

GLBL 100: Introduction to Global Studies

FALL 2024 Syllabus

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Office Hours: To Be Determined

Course Website: Canvas

Course Description

This course serves as a foundation for understanding contemporary global issues and their analysis from multiple disciplinary perspectives. Each week we will explore a specific global challenge, develop skills to research and analyze it, and learn about actors and organizations actively working toward solutions. This course helps students establish an understanding of the drive to develop and globalize, the consequences of development on our resources and societies, and the challenges of uneven development.

We learn about various actors involved in processes of globalization, such as governments, corporations, non-governmental organizations, communities and individuals – at various scales and levels that are beyond that of just comparing two or more countries. The multi-disciplinary approach encourages students to approach and address problems as a sociologist, historian, geographer or anthropologist would, or as an economist or public health professional would do. The focus on the global scale is enriched by attention to the regional, national and local levels where transnational processes are reworked. Connecting these levels and making sense of these relationships and flows requires sensitivity to history, culture, and language. Additionally, students of Global Studies, through learning about topics such as development, business practices, climate change or human rights, prepare themselves to be dynamic participants actively engaged in an increasingly global society.

This course satisfies UIUC General Education requirements for Social Science and Western Comparative Cultures.

Goals and Objectives

In this course, you will develop skills and knowledge to be able to:

- § Articulate and evaluate diverse perspectives on global issues.
- § Analyze geographical relationships among peoples, organizations, and states.
- § Research the unfolding of global issues in specific countries and regions of the world.

- § Retrieve and interpret quantitative & qualitative data from public databases.
- § Collaborate with classmates to prepare reports and presentations.
- § Integrate information to develop well-supported positions on global debates.
- § Compare and critique alternative solutions to global challenges.
- § Identify thematic areas, geographical regions, and technical skills to pursue through your future academic and professional work.

Course Overview

This course is organized around the seven thematic areas of the Global Studies major, cultures in contact, wealth & poverty, governance, conflict & resolution, global health, knowledge, communication & information systems, human rights, and environment, sustainability & social responsibility. Each week, you will explore a specific global issue through carefully chosen readings that offer perspectives from multiple academic disciplines, diverse regions of the world, and a variety of professions.

Apart from theoretical knowledge, to understand global processes, trends, and practices, you will learn how these play out in specific locations. To do this, each student will become an expert on one country so that we can bring our knowledge together to examine how global issues play out in different geographical regions and sociopolitical contexts. To cover each topic in-depth, we encourage you to share insights gained from other courses as well.

This course is designed to prepare you for a 21st century workforce that requires adaptability, information literacy, problem-solving, teamwork, critical thinking and life-long learning. For this reason, you are expected to be an active note-taker while going through assigned materials, a helpful group member, and an active discussant. It is through your active participation that your instructor can gauge your progress toward course goals and respond appropriately.

Course Structure:

Weekly pace: On the first weekly meeting, (Day 1 of class) the instructors will facilitate an interactive lecture discussing the key topics of the week and providing students with brief activities to facilitate discussion. The second weekly meeting (Day 2 of class) will be student-led, with groups of students periodically leading discussion of additional readings and relevant data sources, as directed by the instructor.

Course management is through Canvas, with all readings and assignments posted on the course site. Assignments are also completed through Canvas.

Course Requirements

- § All readings for this course are posted on the course website listed below, either as links or attachments. *There are no required textbooks.*

- § The general course website is Canvas where all updates and announcement will be disbursed. You are responsible for staying updated on assigned readings, exercises, discussions, and analytical forums through the website. Changes to the syllabus and other weekly updates will be made to the website with appropriate notice. If you have trouble accessing materials or using the course site, please refer to the FAQ section for guidance BEFORE consulting the instructor.

Course Assessment

This course requires you to complete the following inter-related assignments to maximize learning. A detailed explanation of all these assignments has been provided on Canvas as separate handouts for easy reference.

1. Class Preparation and Participation – at the beginning of each week you will complete a discussion response related to the reading *before you come to class*. **Be prepared to interact and discuss your response in class!**
2. Country and Region Analysis – every week you will collect data on a country that is assigned to you, present it to your colleagues and at the end of the semester write a research paper on a global problem of your choice. *Your instructor will walk you through this assignment in the first week of class.*
3. Position Papers – are papers you will write to develop your argumentation and application skills. You are required to write three out of six papers. The first paper is mandatory for all students; the following two will be on a thematic area of your choice. If you write more than three position papers, the lowest grade besides the first mandatory paper will be dropped.

Throughout the course, your instructor and you will work to understand how the different components of the coursework build on one another. For example, active participation in class should help you develop skills for your country and region analysis, effective research should provide you with data you can use in papers, and each well written paper makes the next one a little bit easier.

Course Assignments

As previously mentioned, the class is divided into seven different themes, with each theme (module) lasting two weeks. Each class period will be categorized under Day 1 and Day 2, with Monday being Day 1 and Wednesday being Day 2. This pattern will repeat itself throughout the course, with each week being divided into “Day 1” and “Day 2.”

Weekly Forum Posts (10% of your final grade)

- Due by 9:00 am on Mondays and Wednesdays

- Before class on Day 1 and Day 2 of the week, write a discussion post based on assignment instructions.
- Discussion posts (reading quotes, discussion questions, and/or commentary on them) can be brief [about 100 words or so] and should engage with specific parts of assigned materials that you are prepared to discuss in class.
- Each discussion post is worth 100 points. The grading scale consists of 3 categories: 100, 50, and 0. You will earn 100 points if you explicitly and thoroughly address the discussion prompts. You will earn 50 points if you write a discussion post but go off-topic or partially address the prompt. You will receive 0 if you submit late or do not address the prompt at all.
- A good online discussion post (a reading quote or discussion question) should demonstrate knowledge of the readings, using relevant factual examples and using clear, error-free writing.
- You are encouraged, but not required, to respond to classmates' posts, although you are encouraged to read through and gain an understanding of the different perspectives provided.
- Use proper [APA](#) style formatting for quotation and paraphrase.

In-Class Participation (10% of your final grade)

- Participation will be graded by physical AND mental attendance to class (i.e. if you are playing on your phone/computer, sleeping, or otherwise distracted I will count you as absent)
- Will also be graded by involvement in in-class discussions and the extent to which you demonstrate your knowledge of material & themes being discussed.

Country and Regional Analytical Forum (10% of your final grade)

- In preparation for Day 2 of classes every other week and for your final research paper, you and your regional group will post information on your assigned countries and region to the analytical assignment on Canvas, found under the materials for each week.
- We will review the first analytical forum in class; following that, you and your regional group will complete the remainder outside of class. **Your group must complete all analytical forums.**
- Instructions for posting materials on the analytical forum are provided in a separate sheet on Canvas.
- Use the web resources and prompts listed on Canvas for Day 2 to retrieve and interpret data related to the week's topic.
- Follow the prompts to record information about your assigned country. Provide a summary of your results, adding your own research about the topic.

- Work with your regional group to write a Regional Analysis that addresses the same prompts for your region as a whole. While detailed reflections on each country are welcome, this is a group assignment. Work with your group members to identify important trends, contradictions and phenomena at place in your region
- Post your country and region data on the class analytical forum assignment link on Canvas.
- Prepare and save all of your data in a Google Doc for backup.
- Your posts will be evaluated based on timeliness, completeness, adherence to prompts, and proper citation of sources.
- See the folder "Sample Assignments and Activities" in the Introduction and Course Resources section of the website for examples.

Regional Group Presentations (10% of your final grade)

- **One in-class presentation.** Check the course website (Course Information and Resources- Group Assignments and Presentation Schedule) for the schedule of presentations.
- **Peer Evaluation.** You will submit a peer evaluation form for the other groups.
- These are an opportunity for you to develop skills in public speaking, teamwork, and leadership.
- In class on Day 2 of each forum week, one regional group will present the data they collected **for that week's assignment** and discuss the readings or general themes **of the module** as relevant.
- Each group will have a minimum **of 45 minutes to facilitate class**, but you may use the entire class time if you wish. Please let your instructor know how long you plan to facilitate class the Thursday before your presentation. You may also email your presentation to the instructor the day before for feedback.
- As a group, you will present an overall region summary of the analytical data. After that, it is up to you to integrate your individual country summaries into the discussion.
- Feel free to **include related current events, maps, videos, or pictures in your presentations** to make it more exciting for the listener. It is highly recommended to have an active component, such as a Kahoot! game.
- Your group will be in charge of class for the day. You will come up with discussion questions and/or activities for your peers. Feel free to use small group work as a model. Check in early with your instructor if you have questions about your proposed lesson plan.

Position Papers, 35% of your final grade

- Position papers are an opportunity for you to enhance your understanding of controversial global issues and develop critical analysis skills by evaluating arguments for variant positions. They are also an opportunity to develop academic writing skills as

you integrate information to articulate and defend a well-supported position on global debates.

- You must complete three out of six position paper assignments, scheduled at the end of each module (excluding the Introduction module and the last module). **The Module 1 position paper (10% of final grade) is required for all students**, so that you can get feedback on your writing early in the semester. You will then **choose 2 of the remaining 5 papers (both worth 12.5% of final grade)** to complete, allowing you to focus on those issues that you find most compelling. For each position paper, you will:
 - Discuss and cite *at least* three sources. This includes the source assigned for the position paper prompt (when appropriate); and two (or more) other readings, videos, or web resources related to the topic. One outside source (not assigned in class) is required.
 - Use good judgment as to the appropriateness of outside sources as academic paper sources. Feel free to send the instructor links by email for supplementary sources not assigned for this course. Academic sources, such as textbook chapters and peer-reviewed articles you read for other classes are generally approved automatically; however, you must give me at least 2 days to vet non-academic sources, such as newspaper articles and videos.
 - Look up **information about the author(s)** whose position(s) you are evaluating and incorporate this information into your critique of the authors' arguments.
 - Ensure that you have carefully completed in-text citations as well as a work cited page at the end of the paper. Use any recognized formal citation format you prefer but be consistent throughout your paper.
 - Carefully draft, revise, and proofread your work. Your submission should be presented professionally in an academic style. It should be **750-800 words** (excluding headers, footers, works cited and direct quotes), typed, double spaced, in 12-point Times New Roman font.
 - Closely follow additional guidelines and feedback provided by your instructor in class.
 - **Submit each paper through Canvas by 11:55 pm on Sunday after the end of that specific module.** This will allow you to incorporate Day 2 in-class discussions and information into your analysis.
 - *Position papers will be evaluated based on a clear understanding of the issue, evidence-based support from appropriate sources, clear articulation and strong argumentation for a position, quality of academic writing, and appropriate citation.*
 - If you identify as “not a strong writer” or “someone who really hates/isn’t good at writing papers” you are encouraged to make an appointment with the Writers Workshop (writersworkshop.illinois.edu) to ensure your highest possible grade.

Final Paper (25% of your final grade)

The final paper for this course requires that you analyze a global issue or challenge in relation to at least two, but no more than three thematic areas (modules) of your choice. As a case study, you will refer to your assigned country and present a comparative analysis with one or two countries of your choice. The first step of this paper is to complete a paper proposal. You are encouraged but not required to meet individually with the instructor to discuss your proposal.

- **Final Paper proposal 2% of grade, due on Canvas, Week 8**
- This is an opportunity for you to combine skills and knowledge you have developed over the semester to analyze an issue of your choice by comparing and contrasting case studies.
- To develop and submit a strong final paper you should identify global issues covered in class that match your interests and skills.
- For the proposal, you should be able to identify: a global challenge and the thematic areas it relates to (for example, Hurricane Matthew, an *environmental* disaster, brought about *economic devastation* and a widespread *cholera outbreak* in *poverty-stricken Haiti* - but not so much in *North Carolina*). You should also have a basic idea of the studies you would like to cite, but also of the social inequalities shaping how people experience such problems.
- To receive credit for the proposal you are required to schedule a meeting time and meet with the instructor to discuss the proposal and receive approval to proceed.
- **Final Paper 23% of grade, due on Canvas at the end of the semester.**
- Based on the feedback on your proposal, start working towards an early draft of the final comparative paper.
- Carefully review the data available on our class analytical forum pages and the analytical concepts covered in class and assigned materials to further develop and refine your thesis
- If you need additional data to support your argument, refer to the databases and resources presented in this class. Any supplementary sources must be scholarly in nature unless approved by your instructor.
- Cite all sources, including class analytical pages, discussions, lectures, and course materials.
- **Proofread carefully to submit a professional quality 2500-3000 word academic paper.**
- The paper should be typed, double spaced, in Times New Roman fonts (word count is excluding headers, footers, direct quotes and works cited).
- *Your final paper will be evaluated on thoughtful and thorough data analysis, accurate representation of the issue, clear organization and thesis development, appropriate use of sources, quality of academic writing, and adherence to the assignment.*

Course Policies

- § **Extensions** - You will be allowed extensions in the case of medical and personal emergencies if, and only if, the extension request is backed by a note from the

McKinley Health center and the Emergency Dean respectively. No other extensions will be allowed. *Since the deadlines for all assignments are provided at the beginning of the semester, you are responsible for completing your assignments in a timely manner.*

- § **Late submissions** – Late submissions are penalized with a 10% reduction in grade beginning one hour after due date/time. Assignments will not be accepted more than a week. If you fail to complete preparatory assignments such as weekly forum posts, you will not be given another chance to complete them. **In other words, late submission for weekly forum posts will not be accepted.**
- § **Final grades** - *Your final grades for the class are non-negotiable. Academic performance will not be discussed via email and must be discussed in person (Zoom).*
- § **Academic Integrity** - Group assignments, cheating on papers, fabrication of information or plagiarism of any kind will not be tolerated. *All submitted assignments must be original in writing and any ideas or statements taken from sources other than you MUST BE appropriately cited.* Please remember that using your own work from one class to the other also counts as plagiarism. Additionally, the policy of academic integrity extends to online discussions and analytical assignments as well. For more information, please thoroughly read the University of Illinois' Library Guide on Academic Integrity and Plagiarism at <http://www.library.illinois.edu/learn/research/academicintegrity.html>
- Pay special attention to: **Student Code: [Article 1, Part 4 – Academic Integrity Policy and Procedure: Paragraph b.](#)** (on plagiarism).
- **AI Policy** - An emerging area of concern in higher education is the use of natural language models in the classroom (for example, ChatGPT). To be clear, using an AI model to complete your assignments for you is cheating under (a)(1) in the academic integrity policy below. **There are tools for detecting whether written work is AI-generated.** If you submit AI-generated work, it will be treated as an academic infraction, just like if you plagiarized a published work or had someone else write your paper for you.

Academic Support

- § Academic support - As your teacher, I assure that I will provide you full academic support to the best of my abilities. If you are having difficulty with respect to understanding readings or writing assignments, you are more than welcome to contact me and work it out. If you are facing personal issues that might affect your coursework, I encourage you to let me know and I will try my best to help you.
- § Special accommodations - If you require any special accommodations please let me know during the first week of class, so that I can make necessary arrangements. It is my job to coordinate with other campus support services to ensure that you are well-adjusted in the class. I do encourage you to let me know as early as possible: special accommodations on assignments are very hard to make retroactively.

- § Classroom culture - Due to the nature of this class and the materials we cover, differences in opinion can and will occur. This is both healthy and conducive to an active learning environment. I will often take positions that I disagree with in order to have them represented in class. With that being said, as your teacher I strive to create a classroom culture where all students feel safe to express themselves, share their knowledge and learn from one another's experiences in a respectful and productive manner. If at any time you feel you are unable to do so, you are encouraged to reach out to me so that we can work together to resolve the issue.

Grading Rubric

A+ = 97-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	F = 59.9 or below
A = 93-96.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
A- = 90-92.9	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

PLEASE NOTE: the reading list and syllabus for this class may be subject to change as we go. The instructor will provide timely notice of any possible changes through email; it is your responsibility to check the course site and your illinois.edu email at least once per day for important [announcements](#).

Course Schedule

Week 1: Introduction – One, two, how many globalizations?

Monday, August 26

- Orientation and introduction

Wednesday, August 28

- Friedman, T. (2005) It's a Flat World, After All
- Florida, R. (2005) The World is Spiky
- Brooks, David. (2022) Globalization Is Over. The Global Culture Wars Have Begun.
- K.N.C. (2019) Globalization is dead and we need to invent a new world order.

Week 2: Governance, Conflict and Resolution – How can we govern a globalized world?

Monday, September 2

Labor Day- NO CLASS

Wednesday, September 4

NO MEETING In PERSON (please watch lecture videos and do class activities)

- United Nations Economic and Social Commission for Asia and the Pacific. What is good governance? Retrieved August 1, 2019

from <http://www.unescap.org/sites/default/files/good-governance.pdf> (public document, Political Science perspective)

- CORE Econ (2015, Feb 13). *Dani Rodrik: Globalisation -the trade-offs*[Video]. YouTube. <https://www.youtube.com/watch?v=LRDIejhdtYk>
- “International Organizations .” *United States Institute of Peace*, 16 Oct. 2018, <https://www.usip.org/publications/international-organizations>.

Week 3: Governance, Conflict and Resolution – How can the international community address armed conflict?

Monday, September 9

- Jang et al. (2016). “Global Governance: Present and Future.” *Palgrave Communications*.
- McDaniel, Christine. (2021). “Our International Institutions Are Failing Us (Or Are We Failing Them?)” *Forbes*.
- Optional: The Daily Show (2021, Jan 30). *African Scholars Suggest How to Fix American Democracy / The Daily Social Distancing Show*[Video]. YouTube. <https://www.youtube.com/watch?v=i3NaduaNlb8>
- Student-led discussion

Wednesday, September 11

- [“Born to prevent war, U.N. at 75 faces deeply polarized world.” Associated Press. September 21, 2020.](#)
- [Global Public Policy Institute \(2015\). “Effective and Responsible Protection from Atrocity Crimes: Toward Global Action. Executive Summary.” Retrieved August 19, 2015.](#)
- [Global Centre for the Responsibility to Protect. “Atrocity Crimes and Preventive Diplomacy: Reflections on R2P’s 15th Anniversary.” June 15, 2020.](#)
- Optional: FRONTLINE. “Interviews | Ghosts of Rwanda | Frontline.” *PBS*, Public Broadcasting Service, 1 Apr. 2004, <https://www.pbs.org/wgbh/pages/frontline/shows/ghosts/interviews/>.

Week 4: Human Rights – What are human rights and what does the Universal Declaration accomplish?

Monday, September 16

- Office of the High Commissioner for Human Rights. Universal Declaration of Human Rights. Retrieved 2/2/2017 from http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

- Nault, D. M. (2011). [Introduction](#). In D. M. Nault, S. L. England (Eds.), [Globalization and human rights in the developing world \(1-22\)](#). Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- [Trilling, Daniel](#). “Five myths about the refugee crisis.” [The Guardian](#). June 5, 2018.
- [Rosling](#). “[Blame Instinct – Refugee Crisis and the EU](#).”

Wednesday, September 18

- Student-led discussion

Week 5: Human Rights – Slavery and Trafficking under contemporary Globalization

Monday, September 23

- Bales, Kevin. 2000. “[Expendable People: Slavery in the Age of Globalization](#).” *Journal of International Affairs* 53 (2): 461 – 484. (Scholarly article by Sociologist)
- Urbina, Ian. 2015. “Sea Slaves’: The Human Misery that Feeds Pets and Livestock.” *New York Times World Edition* Retrieved January 13, 2016, from http://www.nytimes.com/2015/07/27/world/outlaw-ocean-thailand-fishing-sea-slaves-pets.html?_r=0(example of human rights abuse as reported by NYT)
- Elbagir, N., Razek, R., Platt, A., & Jones, B. (2017, November 15). *People for sale: Where lives are auctioned for \$400*. CNN. Retrieved January 12, 2023, from <https://www.cnn.com/2017/11/14/africa/libya-migrant-auctions/index.html>
- *Ghost Fleet* documentary (accompanies NYT article)
 - Trailer (2min) https://youtu.be/t_O5Y8FWXpE
 - 9 min video <https://youtu.be/ZcfYhL84s5s>

Wednesday, September 25

- Group Regional Presentation

Week 6: Cultures in Contact – How is culture contested globally?

Monday, September 30

Required Readings:

- Nye Jr, J. S. (2004). Chapter 1. *Soft power: The means to success in world politics*. Public affairs
- [Guest, K.J. \(2014\). Excerpts from *Cultural Anthropology: A Toolkit for a Global Age*. New York, NY: WW. Norton and Company \(anthropology\)](#)

Recommended Readings:

- Lipscomb, A. (2019, June 5). *Culinary relations: Gastrodiplomacy in Thailand, South Korea, and Taiwan*. The Yale Review of International Studies. Retrieved January 12, 2023, from <http://yris.yira.org/essays/3080>

Wednesday, October 2

- [Gibson, Jenna. "How South Korean Pop Culture Can Be a Source of Soft Power." Carnegie Endowment for International Peace. December 15, 2020.](#)
- [Ro, Christine. "BTS and EXO: The soft power roots of K-pop." BBC News. March 9, 2020.](#)

Week 7: Cultures in Contact – How is migration transforming culture and identity?

Monday, October 7

Required Readings

- Bhugra, D., & Becker, M. A. (2005). Migration, cultural bereavement and cultural identity. *World psychiatry*, 4(1), 18.
- [Pyle, Jean L. \(2011\). "Globalization and the increase in transnational care work: the flip side", in *The Women, Gender, and Development Reader* \(pgs 252-269\). Fernwood Publishing, Halifax, Winnipeg.](#)
- [Yayboke, Erol. *Five Ways COVID-19 is Changing Global Migration* Center for Strategy and International Studies March 25th 2020 Retrieved from <https://www.csis.org/analysis/five-ways-covid-19-changing-global-migration> on 8/17/2020](#)

Optional Readings:

- WEYL, E. R. I. C. P. O. S. N. E. R. and G. L. E. N., White, J. B., Sitrin, S. S. and C., & Gerstein, B. M. and J. (2018, February 13). *Sponsor an immigrant yourself*. POLITICO Magazine. Retrieved January 13, 2023, from <https://www.politico.com/magazine/story/2018/02/13/immigration-visas-economics-216968/>
- Urbina, I. (2021, March 1). *Fish farming is feeding the globe. what's the cost for locals?* The New Yorker. Retrieved January 13, 2023, from <https://www.newyorker.com/magazine/2021/03/08/fish-farming-is-feeding-the-globe-whats-the-cost-for-locals>
- Akhtar, A. (2020, September 29). *Filipinos make up 4% of nurses in the US, but 31.5% of nurse deaths from covid-19*. Business Insider. Retrieved January 13, 2023, from <https://www.businessinsider.com/filipinos-make-up-disproportionate-covid-19-nurse-deaths-2020-9>
- United Nations Department of Economic and Social Affairs, Population Division (2020). *International Migration 2020 Highlights (ST/ESA/SER.A/452)*.
- United Nations Department of Economic and Social Affairs, Population Division. (n.d.). *International migration 2020 highlights ten key messages*. Retrieved January 13, 2023, from https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/international_migration_2020_highlights_ten_key_messages.pdf

Wednesday, October 9

- Group Regional Presentation

Week 8: Wealth and Poverty – What is development and how has its definition changed over time?

NO MEETING In PERSON (please watch lecture videos and do class activities)

Monday, October 14

- Peet, Hartwick, E. R., Hartwick, E. R., & Hartwick, E. R. (Elaine R. (2015). Introduction: Growth versus Development. *Theories of development : contentions, arguments, alternatives* (Third edition.). The Guilford Press (p.14 faces of poverty ~p.22).
- Goldin, I. Globalization and development (chapter 7). *Development: A Very Short Introduction*. Oxford, 2018; online edn, Oxford Academic, 22 Mar. 2018. <https://doi-org.proxy2.library.illinois.edu/10.1093/actrade/9780198736257.003.0007>, accessed 14 Aug. 2023.

Wednesday, October 16

- [Collins, Roy, Jonathan Morduch, Stuart Rutherford, and Orlanda Ruthven. 2009. *Portfolios of the Poor: How the World's Poor Live on \\$2 a Day*. Princeton University Press.](#)
- [Gupta, V. 2021. "How Punjab's Rural Women, Neck-Deep in Debt, Are Trapped in Microloan Cycles." *The Wire*.](#)
- [UN Sustainable Development Goals \(just skim\).](#)

Week 9: Wealth and Poverty – How can extreme poverty and inequality be eliminated?

Monday, October 21

- [Roy, Ananya. "In Defense of Poverty". UC Press Blog. July 19, 2016.](#)
- [Brass, J.N., Longhofer, W., Robinson, R. S., & Schnable, A. 2018. *NGOs and international development: A review of thirty-five years of scholarship*. World Development.](#)

Wednesday, October 23

- Group Regional Presentation

Week 10: Environment, Sustainability and Social Responsibility – How can we address global climate change?

Monday, October 28

Required Readings

- [IPCC, 2021: Summary for Policymakers. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change.](#)
- Maizland, L. (2022, November 4). *Global climate agreements: Successes and failures*. Council on Foreign Relations. <https://www.cfr.org/background/paris-global-climate-change-agreements>

Optional

- Bell, M. M., & Ashwood, L. L. (2015). Chapter 1. *An invitation to environmental sociology*. Sage Publications.
- Goodall, C. (2017, January 19). *How to reduce your carbon footprint #GlobalWarning*. The Guardian. Retrieved January 13, 2023, from <https://www.theguardian.com/environment/2017/jan/19/how-to-reduce-carbon-footprint>
- UNEP (2018). The Emissions Gap Report 2018.
- Farman, J. (2017). Repair and software: updates, obsolescence, and mobile culture's operating systems. *Continent*, 6(1), 20-24.
- Mugira, F., & McGinnis, A. (2019, January 10). *Land grabbing worsens climate change*. Pulitzer Center. Retrieved January 13, 2023, from <https://pulitzercenter.org/stories/land-grabbing-worsens-climate-change>
- *Explore a list of hottest times on record from ESSR Week 1 readings on the course website*

Wednesday, October 30

- Georgetown Climate Center. (2017, June 1). *States react to Trump's decision to abandon Paris Climate Agreement - Georgetown Climate Center*. [georgetownclimatecenter.org. https://www.georgetownclimate.org/articles/states-react-to-trump-s-decision-to-abandon-paris-climate-agreement.html](https://www.georgetownclimate.org/articles/states-react-to-trump-s-decision-to-abandon-paris-climate-agreement.html)
- Haq, G. (2022, September 13). *Your city could be exporting deadly air pollution – here's why*. The Conversation. Retrieved January 13, 2023, from <https://theconversation.com/your-city-could-be-exporting-deadly-air-pollution-heres-why-76374>

Week 11: Environment, Sustainability and Social Responsibility – What is the role of the private sector in creating sustainable futures?

Monday, November 4

- [Stern, Scott W. 2021. Sabotage Can Be Done Softly: On Andreas Malm's "How to Blow Up a Pipeline." LA Review of Books.](#)
- [Klein, Naomi "No Messiahs - Green Billionaires Won't Save Us" Chapter 7 in *This Changes Everything: capitalism Vs. the Climate*. Simon and Schuster, 2015](#)

Wednesday, November 6

- Group Regional Presentation

Week 12: Global Health – How does social power impact and transform global health?

Monday, November 11

- [DeLaet, D. L., & DeLaet, D. E. \(2012\). Chapter 1: Introduction to global health. *Global health in the 21st century: The globalization of diseases and wellness* \(pp. 3-16\). Boulder, CO: Paradigm Publishers. \(textbook on Global Health\)](#)
- [Ortiz-Ospina, Esteban. "Global Health." Our World in Data.](#)

Wednesday, November 13

- Peer review session regarding final paper proposal comments

Week 13: Global Health – Understanding communicable diseases: A focus on HIV/AIDS and on COVID-19

Monday, November 18

- [UNAIDS. "Global AIDS Update 2016."](#)
- [Blundell, Richard, Monica Costa Dias, Robert Joyce, and Xiaowei Xu. 2020 "COVID-19 and Inequalities." *Fiscal Studies*.](#)
- [Office of the Surgeon General. 2021. "Protecting Youth Mental Health: The U.S. Surgeon General's Advisory." \(6-11 pages are mandatory\)](#)

Wednesday, November 20

- Group Regional Presentation

Thanksgiving Break (November 23 – December 1)

Week 14: Knowledge, Communication and Information Systems – How do information systems impact global knowledge?

Monday, December 2

- [Juergensmeyer, Mark. \(2013\). Chapter 18: Global communications and new media. *Thinking Globally: A Global Studies Reader*. Berkeley: University of California Press \(pp 352-356\)](#)
- [Norris, Pippa. Digital Divide.](#)
- [Madrigal, Alexis. 2017. Does Facebook Even Know How to Control Facebook? *The Atlantic*.](#)

Wednesday, December 4

- Final Paper Workshop

Week 15: Knowledge, Communication and Information Systems – How are digital technologies shaping social change actions and debates?

Monday, December 9

- [Ritzer, George and Nathan Jurgenson \(2010\) Production, Consumption, Prosumption: the nature of capitalism in the age of the digital 'prosumer'. *Journal of Consumer Culture* 10\(1\):13-36. \(multidisciplinary scholarly article\)](#)
- Banned and Challenged Books - a Website of the Office of the American Library association. Top 10 Most Challenged Book Lists. Last accessed August 15, 2020 from <http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10>
- A Letter on Justice and Open Debate *Harper's Magazine* July 7 2020. Retrieved August 15 from <https://harpers.org/a-letter-on-justice-and-open-debate/>

Wednesday, December 11

- Final Paper Workshop

Tuesday, December 17

- **Final Paper due**