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SOCI 371.01A: Social Change and Global Development

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Sociology 371: Social Change and Global Development

Fall 2011

T-Th 12:40-2, McGill 237

Instructor: Dr. Teresa Sobieszczyk

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COURSE DESCRIPTION

The purpose of this course is to compare and contrast three social processes that have connected distant people and places in the modern era: colonialism, development, and globalization. We will explore the theoretical, historical, and cultural foundations of these processes, the main institutions involved in maintaining them, and the complex impacts of those processes on people and groups in both high and low income countries. The course will highlight gender issues associated with these processes and impacts.

Learning Outcomes:

1. By the end of this course, students will be able to describe and explain the historical emergence and evolution of colonialism, development, and globalization.
2. Students will be able to explain and critique theories and processes of development and globalization.
3. Students will be able to explain the implications of colonialism, development, and globalization for individuals, groups, and societies in high and low income countries.
4. Students will be able to explain three approaches to sustainable development and apply them to cases of fair trade coffee and ecotourism.
4. Students will be able to analyze and evaluate the gender aspects and/or inequalities of a particular international development project or issue.

Student will performance will be evaluated based on three exams, two written papers, and preparation for and participation in class, including 5 sets of reading questions and classroom exercises.

This course is registered with the Women's and Gender Studies Program. Students taking this course may count it towards a Women's Studies Emphasis within the Liberal Studies Major or towards a Minor in Women's and Gender Studies in conjunction with any major. If you enjoy learning about women, gender, and/or sexuality and would like to know more about the Women's and Gender Studies Program, please drop by our office (LA 138A), visit our website (www.cas.umt.edu/wsprog), or give us a call (243-4100).

This course is also a core course for the International Development Studies Minor. Please contact Professor Peter Koehn at 243-5294 or peter.koehn@umontana.edu if you are interested in enrolling in this minor.

COURSE EXPECTATIONS AND REQUIREMENTS

Classroom Environment

This course seeks to provide an engaging and thought-provoking space for us to consider various aspects of development and globalization. In order for that to occur, we all need to participate equally and respectfully through, first, thoughtfully reading (and digesting!) the material for each week, and second, listening and speaking in class. You will find that the greater your participation in this class, the more your educational and social experiences this semester will be fully enriched. My expectations in this seminar are that everyone will attend all class sessions, and everyone will participate in each class discussion. Additionally, I would expect to see those who are more talkative making space for and encouraging those members who are typically quieter. Similarly, I would hope to see those who are typically quieter take opportunities to voice their ideas. I encourage you to view this course as a place to build community through conversations relevant to the study of the development and globalization. Please treat each other and each other's ideas respectfully so that the classroom will be an environment where everyone feels comfortable sharing their perspectives and experiences. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability. In addition, all students must practice academic honesty. Academic misconduct is subject to an

academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review at http://life.umd.edu/vpsa/student_conduct.php.

Class Participation and Preparation (15%)

The success of the course depends on you! In order to facilitate lively classroom interactions, I expect you to complete assigned readings PRIOR to the class for which they are assigned. You should be prepared to discuss the readings and assignments in class.

During the term, you will also be required to submit succinct, clearly written, well-cited responses to reading questions for the articles assigned for a total of 5 days (your choice, from those days that have reading questions listed). Reading questions may be typewritten or handwritten if your writing is neat, but emailed questions will not be accepted. You may put your name on the first page and omit a title page. Please use the Chicago method of citation and type a short reference list at the end of your response (no need to use a separate page—just put it at the bottom). [Please see detailed explanation and examples of the Chicago citation method at the end of the syllabus. Note that the exact reference list entry for each reading is listed in the syllabus.] You may print assignments back-to-back or on recycled paper, but emailed assignments will not be accepted. No late assignments will be accepted. If you use statistics, direct quotations, or unique arguments from an article, you **MUST** cite them appropriately or you will earn a zero for that assignment. Please use the Chicago method of citation detailed at the end of the syllabus. Reading questions will be due at the beginning of the class for which the articles were assigned. Late reading questions sets will not be accepted, but they may be submitted in advance or sent with a fellow student.

****You have the option of submitting responses to reading questions for a total of 6 or 7 days. If you choose this option, the lowest 1 or 2 grades on reading question sets, respectively, will be dropped.****

Unexcused absences and habitual tardiness will result in your course grade being lowered. If it seems that students are not keeping up with the course readings, pop quizzes and in-class written responses to readings may be added. Attendance will be taken periodically. Students who miss a class should be sure to obtain the class notes and announcements from a fellow classmate.

Two Film Summary and Critiques (10% each, 20% total):

Write a 3 ½ -5 page elegant, correctly cited summary and critique of the assigned films (*Who's Counting?* and *China Blue*). Each summary and critique should summarize the main arguments or points of the film and then critique 2-3 areas or aspects of the film. The assignments should be written on a computer. But you may put your name on the first page and omit a title page. Please use the Chicago method of citation (see examples later in the syllabus). Late assignments will be accepted if they are submitted within seven days of the originally scheduled due date, with a one letter grade penalty. The assignments will be due at the beginning of class on the due date. The assignment on *Who's Counting?* will be due in class on 9/15/11, and the one on *China Blue* will be due on 11/10/11.

Exams (22.33% each, 65% total)

Three exams will be given this term on 9/27/11, 11/1/11, and 12/12/11. The exams will likely include essays, short answer, and/or multiple choice questions. They will address and expand on issues and concepts raised in course readings, movies, reading questions, lectures, and class discussions. Spelling, grammar, and writing coherence will be considered in scoring your essay responses. Make-up exams will be considered on a case-by-case basis with advanced permission. Make up exams must be taken within **one week** after the regularly scheduled exam, or your grade for that exam will revert to a zero. For the final exam, make ups should be taken in advance of the final so that I can submit grades in a timely manner.

Grading

2 Film Summary & Critique Papers	20
3 Exams	65
Class participation/attendance/reading questions	<u>15</u>
	100 %

Students taking this course credit/no credit must earn a D- or above to receive credit for the course. Keep in mind that this term we will have plus and minus grading. (A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, etc.)

ADDITIONAL INFORMATION

Office Hours

Please feel free to visit me during scheduled office hours or, if it is impossible to meet during office hours, at an arranged appointment. I will generally be available for quick questions after class as well.

Text & Required Readings

All students should purchase a copy of the following book:

Momsen, Janet. 2011. *Gender and Development*, 2nd ed. New York: Routledge.

One copy of this book is on 2-hour reserve at the reserve desk in Mansfield Library.

Additional course readings are available in paper copy at the reserve desk in Mansfield Library and on ERES. You can access ERES for this course on-line through the library catalogue under course reserves or at <http://eres.lib.umt.edu>. Look up this course. The password you will need in order to access the ERES readings is SOCI371. A complete set of the readings (other than the Momsen text) which can be borrowed for photocopying will also be stored on Dr. Sobie's door (SS 303). If you borrow it, please sign it out and back in when you return it, and be sensitive that other students may want to borrow it for copying!

Study Groups

You are strongly recommended to meet informally in study groups to discuss and review course materials. Students who participate regularly in such groups tend to do better on papers and exams. (Keep in mind that assignments must be written individually, even if you discuss them as a group!)

SOC 371: Social Change & Global Development

Fall 2011

Reading/Assignment Schedule (subject to change)

Readings from the Momsen text are labeled "M." Other readings are available on ERES and in paper copy at the Mansfield Library reserve desk.

Week/ Date	Day	Topic, Readings, Assignments, & Class Activities
Week 1 8/30/11	T	Introduction to Course & Citations
9/1/11	R	<p>The Importance of Mapping, Statistics, and Labels</p> <p><i>Readings:</i> (1) Monk, Janice. 2006. "Are Things What They Seem to Be? Reading Maps and Statistics." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 16-26. New York: Worth Publishers.</p> <p>(2) Bulbeck, Chilla. 2006. "Fracturing Binarisms: First and Third Worlds." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 37-41. New York: Worth Publishers.</p> <p><i>Small group discussion</i></p> <p><i>In-class citation workshop</i></p>

<p>Week 2 9/6/11</p>	<p>T</p>	<p>Conceptualizing and Measuring Development <u>Readings:</u> (1) International Forum on Globalization. 2006. "A Critical Look at Measurements of Economic Progress." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 346-355. New York: Worth Publishers. (2) Sen, Amartya. 1999. "Development as Freedom." (excerpt). In <i>Development as Freedom</i>, 2-8. New York, Anchor Books. <u>Reading questions:</u> 1. Why do most development agencies and countries conceptualize and measure development in terms of gross national product (GNP) or gross domestic product (GDP) and why is this problematic? 2. What does Nobel laureate Amartya Sen mean by "development as freedom"? Movie & Discussion: <i>Who's Counting?</i> (TS)</p>
<p>9/8/11</p>	<p>R</p>	<p>COLONIALISM <u>Readings:</u> (1) Kloby, Jerry. 2006. "The Legacy of Colonialism." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 99-106. New York: Worth Publishers. (2) "Colonialism in Africa, 1914." 2006. In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 126. New York: Worth Publishers. (3) Rodney, Walter. 2006. "How Europe Underdeveloped Africa." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 107-125. New York: Worth Publishers. <u>Reading questions:</u> 1. According to Kloby, what is colonialism? How does it differ from neocolonialism? 2. Does Rodney think that European colonization of most of the African continent benefitted Africans? Why/why not? Movie Excerpt & Discussion: <i>Race: The Power of an Illusion</i> (ML & TS)</p>
<p>Week 3 9/13/11</p>	<p>T</p>	<p>DEVELOPMENT Approaches to Development: Modernization, Keynesianism, and Neoliberalism <u>Reading:</u> Willis, Katie. 2011. "Modernization, Keynesianism, and Neoliberalism." In <i>Theories and Practices of Development</i>. 2nd ed., 36-69. New York, NY: Routledge. <u>Reading questions:</u> 1. What are the stages in Rostow's linear growth model? How do states move between stages? 2. How and why have neoliberal theories come to dominate international development practice?</p>
<p>9/15/11</p>	<p>R</p>	<p>Financing Modernization Movie & discussion: <i>The Debt of Dictators</i> (ML) Summary & critique of <i>Who's Counting?</i> due</p>

<p>Week 4 9/20/11</p>	<p>T</p>	<p>Approaches to Development: Structuralism, Neomarxism, and Socialism <u>Reading:</u> Willis, Katie. 2011. "Structuralism, Neomarxism, and Socialism." In <i>Theories and Practices of Development</i>. 2nd ed., 70-102. New York, NY: Routledge. <u>Reading questions:</u> 1. How do dependency theories challenge modernization approaches to development? 2. What is import-substitution industrialization and why was it a key policy for structuralist theorists?</p>
<p>9/22/11</p>	<p>R</p>	<p>Approaches to Development: Grassroots Development <u>Reading:</u> Willis, Katie. 2011. "Grassroots Development." In <i>Theories and Practices of Development</i>. 2nd ed., 103-128. New York, NY: Routledge. <u>Reading questions:</u> 1. What is social capital and how can it contribute to local development? 2. In what ways is the role of NGOs in development limited?</p>
<p>Week 5 9/27/11</p> <p>9/29/11</p>	<p>T</p> <p>R</p>	<p>EXAM #1 (covers materials 8/30 - 9/22)</p> <p>Development Aid in Practice <u>Reading:</u> Black, Maggie. 2002. <i>The No-Nonsense Guide to International Development</i>, 10-49. Oxford, UK, New Internationalist. <u>Reading questions:</u> 1. Based on your understanding of Maggie Black's chapters, list and explain three main problems associated with official development assistance (ODA) as currently practiced. 2. Now critique Black's discussion of ODA. Movie & discussion: <i>Back to School in Afghanistan</i> (ML)</p>
<p>Week 6 10/4/11</p> <p>10/6/11</p>	<p>T</p> <p>R</p>	<p>Various Approaches to Integrating Women and Gender into Development <u>Readings:</u> (1) Momsen Chaps. 1 (2) Connell, R.W. 2006. "Masculinities and Globalization." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 2nd ed., 209-223. Belmont, CA: Wadsworth Cengage Learning., ed. Paula S. Rothenberg, 126. <u>Reading questions:</u> 1. Based on Momsen, explain why the universal validity of both gender-neutral development theory and of feminist concepts that are derived from white, Western middle-class women's experience is being questioned. 2. Based on Connell's article, discuss how corporations and governments are gendered institutions and how they relate to "transnational business masculinity."</p> <p>Gender & Development: Issues in Reproduction, Health, & Education <u>Readings:</u> Momsen Chaps. 2-4 <u>Reading questions:</u> 1. Based on Chapt. 3, discuss women's roles in reproduction and social reproduction. 2. Based on Chapt. 4, discuss how violence can be gendered.</p>

<p>Week 7 10/11/13</p>	<p>T</p>	<p>Movie & Discussion: <i>Rich World, Poor Women</i> (TS) <u>Mid-term evaluations</u></p>
<p>10/13/11</p>	<p>R</p>	<p>Gender & Development: Issues in Rural Areas and the Environmental <u>Readings:</u> (1) Momsen Chapt 5-6 (2) Amuyunzu, Mary and Paul Francis. 2006. "Collapsing Livelihoods and the Crisis of Masculinity in Rural Kenya." In <i>The Other Half of Gender: Men's Issues in Development</i>, ed. Ian Bannon and Maria C. Correia, 219-244. Washington, D.C.: The International Bank for Reconstruction and Development / The World Bank. <u>Reading questions:</u> 1. Based on Chapt. 5, define "ecofeminism." 2. Based on your understanding of Amuyunzu and Francis' chapter, discuss the disempowerment of men in rural Kenya and the factors contributing to its development.</p>
<p>Week 8 10/18/11</p>	<p>T</p>	<p>Gender & Development: Issues in the Economy <u>Readings:</u> (1) Momsen Chapt 8-9 <u>Reading questions:</u> 1. Based on Chapt. 8, explain how men's and women's roles in manufacturing differ. Then, using your own knowledge, discuss why dividing roles by gender might benefit the business owner but harm workers. 2. According Chapt. 9, what is male bias in development and how can it best be overcome?</p>
<p>10/20/11</p>	<p>R</p>	<p>GLOBALIZATION Introduction to the Sociology of Globalization <u>Readings:</u> (1) Giddens, Anthony. "Globalisation." 2012. In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 12-18. Belmont, CA: Wadsworth Cengage Learning. (2) Goode, Erica. 2006. "Study Finds TV Trims Fiji Girls' Body Image and Eating Habits." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 558-560. New York: Worth Publishers. (3) Watson, James L. 2008. "Transnationalism, Localization, and Fast Foods in East Asia." In <i>The Transnational Studies Reader</i>, ed. Sanjeev Khagram and Peggy Levitt, 402-406. New York: Routledge. <u>Reading questions:</u> 1. How has global media impacted girls in Fiji? Why is this important? 2. Define (a) transnationalism and (b) localization.</p>

<p>Week 9 10/25/11</p>	<p>T</p>	<p>Proponents of Globalization <u>Reading:</u> Norberg, Johan. 2007. "In Defense of Global Capitalism." In <i>The Globalization and Development Reader</i>, ed. J. Timmons Robert and Amy Balaena Hits, 263-276. Malden, MA: Blackwell Publishing. <u>Reading questions:</u> 1. Why does Norberg argue that global capitalism has been beneficial? 2. Now critique the argument that global capitalism has been beneficial. Movie & Discussion: <i>Globalization is Good</i> (ML)</p>
<p>10/27/11</p>	<p>R</p>	<p>Critics of Globalization <u>Readings:</u> (1) Brecher, Jeremy, Tim Costello, and Brendan Smith. 2012. "Globalization and Its Specter." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 30-37. Belmont, CA: Wadsworth Cengage Learning. (2) Stiglitz, Joseph E. 2012. "Glocalism's Discontents." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 112-122. Belmont, CA: Wadsworth Cengage Learning. <u>Reading questions:</u> 1. Based on your evaluation of the chapter by Brecher, Sotello, and Smith, briefly discuss the three most important negative aspects of globalization. 2. Based on the chapter by Stiglitz, briefly discuss the uneven governance of globalization and the disadvantages it has wrought for the Global South.</p>
<p>Week 10 11/1/11</p>	<p>T</p>	<p><u>Exam #2</u> (Covers materials 9/25 to 10/27)</p>
<p>11/3/11</p>	<p>R</p>	<p>Global Themes: At Work in the Global Economy <u>Readings:</u> (1) Wypijewski, JoAnn. 2006. "GE Goes South." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 490-492. New York: Worth Publishers. (2) Ferus-Comelo, Anibel. 2006. "Double Jeopardy: Gender and Migration in Electronics Manufacturing." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 2nd ed., 87-98. Belmont, CA: Wadsworth Cengage Learning. <u>Reading questions:</u> 1. Briefly discuss why increased profits to GE have gone hand-in-hand with increased unemployment and poverty in Bloomington, Indiana. 2. Based on your understanding of Ferus-Comelo's article, discuss why young female migrants in the electronics industry are so vulnerable. Movie & Discussion: <i>China Blue</i> (TS)</p>

<p>Week 11 11/8/11</p>	<p>T</p>	<p>Sustainable Development & Global Tourism <u>Reading:</u> (1) Gould, Kenneth A. and Tammy L. Lewis. 2009. "The Paradoxes of Sustainable Development: A Focus on Ecotourism." In <i>Twenty Lessons in Environmental Sociology</i>, 269-289. New York: Oxford University Press. <u>Reading questions:</u> 1. Based on the chapter by Gould and Lewis, define sustainable development. 2. Explain the difference the free market environmentalist, policy/reformist, and critical structural approaches to sustainable development.</p>
<p>11/10/11</p>	<p>R</p>	<p>Global Tourism & Indigenous Cultures <u>Reading:</u> Andrews, Edmund L. 2002. "Ecotourism Is All Very Well, but \$3 a Day Isn't." <i>New York Times</i> 13 Nov. <u>Reading questions:</u> <i>NONE FOR TODAY</i> Movie & Discussion: <i>Cashing in on Culture: Indigenous Communities & Tourism</i> (ML) Summary & Critique of China Blue Due</p>
<p>Week 12 11/15/11</p> <p>11/17/11</p>	<p>T</p> <p>R</p>	<p>Veteran's Day: No Class!</p> <p>Free Trade Vs. Fair Trade Coffee: The Case for Sustainability <u>Readings:</u> (1) Luttinger, Nina and Gregory Dicum. 2006. "The Rise of the International Coffee Trade." In <i>The Coffee Book: Anatomy of an Industry from Crop to Last Drop</i>, 71-120. New York: New Press. (2) Utting-Chamorro, Karla. 2005. "Does Fair Trade Make a Difference? The Case of Small Coffee Producers in Nicaragua." <i>Development in Practice</i> 14 (3 & 4): 584-599. (3) "Good Food?" 2006. <i>The Economist</i> 381, 8507 (9 Dec.): 12. <u>Reading questions:</u> 1. Based on the chapter by Luttinger and Dicum, briefly discuss the 1999 Global Coffee Crisis and its impacts. 2. Based on the article by Utting-Chamorro, discuss whether or not fair trade coffee production significantly raised the living standards of small coffee producers in Nicaragua and why this occurred. Movie & Discussion: <i>Black Gold</i> (ML)</p>
<p>Week 13 11/22/11</p> <p>11/24/11</p>	<p>T</p> <p>R</p>	<p>Small group discussion & analysis of fair trade coffee Please bring articles by Gould & Lewis, Luttinger & Dicum, and Utting-Chamorro and the article titled "Good Food?" to class so that you can use them in your analysis</p> <p>No Class—Happy Turkey Day!</p>

<p>Week 14 11/29/11</p>	<p>T</p>	<p>Global Capitalism and The Privatization of Water <i>Readings:</i> (1) Barlow, Maude and Tony Clark. 2002. "Everything for Sale: How Economic Globalization is Driving the World Water Crisis." In <i>Blue Gold</i>, 79-100. New York: The New Press. (2) Throop, Meredith. 2006. "The Impact of Water Privatization on South African Women." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 509-514. New York: Worth Publishers. <i>Reading questions:</i> 1. The privatization of public services is one part of structural adjustment. How does the privatization of water provision impact the poor in less industrialized countries (LICs)? 2. Is access to drinking water a human right or a commodity? Why? Movie and Discussion: "Leasing the Rain" from <i>Now with Bill Moyers</i> (ML)</p>
<p>12/1/11</p>	<p>R</p>	<p>The Globalization of Agriculture <i>Readings:</i> (1) Toure, Amadou Toumani and Blaise Compaore. 2006. "Your Farm Subsidies Are Strangling Us." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 545-546. New York: Worth Publishers. (2) Hassett, Kevin A. and Robert Shapiro. 2006. "How Europe Sows Misery in Africa." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 547-550. New York: Worth Publishers. (3) Rosenberg, Tina. 2012. "Why Mexico's Small Corn Farmers Go Hungry." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 112-122. Belmont, CA: Wadsworth Cengage Learning. <i>Reading questions:</i> 1. How do U.S. cotton subsidies impact cotton farmers in Africa? 2. How have the European Union's "Common Agricultural Policy" (CAP) and U.S. agricultural subsidies impacted global markets for food products like milk, corn, and sugar? Why are these impacts relevant to farmers in less industrialized countries? Movie and Discussion: <i>A Growing Hunger</i> (TS)</p>
<p>Week 15 12/6/11</p>	<p>T</p>	<p>Critiques of Global Development Emerging from Below <i>Readings:</i> 1. Brecher, Jeremy, Tim Costello, and Brendan Smith. 2012. "Globalization and Social Movements." In <i>Globalization: The Transformation of Social Worlds</i>, ed. D. Stanley Eitzen and Maxine Baca Zinn, 3rd ed., 112-122. Belmont, CA: Wadsworth Cengage Learning. 2. Shiva, Vandana. 2006. "Building Water Democracy: People's Victory against Coca-Cola in Plachimada." In <i>Beyond Borders: Thinking Critically about Global Issues</i>, ed. Paula S. Rothenberg, 580-583. New York: Worth Publishers. <i>Reading questions:</i> 1. Based on the article by Brecher, Costello, and Smith, explain the "Lilliput strategy" and how it is being used against some of the negative aspects of globalization. 2. Having read Shiva's case study of Plachimada's battle against Coca-Cola, do you think that grassroots efforts are sufficient to address problematic aspects of global capitalism? Why or why not? Movie and Discussion: <i>Global Village Global Pillage</i> (TS)</p>
<p>12/8/11</p>	<p>R</p>	<p>Course Conclusion, Evaluations, and Review</p>
<p>12/12/11</p>	<p>M</p>	<p>FINAL EXAM: 10:10-12:10 (Covers materials 11/3-12/8) GOOD LUCK!</p>

ADDITIONAL NOTES FOR READING QUESTIONS & ASSIGNMENTS

- Feel free to write your name on the 1st page. This will allow you to omit a cover page.
- Pages must be numbered.**
- If you are using a computer, be sure to save your work at least TWO places in case your disk or hard drive fails. (Reading questions may be handwritten if you write neatly; assignments should be typed.)
- They should be printed with a desk jet or laser printer and stapled. Print them out the night before to give you time to deal with printing problems.
- If you have to miss a class, please send them to class with a trusted friend or drop them in my mailbox before class.
- Watch your spelling, grammar, and punctuation as well as citations as points will be deducted for poorly written and edited papers. Elegant, well-argued, and concise responses are greatly appreciated.
- BE SURE TO CITE YOUR SOURCES** (see attached citation method). This is mandatory for all quotations, statistics, and arguments and ideas that are not common knowledge. Citation also strengthens your arguments by making them more believable. Improperly cited papers will receive a zero. See citation notes below.

Consult with Dr. Sobie or the folks at the Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help in writing concise arguments, finding evidence to support your arguments, or citing sources properly.

CITATIONS & PLAGIARISM

To avoid plagiarism you **MUST** cite your sources if you use a direct quotation, statistic, or idea that is not common knowledge taken from course readings, lecture, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics **MUST** include a page number. Please see me if you have any questions about citations or plagiarism.

Forms of Citations

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the *now generally favored method of parenthetical references with a reference list at the end of the paper*. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

Parenthetical References (Turabian, Section 10)

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

A. Parenthetical reference in which you use the author's name in the sentence:

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

C. *If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):*

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(***NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

Examples

The following sets of examples illustrate parenthetical-reference (from here on out, **PR**) forms for use in your text and corresponding reference-list (from here on out, **RL**) entries for when you type the reference list that should be attached to your papers (for reading question assignments, it is alright to omit the reference list).

Book, Single Author

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. *George Washington Williams: A Biography*. Chicago: University of Chicago Press.

Book, Two Authors

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

Book, More than Three Authors

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey, eds. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

Chapter in a Book

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

Article in an Academic Journal

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-84.

Article in a Magazine or Newspaper

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42.

Electronic Documents (example extrapolated from information in Section 8)

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

For electronic documents, if no author is provided, please list the article in your in-text citation using the first three words of its title and the year of publication. In the reference list, again, list the article by the title of the article.

Films, DVDs, and Videorecordings

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Itzak Perlman: In My Case Music*. DeNonno Pix. Videocassette.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library.