

Course Syllabus
Southeast Missouri State University

Department of Social Work

Title: UI4xx, Social Justice and the Global Economy

Course NO: UI4xx

Fall, 2002

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I. Catalogue Description and Hours of Credit:

Study of the global economy from a social justice orientation emphasizing the exploitation and disempowered status of the world's poor. Prerequisite: Completion of University Studies Core Curriculum. (3).

II. Interdisciplinary Nature of the Course:

It is important to emphasize that an explicitly articulated social justice perspective and orientation will underlie all content presented in this class.

This course will integrate knowledge and concepts from Social Systems and Economic Systems. More specifically, the course will explore how the mechanics of third world debt, the increased liberalization of global trade policy, the erosion of environmental protections, the increasing hegemony of transnational corporations, and other, related factors, have contributed to a widening gap in income, wealth and access to resources, both within countries and also between countries. A presentation of the essential concepts of free market, laissez-faire, economics, together with government regulation of business, social welfare (e.g. the New deal and Keynesian concepts), trade protection, and similar factors, will set the stage for subsequent presentations of economic globalization from a social

justice perspective. This core social justice component will be grounded in the values of "human worth", and "social and economic justice", and the related concepts of exploitation, oppression, privilege, power, inequity, self-determination, and (respect for) cultural diversity, taken from social work and related social, philosophical, and political theories.

Utilizing these conceptual foundations taken from economic and social systems numerous connections between the ongoing economic and political disadvantage of poorest countries and peoples of the world and their eroding social circumstances will be examined in depth. For example, the ongoing repayment of third world debt has involved "structural adjustments" imposed by wealthy lending countries, institutions and individuals. These "adjustments" have required cutbacks in the funding of social programs, including health and education, resulting in a reduced quality of life for the poor in most southern countries. Examples of other topics related to the adverse impact of economic globalization on the social systems of the world's poor may include: the inequitable transfer of commodities and resources from poor to rich countries resulting in the erosion of local, physical environments and the massive displacements of people; the worldwide marketing of Western "consumer culture" and the related disruption of indigenous and traditional cultures and their values; the invasion of transnational corporations (through the elimination of trade and other barriers) resulting in the disruption and exploitation of local economies and peoples (e.g., grain dumping resulting in the elimination and displacement of local agriculture and subsistence farming); the ongoing and largely indiscriminant export of armaments to the Global South resulting in increased debt and regional instability; and the increasing vulnerability and desperation of the poor of the Global South which is now being exploited in the form of cheap labor (sweatshops) by transnational corporations operating under "liberalized" trade arrangements.

In addition to a strong interdisciplinary grounding in social and economics systems, the course also involves interdisciplinary linkages to political systems, "The Development of a Major Civilization" (i.e., the historical component), and especially living systems (e.g., environmental issues resulting from economic globalization). This last connection with "Living Systems" satisfies the cross perspective requirement for 400 level UI courses, as it is a part of the "Natural Systems" perspective.

As an example of these interconnections, in unit 7 the class will briefly explore the concept of democracy and the abuse of power relative to the political system in the United States. It will be suggested that current inequities in the global economy are being perpetuated (in part), through a domination of critical political structures by those who are benefiting most from current trends. An analysis of the current corporate domination of the media in the United States, including the omission of the social justice dimensions of globalization from public debate - as well as the subtle "selling" of corporate led "free market" globalization to the electorate - will be explored through the writings of several prominent scholars in

unit 7. Closely related to this, students will also explore the current domination of political funding in the United States by corporate and "wealthy" interests. All of this will be followed by an examination of the leading role of that government in establishing and influencing various trade and economic policies conducive to the transnational corporate agenda - with concomitant adverse economic, environmental and social ramifications for the poor of the world.

Similarly, in regard to historical systems (major civilization), the course will begin with a brief examination of historical antecedents to the current global economy, including the legacy of colonialism. Such topics as the history of European exploitation of the South, the establishing of highly polarized social classes in related geopolitical states, and the typically autocratic power structures of related local governments (sometimes supported by the United States), are presented as necessary background for later discussions. In the end, recent trends in economic globalization are shown to be a subtle furtherance of a colonial history of inequities between nations, replete with racism and exploitation.

Finally, explicit connections between current trends in "free market" economic globalization and environmental degradation will be made in units 4 and 6 and more specifically, in unit 5. For instance, free trade agreements such as NAFTA are directly linked to severe environmental degradation on the US/Mexican border where a proliferation of transnational corporations are currently operating just inside Mexico, with minimal environmental regulations. Similarly, the debt crisis of the Global South has resulted in an accelerated cutting of forests, including rainforests, in order for Southern countries to meet their debt service to Northern lenders. As another example of connections with "Natural systems", the homogenization of agricultural crops (monocultures), currently promoted by transnational food corporations is displacing the genetic diversity of long standing, indigenous farming practices, with unknown long-term effects. All of these environmental factors (and many others) are having adverse or potentially adverse effects on the poor of the Global South. In other words, connections will be made between economic systems, living systems, and finally social systems thereby fulfilling the "cross perspective" requirement for 400 level courses.

There will also be a presentation of alternative economic models, concepts and systems, as well as an examination of possible alterations to the present course of globalization that might result in a more equitable distribution of wealth and resources as well as increased autonomy and self-determination for poor of the Global South (unit 8). This unit will also involve an exploration of connections between economic systems and "living systems", as various "sustainable alternatives" (i.e., sustainable in regard to local, physical environments, ecology and agriculture) will be central to the material presented in the readings and classroom presentations.

Perhaps most important, students will be challenged to explore their place in the current global economy. Particularly useful here are the concepts of privilege and

structural (or institutional) oppression and exploitation. Generally, the course will be designed to facilitate critical thinking, a clarification of personal values, an awakening of personal responsibility, and a heightened sense of political consciousness.

The course is designed to culminate in a significant research paper involving an integration of concepts and knowledge from the various categories and perspectives. Analytical skills will be emphasized throughout the course and especially in regard to the research paper. The research paper will require a synthesis of new knowledge derived from interdisciplinary research, analysis, integration and synthesis.

III. Prerequisites:

Completion of the University Studies requirements in the categories (3) of Social, and Economic systems and at least 45 hours of university credit.

IV. Objectives of the Course:

1. To develop a fundamental understanding of values and concepts of free market capitalism (laissez-faire), and also Social Justice. (2, 3, 6, 7)
2. To critically examine the effects of the new global economy on the poorest peoples and societies of the world through an explicitly articulated social justice lens. (Objectives 1, 2, 3, 5, 6)
3. To accomplish formal research demonstrating critical thinking skills, integration and synthesis. To construct and defend written and oral arguments and conclusions related to that research (Objectives 1, 2, 3, 6)
4. To develop an understanding of the effects of historical colonialism, current "free market" globalization, and the "consumer culture," on the environment, local cultures, and related social conditions of the poorest people and nations of the world. (1, 2, 3, 4, 5, 6)
5. To facilitate an understanding of the interconnections between the US economy, political system, culture, and society and the social conditions of poorest people of the world. (2, 3, 5, 6, 7, 9)
6. To develop a perspective on the interconnections between mainstream US media, the Federal government, the power of transnational corporations, and recent global institutions and policy trends. (2, 4, 9)

7. To help students clarify their own values relative to the core values of "human worth" and "social justice" which are at the foundation of the class. (7, 9)
9. To develop perspectives on alternative economic models (e.g. locale sustainable agriculture and community development) that are more commensurate with economic equity, social justice, and the self-determination of the world's poor. (2, 5, 6, 9)
10. To foster a sense of political responsibility in regard to global politics - no matter what the perspective or personal values of the student may be. (7, 9)

V. Expectations of Students

- A. Students are expected to demonstrate an understanding and integration of relevant values, concepts, and knowledge through the blind postings, ongoing online discussions, media analysis exercises, research paper and the presentation (see assignment descriptions under "Basis for student evaluation"- Section VIII).
- B. Students are expected to demonstrate a capacity for critical thinking, including analysis and synthesis, in regard to economic globalization in the media analysis exercises, the research paper, the presentation, and the blind postings.
- C. Students are expected to demonstrate a capacity to integrate and synthesize diverse values, concepts and knowledge related to a specific global situation of their choosing in the research paper (15 to 20 pages, a minimum of 15 citations), the related class presentation and the blind postings.
- D. Students are required to demonstrate a capacity for doing interdisciplinary research, as well as a capacity for analyzing, interpreting and defending the conclusions of that research, in the research paper and related oral presentation.
- E. Students are expected to demonstrate an ability to frame current social justice issues related to the global economy within the historical context of colonialism in the research paper.
- D. In general, students are expected to demonstrate a high degree of competency in doing research, critical thinking, writing, and the organization of their thoughts.
- E. Students are expected to be actively and consistently engaged in the learning process - both in class and in online discussions - throughout the whole of the semester.

F. Students are expected to attend all class meetings and to hand in all assignments by specified due dates. (Assignments turned in late will be subject to penalties. Poorly written work will be penalized and returned for revision).

VI. Course Outline

In order to accomplish the objectives, the course calendar is subdivided into 10 sections:

1. The "values" of Human worth, Social and Economic Justice from a philosophical perspective.
2. The fundamentals of free market capitalism and related concepts.
3. Colonialism, the precursor to the current Global Economy.
4. The current global economy (with subsections)
 - a. The debt of the global South
 - b. Free trade and its effects on the social conditions of the Global South
 - c. Labor and sweatshops in the "New World Order."
 - d. Summary: current and increasing inequities in wealth, income and resource distribution resulting from recent trends in globalization.
5. The environmental impact of "free market" globalization with emphasis on the ramifications for the poor.
6. The impact of current economic globalization on the world's cultures, with ramifications for the poor.
7. The politics of power and the manipulation of democracy related to the global economy and social justice
8. Alternatives to current trends in globalization.
9. Student presentations.
10. Finishing up: The personal reflections of a global citizen.

INTRODUCTION - Overview of the course (2 class hours) (Objectives 1, 3)

Topics:

Introduction to the course, syllabus, content, assignments, readings, evaluation measures, grading, online discussions, and so forth.

Format:

Presentation and online discussion.

Assign:

None

Activities:

Students should familiarize themselves with the online discussion technology by using their passwords to make initial, trial postings to the bulletin board. A simple question concerning the "interdisciplinary nature of the course" will provide a focus for initial postings.

UNIT 1: Social Justice Values and Concepts (2 class hours) (Objectives 1, 3, 7)

Topics:

This will be an introduction to the (4) foundational values of Human Worth, Social and Economic Justice, Cultural Diversity, and Self Determination that underlie the course. Closely related social justice concepts such as privilege, exploitation, oppression, power, and inequity will also be introduced. Although the foundational values underlying the course occur in many cultures and also as central themes in several world religions, the culturally specific dimensions of this "lens of knowing" will be articulated in the course of the presentation.

Format:

Lecture and small group and/or online discussions with focus questions provided by the instructor.

Assign:

Readings on reserve (or online): Young, I. (2000). Five faces of oppression. In (Adams, Blumfield, et al, Eds.) *Readings for diversity and social justice*. Chapter 5. New York: Routledge.

(Note that this reading may be regarded as interchangeable with any good overview of social justice values and concepts.)

Activities:

Short "Values Clarification Paper" (1.5 pages) in which students reflect on how social justice values fit or do not fit with their personal values.

Short, blind posting to the bulletin board (graded). The question will require an integration of material from the reading and from the lecture.

Initial student responses to the blind posting will provide a basis for a short interactive discussions with everyone's input required (also graded).

**UNIT 2: The concepts, structures and values of the Market (3 class hours)
(Objectives 2, 3, 4, 6, 7, 9)**

Topics:

This Unit will introduce the essential concepts of current global market economics including supply and demand, comparative advantage, capital, tariffs, growth, the GNP, and other related concepts. Historical factors related to mitigating the negative consequences of unbridled free market forces on vulnerable populations will also be briefly explored. (E.g. the New deal, the historical rise of socialism, government regulations, collective bargaining, and the "progressive" implementation of labor standards.) The values of individualism, competition, and efficiency as well as those of individual acquisition and consumption will be briefly elucidated and contrasted with the social justice values presented in the previous unit. Finally, "economic systems", including related concepts and values, will be revealed as "lens of knowing" occurring within a certain cultural/ historical context.

Format:

Lecture and online discussions.

Assign:

Reading on reserve (or online): Prigoff, A (2000) Basic economic concepts (chapter 2) in *Economics for Social Workers*. Belmont CA: Thompson.

Note that although this book is somewhat social work specific, the single chapter used here provides a clear presentation of general economic concepts and is appropriate for a general audience.

Activities:

Another (graded), blind posting to the bulletin board demonstrating a working knowledge of the concepts and the material presented in the reading will occur during this chapter. The initial question will be followed by a second question requiring the student to apply the concepts of social justice (Unit 1) to a specific example of a labor/capital dispute or similar social justice situation. These weekly short essays (beginning this week) will require a demonstration of the capacity to integrate the two primary conceptual systems (economic and social) as well as a capacity for critical, analytical thought, including synthesis.

Ongoing open, online discussions with the professor posing provocative questions and interacting with students on a regular basis will also begin at this point and continue throughout each week (Open discussions are graded primarily for participation - on a weekly basis)

**UNIT 3: Colonialism, the precursor to the current Global Economy (4 hours)
(Objectives 1, 2, 3, 4, 5, 6)**

Topics:

This unit is designed to provide historical background for understanding the current global economy from a social justice perspective. A brief history of global colonialism will be presented together with initial films depicting the adverse effects of colonialism and colonial economics on the indigenous people, past and present, of the United States. The values and concepts from social justice and also the concepts from economics will be applied to the particular case(s) depicted in the film(s). In addition to gross economic inequities and exploitation, connections will also be made with the destruction of indigenous lands, the decimation of indigenous cultures and also slavery.

A brief presentation and discussion of "research techniques and information retrieval" as well as "writing and speaking standards", related to the research paper and class presentation will also be given at this time.

Format:

Lecture and film(s) followed by online discussions.

Possible films: Radioactive Reservations (Filmmaker's Library [FL]), Honorable Nations (about the Seneca Land rights - FL), Dineh Nation, The Navajo Story (FL), Invisible People, the Genocide of the Traditional Navajos (Independent Media), Amistad (Spielberg).

Assignments:

Readings on reserve (or online): Zinn, H., (1995). Columbus, the Indians and human progress (chapter 1), and Slavery without submission (chapter 9) In *A People's History of the United States*. New York: Harper.

Formal research papers and in class presentations will be assigned at this time (see the detailed description in the "Student Evaluation" section).

Activities:

Graded, blind posting in which the students demonstrate the capacity to apply both economic and social justice concepts to the films and/or readings.

Ongoing online discussions with other students and the professor (Also Graded weekly)

A brief test over economic concepts, social justice values and concepts, and colonialism will be given at the end of this unit.

**UNIT 4: The Current Global Economy from a Social Justice perspective (10 hours)
(Objectives 1, 2, 3, 4, 6)**

Topics:

A. The debt of the Global South.

The current debt crisis of the Global South will be explored through building on the general concepts presented in the economics unit. The origins of the debt, including such factors as the historical and current role of the US in the sales of armaments, will frame the presentation. Special emphasis will be given to how the debt service contributes to deepening poverty, declining social services, environmental degradation, the increased displacement of poor people, and the current, massive movement of wealth and resources from South to North. The history, policies, and roles of key international institutions such as the World Bank and the International Monetary Fund will be explored in the course of this section.

B. Free trade and its effects on the social conditions of the poor of the Global South.

The lowering of trade barriers, together with concomitant privatization throughout the Global South, have frequently resulted in the displacement of people (e.g. grain dumping by transnational corporations displacing subsistence farmers), the disruption of local economies and businesses, and in some cases, a reduction in basic human resources (e.g. Bolivian peasants were recently unable to pay "market pricing" when water was privatized). Moreover, liberalized trade agreements are frequently linked to environmental degradation (e.g., the proliferation of manufacturing facilities operating under substandard environmental regulations). Using the concepts from the economics unit, the social ramifications of current free trade liberalization for the poorest of the world's poor will be made explicit. Key policy institutions such as the World Trade Organization, (previously GATT), NAFTA and the FTAA, as well as the rise of transnational corporations and their agenda will be explored in some depth.

C. Labor, sweatshops and the "New World Order"

Here we will explore the inevitable results of capital (transnational corporations) operating in an unbridled, free-market environment characterized by a massive, desperate labor force. The exploitation of the poor of the Global South will be explicated as we explore how various countries and regions are currently pitted against each other in a "race to the bottom" in terms of wages and working conditions. Key connections between corporate profit, cheap consumer goods and the Northern "consumer culture" will be made explicit. (Note that connections will also be made between this current global situation and historical, social conditions of the nineteenth century and the progressive period in the United States).

D. Summary: The current and increasing inequities in wealth, income, and resource distribution resulting from recent trends in globalization in summary.

Here we will summarize the current movement of resources, labor production, and money from South to North (which dramatically outweighs "aid" from North to South), and the related, growing gap in incomes and wealth occurring between the poorest people and the poorest countries of the world and their Northern counterparts. These factors will be quantified while maintaining explicit connections to the social conditions of the world's poor. Explicit connections will be made with such social issues as immigration, health conditions, infant mortality and education. Connections will also be made with historical colonialism as the "New World Order" is characterized as a less overt extension of the injustices of previous centuries.

E. A short presentation of "information sources and access methods" related to the "media analysis" assignments will also be given at this time.

Format:

3+ weeks of lectures, readings and films, together with online questions and discussions.

Possible films: Banking on Debt (Maryknoll), Cancel the Debt Now (Jubilee 2000), The Invisible Wall (Filmmakers Lib [FL]), Coffee Break (FL), The Banana Verdict (FL), Disney Goes to Haiti (National Labor Committee [NLC]), Zoned for slavery (NLC), Something to hide (NLC), The Ties that Bind (Maryknoll), and others.

Assignments:

Readings for this unit will come from selected chapters of the primary text:

Madeley, J., (1999). *Big business, poor countries: The impact of transnational corporations on the world's poor*. New York: Zed Books.

and,

United Nations Development Program, (1999). *Human development report 1999*, Geneva.

and,

Worldwatch Institute, (2001). *State of the world 2001*. New York: Norton.

Additional readings obtained from the extended bibliography may also be used on reserve, or online.

Activities:

Begin "Media Analysis" assignments of global events from mainstream and alternative news sources (Graded, total of 3 assignments spread out over the second half of the semester)

Continued, graded, blind posting in which the students demonstrate the capacity to apply both economic and social justice concepts to the films and/or readings.

Ongoing online discussions with other students and the professor (Also graded weekly)

A brief test over the specific topics will be given at the end of this unit.

Bibliographies for the research papers are due toward the middle of the unit.

UNIT 5: The environmental impact of current trends in economic globalization with emphasis on the ramifications for the poor. (4 hours) (Objectives 2, 3, 6)

Topic:

While the previous unit established a general economic context for understanding the current increase in environmental degradation, the current unit will explore

one or more specific environmental situations in depth with specific emphasis on the social ramifications of ecological decline. As an example, the disappearance of rain forests in South American countries is linked to trade liberalization, debt, and the encroachment of Western culture. The unit may explore the effects of this environmental degradation on indigenous populations living in these areas. Other possible examples may include the effects of monoculture export production on local ecologies and societies and, the effects of toxic waste dumping by transnational corporations.

Format:

Lecture, readings, and a film with online postings and discussions.

Possible films: Radioactive reservations (FL), The earth is our mother (FL), The ties that bind (Maryknoll), Invisible wall (FL)

Assignments (on reserve):

Hertsgaard, M., (1999), *The Irresistible Automobile* (chapter 3), and/or *The Hurricane of Hell* (chapter 7) from *Earth Odyssey*. New York: Random House.

Activities:

Graded, blind posting in which the students demonstrate the capacity to apply both economic, social justice, and living systems concepts to the films and/or readings related to the environmental dimension of the global economy.

Ongoing online discussions with other students and the professor (Also graded weekly)

UNIT 6: The impact of current economic globalization on the world's cultures, with ramifications for the poor. (4 hours) (Objectives 1, 2, 3, 5, 6, 7)

Topic:

This unit will specifically address the issues of culture as they relate to the current global economy. Both the nature and "values" of the "consumer culture" of the North, as well as its effects on the peoples and physical environments of the South will be presented. This value system and related cultural forms will be contrasted with indigenous or locale values and cultures of the South which will also be clarified and illustrated in the unit.

Linkages between the availability of cheap consumer goods in the North and the social conditions of peoples and societies of the south, as well as the "invasion" of

the consumer culture and its effects on the cultures of the South, will be also be explored.

A secondary topic will be the disruption of local self-sufficient, subsistence cultures due to various factors related to economic globalization. Connections between the ascent of the consumer culture and the environmental issues presented in the last unit will also be made. In general, social justice concepts will be used throughout the unit in order to illuminate specific cultural issues and concerns.

Format:

Lecture, films, readings, with online postings and discussions.

Possible films: *The Earth is Our Mother* parts 1 and/or 2 (2 alone if 1 was used for the environmental unit.) (FL), *The Navajo Story* (FL), "Affluenza" (Bullfrog productions).

Assignments:

Norberg-Hall, H., (1996) *The pressure to modernize and globalize*. In (Mander, J. & Goldsmith, E. Eds) *The case against the global economy and for a turn toward the local*. San Francisco: Sierra Club.

Activities:

The second "Media Analysis" assignment may be made at this time.

Graded, blind posting in which the students demonstrate the capacity to apply both economic and social justice concepts to the films and/or readings.

Ongoing online discussions with other students and the professor (Also graded weekly)

UNIT 7: The politics of power and the manipulation of democracy (4 class hours) (objectives 2, 3, 6, 7, 9).

Topic:

This unit will explore the increasing domination of the mainstream media, the political process, and other critical political institutions in the US, by the transnational corporate interests who most benefit by current trends in economic globalization. Subtopics such as the self-censorship of the media, the manipulation of public perception through sophisticated public relations

campaigns, and the role of corporate funding in elections, will set the stage for an analysis of recent US policies related to the global economy and US foreign policy in general. Connections between moneyed interests, the erosion of fully informed, equal participation democracy - both in the US and in Southern countries - as well as the connections with inequities in wealth and access to resources will be made explicit.

Format:

Lecture, films, readings with online postings and discussions.

Possible films: Virtual Objectivity (FL), Free Speech for Sale (PBS)

Assignments:

McChesney, R., (1997). Corporate media and the threat to democracy. (open media pamphlet series) New York: Seven Stories Press

Or another similar reading from the extended bibliography (e.g. Chomsky or Hermann)

Activities:

Graded, blind posting in which the students demonstrate the capacity to apply both economic and social justice concepts to the films and/or readings.

Ongoing online discussions with other students and the professor (Also graded weekly)

UNIT 8: Alternatives to current trends in globalization (3 class hours) (Objectives 2, 3, 4, 6, 9)

Topic:

This unit will focus on economic alternatives that would result in a more equitable distribution of global wealth and resources. First, possible modifications to existing global policies such as those of the World Bank and the WTO will be explored using the social justice lens. Second, the concept of sustainability (as opposed to growth) and the empowerment of local communities and cultures will be explicated through an examination of alternative economic models such as that of the "Eco-village" movement. The need for Northern countries to take the lead in exporting technologies that will support local, self-sufficient, and self-determining communities in the South, will be made explicit. Political feasibility and avenues for political action will also be examined in the course of this unit.

Format:

Lecture, film, and readings with online postings and discussions.

Possible film: Cancel the Debt Now (Maryknoll),

Assignments:

Hertsgaard, M., (1999), Living with Hope (chapter 8) from *Earth Odyssey*.
New York: Random House.

and/or,

Morris, D., (1997). Communities: Building Authority, responsibility and capacity In (Mander, J. & Goldsmith, E. Eds) *The case against the global economy and for a turn toward the local*. San Francisco: Sierra Club.

Activities:

Graded, blind posting in which the students demonstrate the capacity to apply both economic and social justice concepts to the films and/or readings.

Ongoing online discussions with other students and the professor (Also graded weekly)

Term papers due and the end of this Unit.

UNIT 9: Student presentations (6 hours) (Objectives 1, 2, 3, 4, 5, 6, 7)

Students will give summary presentations of their research in class. These will be approximately 15-20 minutes in length.

Activities:

Ongoing online discussions about the presentations. Participation required (graded).

The third "media analysis" assignment may be given during this unit.

UNIT 10: Finishing up. Personal reflections of a global citizen (3 hours) (Objectives 1, 2, 3, 6, 7, 9)

Topics:

This unit will provide an opportunity for students to reflect deeply on the issues of the semester. They will be encouraged to make critical connections between their personal lives and lifestyles and the social justice issues presented throughout the course. Moreover, there will be opportunity for a clarification of "personal values" in relation to the social justice issues presented in class in the online postings. Finally, the political responsibilities of a conscious, world citizen will be emphasized.

Format:

Lecture, class discussions (possibly small groups), and a film, with ongoing online postings and discussions.

Possible film: Speak Truth to Power (PBS)

Assignments:

No readings.

Activities:

Graded, blind posting in which the students reflect on their personal values relative to social justice and global issues.

Ongoing online discussions with other students and the professor (Also graded weekly)

Comprehensive Final exam.

VII. Textbooks

Primary Text:

Madeley, J., (1999). *Big business, poor countries: The impact of transnational corporations on the world's poor*. New York: Zed Books.

Numerous other readings from the following bibliography may be put on reserve during the course of the semester.

Extended bibliography (partial):

Anathasiou, T., (1998). *Divided planet: The ecology of rich and poor*. Athens GA: University of Georgia.

Anderson, S., (Ed.) (2000), *Views from the south: The effects of globalization and the WTO on third world countries*. Chicago Il: Food First Books, The International Forum on Globalization (co-publishers).

Bello, W., (1999). *Dark victory: The United States and global poverty*. Oakland CA: Food First.

Bello, W., (2001). *The future in the balance: Essays on globalization and resistance*. Oakland CA: Food First.

Brown, L., Renner, M., & Halweil, B., (2000), *Vital signs 2000: The environmental trends that are shaping our future*. New York: Norton.

Chomsky, N., (2000) *Rogue States: The rule of force in world affairs*. Cambridge MA: South End Press.

Chossudovsky, M., (1999, May). Scrape metal jacket. *The New Internationalist*, pp. 16-17.

Co-op America (2001, Summer). What is Fair Trade? 54, pp. 9-15. Washington, DC.

French, H., (2000) *Vanishing Borders: Protecting the planet in the age of globalization*. New York: Norton.

Gardner G., & Halweil, B., (2000) Underfed and overfed: The global epidemic of malnutrition. Washington DC: Worldwatch Institute.

Greenia, D., Champagne, J., Spiridakis, N., McClean, M., Mitlo, C., (1999, fall). On the march to end sweatshops. *Co-op America Quarterly*, pp. 14-24.

Hahnel, R., (1999). *Panic rules: Everything you need to know about the global economy*. Cambridge MA: South End Press.

Hanlon, J., (1999, May). Take the hit. *The New Internationalist*, pp. 17-18.

Hart, J., (1995). Maquiladorization as a global process. In S. Chan (Ed.) *Foreign direct investment in a changing political economy*. (pp. 25-38) London:Mcmillan.

Herman, E., (1995), *Triumph of the market: Essays on economics, politics and the media*. Boston: South End Press.

Herman, E., & Chomsky, N., (1988). *Manufacturing consent: The political economy of the mass media*. New York: Pantheon Books.

International Labor Organization (1996). *Child labor: Targeting the intolerable*. Geneva.

Investor Responsibility Research Center (1998). *The sweatshop quandary: Corporate responsibility on the global frontier*. P. Varley (Ed.). Washington DC.

Khor, M., (1994). South-north resource flows and their implications for sustainable development. *Third world resurgence*. 46, pp 14-25.

Mander, J., & Goldsmith, E., (Eds.) (1996) , *The case against the global economy*. San Francisco CA: Sierra Club Books.

Magdoff, H., (1978). *Imperialism: From the colonial age to the present*. New York: Monthly Review Press.

McChesney, R., (1997). *Corporate media and the threat to democracy*. New York: Seven Stories Press.

Mitlo, C. & Beaulieu, D., (1998, fall). Sweatshops: Who pays the price? *Co-op America Quarterly*, pp. 12-26.

Mittelman, J., (2000). *The globalization syndrome: transformation and resistance*. Princeton NJ: Princeton University Press.

Moussa, H., (2000, May) The interconnections of globalization and migration with racism and colonialism: Tracing complicity. Paper presented at a conference entitled "The Vision and Practice of Jubilee," sponsored by the Canadian Ecumenical Jubilee Initiative, Toronto, Ontario. (Available online)

National Labor Committee (1999). *The case for corporate responsibility: Paying a living wage to Maquila workers in El Salvador*. New York.

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NOTE: All films referred to in the course description are currently available on campus. Most of the books listed on the extended bibliography are now available as library holdings (at the request of the Social Work Department).

VIII. Basis for Student Evaluation

A. Major research paper, (Objectives 1, 2, 3, 4, 5, 6, 7):

15 to 20 pages, a minimum of 15 cited references - 12 must be from academic journals or books

This major assignment will require the student to research one previously colonized country of the Global South (approved by the professor). This may be a country from Africa, Central America, South America, the Caribbean, or parts of Asia.

The major research project will utilize the following structure which will be detailed further at the time of the assignment:

- I. Colonial history
- II. Present social and economic structures (related to the global economy). (Must use concepts and terms from the economics unit)
- III. The effects of the global economy on the environment (living systems) and local cultures.
- IV. The political (Global) dimension of the country's current social, economic, and environmental situation (must demonstrate critical thinking skills).
- IV. Analysis through the Social Justice lens (using terms values and concepts from Social Justice).
- V. Conclusions (demonstrating analytical thinking, integration and synthesis, across categories and perspectives).

Specific grading criteria will include: quality of research (objective 1), analytical skills (all - including analysis and synthesis, objective 2), organization of thought (objective 3), integration of categories and perspectives (objective 6), as well as a general category related to objectives 4, 5, and 7.

B. In-class presentation (Objectives 1, 2, 3, 4, 5, 6, 7):

Students will give in-class presentations, summarizing their research at the end of the semester. In general, this assignment is an extension of the research paper and will involve similar specifications. It will require the additional skill of summarizing results in the form of an oral presentation.

Specific grading criteria will include: quality of research (objective 1), analytical skills (all) (objective 2), organization of thought and quality of oral presentation (objective 3), integration of categories and perspectives (objective 6), as well as a general category related to objectives 4, 5, and 7.

C. Values Clarification Paper (3, 7)

This (early) assignment involves the student demonstrating an understanding of the 4 core values, Human Worth, Social Justice, Diversity, and Service, that underlie the course. The student is asked to reflect on these foundational values and also relate them to his or her personal values using specific illustrations. This paper and these values are the "lens" through which later material is presented. These papers may be submitted and posted online or submitted in hard copy form (at the discretion of the instructor).

D. Graded "blind postings" (10-14 total - weekly or bi-weekly, 15-30 points each) (1, 2, 3, 4, 5, 6, 7, 9)

This will involve the latest educational technologies available from CSTL. Students are asked to use readings, websites, in class films, radio, television and other sources to compose short (700-1,000 word) weekly essays which are posted on the internet. The specific requirements of these exercises involve an increasingly sophisticated application and integration of the concepts and values from social justice and the concepts from economics. Analysis and general critical thinking skills will be central to the bulk of these exercises (with the possible exception of very early exercises designed to introduce specific examples of relatively isolated concepts), which will become increasingly more sophisticated and difficult as the semester progresses.

Eight of the nine University Studies objectives are cited here as the weekly exercises will be given relative to the specific units which, when taken as a whole, address historical, cultural, environmental and certainly political domains. Although it is being presented here as if it were one big assignment, the blind

postings are actually a number of short weekly exercises encompassing the whole scope of the course

The term "Blind Posting" refers to the latest technologies ability to allow students to post essays simultaneously, without, however, the ability to view the other student's postings (initially). This allows the instructor to first grade the postings (using flexible grading features of the software) before subsequently releasing all of the essays to be viewed by everyone. (Individual's grades are never viewed by other students.) A weighted, grading rubric utilizing the categories of "analysis, synthesis and critical thinking" (objective 2) "integration of knowledge," (objective 6), and "organization of thought" (including writing skills - objective 3) will be applied throughout the semester. After grading, these essays may provide a basis for extended online discussions at the instructor's discretion.

(Note: this is a "state of the art" application of leading edge educational technology. Also, plans are currently being made to bring a whole host of films and articles up online, as part of the course web page. With some modifications, this course could be eventually taught wholly online.)

E. Open Online discussions (14 total - weekly) (Objectives, [potentially] 2, 3, 4, 5, 6, 7, 9)

Here, the instructor will pose more "open ended" questions related to the course units, thereby allowing students considerable latitude as they discuss and work with the concepts and the material presented in class. The blind postings of students may also be used as a starting place for discussions as specific questions emerge from the student essays. In general, this will be a forum, an "online seminar" for considerable interaction both between students and also between students and the instructor. Students will also be asked to interject material from their ongoing research when applicable (objective 1), however, they will not be required to do so.

Again 8 out of 9 objectives are included here - as theoretically discussions *may* encompass every objective. The goal here is to provide an open format for discussion. Although any and all objectives may be addressed in this context, there is no guarantee that any particular one will. Due to these limitations weekly discussions are not used to justify inclusion into the University Studies Program.

These discussions will also be graded on a weekly basis - primarily as a matter of student participation, but also in regard to the "relevance" of the individual student's comments.

F. Media Analysis Postings (A total of 3, length approximately 1,000 words each - students may use internet, newspaper or magazine articles as well as radio, television or internet audio programs) (Objectives 1, 2, 3, 4, 7, 9)

In these written exercises the student will be asked to analyze how three current events related to the global economy are reported in the mainstream news and also by corresponding, alternative news sources. These exercises relate directly to, and will support, unit 7 - although, given a modicum of background discussion, they may begin prior to that unit. Essentially, the student will be asked to apply the values and concepts of social justice in analyzing various presentations of "the news" surrounding a particular global event such as, for instance, a meeting of the World Bank. In addition to explicitly employing the social justice concepts, three other factors must also be present in the analysis: What was left out of the media presentation, How was specific language used to promote a certain perspective, and How the event was "framed"? Critical thinking and analytical skills will be also employed as the student analyzes the implicit values of mainstream media presentations. This will be contrasted with an analysis of selected alternative news sources, again, using the social justice concepts as a central orientation in the analysis. Specific grading criteria will include: quality of research (information gathering), analysis, and general capacity to handle the concepts.

As with everything presented in the class, the foundational values and concepts of social justice will be the primary orientation informing these exercises.

These exercises may be posted online (perhaps as additional blind postings) and may also be used as a basis for online discussions.

Tests. (Objectives 3)

The tests in this class will be used to assess the student's knowledge and understanding of the basic concepts and also various contents related to the units. Generally, in-class testing will not be used to assess such capacities as analytical thinking, integrations and synthesis. These factors will be assessed in the blind postings (which are really essay tests performed online) and especially, through the research paper and the presentation. Tests will be short essay and short answer in format. Two short tests and a final exam will be used to accomplish these objectives.

B. Value of Tests and Assignments

Values Clarification paper	25 pts
Research Paper	220 pts
In class presentation	50 pts
Blind postings	210 pts
Online discussions	210 pts
2 short tests (30 pts each)	60 pts
Final	60 pts
3 Media Analysis postings (30 pts each)	90 pts
Participation (in-class)	75 pts
	1000 pts

C. Grading scale:

93% and above	A
82%	B
70%	C
60%	D
0-59.99%	F

IX. Justification for inclusion in the University Studies Program.

1. Objective 1: Demonstrate the ability to locate and gather information.

Emphasis: significant.

Content: A significant portion of the course content will be focused on and derived from student research. The research paper/class presentation and the "media analysis" exercises (some 35% of the total points) will involve extensive "gathering of information" from a variety of diverse sources. These sources may include: radio and Internet programs (audio), newspaper and magazine articles, and television broadcasts, as well as academic journals and scholarly books. Students will be encouraged to use online databases such as Proquest and Ebsco host in their research. Research material will be shared with the class - both through the in-class presentations and also through Forum postings, which may subsequently form the basis for online discussions. Students are also asked to interject individual research material into the ongoing weekly discussions when appropriate. Additionally, ongoing class discussions will utilize state of the art education technology which, in itself, may be considered an emerging form of dynamic "information retrieval."

Teaching Strategies: Several discussions and demonstrations of information gathering skills will be interspersed throughout the semester - as the class encounters related assignments. These will include: the use of the online discussion technology and the Internet, a review of reference documentation, the use of various aspects of the library, and other similar subjects.

Student assignments: The research paper, in-class presentations, and media analysis postings will all require that students locate and gather information from a wide variety of sources.

Student evaluation: The grade for the research paper, in class presentation, and media analysis postings, will be based, to a very significant extent, on the quality of the student's demonstrated capacity for information gathering. Other aspects of these assignments, such as "integration of knowledge" and "synthesis", are contingent upon a foundation of solid research and information retrieval skills. The importance of "information gathering" (foundational research) will be reflected in a separate grading category - as one aspect of a larger grading rubric which will be utilized when grading these assignments.

2. Objective 2: Demonstrate Capabilities for Critical Thinking, Reasoning and Analyzing.

Emphasis: Significant

Content: At the core of the course content is a critical analysis of current trends in globalization using an explicitly articulated "lens" of social justice concepts. Students are expected to utilize the examples and the processes of critical thought, analysis and synthesis presented in class as they begin to work with their own research material, the media analysis exercises, and also in the weekly blind postings. The cognitive skills of analysis integration and synthesis are the heart of virtually every presentation and project in this class.

Teaching Strategies: Critical thinking as well as knowledge integration and synthesis, will be explicitly addressed through the class presentations related to specific assignments. (I. e., the research paper and the media analysis exercises.) These factors will also be modeled in virtually every class presentation.

Student Assignments: Student assignments related to objective 2 include the weekly blind postings, the research paper and presentation, and the media analysis exercises. Objective 2 is central to each of these exercises. The weekly blind posting exercises will be designed to build analytical skills using the core concepts of the class. Through a gradual acclimation to and usage of the course concepts in the blind postings, students will sharpen their critical thinking and

develop in their capacity to integrate and synthesize diverse knowledge obtained through multiple disciplines and perspectives. These exercises will provide a foundation for the larger projects, the research paper, the media analysis exercises and the presentation, where analysis, synthesis and integration must all come together on a larger scale.

Student evaluation: Grading rubrics including categories of critical thinking will be utilized in the evaluation of the research paper, the media analysis, the class presentation, and the blind postings.

3. Objective 3: Demonstrate effective communication skills.

Emphasis: Significant.

Content: One important goal of this course is to provide students multiple formats for working on communication skills. Specific guidelines and standards for writing (from the Social Work Department), research and in-class presentations will be presented when specific assignments are made.

Teaching strategies: Students will be encouraged to reflect in various ways on the material presented in class and to communicate their views online. This online technology enables "shy" students who might not participate in class to participate more fully. Students will be encouraged to engage other students and the professor online - on an ongoing basis.

The students will have good writing and solid oral presentations modeled for them by the professor and through the readings. Sample research papers, clear writing guidelines, and hyperlinks to the writing center and related documentation materials will be a part of the course web page. These factors will also be discussed relative to assignments as they come up during the semester.

In general, there will be many small, ongoing, writing assignments (e.g., the blind postings, media analysis, and so forth) which will provide opportunity for ongoing feedback to the student about her/his progress in writing and the organization of thought. By the time the student submits her/his formal research paper she/he should fully understand where improvement in writing skills and organization may be needed. Similarly, clear guidelines for the oral presentation will be part of the discussion of that assignment.

Student assignments: These will include online discussions, blind postings, essay tests, media analysis exercises, oral presentations, in-class discussions, and the formal research paper. The course utilizes both structured and informal online discussions (writing), a formal research paper, several shorter papers, and in-class presentations. Additionally, there will be numerous opportunities for in-class discussions and also, short written tests (essay only). One central feature of the

class, weekly online postings and ongoing discussions, illustrates the central importance of communication in the overall design of the course.

Student evaluation: All written work will be graded, in part, on the effectiveness of the student's ability to communicate her/his ideas. More specifically, evaluation will focus on basic writing skills and organization. Evaluations in these areas will also be built into the grading rubric. Similarly, evaluation of the oral presentation will employ grading factors related to "presentation," "organization" and so forth. Finally, in-class participation will also be graded for frequency, depth of understanding, and the relevance of the student's comments.

4. Objective Four: Demonstrate and understanding of human experiences and the ability to relate them to the present.

Emphasis: Significant.

Content: The primary content of the course, an analysis of current economic globalization through a social justice lens, will be explicitly framed within the historical context of colonialism. Unit 3 will briefly explore the 500 year history of colonialism in order to provide necessary background for presentations of current global issues. This "historical framing" will also provide a critical background for student research. Individual research papers must include an analysis and integration of historical/colonial factors related to the specific country being researched. In general, the (growing) inequities inhering the current global economy will be viewed as an extension of historical colonialism, (although students may have free reign in building arguments that question that perspective).

Teaching strategies: Lectures, films and readings related to colonialism will be presented in Unit 4. (See specifics under the unit in the course outline). Aspects of colonialism emphasized in the unit will then be referenced in subsequent units, thereby explicitly tying current global issues to historical antecedents. This model of historically contextualizing current material will then be applied in individual student research, in both the research paper and the presentation.

Student Assignments: In addition to handling economic and social justice concepts, students will also be expected demonstrate an ability to link current situations to historical factors related to colonialism in some of the blind postings, the research paper, and the class presentations. Students will also be tested (essay) over their knowledge of colonial factors presented in class and in the readings.

Evaluation of Student Performance: The structure of the major research paper (and class presentation) explicitly requires an incorporation and integration of historical factors. This aspect of the paper will fall under the general rubric applied to all papers. Blind postings requiring a demonstration of "historical

understanding" will also be graded according to standards established for those exercises. Essay tests will also cover general concepts related to colonialism as well as specific historical factors under study.

5. Objective Five: Demonstrate an understanding of various cultures and the their interrelationships.

Emphasis: significant

Content: The unit on colonialism (IV) will touch on the differences in European culture and the indigenous cultures of the Global South (Note that Indigenous North Americans on the reservations are rightly regarded here as part of the "Global South"). More than just this, however, Unit six will look closely at the "consumer culture" of the North, particularly of the United States, which is closely related to current globalization of the economy. The primary values, assumptions and institutions of this culture will be contrasted with the values of some indigenous and local cultures of the Global South. One major theme of this unit will be the effects of consumer culture on the structures of those more vulnerable cultures. This analysis will include both the effects of economic deprivation and also the effects of consumer values as the dominant culture invades and displaces other cultures through advertising and other factors. A social justice focus will be maintained throughout this analysis.

More subtly, the concepts of free market economics and even the values of social justice will be revealed as embedded in a particular cultural/ historical framework in units 1 and 2. In other words students will have opportunity to see how "culture has produced the disciplines under study, (the "lenses" of the class), even as they come to understand how the concepts from economics and social work may inform the culture and societies in question.

Teaching Strategies: Through lectures, films and readings, (see unit 6 for specifics) definitive aspects of the dominant culture and the selected cultures (especially indigenous) of the Global South will be clarified. Several blind postings will also be related to the issues of culture.

Student Assignments: In addition to handling economic and social justice concepts, students will also be expected demonstrate an ability to compare on contrast the cultures under study in the blind postings, the research paper and in the class presentations. More specifically, the research project incorporates a section on the effects of globalization on local cultures. Students will also be tested (essay) over their knowledge of cultural factors presented in class and in the readings.

Evaluation of Student Performance: The structure of the major research paper (and class presentation) explicitly requires an incorporation, analysis, and integration of cultural issues. This aspect of the paper will fall under the general rubric applied to papers. Several blind postings requiring a demonstration of "cultural understanding" will also be graded according to the standards established for those exercises. Essay tests will also cover general concepts related to culture as well as specific aspects of the cultures under study.

6. Demonstrate the ability to integrate a breadth and diversity of knowledge and experience.

Emphasis: Significant.

Content: The entire course will be taught through diverse concepts and values derived from both economic and social systems (see course outline for reference to specific concepts) as well as the "Human Institutions" and "Natural Systems" perspectives. Knowledge obtained through these frameworks, and especially through an integration and synthesis of these conceptual frameworks and perspectives, will inform the various contents presented during the whole of the semester. Literally every unit and every assignment will employ a confluence of concepts and values from economics and social systems (social justice) and, several key units and assignments will involve an integration of knowledge from the Human Institutions and Natural Systems perspectives. The subject of integration will be both modeled in the presentation of material and also explicitly taught at various points in the semester.

Teaching Strategies: The class will utilize lectures, films, readings and, blind postings and online discussions with the instructor in order to model and teach an integrated approach to knowledge and learning. The course will begin by presenting the concepts and values of social justice in isolation (relative to the economic concepts). This will be followed by a presentation of relevant concepts from economics with an emphasis on the possible ramifications of free market capitalism for the poor (using the social justice concepts). This will be followed, after a brief grounding in colonialism, by an examination of the current global economy employing concepts from both disciplines. Finally, there will be an examination of cultural, political and especially environmental factors (living systems), which again will be approached through economic and social justice concepts. These classroom presentations will occur concurrent with blind posting exercises which are intentionally designed to aid the student in his/her growing capacity to work with and integrate multiple concepts and values from the two realms of knowledge and the two university studies perspectives.

Student Assignments: Most major assignments will involve an integration of knowledge, both within social and economic systems, and also between social and economic systems. More specifically, blind postings, the major research paper,

the media analysis exercises, and the class presentation will require a demonstration of such capacities. Several blind postings, the major research paper and the in-class presentation will also require an integration and synthesis of "Human Institutions" and "Natural Systems" perspectives.

Evaluation of Student performance:

All of the major assignments listed above will be evaluated using a grading system which explicitly assesses the students (presumed growing) ability to integrate knowledge derived from multiple academic perspectives and conceptual frameworks.

7. Demonstrate the ability to make informed intelligent value decisions.

Emphasis: Considerable

Content: The values underlying the social justice perspective are articulated early in the course (unit 1). Similarly, the values of Free Market economics (e.g., individualism, competition, and so forth) are clearly articulated and contrasted with the social justice values in unit 2. At different times throughout the course these values will be revisited as the current global situation may be understood, in part, as a "clash" or "dilemma" of conflicting value systems. Similarly, cultural systems (e.g., the consumer culture and various indigenous cultures) will be examined and contrasted, in part, through an analysis of underlying values in unit 6.

Teaching Strategies: The issue of "values" will be explicitly addressed through lectures, films, readings online discussions and in blind postings.

Student assignments: students will write a short paper at the beginning of the semester in which they reflect on the values of social justice and how those values "fit in" to their own personal value system. Similarly, at the end of the semester students will respond to a final posting (available to the whole class to read) in which they are encourage to reflect again on the values of social justice - but this time in regard to the global issues presented during the course of the semester.

Student Evaluation: The two values clarification paper and the final posting will be graded on "depth of reflection" and the student's ability to handle the values concepts.

Note: Although there is a strong values dimension to the course, the assignments fall short of the full values analysis required for an emphasis of "significant".

8. Demonstrate the ability to make informed, sensitive aesthetic responses.

Emphasis: none

Although the course does not address the "order, organization or unity of the subjects under study," it is worth noting that issues of social justice involve what many feel are *the most profound concerns, values and ideals of all humanity*. It is hoped that students will become aware of the inherently profound nature of the issues and subjects under study through their personal reflections and in their exposure to the material.

9. Demonstrate the ability to function responsibly in one's natural, social, and political environment.

Emphasis: Some.

Content: In unit 8 alternatives to current trends in globalization will be presented. While this, in itself, does not necessarily compel the individual to political involvement, the notion of "more just" alternatives does imply the possibility of change - even as it opens the door to the question of personal and collective action. In unit 10, various modes and avenues of political involvement related to the subjects under study are explicated. The course is taught from a general perspective that is inherently political. Due to deepening global economic interrelationships, we can no longer avoid moral and political responsibilities in regard to the other people of the planet. This orientation will be explicitly articulated in Unit 10. No matter what the student's personal values and orientation may be, they will be encouraged to evaluate their role in global political processes and to participate in those processes fully.

Teaching strategies: Many of the films and reading used throughout the semester have a strong and overt political dimension. Moreover, in units 8 and 10, the issues of politics and political action will be presented through the lecture and related films, readings and websites. Students are encouraged (though not required) to address issues of political involvement in the final reflective "blind posting". In general, linkages between the values of social justice and political action will be made explicit in those later units.

X. Background

Instructors for this course should have a background in economics, social work, or some other discipline clearly related to the subject matter (e.g. A "philosophy" professor with grounding in social justice issues might be appropriate). Moreover, they must be informed and current in regard to the issues covered in the course. Perhaps most important, since the class is taught from a strong values perspective, the instructor should be familiar with and prepared to teach from such an orientation.

Since the course has been designed to regularly utilize state of art educational technologies, instructors should also be familiar with and willing to use those technologies and related pedagogical methodologies.

XI. Class Size

Optimum class size is between 12 and 18 students. Fewer students will allow for more individual attention from the instructor during online discussions. Larger classes will produce more varied foci in the student presentations.