

Globalization/Social Justice

Course Syllabus

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Course Description

This course begins by exploring several definitions of globalization as a contemporary system that defines and names our current world. It then focuses on major beneficial and harmful effects of globalization in four issues: societies around the world, developing nations, the United States, and social justice and corporate social responsibility. Topics include the role of globalization in trade, culture, local economies and multinational corporations. Students will research and analyze positions by various experts on the beneficial and harmful aspects of globalization and examine statistics, then formulate their own informed opinions. Each pro and anti globalization issue is addressed during two weeks of online discussions: in the first week of each topic, half the class analyzes the beneficial aspects of globalization while the other half analyzes the harmful aspects of globalization. In the second week's discussion on each issue, after students analyze arguments from the opposite perspective, they will express and support their own analysis. The course concludes with an analysis of the affect of social justice and corporate social responsibility on globalization.

Course Learning Goals

After completing this course, you will be able to:

- Articulate the key characteristics of globalization as the contemporary system describing our world.
- Identify and describe the positive and negative effects of globalization on developed and developing countries.
- Analyze the impact of NAFTA, outsourcing, and free trade policies on the United States economy.
- Develop an informed perspective on the role of social justice on globalization
- Analyze the effect of corporate social responsibility, social business, and human rights on globalization.
- Articulate your own position on globalization.

Course Competencies

In this course, you will develop the following competencies:

| Competence | Competence Statement and Criteria |
|------------|--|
| H5 | <p>Can analyze issues and problems from a global perspective.</p> <ol style="list-style-type: none"> 1. Analyzes one or more global issues, problems, or opportunities facing the human race. 2. Explains how these issues affect individuals or societies in both positive and negative ways. |
| H1C | <p>Can explain the emergence, maintenance, or evolution of an economic or political system.</p> <ol style="list-style-type: none"> 1. Identifies a political or economic system and describes its elements. 2. Explains how the system functions and how it has changed over time. |
| FX | <p>Can analyze the positive and negative effects of globalization.</p> |

How the Competencies will be Demonstrated in this Course

Competencies will be demonstrated by completing the assigned readings, postings to the course Discussion Forum, including participation in the three group discussions, and writing position papers, one for each competency.

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.
Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading:

Required Text Books

Globalization – Opposing Viewpoints, David Haugen and Rachael Mach, Book Editors, Thomson-Gale, 2010 (paper)

Required Article and Report Readings

Making Globalization Work: Preface, pp ix-xviii and Chapter 1: Another World is Possible, pp. 3-24

Joseph Stiglitz

Globalization and its Discontents: Chapter 1: The Promise of Global Institutions, pp. 3-22

Joseph Stiglitz

Free Lunch: Chapter 22: "Less for More," pp. 214-234 and Chapter 26: "Not Since Hoover," pp. 272-282

David Cay Johnson

Creating a World Without Poverty: Chapter 8: Broadening the Marketplace, pp. 165-185

Muhammad Yunus

Tyranny of Oil: Chapter 7: Big Oil's Plans for the Future, pp. 273-318

Antonia Juhasz

- **Definitions of globalization**

- a. Globalization, Stanford Encyclopedia of Philosophy (includes excellent bibliography)
<http://plato.stanford.edu/entries/globalization/>
- b. Globalization by David Held and Anthony McGrew (Entry for Oxford Companion to Politics)
<http://www.polity.co.uk/global/globalization-oxford.asp>
- c. Globalization by New World Encyclopedia
<http://www.newworldencyclopedia.org/entry/Globalization>
- d. Video: Joseph Stiglitz, Making Globalization Work, 42min
<http://www.youtube.com/watch?v=UzhD7KVs-R4>

- **Statistical measurement systems**

- a. **KOF Index of Globalization Query (updated every January)**
<http://globalization.kof.ethz.ch/query>
- b. **UNU-WIDER World Income Inequality Database**
http://www.wider.unu.edu/research/Database/en_GB/database
- c. World Bank Measuring Income Inequality Database

- **Ambassador Kamal**, "Globalization," video-podcast on DePaul iTunes and as 3 audio files

- **Directions to see Ambassador Kamal's lecture on globalization**

0. Go to iTunes.depaul.edu
1. You must have iTunes software on your computer. If you do not, see the link on the left side of the DePaul iTunes U home page and download it.
2. Open DePaul's iTunes list
3. See the first title -- Academics -- in that box: click on Instructional Technology Development -- See 3 gray tabs -- click on the "Lectures" tab
4. Kamal's lecture is #2 -- Globalization and its Impact ---- 52.55 minutes

- **The Impact of Globalization on the World's Poor** released May 2007. Helsinki-based World Institute for Development Economics Research (WIDER), an affiliate of the U.N. University in Tokyo.

- Video clip - CNBC Europe - 26 February 2004
Interview on CNBC with H.E. Tarja Halonen, President of the Republic of Finland and Co-chair of the World Commission on Globalization.- Duration: 8 min. 06 sec. (5.80MB)

<http://www.ilo.org/fairglobalization/report/lang--en/index.htm> (link is on lower right corner of webpage)

- Video clip - CNN World Business Today - 26 February 2004
Interview on CNN with H.E. Benjamin William Mkapa, President of the United Republic of Tanzania and Co-chair of the World Commission on

Globalization.-Duration: 7 min. 21 sec. (5.27MB)

<http://www.ilo.org/fairglobalization/report/lang--en/index.htm> (link is on lower right corner of webpage)

- **A Fair Globalization: Creating Opportunity for All:** Synopsis by World Commission on the Social Dimension of Globalization

<http://www.ilo.org/fairglobalization/report/lang--en/index.htm>

(access Synopsis on right column, pdf file, 7 pages)

by the World Commission on the Social Dimension of Globalization

<http://www.ilo.org/fairglobalization/report/toolkit/lang--en/index.htm>

Toolkit modules:

- Module #1: Creating opportunities for all
<http://www.ilo.org/legacy/english/fairglobalization/download/toolkit/module1.pdf>
 - Module #2: Globalization for people
<http://www.ilo.org/legacy/english/fairglobalization/download/toolkit/module2.pdf>
 - Module #3: Views and perceptions about globalization
<http://www.ilo.org/legacy/english/fairglobalization/download/toolkit/module3.pdf>
 - Module #4: The nature and impacts of globalization from A fair globalization - Creating opportunities for all
<http://www.ilo.org/legacy/english/fairglobalization/download/toolkit/module4.pdf>
 - Module # 5: Governance
<http://www.ilo.org/legacy/english/fairglobalization/download/toolkit/module5.pdf>
- World Commission on the Social Dimensions of Globalization
<http://www.ilo.org/public/english/fairglobalization/report/index.htm>
 - World Commission on the Social Dimensions of Globalization definition
<http://www.ilo.org/public/english/wcsdg/globali/index.htm>
 - **Video: C.K. Prahalad, Globalization and the Environment**, 1hr 6min
http://fora.tv/2007/07/06/Globalization_and_the_Environment
 - **Video interview: Ira Rifkin, on his book Spiritual Perspectives on Globalization**
<http://www.globalization101.org/index.php?file=experts1&id=12Globalization101.org>
 - Dr. Alfredo Sfeir-Younis, Social Entrepreneurship
<http://www.youtube.com/watch?v=J8SSkkjmJSE>
 - Dr. Alfredo Sfeir-Younis, Triple Bottom Line
<http://www.youtube.com/watch?v=lCh2zUNuNcc>
 - John Ruggie, Human rights and transnational corporations
<http://www.youtube.com/watch?v=Th88pvZYa-4>
 - John Ruggie, Presents Business and Human Rights Framework
<http://www.youtube.com/watch?v=55PJw077eQE>
 - **Corporate Social Responsibility - United Nations Global Compact (CSR)**
<http://www.unglobalcompact.org/>
 - **Social justice from answers.com**
<http://www.answers.com/topic/social-justice?cat=technology>
 - **Social justice from Wikipedia**
http://en.wikipedia.org/wiki/Social_justice

Course Grading Scale

| | | |
|---------------|-----------------|---------------|
| A = 95 to 100 | A- = 91 to 94 | B+ = 88 to 90 |
| B = 85 to 87 | B- = 81 to 84 | C+ = 77 to 80 |
| C = 73 to 76 | C- = 69 to 72 | D+ = 65 to 68 |
| D = 61 to 64 | F = 60 or below | INC |

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Course Structure

This course consists of 10 modules. The estimated time to complete each module is one week.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

Percentage distribution of Assessments

| | |
|--|-----|
| For 2 competencies (H5 and H-1-C) | |
| Discussions | 50% |
| Position paper 1 | 25% |
| Position paper 2 | 25% |
| For 2 competencies (H5 and FX) | |
| Discussions | 50% |
| Position paper 1 | 25% |
| Position paper 2 | 25% |
| For 2 competencies (H-1-C and FX) | |
| Discussions | 50% |
| Position paper 1 | 25% |
| Position paper 2 | 25% |
| For H-5 competency only | |
| Discussions | 50% |
| Position paper 2 | 50% |
| For H-1-C competency only | |

| | |
|--------------------------------------|-----|
| Discussions | 50% |
| Position paper 1 | 50% |
| For FX competency only | |
| Discussions | 50% |
| Negotiated focus area research paper | 50% |

Grading Policies and Practices

- Each Discussion Forum will be graded each week according to the Discussion Forum Grade Criteria.
- Papers will be graded according to the MLA Grade Form.

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

General Assessment Criteria for All Writing Assignments

Formatting is 20% of your paper's grade. All written assignments must adhere to the Modern Language Association (MLA) Manual of Style 7th Edition, 2009. See MLA Grade Form for specific directions.

Assessment Criteria for your Final Paper or Project by Competence

| Competence | Competence Statement and Criteria |
|------------|--|
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| FX | <p>Can analyze the positive and negative effects of globalization.</p> |

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive.

Quick Links:

- To schedule Real-time conversations with IM and/or webcam:
<http://condor.depaul.edu/writing/appointments/im.html>
- To request Feedback by Email:
<http://condor.depaul.edu/writing/appointments/fbe.html>
- For more information, visit:
<http://condor.depaul.edu/writing/>

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Online Discussion

Discussion Boards

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more discussion boards related to the topics you are studying each week.

At the beginning of the quarter, your instructor will set up two discussion boards. These two discussions will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These discussions are:

- Introductions
- Course Q&A

The Q&A discussion is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. Your instructor will add additional discussion boards as you move through the modules.

Assessment Criteria for Online Discussion Participation

In order to receive credit for your participation in the online discussion parts of the course it is important that:

- You contribute to the online discussion in a collegial fashion. You should begin your contributions by addressing your peer students, maintain a kind and collegial tone, and close with your signature.
- You regularly demonstrate good "listening" skills and active inquiry skills. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- You actively participate in informal online discussion with your classmates and the facilitator when they are required by the syllabus. "Active participation" means that you read and contribute to the online discussions. This discussion is "informal" in the sense that it is meant to encourage interested discussion.
- You follow accepted standards of English spelling, grammar, and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to exchange your reflections with others in the class about what you are learning. The discussion will be organized into forums around the particular assignment you are studying in specific periods of time, mostly weekly.
- You may be asked by your facilitator to take leadership in a certain group for a certain time of the course. If this happens, you will receive further instructions from the facilitator.
- If your participation is unacceptable at any time during the course, your facilitator will alert you and encourage your engagement as necessary. If you must be away and unable to access the Discussion Forum during the course, you must let your facilitator know and be ready to make up missed work as instructed.
- You should contribute your responses to other particular assignment for that specific discussion heading, which will be posted. Directions are provided with each assignment. They must be followed according to the due dates given. Principles of good practice for participating in online discussion should be adhered to when it comes to responding to the contributions of other people in the class. These "principles" are provided in the Online Participation Guidelines section in this study guide.
- Online discussions will be graded each week according to the criteria in the "Discussion Forum Grading Criteria" form.

Online Participation Guidelines

The following guidelines are provided to you as a way to clarify what our facilitator expects of you as a member of the course:

- Participation is essential, so please connect to the course every day or at least every second day. If you cannot login and you need assistance, email SNL Online Support services at snlonline@depaul.edu. You will receive assistance within 24 hours.
- Discuss critically, give support to your peers, provide your own ideas and experiences, challenge the ideas of others, or just make a comment that you read the posting. This is not an independent study course, but a paced online group learning experience. This study guide indicated 6 to 11 hours per week of your time to be spent on this course of 10 weeks. If you miss any weekly discussion, make sure to communicate with your facilitator to receive direction on make-up work.

- Please accept the challenge to work with others, to construct knowledge in negotiation with others.
- Your contribution must reflect a firm understanding of the assigned readings. You will be asked to write based on your experience too; however, you will need to exhibit ideas and concepts discovered in course readings.
- Your writing in online forums must be clear and concise, offering structured ideas.
- Your contributions should be pertinent to the subject under discussion. You do not need to post one-sentence messages to be "seen" by your facilitator. Work at developing original ideas.
- You must observe responsible etiquette while communicating your thoughts. The use of a respectful style is expected.
- As a member of this course, you must participate in all electronic forums regardless of the competencies you are taking this course for.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions" —interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility

that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your

own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Patricia A. Szczerba and staff at SNL Online of the School for New Learning of DePaul University.

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