ADGR 770201, Mobilizing for Change  
Fall 2015,  Number of Credits 3

Instructor: Peggy Connolly  
Office:  
Office Hours: upon request  
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Room: Stokes 121N  

Mondays, 6:30 to 9 p.m.

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

Material factors (trade, investment, production of goods and services, and resources consumption) are discussed first when the topic of globalization is raised, and prevail over non-economic factors that relate to the human condition. Whereas material factors determine economic success or failure, non-economic factors profoundly affect globalization. Course examines the fundamentals of globalization from an economic and non-economic perspective. Topics include international trade, finance, aid, migration, ideas, and policy. Looks at where the factors overlap, cause individuals to re-evaluate their trust in and reliance upon governments, non-government organizations, or employers to sustain them, and their loyalties to family, nationality and culture.

Course Objectives

1. Students will understand the positive and negative impact of globalization and the value of examining globalization through fact-based examination
2. Students will examine the social, economic and political dynamics of globalization using a multi-dimensional framework that focuses on these issues from an individual, national and global perspectives
3. Students will develop a context to better understand the implications of our globalized world and be better prepared to make a positive contribution as a global citizen.
4. Students will demonstrate knowledge across cultural settings and will learn the impact of globalization demonstrated by poverty, trade practices, international finance, foreign aid and migration.
5. Student will demonstrate a level of ethical awareness of the social, economic and political dynamics of globalization and its relationship to financial and social injustice.
6. Students will build competencies in analyzing issues based on objective facts and developing and then presenting a perspective on how an issue is relevant on an individual level.

Text(s)/Readings (Required)

*The Age of Sustainable Development*, Jeffrey D. Sachs

Additional readings to be posted in Canvass
Grading

**Attendance:** 25%

**Active class participation:** 20%

**Weekly internet research:** 15%

**Mid-term presentation:** 10%

**Final paper:** 30%

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**WCAS Grading System**

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Important Policies**

[http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html)

**Written Work**

Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

**Scholarship and Academic Integrity**

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Request for Accommodations**

If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at [http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html](http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html).
Attendance

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines

Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Course Assignments (readings, exercises and/or experiences)

The purpose of the course is to focus on core topics of globalization. We’ll use as our text supplemented by case studies and internet-based research will conduct throughout the semester. Each class will involve a lecture, active class discussion and participation using your internet research. Some small group discussions will be included.

All class presentations and additional and/or optional readings will be posted on Canvass.

It is expected that 8 hours per week of your study time out will be spent on out of class assignments and exercises.

Out of class assignments:

1) Reading
2) Internet research: Each week as a homework assignment you will be expected to find and document examples from the media (newspapers, magazines, blogs, video, music) that reflect the readings. Please provide a short summary (50-75 words) of each example with a hyperlink to the original source.
3) Mid-term class presentation: Each student will be expected to prepare a 10-15 minute presentation based on a TED Talk that focuses on a dimension of globalization. Instructions will be provided in a handout
4) Final paper: An 8-10 page paper that examines how a multi-national organization (non-governmental organization, global corporation or international governance body) plays either a positive or negative impact on one dimension of globalization. Instructions will be provided in a handout.
<table>
<thead>
<tr>
<th>CLASS DATE</th>
<th>TOPIC</th>
<th>Reading/Exercises/ Experiences</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>August 31</td>
<td>Introduction and overview of semester. We will begin to explore the context of how to view issues related to globalization on three dimensions: personal, national and international</td>
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<td>September 7</td>
<td>Labor Day – No class</td>
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<td>September 14</td>
<td>Creating context for globalization in the 21st Century</td>
<td>Chapter 1-2 Internet research: summarize two examples of news articles that reflect the reading</td>
<td>7/14</td>
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<td>September 21</td>
<td>How the global community is addressing poverty through the Sustainable Development Goals</td>
<td>Chapter 7 &amp; 14 Internet research: summarize two examples of news articles that reflect the reading</td>
<td>7/21</td>
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<td>September 28</td>
<td>Issues of poverty and the developing world/focus on education</td>
<td>Chapter 8 Internet research: summarize two examples of news articles that reflect the reading</td>
<td>7/28</td>
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<td>October 5</td>
<td>Issues of poverty and the developing world/focus on health</td>
<td>Chapter 9 Internet research: summarize two examples of news articles that reflect the reading</td>
<td>10/5</td>
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<td>October 13</td>
<td>Issues of poverty and the developing world/focus on food security</td>
<td>Chapter 10 Internet research: summarize two examples of news articles that reflect the reading</td>
<td>10/13</td>
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<td>October 19</td>
<td>The impact of globalization on the environment and energy</td>
<td>Chapter 12 &amp;13 Internet research: summarize two examples of news articles that reflect the reading</td>
<td>10/19</td>
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<td>October 26</td>
<td>Mid-term presentations</td>
<td>Homework: to be assigned</td>
<td>10/26</td>
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<td>November 2</td>
<td>Mid-term presentations</td>
<td>Homework: to be assigned</td>
<td>11/2</td>
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<td>November 9</td>
<td>Who has the power? The emerging countries that are gaining socio-political and economic influence in the world</td>
<td>Read “The Role of BRICs in the Developing World” (posted on Canvass) Internet research: summarize two examples of news articles that reflect the reading</td>
<td>11/9</td>
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<td>November 16</td>
<td>Who has the power? The role of corporations and global trade</td>
<td>Reading: To be posted on Canvass Internet research: summarize two examples of news articles that reflect the reading</td>
<td>11/16</td>
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<tr>
<td>November 23</td>
<td>Who has the power? The role of foreign aid</td>
<td>Reading: To be posted on Canvass Internet research: summarize two examples of news articles that reflect the reading</td>
<td>11/23</td>
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<td>Date</td>
<td>Activity</td>
<td>Instructions</td>
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<td>November 30</td>
<td>Migration and globalization</td>
<td>Reading and videos to be posted on Canvass Internet research: summarize two examples of news articles that reflect the reading</td>
<td>11/30</td>
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<td>December 7</td>
<td>Final look at the complexities of globalization</td>
<td>Chapter 11 &amp; watch movie “Captain Phillips” Internet research: summarize two examples of news articles that reflect the reading or UN Climate Change Conference</td>
<td>12/7</td>
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<td>December 14</td>
<td>FINAL</td>
<td>Email to <a href="mailto:connolpl@bc.edu">connolpl@bc.edu</a></td>
<td>12/14 9 p.m.</td>
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