

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

College/School College of Liberal Arts and Sciences Department/School School of Politics and Global Studies  
 Prefix: SGS Number: 101 Title: Thinking Globally-The Individual and Authority Units: 3

Course description: **Examines the changing notions of the individual and authority over history**

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

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

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? Yes

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

Chair/Director Initials

 (Required)

**Requested designation:** Global Awareness—G

**Mandatory Review:** No

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**Area(s) proposed course will serve:**

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

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

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

**A complete proposal should include:**

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

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

**Contact information:**

Name Dr. Henry Sivak E-mail henry.sivak@asu.edu Phone (480) 965-1336

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Dr. Richard Herrera Date: 9/14/17

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

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

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

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

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

Reviewed 4/2014

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

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

Course Prefix	Number	Title	Designation
SGS	101	Thinking Globally-The Individual and Authority	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)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2D: The study of a non-US centered global issue	The course examines the cultural and social significance of UNESCO World Heritage preservation programs; development-induced- displacement; and, the role of diaspora in global governance	Unit II introduces students to ongoing debates over cultural preservation and patromony at a global scale. Unit III introduces students to the topic of development ethics and explores how indigenous and peasant populations in India and Kenya understand property rights and economic development. Unit IV considers the role of global families and diasporic communities in redefining ideas of human rights, with particular emphasis on Iranians in the US and Algerians in France.

**Course ID:** 109543

| [View All](#)   [First](#) ◀ 1 of 1 ▶ [Last](#)

**Effective Date:** 08/01/2017      **Status:** Active

Course Offering      1 of 1

**Description:** Think Global-Individ&Authority

SGS      101

**Long Course Title:** Thinking Globally: The Individual and Authority

**Long Description:** Examines the changing notions of the individual and authority over history

## SGS 101-The Individual and Authority

*"I am not a donkey and I don't have a field."*

- Ernest Gellner

*Course Overview:* That the world is an ever-more-global place is a truism often repeated to us by politicians, teachers, and media professionals. Everything from the food we eat to the laws we implement, from the wages we are paid to the rights we do (or do not) respect are increasingly dictated by and shaped through global processes and events. But how, exactly, does this 'global world' actually work? Who is in charge? How global is it, really? Global Studies is a major developed in a number of North American Universities over the past decade or so, paralleled in Europe and Asia by academic units on global integration, logistics, transformations, etc. It introduces students to the sea-change in politics, culture, and economic life over the past 40-60 years or so. This is roughly the era when our lives have become embedded in new, more global forms of political organization (e.g., environmental movements), new notions of identity (global citizenship & culture) along with new kinds of economic organization (global trade, economic justice). As students of the world, our job is to understand these changes factually and emotionally to equip ourselves for any number of global careers and to more deeply understand what it means to be human in the contemporary world.

This course is organized around two broad objectives. The first is to teach you about Global Studies as a major and a field of inquiry; in this regard, the course acts as a 'map' for GS majors and minors and for anyone curious about what we do. The second is to provide you an approach to the study of Globalization more broadly. Here we will introduce three theories of global change: state-centric, cultural/social, and economic. We will likewise explore the idea that the world shares a single culture and that it has become in many ways a single place. Five course units (*Debating Globalization; Global Culture, Identity, Individualism; Global Governance & Global Ecology; Migration and Global Rights; Being (human)itarian*) provide the structure (from 'big picture' questions to increasingly individual rights) to guide us in this work.

*Course Information:* Fall C semester, 3 credit hours, Line n° 72351, T TH 3-4.15, PSY 102

*Instructor Information:* Dr. Henry Sivak, [henry.sivak@asu.edu](mailto:henry.sivak@asu.edu), office Coor 6698, Office Hours MW 1-2 and T 10-11; alternately, we can set up an appointment by email, or just knock when the door is open. Phone 480.965-1336 (no voicemail).

I will generally reply to emails within 24 hours during the work week (M-F). Office hours are open drop-in times; if you can't make them, or you have something to discuss at length, please feel free to set up an appointment. Also, please remember that I am Dr, Mr, or Professor Sivak (take your pick) and that any teaching assistants with whom you may work are Mr/Ms. These are good rules to abide by at ASU generally.

*Course goals:* By the end of this class, you should be able to:

- A. Describe key historical waves and features of globalization, from 19th century until today.
- B. Explore the interrelations of capitalist markets, state actors, and cultural consciousness as the basis for explaining global problems and issues, including human rights, ecology, and cultural heritage.
- C. Explain (some of) the operations of the UN, ICC, IPCC, WTO, FIFA and other key institutions and actors of our global world.
- D. Consider and debate the argument that the globe as a place that is woven together through institutions, norms, cultures, and economies which, taken together, form a single global society.

*Course Texts:* You will need to buy or rent Frank J. Lechner, *Globalization: The Making of World Society* (Malden, MA: John Wiley & Sons, 2009), ISBN 978-1405169059. It is available at the ASU bookstores, and of course online.

All other texts are available online, or uploaded to the course blackboard site.

*Requirements:* This course requires that you complete fairly regular discussion assignments/homework and two tests, write two papers, and participate in a debate. Details are as follows:

*The Global in the Local:* Phoenix, AZ is the fifth most populous US city and a thoroughly globalized place, while the wider valley is home to world-class research Universities and to people from almost every corner of the world. For this assignment, you will explore how the city itself exemplifies ideas about globalization by having a global experience near, or on, the ASU campus. You have a great deal of flexibility in how you interpret this assignment; you could, for example, sit in on a campus club with students whose political views are quite different from yours, attend the religious ceremony of a faith not your own, or go to [first Friday](http://artlinkphoenix.com/first-fridays/) (<http://artlinkphoenix.com/first-fridays/>) (and analyse how globalization is embedded in the city's fabric. The major requirements are that you (a) do something you have never before done and (b) relate this to your understanding (thus far) of globalization. Note that this must be a new experience undertaken since the start of classes; a wedding attended six months ago doesn't count (/10).

*Discussion assignments:* Depending on the final size of the class, these will take one of two forms: either (i) a set of discussion questions that you will answer throughout the week; or, (ii) questions that you will work on in class, in groups, before completing and submitting them individually. *While groups are a great way to share ideas, get to know other classmates, etc., all*

*grades are assessed, and all work submitted, individually.* You will generally have until the end of the week to submit complete these assignments (these are graded out of /5 points, with a maximum of 3 for those who complete a great individual assignment but who don't participate in group discussion/back-and-forth online).

*Dialogue:* Each student will have to participate in two in-class dialogues. These are typically held during the first half of a Thursday class meeting. I use the term “dialogue” rather than “debate” to place the emphasis on engagement; you are not there to core points by attacking each other's arguments, but to explore interesting and complex issues. As class enrolment stabilizes, students will select the debate topic they want through Blackboard groups. In the dialogue, each student gets **two minutes** to speak; it is important that you respect this time limit, since it then lets us move into open dialogue and discussion. The maximum number of people per group will be set as class enrolment numbers stabilize. Then, each group will divide into sides (so, “for or against” a proposition, an idea, etc. that I will provide). While this is not a group assignment, you will need to co-ordinate with members of your group to keep from making the same points or drawing on the same examples. You must also upload a short research paper on the day of your dialogue; failure to upload the paper will result in a grade of 0 (/20).

At times, dialogues will deal with contentious issues about which we may hold very strong beliefs. It is important that you express yourself, your ideas, your beliefs in class; this class is yours, too, and you are not being evaluated on whether you agree with the course instructor, or with each other. This said, **it is very important to maintain a positive classroom atmosphere and climate for everyone.** Disrespecting the course instructor or other students; making racist, sexist, homophobic, or other negative comments; or, using stereotypes when talking about groups of people, is not acceptable. This applies to all written assignments and to everything we say and do in class. Your grade will be reduced if you engage in these sorts of behaviour, discussion board posts removed and/or assignments returned to you ungraded, as deemed appropriate by the course instructor. For more information see the Dean of Students' Student Code of Conduct, at <https://eoss.asu.edu/dos/srr/codeofconduct>.

*Mid-term tests:* You will complete two mid-term tests in this class. I post detailed review guides at least a week prior to each test; this should give you plenty of time to prepare, ask questions, etc. Test usually last well under the full class time, though you may take the whole class to complete them.

*Global ethics and film paper:* For the section of the course on ecology and urbanization, you will watch two fairly recent films—tentatively, *Slumdog Millionaire* and *City of God*—to explore how governmental (in)action, cultural perceptions, and economic structures conspire to create a very distinctively global place—the ‘slum’, shantytown, or favela. Your paper will draw on concepts and issues learned in class, along with your own research into informal urbanization. More information will be provided in due course (/15).



*Attendance and participation:* I will take attendance fairly regularly throughout the semester. Attendance may be taken at the start, the middle, or the end of the class period. Penalties for absences are as follows (all are cumulative):

First absence: No worries, all is well.  
 Second absence: - 1 point.  
 Third Absence: - 3 points.  
 Fourth Absence: - 5 points.  
 Fifth absence: You aren't passing this class.

*Assignment breakdown:*

The Global in the Local	10 points
Two dialogue performances & papers:	20 points.
Two mid-term tests:	40 points
Ongoing discussion assignments:	50 points.
Attendance and participation:	15 points
Global Ethics & Film paper:	15 points
<b>Total</b>	<b>150 points</b>

*Grade Breakdown:*

A+	150	B-	115.5-119.9
A	139.5-149.9	C+	109.5-115.4
A-	135-139.4	C	101-109.4
B+	127.5-134.9	D	90-100.9
B	120-127.4	E	0-89.9

*Note:* All grades are rounded to the nearest .10 point. For example, a grade of 89.92% is a B+, not an A-. The University does not recognize the grades C-, D+/-, or F.

**Late Assignments: All Assignments must be completed by their due dates. Late assignments will be penalized 2 points per day late; I also reserve the right to refuse to accept a late assignment, if I feel that circumstances warrant this.** Assignments that are to be uploaded to Blackboard **\*\*MUST\*\*** be uploaded to Blackboard!!!! Emailing an assignment to your course

professor(s) will result in your work being overlooked. This included user end problems with getting Blackboard to work correctly. System outages are broadcast on twitter (<https://twitter.com/asuoutages?lang=en>); in the case of a serious outage, I will of course extend deadlines. Otherwise, though, it is **your responsibility** to make sure that you can use Blackboard correctly and effectively. ASU maintains plenty of resources to help you avoid common mistakes, such as running videos in the background while using BB, using Apple's Safari browser, or not regularly updating your computer's operating system (or browser). **Use the “browser test” link in the course site to make sure your system is BB compatible.**

This said, there are three possible exceptions here. One is that you have a foreseeable issue, such as scheduled surgery, military deployment, etc. that cannot reasonably be rescheduled. In the case, **write to me prior to the start of the semester** with (a) a description of the event or issue; (b) the dates during which you will be indisposed/unavailable; (c) appropriate documentation; and, (d) the date by which you can get the work completed. A second exception occurs in the case of a serious medical emergency (e.g., you break a bone). In this case, I will need paperwork from the hospital/clinic and an estimate of when you can complete the work. Finally, if you are traveling on University-related business (e.g., you are on a sports team) I will make allowances for you to complete your work. **In all of the above cases** please write to me first by email with the appropriate documentation attached, using a clear subject line (e.g., "SGS101Cexcusedlatework" or "SGS101Cexcusedabsence" works fine) and with a brief description of the issue. Then, please follow up with me in class (or office hours) at the earliest reasonable opportunity. Quite simply, there are a good number of you in this class, and only one of me, so taking these steps helps a lot in helping me work with you if (or when) problems arise.

Policy against threatening behaviour: All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behaviour poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. For more information see Student Services Manual SSM 104-02, “Handling Disruptive, Threatening or Violent Individuals on Campus.”

More generally, we must all be aware that the classroom is a place of respect and tolerance. While you are free to respectfully disagree with the course professor and/or other students, ad hominem attacks, or racist, xenophobic, sexist, and otherwise intolerant arguments will not be accepted. Students who engage in these behaviours, or spend class time texting/facebook-ing/IMing/playing Pokémon Go/Kakao-ing will lose points and/or have their discussion board posts removed, as deemed necessary by the course instructor. **Put your phone away in class!!!**

*Academic integrity*: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of

registration privileges, disqualification and dismissal. For more information, see <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. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

*Establishing Eligibility for Disability Accommodations:* Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/drc>.

## Course Schedule

*General note: A schedule is a working tool. It provides us with the general plan of the semester, along with (of course) the rules by which we will abide. This said, a classroom is not a potted plant, and we may go slightly faster (or slower) through this material, as needed. Alternately, we may alter an assignment (e.g., instead of a DB, we may do a small in-class project, if that helps understand and engage with the material). While I use Blackboard to distribute readings, post announcements, etc. every single thing we decide in class will not be put online. As a result, I cannot stress enough that the best way to keep up with class, prepare for tests, etc. is to attend class regularly.*

**Aug. 17: Course Introduction**

*Readings:* Lechner, ch. 1

*Assignments:* The Global in the Local, due online on Sunday, 10 September.

*Unit I: Debating Globalization.*

**Aug. 22: The Debate on Globalization**

*Readings:* Lechner, ch. 2; reading pack (on BB).

**Aug. 24: Long Waves and Global History.**

*Readings:* Wallerstein, "The Modern World System"; Paul Farmer, "An Anthropology of Structural Violence"; Kwame Anthony Appiah, "The Case for Contamination," *New York Times* 1 January 2006, at <http://www.nytimes.com/2006/01/01/magazine/the-case-for-contamination.html>

*Film:* *Black Gold.*

*Assignments:* DB1

*Unit II: Global Culture, Identity, Individualism.*

**Aug. 29: National Culture, Nationalism, and Soccer**

*Readings:* Lechner, "Global Sports"; Tamir Sorek, "Soccer Fandom and Citizenship in Israel," MERIP 245 (Winter 2007), at <http://users.clas.ufl.edu/tsorek/SorekMERIP.pdf>; Robert L. Kehoe III, "The Ideology of the Olympics," *Boston Review* Aug. 5 2016 (<http://bostonreview.net/world/robert-kehoe-ideology-olympics>).

**Aug. 31: Follow the Money**

David Conn, "Follow the money," *London Review of Books* 30 August 2012, 25-26; Franklin Foer, "How Soccer explains the survival of the top hats," in *How Soccer Explains the World* (New York: HarperCollins, 2004), 115-140; short explainers on 'operation carwash'.

*Assignments:* Debate #1: The End of the Olympics?  
DB2.

**Sept. 5: Global Media & Cultural Imperialism**

*Readings:* Lechner, "Global Media"; other resources TBD.

- Sept. 7:** **A Global Sense of place**  
**Readings:** Selections from UNESCO website; Andrew Curry, "Can Auschwitz be Saved?" *Smithsonian Magazine* Feb. 2010, at <http://www.smithsonianmag.com/history/can-auschwitz-be-saved-4650863/>
- Assignments:** **Debate #2: Cultural Imperialism today.**
- Unit III:** *Global Governance & Global Ecology*
- Sept. 12:** **The International Economy.**  
**Readings:** Karl Polanyi, "Societies and Economic Systems," in *The Great Transformation* (Boston: Beacon Press, 2001); Lechner, ch. 5;
- Sept. 14:** **First-World led development**  
Philip McMichael, "Globalizing the Development Project," ch. 3 in *Development and Social Change* (Los Angeles: SAGE, 2012), 55-79; Pietra Rivoli, "The Unwitting Conspiracy," in *The Travels of a T-Shirt in the Global Economy* (Hoboken, NJ: Wiley, 2015), 120-139.
- Sept 19:** **Inequality in the Global System**  
**Readings:** Lechner, ch. 11; selections from "The Globalization Reader."  
**Film:** *Life and Debt*.
- Sept. 21:** **Development-Induced Displacement**  
**Readings:** Bose, Pablo. "Dams, Development and Displacement." In *Development's Displacements: Ecologies, Economies, and Cultures at Risk*, edited by Peter Vandergeest, Pablo Idahosa, and Pablo Bose, Vancouver, BC, 2006.
- Film:** *Drowned Out*  
**Assignments:** DB3
- Sept. 26** **Conservation and Development**  
**Readings:** Nicholas K. Blomley, "Welcome to the Hotel California," ch. 1 in *Unsettling the city: urban land and the politics of property* (New York: Routledge, 2004), 1-28.
- Sept. 28:** **The cultures of DiD-poverty 'tourism' and global economic culture.**  
King, Brian. "Conservation Geographies in Sub-Saharan Africa: the Politics of National Parks, Community Conservation and Peace Parks." *Geography Compass* 4, no. 1 (January 2010): 14–27
- Assignments:** **Debate #3: The Ethics of "Drowning out."**  
DB4
- Oct. 3:** **The Culture of Aid.**  
**Readings:** Edward Said, "Orientalism"; Dinaw Mengestu, "[Not a Click Away](#)"; Teju Cole, "[The White Savior Industrial Complex](#)"; watch [Kony 2012](#).
- Oct. 5:** **Slum tourism, (slack)tivism, and Kony 2012.**  
**Readings:** Freire-Medeiros, Bianca. "The Favela and Its Touristic Transits." *Geoforum* 40, no. 4 (July 2009): 580–88.

*Assignments:* **Debate #4: Slum Tourism?**  
'Slum' film paper due 5 October.

*Pause*

**Oct. 10:** Catch-up.

**Oct. 12:** Mid-term test.

*Unit IV: Migration and Global Rights*

**Oct. 17:** **The Inter-state migration 'system'**

*Readings:* Lechner, "Global Migration."

**Oct. 19:** **The refugee system**

*Readings:* The 1951 Geneva Convention Relating to the Status of Refugees (pp. 13-19), <http://bit.ly/11POb6G>; Daniel Trilling, "What to do with the people who do make it across?"; Erica Chenoweth and Hakim Young, "Seeing Flight as a Non-Violent Option," *politicalviolenceataglance.org*, at <http://bit.ly/2uI0M8U> (last accessed 10 August 2017).

*Assignments:* DB5.

**Oct. 24:** **Free movement**

*Readings:* Anonymous, "The \$78bn free lunch," *The Economist* 6 July 2017; Shaun Raviv, "If People Could Migrate Anywhere, Would Poverty Be Eliminated?" *The Atlantic Monthly* 26 April, 2013; William Wheeler, "How Not to Design a World Without Borders," *The Atlantic Monthly* 21 July 2014.

**Oct. 26:** **Migration as a Human Right**

*Readings:* Roxanne Doty, "Why is people's movement restricted?"

*Assignments:* **Debate #5: A right to refuge?**  
DB6.

**Oct. 31:** **Diaspora & Identity**

*Readings:* Tara Bahrapour, "Persia on the Pacific," *The New Yorker* 10 November 2003.

*Film:* *Persepolis*

**Nov. 2:** **Catch-up and review.**

*Assignments:* DB7

*Unit V:* *Being human(itarian).*

**Nov. 7:** **Human Rights**

*Readings:* Jack Donnelly, "Human Rights"; John Bowen, "Muslims and Citizens," *Boston Review* 2004, pp. 31-35.

**Nov. 9:** **Humanitarian Intervention**

*Readings:* Lechner, "Global Governance"; Belamy & Wheeler, "Humanitarian Intervention in World Politics."

*Assignments:* Debate #5: Humanitarian Intervention today?  
DB8

**Nov. 14: Genocide**

*Readings:* The Genocide Convention  
([http://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/260\(III\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/260(III))); Samantha Powers, "Raising the Cost of Genocide"; Sarah Sewall, "Do the right thing," *Boston Review* Sept./Oct. 2009, at <http://new.bostonreview.net/BR34.5/sewall.php> (last accessed 15 August 2016); Alex de Waal, "Writing Human Rights and Getting it Wrong," *Boston Review* 6 June 2016, at <http://bit.ly/25OdLTl>.

**Nov. 16: The genocide convention today.**

*Readings:* TBD.

*Assignment:* Debate #6: Genocide as a foreign policy priority?  
DB9

**Nov. 21: Human rights and the NGO community**

*Readings:* Selections from *The Globalization Reader*.

*Unit VI: Wrap-up*

**Nov. 28: Catch-up.**

*Assignments:* Debate #7: Human Rights law as a global success/global failure.  
DB10.

**Nov. 30: Catch-up II.**

\*\*Mid-term II held in class on Tuesday, 5 December, 2.30-4.20\*\*

Lechner, F. J. (2009). *Globalization: The Making of World Society*. Malden, MA: John Wiley & Sons.

Ch. 1: Introduction

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