

## **SC376: Social Justice in a Global Context**

Instructor: Prof. Matthew Williams

Course meeting time: Tuesday & Thursday, 3:00-4:15 pm

Course location: Carney Hall 103

Office hours: Tuesday 1:30-2:30 pm, Wednesday 11:00-12:00 am, or by appointment

Office location: McGuinn Hall, 410-D

Instructor's e-mail: matthew.williams.3@bc.edu

(Please note that any e-mail sent to matthew.williams@bc.edu will *not* reach me. You must include the “.3”.)

Instructor's phone number: 617-552-8413, ext. 9

(E-mail is probably a quicker way to reach me, as I check my e-mail at least once a day, while I only check my voicemail a few times a week.)

### **Course Description**

This class is structured around a teaching game, the Global Justice Game, developed (with some help from me and others) by Bill Gamson, a professor emeritus here at BC. Although playing it should be fun, it should also be a meaningful learning experience--the game is structured to simulate various real-world social dynamics to help you better understand them. Specifically, the game deals with economic globalization and the global justice movement (often--and somewhat incorrectly--known as the anti-globalization movement). In addition to helping you understand the forces of globalization, this game should also help you understand some bigger sociological concepts. The game and class come from what is known in sociology as a “critical” perspective--that is, one that believes sociologists should focus on questions connected to social justice and support movements working for social justice. Thus the game is designed not only to help students learn about the sociology of globalization, but to help activists learn to think strategically. Students of any political persuasion are welcome to take the class--and to challenge me--but you should be aware of this basic political orientation when you decide if this class is one you will enjoy.

We will start with a couple classes centered around lectures, in which we will go over the basics about economic globalization, the global justice movement and the mass media. Though most of the readings will be from a progressive perspective, there will be readings representing all sides of the globalization debate. There will be a fair amount of reading during these first few weeks. Once we have completed these introductory lectures, we will begin to play the Global Justice Game. The Game is made up of seven scenarios, of which we will play six. The first five will take two-and-a-half sessions to play, which will be followed by one-and-a-half classes of lecture and discussion, for a total of four classes per scenario. The sixth and final scenario, which is structured slightly differently, will take only two classes to play, with one class set aside for class discussion. Each scenario has game-related material you will need to read, plus more scholarly readings that will build on the introductory material, to give you a progressively more in-depth picture of economic globalization and the global justice movement. The

amount of reading during this second part of the class shouldn't be as heavy as during the first few weeks.

The Global Justice Game is a role-playing game--for each scenario, a group of you will be assigned to play a particular organization, such as a branch of the US government, a corporation, a third-world government, an activist organization, or a media outlet. Which team you will play will vary from scenario to scenario, so by the end of the semester, you will have played a wide range of roles. Each team has its own distinct set of success indicators; these success indicators represent real-world social forces that the real-life equivalent of your organization would need to worry about, such as the price of stock for corporations or popular support for activist groups. As you play each scenario, you want to strategize about not only how to achieve your goals in the scenario, but how to raise your success indicators--indeed, your success indicators should give you a good sense of what your goals are. Some teams (such as corporations or the World Trade Organization) should have an easier time raising their scores than others (activist groups or third-world countries), reflecting the inequalities in power of the real world.

One of the goals of this class is for you to come away with a better understanding of how social structures shape the decisions people make in the real world. People form goals and make decisions that affect the course of events, but they do not make them with total freedom--they form goals and make decisions under pressure from larger structural forces over which no one has total control, pressures that make some goals easier to achieve and some decisions more attractive than others. Thus the fact that the corporations in the Global Justice Game have price of stock for one of their success indicators reflects the pressures of financial markets on corporations in the real world. This class should also help you understand how inequalities in power play out in the real world--even as people decide on goals and make decisions under pressure, some have an easier time achieving their goals because the social structure is organized in such a way that it favors them and their goals. Finally, this class should help you think about how social justice movement can best strategize to achieve their goals--what means are effective for pressuring governments and corporations to change the way they operate. These questions of social structure, inequalities in power and social change are central concerns of sociology, which will be looking at specifically in the context of economic globalization and the global justice movement. For any of you actively involved in social justice movements, this will also help you think about the challenges and opportunities your group faces.

## **Readings**

### **Books**

The following books will be used in the class and are available at the BC bookstore; they will also be on course reserve at the library:

- John Cavanagh & Jerry Mander (editors), *Alternatives to Economic Globalization: Another World is Possible* (2nd ed.) (San Francisco, Berrett-Koehler Publishers, 2004)
- Philip McMichael, *Development and Social Change: A Global Perspective* (3rd ed.) (Thousand Oaks CA, Pine Forge Press, 2004)

- David Meyer, *The Politics of Protest: Social Movements in America* (New York, Oxford University Press, 2007)
- Amory Starr, *Global Revolt: A Guide to the Movements Against Globalization* (New York, Zed Books, 2005)
- Joseph Stiglitz, *Globalization and Its Discontents* (New York, W.W. Norton, 2002)

### **On-Line Course Reserve**

Many of the readings will be available in PDF format in the library's on-line course reserve system. While this may be less convenient than a pre-printed coursepack, it is also considerably cheaper.

### **Web**

A few of the readings will be available on the internet. The URLs for each reading are provided in the syllabus.

## **Grading**

Your final grade will be calculated as follows: each of the three written assignments will be worth 25% of your grade, class participation worth 20%, and attendance worth 5%.

I will give numerical grades on your papers. BC's grading system is, however, letter based, so your grades will be translated into letter format when I enter them into the system at the end of the semester. The scale translates as follows:

93+: A*	83-86: B	73-76: C	63-66: D
90-92: A-	80-82: B-	70-72: C-	60-62: D-
87-89: B+	77-79: C+	67-69: D+	0-59: F

\* There is no A+ in BC's grading system.

## **Attendance and Class Participation**

Attendance is required for this class and will be worth 5% of your grade. In order to learn from this class and do the written assignments, you must be present to play the game. Additionally, since you will be playing in teams, your absence will take away from others' experience of the game. You are allowed two unexcused absences. If you have two or fewer unexcused absences, your grade for attendance will be a 95%. For every absence after the first two, I will deduct 3 points from your attendance grade (i.e., after three absences, your grade would be a 92%, after four, an 89%, etc.). Thus, good attendance can boost your grade, while poor attendance can hurt it.

If you come into class late, after attendance has been taken, please check in with me at the end of class to make sure you are not marked as absent. If you are more than fifteen minutes late, you will be credited with only half an attendance.

For the same reasons that attendance is important, so is class participation. Therefore class participation will be worth 20% of your grade. Your class participation grade will

be based both on your involvement in the game and class discussion. I know some students are shy about speaking up in class, therefore for the class discussion component, you have two options. You can participate orally in class or you may participate in the Global Justice Game's on-line forum, accessible at <http://www.globaljusticegame.mrap.info/>. For those who choose the later option, I will post questions in response to the results of each scenario, to which you may respond. You may, of course, participate both in class and on-line.

### **Written Assignments**

NOTE: This part of the syllabus is subject to revision, as I am still trying to fine tune what the written assignments will look like. I do not plan, however, on departing dramatically from what is laid out here.

All three of the written assignments will be in response to a scenario you play from the Global Justice Game. Each will be an 8-12 page essay, drawing on 1) your experience playing the game, 2) the readings assigned for that scenario, and 3) the readings from the appropriate unit from the first part of the class (see below). Your first two assignments will be written in response to your choice among the first five scenarios, with some limitations as described below. For all five, there will be a set of three questions for you to choose among. Which question you can answer in response to any given scenario will depend on which team you are playing. If you are playing a government (first or third world), a multilateral organization (the IMF, EU, etc.) or corporation, you will draw on the unit on "Neoliberalism and Its Discontents". If you are playing a social movement organization, you will draw on the unit on "Globalization from Below". If you are playing a journalist team, you will draw on the unit "The Mass and Alternative Media". Since you may not answer the same question twice, you will need to plan ahead to make sure that you don't find yourself in a position where you can't complete both assignments. For the third assignment, all of you will be required to write a response to the final scenario. I will pass out more details--including the actual questions--later on in the semester, as we begin playing the game.

The due dates will be as follows:

Factory Fire in Fabrikistan: Thursday, February 22

Biopiracy in Plantanogway: Tuesday, March 13

Cancer Alley: Thursday, March 29

Strip-Mining Banglabush: Thursday, April 12

Selling Green in Fabrikistan: Tuesday, May 1

Making a Better World (required): Friday, May 11 (during the exam period)

### **Paper format**

All written assignments should be typed and double-spaced. Please number your pages and use 12-point type in a common font such as Times or Courier. The quality of your writing counts--papers should use proper grammar, be well organized and be written in a clear style. Please provide citations to all sources you cite. Citations should be provided

not only for direct quotes, but for also any facts or ideas you have taken from someone else's writings. Failure to do so constitutes a violation of academic integrity (see below).

### **Late papers and extensions**

For every day a paper is late, I will deduct three numerical points from it. A paper handed in the day it is due, but after class is over, will be counted as half a day late--that is I will deduct 1.5 points from it. Late papers should be turned in to my mailbox, #71 in McGuinn 410. Please do not e-mail them to me as attachments. If you must turn a paper in late, however, you should e-mail me, telling me that you have left it in my mailbox. I do not come into campus everyday to check it and if you leave it there without e-mailing me, I will have to assume that you turned it in the day I find it.

I know that sometimes you have multiple projects due at the same time, so I do grant extensions, but you must ask me in a timely fashion--not the day before the paper is due. I will make exceptions to all these rules in the case of a documented medical or personal emergency.

## **Academic Integrity**

Following is BC's definition of academic integrity, from <http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity>. Please familiarize yourself with it. If you have any questions about how to interpret it in the context of class assignments, please feel free to ask me. Any violation of academic integrity will result, at a minimum, in a zero on that assignment. Additionally, I will report the incident to your dean and the Committee on Academic Integrity. This is as much for your protection as mine, since the Committee will conduct an independent review of the incident.

### **Policy and Procedures**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

#### **Standards**

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

*Cheating* is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements,

- statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
  - copying from another student's work;
  - actions that destroy or alter the work of another student;
  - unauthorized cooperation in completing assignments or during an examination;
  - the use of purchased essays or term papers, or of purchased preparatory research for such papers;
  - submission of the same written work in more than one course without prior written approval from the instructors involved;
  - dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

*Plagiarism* is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

*Collusion* is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

## Special Needs

If you have a learning disability, please tell me during the first week of classes, so that I can best prepare to accommodate you.

## Course Schedule

NOTE: This schedule is subject to revision. I will inform you of any changes, both in class and by e-mail.

### Part I: Introduction

During the first part of the class, please try to have as much of the reading as you can done by the first day of the unit.

January 16, *Introduction*

Movie (in-class): *Deadly Embrace: Nicaragua, the World Bank, and the IMF*

No reading--first day of class

January 18 & 23, *Neoliberalism and its Discontents*

*World-Systems Theory*

McMichael, chs. 1, 4-5

*Keynesian Theory*

Stiglitz, ch. 3

*Neoclassical/Neoliberal Theory*

Course Reserve: Jagdish Bhagwati, "Poverty: Enhanced or Diminished?" (pp. 51-67), *In Defense of Globalization* (New York, Oxford University Press, 2004)

*Recommended*

Cavanagh & Mander, chs. 1-3

McMichael, ch. 6

Stiglitz, ch. 1

January 25 & 30, *Globalization from Below*

*The Global Justice Movement*

Starr, chs. 2-3, 8-9, 12-15, 18-19, 22-26

*Political Process Theory*

Meyer, chs. 2, 4-5

*Recommended*

McMichael, ch. 7

Meyer, ch. 6

February 1, *The Mass and Alternative Media*

*The Mass Media*

Course reserve: Ben H. Bagdikian, "Common Media for an Uncommon Nation" (ch. 1), *The New Media Monopoly* (2nd ed.) (Boston, Beacon Press, 2004)

Course Reserve: Charlotte Ryan, "Getting Framed: How the Media Shape Reality" (ch. 3), *Prime Time Activism* (Boston, South End Press, 1991)

*The Alternative Media*

Course reserve: Laura Stein, "Access Television and Grassroots Political Communication in the United States" (ch. 20), *Radical Media*, by John D.H. Downing (Thousand Oaks CA, Sage Publications, 2001)

Starr, ch. 20

## **Part II: The Global Justice Game**

During the second part of the class, you should have the readings done by the third day of the unit, when we will begin class discussion.

February 6, 8, 13 & 15, *Factory Fire in Fabrikistan*

*The IMF and the Debt Crisis*

Stiglitz, chs. 2 & 8

Starr, ch. 4

*Transnational Corporations*

Course reserve: Charles Derber, "The End of the Century" & "The Mouse, Mickey Mouse, and Baby Bells" (chs. 1 & 3), *Corporation Nation* (New York, St. Martin's Griffin, 1998)

*Labor and the Global Factory*

McMichael, ch. 3

Course reserve: Kim Moody, "Looking South" & "Rank-and-File Internationalism" (chs. 9 & 11), *Workers in a Lean World* (New York, Verso, 1997)

Course Reserve: Ethel Brooks, "Transnational Campaigns Against Child Labor" (pp. 121-139), *Coalitions Across Borders*, edited by Joe Bandy and Jackie Smith (Lanham MD, Rowman & Littlefield, 2005), pp. 121-139

February 20, 22, 27 & March 1, *Biopiracy in Plantanoguary*

*The World Trade Organization*

Course reserve: Lori Wallach & Patrick Woodall, "It's Not About Trade" & "The WTO's Operating Procedures and Enforcement System" (pp. 1-17, 239-261), *Whose Trade Organization?* (2nd ed.) (New York, The New Press, 2004)

*The Environment and the Economy*

Course reserve: Herman E. Daly, "Moving to a Steady State Economy" & "Elements of Environmental Macroeconomics" (chs. 1-2), *Beyond Growth* (Boston, Beacon Press, 1996)

Course reserve: Vandana Shiva, "Threats to Biodiversity" & "Biopiracy" (pp. 40-68), *Protect or Plunder?* (New York, Zed Books, 2001)

*The Environmental and Indigenous Rights Movements*

Course reserve: Margaret E. Keck & Kathryn Sikkink, "Transnational Advocacy Networks in International Politics" & "Environmental Advocacy Networks" (chs. 1 & 4), *Activists Beyond Borders* (Ithaca NY, Cornell University Press, 1998)

March 6 & 8

NO CLASS--Spring Break

March 13, 15, 20 & 22, *Cancer Alley*

*Free Trade Agreements (FTAs)*

Course reserve: Gus Van Harten, "Private Authority and Transnational Governance" (pp. 600-623), *Review of International Political Economy* (vol. 12, no. 4, 2005)

*Social Hierarchies: Race, Class and Gender*

Course reserve: Allan G. Johnson, "Privilege, Oppression, and Difference" & "Capitalism, Class, and the Matrix of Domination" (chs. 2-3), *Privilege, Power, and Difference* (2nd ed.) (Boston, McGraw Hill, 2006)

*The Labor and Environmental Justice Movements*

Course reserve: Rick Fantasia & Kim Voss, "Why Labor Matters" & "Practices and Possibilities for a Social Movement Unionism" (chs. 1 & 4), *Hard Work* (Berkeley, University of California Press, 2004)

Course reserve: Robert D. Bullard, "Environmentalism and Social Justice" & "Dispute Resolution and Toxics" (chs. 1 & 3), *Dumping in Dixie* (3rd ed.) (Boulder CO, Westview Press, 2000)

March 27, 29 & April 3, *Strip-Mining Banglabush*

*The World Bank*

Course reserve: Michael Goldman, "The Rise of the Bank" & "Privatizing Water, Neoliberalizing Civil Society" (chs. 2 & 6), *Imperial Nature* (New Haven CT, Yale University Press, 2005)

*Development and Its Critics*

McMichael, ch. 2

Course reserve: Pam Simmons, "'Women in Development': A Threat to Liberation" (pp. 16-21), *The Ecologist* (vol. 22, no. 1, 1992)

Course reserve: Al Geddicks, "Resource Colonialism and Native Resistance" (ch. 1), *The New Resource Wars* (Boston, South End Press, 1993)

Course reserve: Majid Rahnema, "Towards Post-Development" (pp. 377-403), *The Post Development Reader*, edited by Majid Rahnema & Victoria Bawtree (Atlantic Highlands NJ, Zed Books, 1997)

Starr, ch. 16

April 5

NO CLASS--Easter Weekend

April 10, *Strip-Mining Banglabush continued*

See above

April 12, 17, 19 & 24, *Selling Green in Fabrikistan*

*Neoliberal Solutions and Their Critics*

Course Reserve: Thomas Friedman "Demolition Man" (ch. 13), *The Lexus and the Olive Tree* (New York, Anchor Books, 2000)

Course reserve: Winifred Poster & Zakia Salime, "The Limits of Microcredit" (ch. 12), *Women's Activism and Globalization*, edited by Nancy A. Naples & Manisha Desai (New York, Routledge, 2002)

Course reserve: Martha Honey, "Giving a Grade to Costa Rica's Green Tourism" (pp. 39-46), *NACLA Report on the Americas* (May/June 2003)

*Cultural Imperialism*

On-line: Benjamin Barber, "Jihad vs. McWorld", *The Atlantic* on-line (March 1992):  
<http://www.theatlantic.com/doc/199203/barber>

Course reserve: Helena Norberg-Hodge, "The Pressure to Modernize and Globalize" (ch. 3), *The Case Against the Global Economy*, edited by Jerry Mander & Edward Goldsmith (San Francisco, Sierra Club Books, 1996)

Course reserve: John Sinclair *et al.*, "Peripheral Vision" (ch. 1), *New Patterns in Global Television* (New York, Oxford University Press, 1996)

*The Other Movement Against Globalization: Islamic Fundamentalism*

Course reserve: Samuel Huntington, "The Clash of Civilizations?" (pp. 22-49), *Foreign Affairs* (vol. 72, no. 3, 1993)

Course reserve: Shireen Hunter, "Introduction" (pp. 1-30), *The Future of Islam and the West* (Westport CT, Praeger Publishers, 1998)

April 26, May 1 & 3, *Making a Better World*

*Alternatives to Neoliberalism*

Cavanagh & Mander, chs. 4, 6, 9-10

Stiglitz, ch. 9

*Social Movements and Institutional Change*

Meyer, ch. 7

*Recommended*

Cavanagh & Mander, ch. 5

McMichael, ch. 8

Meyer, ch. 7