capitalism Goes Global

Readings

- R: Williamson, John. 1990: "What Washington Means by Reform" (10 pps.)
- 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: Human Development Report 1999, p. 22
- R: Booker, Salih and William Minter. 2001. "Global Apartheid." *The Nation*.
- 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
- R: Henwood, Doug. 2000. "Stiglitz and the Limits of 'Reform.'" *The Nation*. Oct. 2
- R: Stiglitz, Joseph. 2007. "Financial hypocrisy." *The Guardian*. Nov. 25.

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; Wade, Robert. 2003. "What strategies are viable for developing countries today? The World Trade Organization and the shrinking of 'development space.'" *Review of International Political Economy*. 10(4): 621-644.
- R: "Ten Arguments against the WTO"

Film

- If time permits: "Black Gold"

October 7: Debt

Readings

- R: Jaggar, Alison M. 2002. "A Feminist Critique of the Alleged Southern Debt." *Hypatia*. 17(4): 119-142.
- 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: Ault and Sandberg. "Our Policies, Their Consequences: Zambian Women's Lives under 'Structural Adjustment.'" *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: Moody, Kim. 1997. *Workers in a Lean World: Unions in the International Economy*. London: Verso. Pp. 9-50, 67-84.
- R: NACLA article: "The Decline of the Decent Job" By Carlos Salas
- R: Paris, Abigail. 2008. "Flowers for Sale." *Policy Innovations*. February 14, 2008.

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: Jonas, Susanne. 1996. "Rethinking Immigration Policy and Citizenship in the Americas: A Regional Framework." *Social Justice*. 23 (3): 68-85.17
- R: Massey, Douglas S. 1998. "March of Folly: U.S. Immigration Policy after NAFTA." *The American Prospect*. Mar-Apr (13 pps.)
- R: "Creating the Minutemen"
- R: Anderson, Sarah. "Immigration Solutions Lie Beyond Our Borders." 5/25/06.

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*)
 - *Global problem*: Nichols, John. "The World Food Crisis." *The Nation*. 4/24/08.
 - *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: Bellamy Foster, John. 2002. *Ecology Against Capitalism*. New York: Monthly Review Press, pp. 9-43, 52-68.
- R: (*Rethinking Globalization*) “Mexican Peasant-Ecologists Fight to Preserve Forests”
- R: Myers, Norman. 1997. “Consumption in relation to population, environment and development.” *The Environmentalist*. 17: 33-44.
- 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
- Nader, Ralph. 2005. *The Nation*. “How to Curb Corporate Power”
- McChesney, Robert W. 2001. “Global Media, Neoliberalism, and Imperialism.” *Monthly Review*. 52(10).
- R: “TV and the Cloning of Culture”

November 20: Another World?

Readings

- Klein, Naomi. 2007. “Lost Worlds: Is Another World Possible?” *Democracy Now!* Thursday, August 16.

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

Schedule of Topics and Readings (readings due PRIOR to class on that topic)

Week/Date	Topic	Readings/films	Assignments (subject to revision)	~Pps. /wk.
1. 8/26	Class intro		Plagiarism quiz on Blackboard	19
1. 8/28	Globalization Intro.	R: HDR 1999 p. 25-44		
2. 9/2	Colonial legacy	R: Thomas-Slayter; Colonialism articles; Film: The Africans: Tools of Exploitation		81
2. 9/4	Economic concepts	R: Lanson & Skidmore; Stiglitz, Ch 1		
3. 9/9	Market Capitalism	R: Freidman; Wolf; Film: "The Corporation"		76
3. 9/11	Global Capitalism	Williamson; WTO docs		
4. 9/16-18	Poverty and Inequality	C & M Ch 1-2; R: HDR; Booker and Minter; Fact Sheets; Intro to ESC Rights		70
5. 9/23-25	Global structure & power	Stiglitz Ch 2-3; C&M Ch. 3; R: short articles; Film: Money Lenders	Quiz #1: Globalization	90
6. 9/30	Money: Finance	Stiglitz Ch. 4-5; Film: The Crash		106
6. 10/2	Money: Trade	R: Wade; "Against the WTO"		
7. 10/7	Money: Debt	R: Jagger; articles; Film: "Life & Debt"		55
7. 10/9	Money: SAPs	R: Ault & Sandberg; short articles	Term Paper Prep #1 (Proposal)	
8. 10/14-16	Review week: "Globalization and Money"		Memo #1 "Globalization & Money"	0
9. 10/21-23	Labor: Work	R: Moody; NACLA/Paris articles; Film: Zoned for Slavery		63
10. 10/28-30	Labor: Migration	R: Jonas; Massey; short articles; Film: Wetback	Term Paper Prep #2 (Outline)	39
11. 11/4-6	Land: Agriculture	R: Gonzalez; short articles; Film: Invisible Wall		53
12. 11/11-13	Land: Environment & sustainability	R: Bellamy Foster; Myers; short articles; Movie: The Emerald Forest	Memo #2 "Labor and Land as Commodities"	62
13. 11/18	Democracy/Media	Stiglitz Ch. 8 p. 206-213 (skim 195-206); C&M, 230-41; R: Nader, McChesney, cloning		56
13. 11/20	Another World...	Klein article; Film: Another World is Possible		
14. 11/25	Group Presentation	C&M, Ch 4-7	Interview transcripts (Wed. e-mail)	130
15. 12/2-4	Group Presentation	C&M Ch. 8-10	Quiz #2: Another World	120
16. 12/9	Group Presentation	Last day of class	Last day of class	0
DEC. 11		EXAM DAY: 12:10-2:00 p.m.	FINAL PAPERS DUE 2:00 PM	

SECOND EDITION/UPDATED AND EXPANDED



Alternatives to Economic Globalization

A BETTER WORLD IS POSSIBLE

John Cavanagh and Jerry Mander, editors

A REPORT OF THE INTERNATIONAL
FORUM ON GLOBALIZATION

COAUTHORS:

Sarah Anderson
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PART ONE A SYSTEM IN CRISIS

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NATIONAL BESTSELLER

GLOBALIZATION AND ITS DISCONTENTS

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WITH A NEW AFTERWORD

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