

SYLLABUS
NEW COLLEGE ONLINE SEMINAR

GLOBAL ISSUES A-SOCI 4322.01

FALL 2013: 08/26/13 - 12/02/13

INSTRUCTOR: John Houghton, Ph.D. OFFICE: Holy Cross 201
OFFICE PHONE: 448-8721 EMAIL: johnh@stedwards.edu

OFFICE HOURS: Tuesday & Thursday 4 – 6 PM; and by appointment at many different times.

Email consultation: Email me any time or day. During the week, I usually will respond within 24 hours or sooner. On weekends and holidays, response time may be longer.

I. COURSE DESCRIPTION

This course examines globalization and major contemporary issues facing the emerging global community. The focus is on the nature and dynamics of the globalization process, with a special focus on the consequences of globalization for global ecology and environmental change and world poverty. Specific issues addressed include perspectives on, and debates over, globalization as a primary economic, social, political, and cultural feature of contemporary life and society; the level, causes and consequences of global inequality and world poverty, and the relationship between the rich and the poor; and the principal dimensions and effects of degradation of global environmental resources, and the problems and promise of globalization for halting or reversing the degradation.

II. COURSE OBJECTIVES. At the conclusion of this course, students should be able to:

- A.** Describe the phenomenon of globalization and the major positions held in the debate about globalization.
- B.** State, and apply to analyses of current conditions, a basic understanding of the causes of globalization.
- C.** Identify the major impacts that globalization has on people in industrialized and developing societies.
- D.** Articulate an understanding of the major dimensions, consequences, and debates concerning economic, political, and cultural globalization.
- E.** Describe and analyze the major dimensions and sources of world poverty, including the impact of globalization on the world distribution and intensity of poverty.
- F.** Describe and analyze the major dimensions of the global environmental crisis, including the impact of globalization on environmental deterioration.
- G.** Identify, propose and defend feasible and effective approaches to resolving the issues raised by globalization, including, especially, global economic inequality and poverty, and the global environmental dilemma.

III. REQUIRED TEXT AND READINGS:

A. TEXT (Available from the SEU bookstore and many online sellers.):

Lechner, Frank J. and John Boli, (editors). *The Globalization Reader, 4th Ed.* Malden, MA: Blackwell Publishers, 2012.

B. Additional Assigned READINGS (Available on our Blackboard at “Readings”):

- Bardhan, Prana. “Does Globalization Help or Hurt the World’s Poor?” *Scientific American*. April 2006: 84-91. Web.
- Friedman, Thomas L. “The New Sputnik.” *New York Times*; Week in Review. 27 Sept. 2009: 12. Web.
- Liu, Jianguo and Peter H. Raven. “China’s Environmental Challenges and Implications for the World.” *Critical Reviews in Environmental Science and Technology* 40 (2010): 823–851. Web.
- Milanovic, Branko. “Global Income Inequality by the Numbers: in History and Now.” *The World Bank*. Policy Research Working Paper 6259, Nov. 2012. Web.
- Najam, Adil, David Runnalls and Mark Halle. “Environment and Globalization; Five Propositions.” International Institute for Sustainable Development. Winnipeg, Manitoba: 2007. Web.
- Sachs, Jeffrey D. “Can Extreme Poverty Be Eliminated?” *Scientific American*. Sept. 2005: 56-65. Web.
- Singer, Peter. “America's Shame; When are we going to do something about global poverty?” *Chronicle of Higher Education*. 55.27 2009: B6, “The Chronicle Review” <http://chronicle.com/weekly/v55/i27/27b00601.htm> Accessed 6 June 2009. Web.
- Sumner, Andy. “Where Will the World’s Poor Live? An Update on Global Poverty and the New Bottom Billion.” *Center for Global Development*. Working Paper 305, Sept. 2012. Web.
- “The East is Grey.” *Economist.com*. *The Economist*. 10 August 2013. Web. 14 August 2013.

C. Student-Selected Readings: In addition to the above, students will read and analyze at least seven articles or books dealing with a global issue/problem of the student's choice. At least five articles or books must be scholarly sources (for example, books from scholarly publishers or scholarly articles from social science or policy journals); they must be from sources other than newspapers, magazines, or undocumented Web sites (You will do this reading as research for the “Critical Analysis” paper assignment. See IV. D. below).

D. Online Materials: Students will read and study online lectures and questions, and associated articles and materials, supplied by the instructor.

IV. STRUCTURE AND REQUIREMENTS OF THE COURSE

A. ONLINE FORMAT: In this online course, you will need to read the required text, participate in online discussions, complete readings worksheets, do research and write a paper. Demonstration of learning occurs through your responses and comments in the online discussions, worksheets, and the paper. Interaction with fellow students occurs through the discussion forums and the lectures of the instructor. (You are encouraged to interact with your professor and fellow students by email or in face to face meetings, but this is not required). Each week, your instructor will post lectures and observations the previous discussion to our course site. **The lectures will introduce questions for you to answer on the course discussion board.** Your worksheets and paper will also be submitted through the Blackboard site.

B. ONLINE DISCUSSIONS: You will participate in weekly **SEMINAR DISCUSSIONS** of global issues on the Discussion Board for our course.

The discussions will center on a question posted by the instructor by the end of the day on Saturday of each week. You will post a "RESPONSE" to the question by the following Tuesday (by 11:59 PM). You will then post at least one (1) "COMMENT" on one of your fellow student's responses by the following Thursday.

1. Responses to the questions:

The questions will often ask you to critically analyze, in your own words, global issues and present your evaluation of a course of action, your argument for what should be done, and/or your judgment about what is the actual case. You are not bound to agree with any particular text, the instructor or your fellow students. You are required to critically analyze the question and present to the seminar your best thinking on it. Your answer should reflect careful, knowledge- and value-based analysis and demonstrate your command of the relevant subject matter. They should exhibit college-level, error-free writing, and be fully documented

Responses should be based on the text, readings, online lectures (each week), previous discussions, and any additional research (not required) you do. Your responses should demonstrate understanding of assigned reading and lectures and should cite appropriate references [e.g., "As Keohane and Nye (71 - 78) suggest, the world is headed toward ever greater and more complex interdependence."].

Responses should be concise and focused: one to one and one-half single-spaced pages of typewritten text each. Except for relatively rare quotes, responses should be entirely in your own words. You may attach articles, data or Web links which support your answers.

NOTE: Please post directly into the discussion space. Do not "attach" your responses to the discussion board.

2. Comments on the Responses of Fellow Students:

These can take many forms. You might agree with a particular response and support its argument or conclusion with additional material. You might disagree

and present your reasons or identify an alternative. You might identify and briefly discuss another issue that you see raised by the response or relate a set of facts or an incident that bears on the response. Whatever the type of comment, it should reflect the same careful reflection that is required for initial responses to questions. **It should also, of course, be couched in terms that are courteous, respectful, and that encourage further dialogue. Never engage in personal attacks; always try to base your comments on sound facts, logic, and critical thought.**

COMMENTS should be about one-half to one page in length.

NOTE: There are no formal “exams” in the course. Your discussion responses and comments are, thus, one primary indicator of your learning in the course. They should reflect your knowledge of assigned readings and “lectures,” and your systematic application of that knowledge to the questions and responses at hand.

3. Final Discussion: The final discussion will focus on student research and analysis. You will present a short abstract or summary of your critical global issues paper (see III.D below) and comment on the paper of a fellow student assigned by your instructor.

NOTE: The discussions must occur in timely fashion. Discussion work submitted after the due date will receive a grade of “0” unless an extension has been formally requested and granted by your instructor because of exceptional circumstances.

C. Readings Worksheets: Keeping up with readings and demonstrating your learning and command of the material: At the end of this syllabus, you will see a sheet entitled “Global Issues Readings Worksheet.” Beginning Week Two, post a worksheet, filled out completely, to the Blackboard “Worksheets” section on or before the due date. That date will be Friday (by 11:59 PM) of the relevant week. A worksheet **needs to be done for at least one of the *Globalization Reader* or additional articles assigned for the week.** While you have to do only one sheet per week, it is recommended that you do sheets for all articles and chapters for the week. Doing so will help you prepare for discussions and your position paper.

Worksheet Grading: The set of worksheets will be graded according to the “grading standards” outline below. It is imperative that you engage the discussions only after thoroughly reading and analyzing the assigned material. If you have not formally requested and received an extension, and do not have the required sheet turned in on time, no make-ups will be permitted and that assignment will receive a “0.”

NOTE: If you encounter a problem with Blackboard or the SEU system that prevents you from accessing an assignment, “lecture,” or resource, or from posting to the discussion board, you must immediately send an e-mail message to inform me of the problem (johnh@stedwards.edu). If you cannot send an e-mail, send a voice mail message to me at 512-448-8721. The e-mail will be a "timestamp" validation that you were attempting to work with Blackboard but were unable to complete the task due to a

problem with Blackboard. Either message will include a validation of the time of your failed attempt to post to or access Blackboard. This will allow me verify the problem with our system or Blackboard and adjust your due date accordingly.

D. CRITICAL ANALYSIS/RESEARCH PAPER: In satisfaction of the **Global Critical Issues** component of the New College curriculum, and to help you prepare for your capstone work, students will demonstrate their knowledge of global issues, and their proficiency in critical thinking, values analysis, research, documentation and writing, by presenting a **critical analysis** of the issue/problem selected for research **per III.C. above** (see III.C. for the minimum research requirements for the paper). The analysis should be approximately 10 pages in length and contain four main components:

- (1) A discussion and specification of the global issue addressed in the paper, and its history, context, causes and consequences of the issue;
- (2) An analysis of the most important values at stake, i.e., the ones that make the issue an important one to consider;
- (3) A proposal of a solution to the problem(s) posed by the issue; and a defense of the solution terms its effectiveness of for realizing the most important values at stake.
- (4) A Works Cited (and Works Consulted, if appropriate) clearly identifying your sources in MLA format.

NOTE: All work must be submitted by the due date to receive full credit. It must be neatly typed, error-free, double-spaced and properly documented according to MLA guidelines.

NOTE—Topic Proposal: A paragraph describing what you propose to address in the paper will be due on Saturday, October 5.

F. Grading.

1. Grades will be allocated as follows:

Readings Worksheets	22% (11 @ 2% ea.)
Discussions 1- 12	36% (12 @ 3% ea.)
Paper Topic Proposal	2%
Final Discussion	10% (5% Summary; 5% comment)
Critical Analysis Paper	<u>30%</u>
	100%

2. Grading Scale:

A 90-100 B 80-89 C 70-79 D 60-69 F 0-59 (may also be assigned due to excessive absences)

Note: I will evaluate your worksheets, responses, and comments and record the grade in the Blackboard grade book so that you can continuously monitor your performance in the course. Your worksheets will be graded online; you can view the grades and comments on them by going back to where you turned them in.

G. Grading Standards. The following criteria will be used to determine your grade in the course and on each assignment, including your discussions, worksheets and final paper:

“A” = Performance at the highest level, showing sustained excellence in meeting course responsibilities and attaining learning objectives: 100-90 %.

Very strong evidence of serious, creative thought and argumentation on global issues; an outstanding grasp of the relevant concepts, evidence, and arguments in readings, lectures, prior discussions and research; excellent evidence of critical evaluation of arguments and evidence; excellent organization and presentation that is almost error free; superior capacity to analyze and synthesize.

“B” = Performance of the student has been good, though not of the highest level: 89-80%.

Serious thought about global issues and good arguments clearly grounded in evidence and principles; good understanding of the subject matter; some evidence of critical analysis of arguments and evidence; good organization and presentation with few errors; good analysis and integration of data, concepts, and principles.

“C” = Performance of the student has been adequate; course requirements met but at an average level: 79-70%.

Some evidence of a grasp of the subject matter; some development of critical thought and analysis, but ungrounded opinion is sometimes offered; acceptable familiarity with the issues and evidence, but not notably comprehensive or critical; acceptable organization and presentation, but some significant errors.

“D” = Performance of the student has been minimally acceptable: 60-69%.

Knowledge of course subject matter and issues is superficial; ungrounded opinion and mere assertion often substitutes for argument; minimal use of logic and evidence to make arguments; poor organization and presentation with many errors; little evidence of capacity or effort to analyze and integrate arguments and evidence.

“F” = Performance of the student has been such that course requirements have not been met at an acceptable level: Less than 60%.

Work incompletely done or done so superficially as to be inadequately demonstrative of minimally adequate learning.

Note: Discussions and worksheets will be graded according to these standards. So also will be the final paper.

V. BASIC COURSE AND UNIVERSITY POLICIES

A. Plagiarism, Collusion and Deception:

The Academic Integrity section of the St. Edward's Student Handbook states:

Whenever it is established that academic dishonesty has occurred, the course instructor shall impose a penalty upon the offending individual(s). It is recognized that some offenses are more egregious than others and that, therefore, a range of penalties should be available. Whenever possible, it would also be important to try to determine the intent of the offender, since the error could be a result of careless work rather than intent to deceive. The maximum penalty for a first offense is failure in the course, and if that penalty is imposed, the student does not have the option of withdrawing from the course.

You may refer to the Handbook for further information, but **never be dishonest in any of your work and, in your written work—including Worksheets and Discussions, never present work that is not your own without appropriately quoting and citing its source.** Plagiarism will result in a grade of "F."

B. Incompletes and Withdrawals:

Incompletes are allowed only in extreme circumstances and if the student has satisfactorily completed all aspects of the course, except submitting the final paper.

Withdrawals must be undertaken by the student; contact your advisor if you need help with a withdrawal. Your instructor will not automatically withdraw you due to "absences" or nonparticipation, although if the latter is excessive it may result in submission of a WA—administrative withdrawal due to absence. Should you need to withdraw, it is your responsibility to meet the deadlines for withdrawal without a record on your transcript (unrecorded withdrawal) or, at a later date, for a recorded withdrawal (W on your transcript).

C. Special Circumstances: If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible for accommodations. You will first need to provide documentation of your disability to the Student Disability Services Office, which is located in Moody Hall #155 in Academic Planning and Support.

VI. SEMINAR SCHEDULE

A. WEEK 1: STARTING 8/26/13.

1. **Review syllabus and Blackboard site; obtain text.**
2. **Introduction of seminar participants:** Introduce yourself to the seminar with a brief description of yourself and your goals posted to the “Introductions” forum on the course Discussion Board. Introductions due by **Thursday, August 29.**

B. WEEK 2: STARTING 9/02/13.

1. **Read and study “lecture” material and the question(s) for this week’s discussion.** Find these posted in the Lectures/Questions section of our Blackboard site by **Saturday, August 31).**
2. **Discussion 1:** What is globalization and how does it manifest itself locally?
Discussion response due by Tuesday, September 3.
Comment (on the response of a fellow student) due by Thursday, September 5.
3. **Read Lechner and Boli, Part II, Readings 6 -12; and**
4. **Complete and submit a “Readings Worksheet” on one of these by Friday, September 6.**

C. WEEK 3: STARTING 9/09/13.

1. **Read and study “lecture” material and the question(s) for this week’s discussion.** Find these posted in the Lectures/Questions section of our Blackboard site by **Saturday, September 7.**
2. **Discussion 2:** Explanations of, and perspectives on the dimensions, structure, causes and history of globalization.
Discussion response due by Tuesday, September 10.
Comment (on the response of a fellow student) due by Thursday, September 12.
3. **Read Lechner and Boli, Part I & III, Readings 1 – 5 and 13 – 18; and**
4. **Complete and submit a “Readings Worksheet” on one of these by Friday, September 13.**

D. WEEK 4: STARTING 9/16/13.

1. **Lecture and Question:** read and study the “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
2. **Discussion 3:** Debating the effects and experience of globalization: positive and negative aspects of the basic processes.
Discussion response due by Tuesday, September 17.
Comment (on the response of a fellow student) due by Thursday, September 19.
3. **Read Lechner and Boli, Parts IV, Readings 19 – 21, 24, and 26; and**
4. **Submit a “Readings Worksheet” on one of these by Friday, September 20.**

E. WEEK 5: STARTING 9/23/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 4:** Globalization and the World Economy: development, processes, organization/disorganization, and control of the world economic system.
Discussion response due by Tuesday, September 24.
Comment (on the response of a fellow student) due by **Thursday, September 26.**
- 3. Read Lechner and Boli, Parts IV, Readings 19 – 21, 24, and 26. Read these additional articles, available on Blackboard: Bardhan, “Does Globalization Help or Hurt the World’s Poor?;” Milanovic, “Global Income Inequality;” Sachs, “Can Extreme Poverty Be Eliminated?;” Singer, “America's Shame;” and Sumner, “Where Will the World’s Poor Live;” and**
- 4. Submit a Worksheet on one of these by Friday, September 27.**

F. WEEK 6: STARTING 9/30/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 5:** Globalization and the World Economy: global poverty and inequality.
Discussion response due by Tuesday, October 1.
Comment (on the response of a fellow student) due by **Thursday, October 3.**
- 3. Read Lechner and Boli, Parts V and VI, Readings 28 – 38; and**
- 4. Complete and submit a Readings Worksheet on one of these by Friday, October 4.**

NOTE—Topic Proposal Due: Briefly describe, in a paragraph, the topic you propose to address for your critical analysis paper and submit it to the “Proposal” subsection of the Paper section of the Blackboard site by SATURDAY, OCTOBER 5, February 25. I will review and comment on it there. If you have questions about the topic you are considering, call or email me before you turn in your proposal to get them answered.

G. WEEK 7: STARTING 10/07/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 6:** Globalization and the future of the state and nation; global governance?
Discussion response due by Tuesday, October 8.
Comment (on the response of a fellow student) due by **Thursday, October 10.**
- 3. Read Lechner and Boli, Part VII, Readings 39 – 45; and**
- 4. Submit Worksheet on one of these by Friday, October 11.**

H. WEEK 8: STARTING 10/14/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 7:** Global civil society, INGOs, and political and social movements in the global arena.
Discussion response due by **Tuesday, October 15.**
Comment (on the response of a fellow student) due by **Thursday, October 17.**
- 3. Read Lechner and Boli, Part VIII, Readings 46 – 51; and**
- 4. Complete and submit a Readings Worksheet on one of these readings by Friday, October 18.**

I. WEEK 9: STARTING 10/21/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 8:** Cultural issues in a globalized world: global media and cultural homogenization, hybridity, and/or divergence.
Discussion response due by **Tuesday, October 22.**
Comment (on the response of a fellow student) due by **Thursday, October 24.**
- 3. Read Lechner and Boli, Part IX, Readings 52 – 57; and**
- 4. Complete and submit a Readings Worksheet on one of these readings by Friday, October 25.**

J. WEEK 10: STARTING 10/28/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 9:** Cultural issues in a globalized world: adaptation, innovation, and conflict in religious responses to globalization
Discussion response due by **Tuesday, October 29.**
Comment (on the response of a fellow student) due by **Thursday, October 31.**
- 3. Read Lechner and Boli, Part X, Readings 58 & 59; Najam et al. “Environment and Globalization; Five Propositions;” Liu and Raven, “China’s Environmental Challenges and Implications for the World,” and “The East is Grey;” and**
- 4. Complete and submit a Readings Worksheet on one of these readings by Friday, November 1.**

K. WEEK 11: STARTING 11/04/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 10:** Globalization and the threat to global civilization; impacts of globalization on the biosphere and its ability to provide basic ecological services to humanity.
Discussion response due by **Tuesday, November 5.**
Comment (on the response of a fellow student) due by **Thursday, November 7.**

Week 11 (cont.)

- 3. Read Lechner and Boli, Part X, Readings 60 – 64; Part XI, Reading 68; and Friedman, “The New Sputnik;” and**
- 4. Complete and submit a Readings Worksheet on one of these readings by Friday, November 8.**

L. WEEK 12: STARTING 11/11/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 11:** Solving the global environmental dilemma and the requirements of sustainable “development” in a global era.
Discussion response due by Tuesday, November 12.
Comment (on the response of a fellow student) due by **Thursday, November 14.**
- 3. Read Lechner and Boli, Part XI, Readings 65 – 67 and 69 – 71; and**
- 4. Complete and submit a Readings Worksheet on one of these readings by Friday, November 15.**

M. WEEK 13: STARTING 11/18/13.

- 1. Lecture and Question:** Read “lecture” material and discussion question for this week posted in Lectures/Questions (posted last week).
- 2. Discussion 12:** Globalization and the prospects for a peaceful and just world order; arguments for an alternative globalization.
Discussion response due by Tuesday, April 16.
Comment (on the response of a fellow student) due by **Thursday, April 18.**
- 3. By NEXT MONDAY, prepare a one - two page summary of your paper as your “response” contribution to the final discussion.**

N. WEEK 14: STARTING 11/25/13 (Note Monday – Wednesday due dates. Nothing is due during the Thanksgiving holidays. The final draft of your paper is due to Blackboard by Monday, December 2.)

- Final Discussion:** post the summary of your critical analysis paper to the Final Discussion forum and comment on the paper of the student assigned to you.
Summary due by MONDAY, November 25.
Comment due by WEDNESDAY, November 27.

O. FINAL DRAFT OF PAPER DUE TO BLACKBOARD: MONDAY, 12/02/13 (END OF THE DAY).

PLANNING YOUR WORK FOR THE COURSE:

The activities and work in the schedule above must be accomplished in timely fashion. At minimum, you will need to spend approximately the following amount on each, and plan accordingly:

	Total Hours
Reading and Studying assigned readings: 30 min. ea. for 79 articles or excerpts (you should do this prior to each week's lecture and discussion)	39.5
Drafting and Editing and Posting Readings Worksheets: 1.5 hour ea. for 11 Worksheets	16.5
Reading and Studying online "lectures" and questions: 2 hrs. ea. for 12 "Lectures/Questions"	24
Reading & Studying Class Discussions 1 hr. ea. for 12 Discussions	12
Drafting, Editing and Posting discussion responses & comments: 1 hrs. ea. for 12 discussions	12
Research, Writing, Editing and Posting for Critical Analysis and Final Discussion: 25 hrs. for research	25
15 hrs. for writing, editing and posting	<u>15</u>
Total	144

