

**SOC/AMS 332 The United States in Global Context**  
**Dr. Tanya Golash-Boza, Departments of American Studies and Sociology**  
Spring 2009

Meeting Time and Place

SOC/AMS 332  
Tuesdays: 3pm to 5:30pm  
Summerfield 505

Professor Contact Information

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Office: 721 Fraser  
Office Hours: Fridays, 2:30-3:30pm. By Appointment

**SOC/AMS 332 Course Description:** From a human rights perspectives, all human beings possess unassailable dignity, and all human beings have immutable rights. Globalization entails the increasing interconnectedness of human beings around the world. Despite this increasing interconnectedness, the predominant mode of thinking in the US is not in terms of our common humanity, but of our individual differences. In this course, we will compare the human rights perspective with the individual rights perspective, and then use these lenses to consider the impact of globalization on human rights in the US and abroad. In our consideration of globalization, we will examine both globalization from above – transnational institutions and corporations - and globalization from below – immigration and transnational flows of people.

**The primary goals of this class are to learn about globalization, human rights, and immigration.**

**Specifically, this entails that you develop an understanding of the following things...**

- 1) What human rights are, and what a human rights perspective entails.
- 2) What globalization means, what the dimensions of globalization are, and how globalization works.
- 3) What makes the United States unique in terms of our role in globalization.
- 4) What globalization means for human rights, in terms of how human rights are being met, and not being met, in the US and abroad.
- 5) What the benefits and disadvantages are that go along with US and other countries' participation in the global economy.
- 6) How globalization is made from above by transnational corporations and multinational banks, and from below, by people working and moving across borders.
- 7) How the World Bank and the International Monetary Fund operate, and what their role has been in promoting globalization.
- 8) How US participation in the global economy and in global politics is related to immigration to the US.
- 9) How immigrants are treated in the US, specifically in terms of the fulfillment of their human rights. What is the human face of migration?
- 10) How global politics and global economics have affected people in the US and abroad.

**We also will work on the following skill-focused Goals:**

- Critical Writing
- Critical Reading
- Critical Thinking
- Media Literacy

### **Required Books:**

- Blau, Judith and Moncada, Alberto. 2005. *Human Rights: Beyond the Liberal Vision*. Rowman and Littlefield.
- Steger, Manfred. 2003. *Globalization: A Very Short Introduction*. Oxford University Press.
- Louie, Miriam Ching Yoon. 2001. *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. South End Press.
- Woods, Ngaire. 2006. *The Globalizers: The IMF, the World Bank, and Their Borrowers* Cornell University Press: Ithaca, N.Y.
- Massey, Douglas *et al.* 2002. *Beyond Smoke and Mirrors* Russell Sage Foundation: New York.
- Guskin, Jane and David Wilson. 2007. *The Politics of Immigration* Monthly Review Press.
- Alarcón, Alicia. 2004. *The Border Patrol Ate my Dust* Arte Público Press.

### **Shorter Readings available electronically (in the order we will read them):**

“Ten Things You Never Knew about the World Bank”

<http://digitalmedia.worldbank.org/tenthings/en/intro.php>

"How the IMF Helps Poor Countries"

<http://www.imf.org/external/np/exr/facts/poor.htm>

"Top Ten Reasons to Oppose the IMF"

<http://www.globalexchange.org/campaigns/wbimf/TopTenIMF.html>

“How the International Monetary Fund and the World Bank Undermine Democracy and Erode Human Rights”

<http://www.globalexchange.org/campaigns/wbimf/wbimfReport.pdf>

Sassen, Saskia; "American's Immigration 'Problem': The Real Causes" *World Policy Journal* (VI:4)  
(Available electronically at the library through Proquest)

Justin Akers Chacón. 2006. : Pages 87 to 122 - "Mexico: Caught in the Web of US Empire" in *No One is Illegal: Fighting Racism and State Violence on the U.S.-Mexico Border* Haymarket Books.  
(Available electronically – I will email it to you.)

Immigration Flood Unleashed by NAFTA

<http://www.commondreams.org/views06/0425-30.htm>

In Mexico, 'People Do Really Want to Stay'

[http://www.washingtonpost.com/wp-yn/content/article/2007/01/06/AR2007010601265\\_pf.html](http://www.washingtonpost.com/wp-yn/content/article/2007/01/06/AR2007010601265_pf.html)

### **Teaching Methods**

This class is organized around discussion, small-group work, and in-class writing. This class is reading and writing intensive. To do well in this course, you must keep up with all of the reading, attend class daily, and turn in high quality writing assignments. In-class work includes writing and small group projects. I include in-class writing because it encourages students to come to class prepared and ready to participate; it helps you improve your writing skills; and we get immediate feedback on whether or not the students understand class materials. Each day, discussion will be based on readings for that day's class in addition to your experiences.

## Grade Policy

In this course, we will be using the new +/- grading scale, approved by the College of Liberal Arts and Sciences to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade to calculate your GPA. In this class, we will use the 100 point scale below.

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	<60

## Description of Writing Assignments

### *Weekly Questions*

These are one page, in-class essays that you will be responsible for completing each time class meets. I will either present a question to you about the readings, or ask you to reflect on the readings and your life experiences or service-learning. Doing well on these in-class writing assignments is dependent on you having done the reading prior to coming to class. You will be given about ten minutes to write down an answer. I will either use these questions for class discussion, group discussion, or have you hand them in immediately. These will be graded on a scale from 1 to 10. You will get five points just for attending class on that day, and the other five points are earned based on the quality of your response.

### *Grading Rubric for Weekly Questions*

- 10 points: You present a clear and direct response to the question, and draw from examples in the reading to make your points.
- 9 points: You present a response to the question, and draw from examples in the reading to make your points.
- 8 points: You answer the question and provide at least one example from the readings.
- 7 points: You answer the question and allude to the readings.
- 6 points: You answer the question.
- 5 points: You write your name on the paper.
- 0 points: You are absent and miss the question.

You are allowed to make these questions up if you miss class. However, you can only earn a maximum of five points for make-up questions, and these must be turned in within one week of the day the question is posed.

### *Attendance*

I will not ask for nor accept any excuses for missing class. If you miss class for an emergency, you will have the opportunity to make up your absence by participating in an extra credit activity. Attendance is vital in this class, and I expect you to come to class prepared every day.

### *Papers*

You will be responsible for two five-page papers in this class. I expect you to engage both the readings and the class discussion in your papers. I will hand out specific guidelines for each paper as the due date approaches.

I encourage all students to use the facilities at the Writing Center to improve their writing skills for this and other classes. Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. I strongly encourage you to contact the KU Writing Center. At the Writer Center you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at <http://www.writing.ku.edu/students/> for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call (785) 864-2399 or send an e-mail to [writing@ku.edu](mailto:writing@ku.edu). The website is loaded with helpful information about writing of all sorts, so even if you consider yourself a good writer, check it out!

### **In-class Presentations – Media Literacy**

Each day of class, two or three students will discuss the media coverage of a current event. These presentations will last for five minutes each. You will draw from two sources to discuss this event. One must be Democracy Now! (<http://www.democracynow.org/>) and the other from a mainstream news source that discusses the same story.

#### Instructions:

Go to <http://www.democracynow.org/shows/recent> and choose one of the stories discussed in the week before your presentation. For example, if you are presenting on January 27, 2009, you can pick any of the stories discussed on 1/26, 1/23, 1/22, 1/21. Once you have picked your story on Democracy Now!, you can download your story via iTunes, watch it online, read the transcript, or do all three. *Note:* Do not pick a “headline,” but a full story that has at least five minutes of coverage.

After selecting your story, do an online search to ensure that there is coverage of that same story by a mainstream media source. If there is not, pick another story. Some examples of mainstream media sources are: CNN, MSNBC, Fox News, New York Times, PBS News Hour, NPR, etc.

For your presentation, you may use Power Point slides, the overhead projector, or any of the media available in the room. You also may choose to not use any of the technology. In your presentation, follow the following format:

- 1 minute: Introduction, and explanation of why you chose this topic. (10 points)
- 1 minute: Overview of story as presented on Democracy Now! (15 points)
- 1 minute: Overview of story as presented on other media source. Describe the other media source. Explain who owns the media source and the audience. You may be able to find out the ownership at: [http://www.thenation.com/special/2006\\_entertainment.pdf](http://www.thenation.com/special/2006_entertainment.pdf) (15 points)
- 2 minutes: Comparison of media coverage of the story. (60 points)
  - How similar or different was the coverage of the event?
  - What audience is each source speaking to?
  - What tactics did each source use to construct their version of what happened?
  - What agenda is each source promoting?

On the day you present, you must hand in a written outline of your presentation, a copy of the Democracy Now! rush transcript of the story, and a complete citation for the other news source. If it is a print article, bring that in. If it is on the radio or television, bring in the url that links to the broadcast. These presentations will be done during the first five to ten minutes of class.

## Evaluation

Paper One:	Globalization and Human Rights	30 percent
Paper Two:	Globalization and Immigration	30 percent
Weekly Questions:	One question each week	30 percent
In-Class Presentation:	Each student will pick a date	10 percent

## Class Schedule

### Section I: Human Rights

1/20/2009 *What is the Universal Declaration of Human Rights?*

Reading and Discussion of the Universal Declaration of Human Rights

Movie: The Millennium Development Goals

1/27/2009 *Are Human Rights and Liberalism Incompatible?*

Blau and Moncada: Introduction, Chapters 1, 2

2/3/2009 *What is the Role of the US in Promoting Human Rights?*

Blau and Moncada: Chapters 3, 4, and 5

### Section II: Globalization from Above

2/10/2009 *What is Globalization?*

Steger: Chapters 1, 2, and 3, and 5

2/17/2009 *The IMF and the World Bank: What are they?*

Ngairé Woods: Introduction, Chapter One

Ten Things you Never Knew about the World Bank

<http://digitalmedia.worldbank.org/tenthings/en/intro.php>

"How the IMF Helps Poor Countries"

<http://www.imf.org/external/np/exr/facts/poor.htm>

2/24/2009 *The IMF and the World Bank: What do they do?*

Ngairé Woods: Chapters 2 and 3

"Top Ten Reasons to Oppose the IMF"

<http://www.globalexchange.org/campaigns/wbimf/TopTenIMF.html>

"How the International Monetary Fund and the World Bank Undermine Democracy and Erode Human Rights"

<http://www.globalexchange.org/campaigns/wbimf/wbimfReport.pdf>

3/3/2009	<i>What are the consequences of the IMF and the WB's actions?</i> Ngaire Woods: Chapters 4, 5 and 6
3/10/2009	<i>How is Globalization Related to Immigration?</i> <b>PAPER ONE: Globalization and Human Rights DUE!</b> America's Immigration 'Problem' Saskia Sassen, in World Policy Journal Chacón: Pages 87 to 122 - "Mexico: Caught in the Web of US Empire"
3/17/2009	<b>Spring Break</b>
	<b>Section III: Globalization from Below</b>
3/24/2009	<i>Why do we have so many immigrants in the US?</i> Reading: Guskin and Wilson: Chapters 1, 2 and 3 Massey, Chapter Two
3/31/2009	<i>Why are there so many Mexicans in the US?</i> History of Mexican Migration (Massey chapters 3, 4) Immigration Flood Unleashed by NAFTA <a href="http://www.commondreams.org/views06/0425-30.htm">http://www.commondreams.org/views06/0425-30.htm</a> In Mexico, 'People Do Really Want to Stay' <a href="http://www.washingtonpost.com/wp-dyn/content/article/2007/01/06/AR20070106010601265_pf.html">http://www.washingtonpost.com/wp-dyn/content/article/2007/01/06/AR20070106010601265_pf.html</a>
4/7/2009	<i>Why do people cross the border illegally?</i> "The Border Patrol Ate My Dust": Read Five of the Stories
4/14/2009	<i>What happens to immigrants once they get here?</i> Miriam Louie, <i>Sweatshop Warriors</i> : pages 63 - 116 Guskin and Wilson: Chapter 5
4/21/2009	<i>Why do Asian immigrants come to the US?</i> Louie: Chapters 1, 3, 4, 5

4/28/2009 *What should we do about immigration?*

**PAPER TWO: Globalization and Immigration DUE**

Reading: Guskin and Wilson: Chapters 4, 6, and 12

5/5/2009 Last class - assessment of students and teacher

**Important Information about this course**

**Drop Policy**

If you are having trouble succeeding in this course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to the Website below:

[http://www.registrar.ku.edu/timetable/add\\_drop.shtml](http://www.registrar.ku.edu/timetable/add_drop.shtml)

From February 6-April 16 you will be assigned a grade of W. Advisor approval is recommended if you drop a course that is a major requirement. **You may not drop or withdraw after April 16, 2009.**

**PLAGIARISM:** It is perfectly acceptable to use others' materials, so long as you cite the sources from which they were obtained. However, whenever you use someone else's ideas or words, it is necessary to give credit to the source from which you took them. To plagiarize is to appropriate and present as one's own the writing, ideas, or thoughts of someone else. You may not use another person's words, ideas, opinions, interpretations, theories, or thoughts without indicating the source from which you obtained them (no matter what that source is). If the words you are using are direct quotes of someone else's spoken or written words, you are required to indicate this by enclosing the directly quoted material in quotation marks and by providing precise information on the sources from which you obtained the material. If you use someone else's ideas but paraphrase them, you are still responsible for indicating the source from which you obtained them.

**Plagiarism will result in an automatic failing grade for the entire course. There will be no exceptions to this rule!** If there is any ambiguity about this definition or you have any questions about what comprises plagiarism, please contact me before you submit a written essay. **I will not accept the excuse that you did not know that what you were doing constituted plagiarism.**

*How to Avoid Plagiarism:*

To avoid plagiarism, you must give credit whenever you use

- \* another person's idea, opinion, or theory;
- \* any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;

For example: You do not have to cite: Barack Obama is the President of the US.

You do have to cite: Nearly one million black children live in dire poverty.

- \* quotations of another person's actual spoken or written words; or
- \* paraphrase of another person's spoken or written words.