



ARIZONA STATE UNIVERSITY

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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 3/2/2010

1. ACADEMIC UNIT: Justice and Social Inquiry

2. COURSE PROPOSED: JUS 405 Economic Justice 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Nancy Jurik Phone: 480-965-7043
Mail Code: 4902 E-Mail: nancy.jurik@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 [x] MR
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?

Marjorie S Zatz

Marjorie S Zatz 3/3/10



ARIZONA STATE UNIVERSITY

Chair/Director (Print or Type) Margie Szatz Chair/Director

(Signature) Margie Szatz

Date: 3/3/10

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p> <p>Please see pages 4-5 under Requirements heading. 73% of the final grade for JUS 405 entails writing: 10% for topical in-class 2 page essays + 40 % of the in-class exams are essays for 73% total. This does not include the class participation points which also include some short oral presentations of newsclips and analysis.</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		

ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Composition Tasks involve their interpretation and evaluation of evidence: The two page in-class essays will involve their interpretation and evaluation of course readings, lecture and discussion. The Analytic Newsclip Journal entails review and collection of news stories and analysis of each story in light of course material. The associated essay of 7 pages minimum entails further reflection on course themes and the analysis of news coverage of economic justice issues including use of scholarly source to shed further light on the analysis. Thus, it entails gathering interpretation and evaluation of outside and course materials and evidence. See syllabus pages 4-5. They will also present at least twice on the news stories as well as other participation.
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1. Please describe the way(s) in which this criterion is addressed in the course design

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

C-2

ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p>	<p>Minimum of two substantial writing or speaking tasks other than exams: 4-In class papers that are topical essays of two-pages each. Newsclip journal and analytic essays:</p> <p>This assignment has two components- 1)collection of news stories and analysis of each one as it pertains to course material and themes. Pre-midterms exam, this is focused on stories related to course themes of each week. For every story the student writes a page analytic paper 2) after the midterm, the news stories collected are focused on a course-related thematic area of the student's choosing. Students continue to write a page analysis of each story. Toward the end of the semester, the student writes an analytic essay with at least three outside scholarly sources to provide an overview of their stories, how they relate to course themes, and how the stories as a group illustrate themes concerning the press coverage of economic justice issues-themes that will be conveyed throughout the course.</p>
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1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>Feedback and opportunity to improve</p> <p>This process occurs at two points. The in-class essays, both the Q&A and the topical two pages essay format will both give students regular feedback on writing clarity and organization as well as substantive feedback. Lecture will be geared toward clarifying problem areas as I see them and there will be written feedback on the essays when returned to students. They will have a chance to improve on future essays and by dropping lowest two grades of the 8 essays. This almost biweekly essays will help them prepare for the exams both midterm and final and hopefully assist the analysis in the news-story journal.</p> <p>The Newsclip journal and associated analytic essay is broken up into two components (noted earlier and on syllabus). They will get written feedback on their analysis of individual stories in part I and will have the opportunity to correct the analysis and improve as they complete the rest of the assignment before they turn in the final product. See syllabus page 5.</p>
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ASU - [L] CRITERIA

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "**C-4**".

C-4

Course Prefix	Number	Title	Designation
JUS	405	Economic Justice	L

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)
Criterion 1: At least 50 percent of the grade in the course should depend upon	73% of the final grade for JUS 405 entails writing	10% for topical in class-2 page essays + 40% of the in-class exams are essay + 23% of grade is for Analytic Newsclip Journal and Associated Essays for 73% total. This does not include the class participation points which also include some short oral presentation of newsclip stories and analysis. See syllabus page 5 and page 4 under Course Requirements heading.
Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.	The two-page in-class essays will involve their interpretation and evaluation of course readings, lecture and discussion.	The Analytic Newsclip Journal entails review and collection of news stories and analysis of each story in light of course material. The associated essay of 7 pages minimum entails further reflection on course themes and the analysis of news coverage of economic justice issues including use of scholarly sources to shed further light on the analysis. Thus, it entails gathering interpretation and evaluation of outside and course materials and evidence. See syllabus pages 4-5. They will also present at least twice on the news stories as well as other participation.
Criterion 3: Minimum of two substantial writing or speaking tasks other than exams	4 In-class papers that are topical essays of two-page each	Newsclip journal and analytic essay: This assignment has two components — 1) collection of news stories and analysis of each one as it pertains to course material and themes. Pre-midterm exam, this is focused on stories related to

		<p>course themes of each week. For every story the student writes a page analytic paper 2) after the midterm, the news stories collected are focused on a course-related thematic area of the student's choosing. Students continue to write a page analysis of each story. Toward the end of the semester, the student writes an analytic essay with at least three outside scholarly sources to provide an overview of their stories, how they relate to course themes, and how the stories as a group illustrate themes concerning the press coverage of economic justice issues - themes that will be conveyed throughout the course.</p> <p>See syllabus page 5.</p>
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**Appendix to L- 2 Renewal application
JUS 405 - ECONOMIC JUSTICE SYLLABUS**

Office: Wlsn #374
Ph: 480-965-7043
email: Nancy.Jurik@ASU.EDU

Hours: Tues: 12-2 pm; Thurs: 3-4pm
& by appt.

This course provides an introduction to classic and contemporary economic issues as they relate to your daily lives and to larger societal justice concerns. It draws on the disciplines of sociology, economics, and political science to develop an interdisciplinary social scientific perspective for examining issues surrounding economic functions and resulting socio-economic inequalities. We will begin with a brief debate on the state of the economy today and then move to an overview of classical and contemporary economic theories in order to consider the ways that they parallel today's disputes over economy and society. These and later discussions will stress the constant interplay among economic organization, human consciousness and behavior, and social justice concerns. The second segment of the course will focus on theories of globalization and resulting class, gender and nation inequalities. Third, the course examines the effects of our U.S. history of racism and racist social policies on the socio-economic well being of persons of color. This discussion stresses the importance of asset development strategies as a mechanism for improving the life chances of many poor women and persons of color across the globe. Accordingly, the fourth component of the course examines development programs and other strategies for global organizing around socio-economic issues. Together these course components analyze the social justice ramifications of economic policy and socio-economic conditions.

Course Readings

Jurik, Nancy C. (2005) *Bootstrap Dreams: U.S. Microenterprise Development in an Era of Welfare Reform*. Ithaca: Cornell University Press.

Reich, Robert C. (2007). *Supercapitalism: The Transformation of Business, Democracy, and Everyday Life*. New York: Vintage.

Roberts, J. Timmons and Amy Bellone Hite (eds.) (2007) *The Globalization and Development Reader: Perspectives on Development and Global Change*. Oxford, England: Blackwell Publishing. (R&H book)

AND Readings (Cites for each reading will be posted on the e-blackboard and are available through ASU Library Databases).

-Lastly, students should read a daily newspaper. Try to read the local papers and pick up a NEW YORK TIMES, WASHINGTON POST, or WALL STREET JOURNAL or review if on-line at once a week. Alternatively, listen to National Public Radio 99.5 in

the a.m. between 7 and 9am or in the p.m. between 5 and 8pm. OR listen on-line at www.npr.org to Morning Edition, or All Things Considered, or Marketplace. I would recommend that you do some of each. Keep a journal of your articles and reaction to them that you write in weekly. Write at least one good page per entry that comments and ties to class material. {Type entries and include story. See further instructions below)

Topical Outline

Jan. 19: Introductory Comments (testable material) and course basics

The State of our "New Economy" and Well-being or Not so Well-Being (Debates over Trends and Policies)

Jan 21: Friedman, Thomas chapter 15 in R & H book
"Governor Brewer Budget Cuts" e-blackboard
Critique of Brewer Budget Plan on e-blackboard
Florida, Richard article on e-blackboard
Morrison Institute, Road to Economic Recovery on e-blackboard

Theoretical Background? Class, Religion, Oceans and Fresh Water

Jan 26: Heilbroner and Thurow: cite on e-blackboard; and pages 17-24 of R&H book

Jan 28: Marx & Engels and Weber chapters 1 and 2 - pages 25-46 from R&H bk.

Declining Well-Being, Multiple Personalities, Oceans and Lakes?

Feb 2: Chapters 1-3 except from Rubin, Beth *Shifts in the Social Contract* on e-blackboard;

Feb 4: Robert Reich book "Introduction and Chapters 1-2"

Feb 9: Reich book chapter 3-4; Film on Health and Social Class

Feb 11: Reich chapters 5-6

Feb 16: Krugman article cite on e-blackboard

Globalization and Development -- Phases, Dependency, Systems, Context

Feb 18: Pages 56-75 of R&H book; (Huntington, Intro)

Feb 23: Chapters 6 and 8 of R&H book (Cardosa and Gereffi)

Gender and Globalization

- Feb 25: Shifting Global Masculinities & Femininities—Chapter 9 from R&H bk;
Poster & Salime & TBA see e-blackboard.
March 2: Catch-up and Review day

March 4 – Midterm Exam

Defining Globalization

- March 9: Chapter 11-12 from R&H book (Castells and Sassen)
March 11: Chapter 13-14 from R&H (McMichael and Sklair)

Spring Break – March 16 and 18 - no class

The Blurring Boundaries of Government and Business: International Regulatory Control, Privatization, and Security issues.

- March 23: Chapters 17-18 of R&H book (Wade and Stiglitz); chapter 1 from
Straithern see e-blackboard
March 25: Film: *Life and Debt*
March 30: Privatization and Security: Duffield chapter in R&H bk; Yeoman: Full
Metal Racket Mother Jones article; Jurik article (see links on e-
blackboard).

Racial Wealth Inequalities, Asset Building, Self-Employment Options

- April 1: Race and Wealth: Chapter 1 from *The Color of Wealth* e-blackboard;
Epilogue from Oliver and Shapiro see links on e-blackboard
April 6: Film: Race Power of an Illusion part III
April 8: The Color of Wealth pp 266-291 on e-blackboard
April 13: Jurik book: Introduction and chapter 1
April 15: Jurik book: chapters 2-3 (short film on Grameen)

April 20: Jurik book: chapters 4-5

April 22: Jurik book chapter 6; Rankin article cite on e-blackboard

Challenging or Reforming Globalization

April 27: Chapters 24 and 26 in R&H book (Keck & Sikink; Desai);

April 29: Chapter 27 in R& H book (Evans)

May 4th - Last day catch up and review

Final Exam: May 11th 9:50 am

Course Requirements:

L2: Note: 73% of Course Grade is comprised of Writing points.

General Expectations: Students are required to keep up with readings and be prepared for class discussion/writing each class period. Students should be prepared to discuss class material intelligently when called upon. Students are expected to remain silent and be respectful when others including the instructor are speaking. Students who are unable to meet these expectations may be asked to leave the course on a particular day or permanently if the problem persists. **Cell phones off please!!!**

Attendance Policy. I will take attendance for most class periods. I will not generally provide specific points for attendance in this class. However, I may award bonus points at the end or decide borderline grades in light of excellent attendance if combined with strong thoughtful, prepared class participation. Additionally, students usually do not perform well on exams and assignments or gain participation points if they have not attended and tuned-into the class. So it does affect your grade indirectly. If you miss class, arrange to get the notes from another student and then consult with the instructor on any questions that remain AFTER you have reviewed the course notes for that day.

Class Participation. Student attention in class and participation in class discussion which indicates proper course reading and preparation based upon instructor assessment throughout semester. Be able to answer if called upon or volunteer contribution. Have at least one discussion question prepared for each class period that you can share if called upon and report on newsclips twice minimum. (30 points)

Each student will present on their newsclips at least twice per term (10 points) in addition to preparing questions and general discussion (20 points)

In-class Essays. I will assign at least 8 in-class writing assignments of 1-2 pages each throughout the semester. These will be based upon your knowledge and analysis

of the previous class content and readings assigned for the essay date. There will be no make-up for these essays, but you will be able to drop your two lowest grades on these assignments for the semester. You can also use your feedback from earlier assignments to improve performance on later assignments. Half of the assignments will entail answering a series of short-answer essay questions while the other half will entail 2 page essays with open book/note. The dates of these will vary at instructor discretion. (60 points) **Re L2: 30 points or 10% of grad for topical essays – I did not count the other half that are be more Q&A Test Format. Note opportunity for feedback for improvement over time.** C4

Two exams. (70 points each) are primarily essay with a few multiple choice format questions (**no more than 15% of each exam**). They will be based in part on questions suggestions by submissions from students. Exams will cover readings assignments, lectures, discussion, handouts, newsclips posted, and films. **Re L2: Note that 40% of the grade for class will be determined by essay component of the 2 tests.** C2

Note that the assignment below will entail research on outside sources. There will be an essay associated with each article and this first assignment is turned in a bit past the middle of the term. They will received feedback and then continue gathering articles and then write a 7-page essay on their collection for the semester. The second half of the term will entail more thematically focused stories. We are discussing media framing of economic justice issues in class and this will help inform their analysis. The combination of assignment 1 and 2 will entail 13 pages of writing/analysis at minimum. This is 23% of their grade.

C3 **Newsclip Journal & Analysis Essays Assignments 1 & 2.** Students collect at least 1 newsclip per week that relates to class material at that time (minimum of 12 clips total over term). After week 1, the instructor will call on students to orally discuss their clips in class. **Each student should expect to report orally at least twice. These clips should each include a half-page typed narrative written by the student summarizing what the clip says and stating very clearly how it ties into class material (readings and lectures).** C1
Clips all collected at once rather than as class proceeds will not be graded as positively. Prior to the midterm, the clips may focus on any topic being discussed in class. After the midterm, students should specialize and select news-clips focused on a particular topical area. **For final journal completion, the student should add a 7 page analysis paper including an introduction and conclusion that reflects on course themes, media coverage patterns, and other points illustrated in their clips over the term.** C2
At least three scholarly articles from outside of class should be used in the analysis. The clips should be pasted in a book and well organized with the students name etc.
Assignment 1) Notebooks will be collected on **March 23** (for individual articles and narratives about each article collected up to that point only).
Assignment 2) The final analytic paper plus all individual narratives and clips are due on **May 4th**

Students should use comments from March 23rd review to improve for final review (70 points).

ELECTRONIC BLACKBOARD: Students are responsible for obtaining an ASU email account to access the electronic blackboard system for this class. The system will contain a copy of class syllabus, selected readings, new assignments, and up-to-date class announcements. Students are responsible for checking the class "e-blackboard" prior to each class meeting. Students who have not activated their ASU.EDU (azurite email accounts) may not be able to access blackboard. If you send me email that is not on your asu.edu account, it is often sent to my spam folder and may not get read for a while. Contact the T.A. by email if you cannot access the E-Blackboard for this class.)

Students with Disabilities who need special accommodations must contact the following immediately: <http://www.asu.edu/studentaffairs/ed/drc/qualification.htm>

SEE ALSO: ASU ACADEMIC HONESTY AND STUDENT CODE: Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy: <http://provost.asu.edu/academicintegrity>

Student Code of Conduct: <http://students.asu.edu/srr>

Computer, Internet and Electronic Communications Policy:
<http://www.asu.edu/aad/manuals/acd/acd125.html>

Course Grade Scale: A+=293-300 pts; A=284; A-= 269; B+260; B=254 pts; B-=239 pts; C+=230; C=209pts; D=179pts; E=below 179 pts.

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Each student will present on their newsclips at least twice per term (10 points) in addition to preparing questions and general discussion (20 points)

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C1

→ C2

of the previous class content and readings assigned for the essay date. There will be no make-up for these essays, but you will be able to drop your two lowest grades on these assignments for the semester. You can also use your feedback from earlier assignments to improve performance on later assignments. Half of the assignments will entail answering a series of short-answer essay questions while the other half will entail 2 page essays with open book/note. The dates of these will vary at instructor discretion. (60 points) **Re L2: 30 points or 10% of grad for topical essays – I did not count the other half that are be more Q&A Test Format. Note opportunity for feedback for improvement over time.**

Two exams. (70 points each) are primarily essay with a few multiple choice format questions (**no more than 15% of each exam**). They will be based in part on questions suggestions by submissions from students. Exams will cover readings assignments, lectures, discussion, handouts, newsclips posted, and films. **Re L2: Note that 40% of the grade for class will be determined by essay component of the 2 tests.**

Note that the assignment below will entail research on outside sources. There will be an essay associated with each article and this first assignment is turned in a bit past the middle of the term. They will received feedback and then continue gathering articles and then write a 7-page essay on their collection for the semester. The second half of the term will entail more thematically focused stories. We are discussing media framing of economic justice issues in class and this will help inform their analysis. The combination of assignment 1 and 2 will entail 13 pages of writing/analysis at minimum. This is 23% of their grade.

Newsclip Journal & Analysis Essays Assignments 1 & 2. Students collect at least 1 newsclip per week that relates to class material at that time (minimum of 12 clips total over term). After week 1, the instructor will call on students to orally discuss their clips in class. **Each student should expect to report orally at least twice. These clips should each include a half-page typed narrative written by the student summarizing what the clip says and stating very clearly how it ties into class material (readings and lectures).** Clips all collected at once rather than as class proceeds will not be graded as positively. Prior to the midterm, the clips may focus on any topic being discussed in class. After the midterm, students should specialize and select news-clips focused on a particular topical area. **For final journal completion, the student should add a 7 page analysis paper including an introduction and conclusion that reflects on course themes, media coverage patterns, and other points illustrated in their clips over the term.** At least three scholarly articles from outside of class should be used in the analysis. The clips should be pasted in a book and well organized with the students name etc.

Assignment 1) Notebooks will be collected on **March 23** (for individual articles and narratives about each article collected up to that point only).

Assignment 2) The final analytic paper plus all individual narratives and clips are due on **May 4th**

Students should use comments from March 23rd review to improve for final review (70 points). ²⁴

ELECTRONIC BLACKBOARD: Students are responsible for obtaining an ASU email account to access the electronic blackboard system for this class. The system will contain a copy of class syllabus, selected readings, new assignments, and up-to-date class announcements. Students are responsible for checking the class "e-blackboard" prior to each class meeting. Students who have not activated their ASU.EDU (azurite email accounts) may not be able to access blackboard. If you send me email that is not on your asu.edu account, it is often sent to my spam folder and may not get read for a while. Contact the T.A. by email if you cannot access the E-Blackboard for this class.)

Students with Disabilities who need special accommodations must contact the following immediately: <http://www.asu.edu/studentaffairs/ed/drc/qualification.htm>

SEE ALSO: ASU ACADEMIC HONESTY AND STUDENT CODE: Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy: <http://provost.asu.edu/academicintegrity>

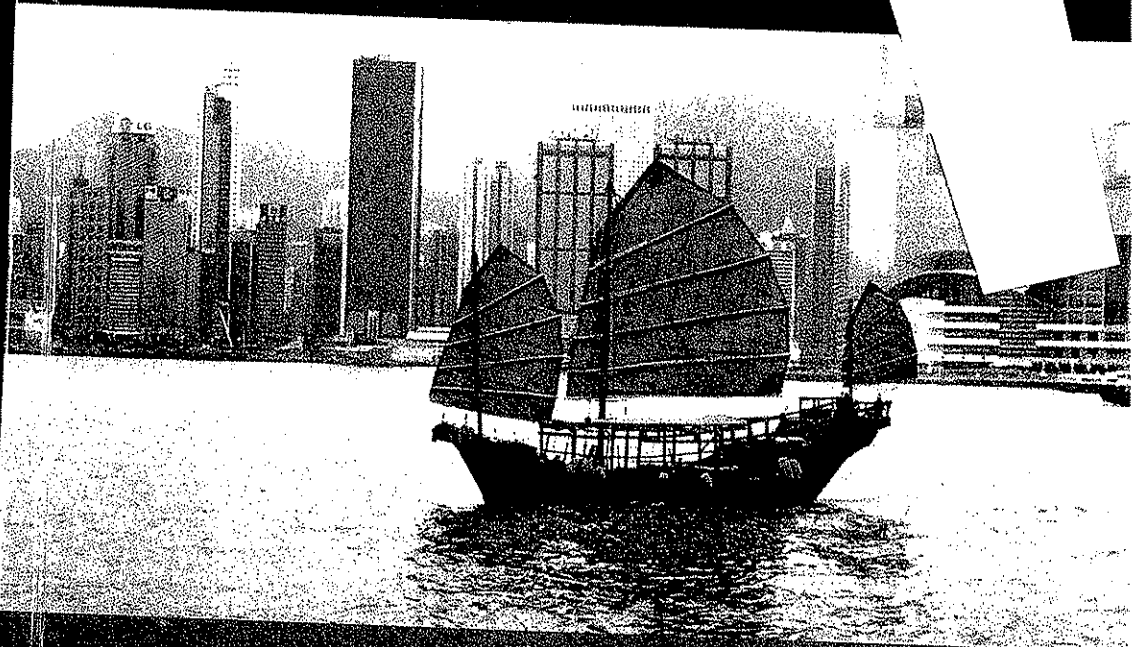
Student Code of Conduct: <http://students.asu.edu/srr>

Computer, Internet and Electronic Communications Policy:
<http://www.asu.edu/aad/manuals/acd/acd125.html>

Course Grade Scale: A+=293-300 pts; A=284; A-= 269; B+=260; B=254 pts; B-=239 pts; C+=230; C=209pts; D=179pts; E=below 179 pts.

The Globalization and Development Reader

Perspectives on
Development and
Global Change



Edited by J. Timmons Roberts and Amy Bellone Hite

 Blackwell
Publishing

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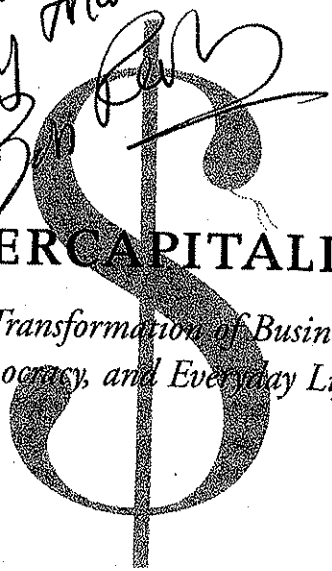
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T. Abram
Mary
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Thank!

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BOOTSTRAP DREAMS

U.S. MICROENTERPRISE
DEVELOPMENT IN AN
ERA OF WELFARE REFORM



NANCY C. JURIK

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