

# SYLLABUS

## **BIS 402 -- Senior Seminar: Globalization** **School of Interdisciplinary Studies** **Arizona State University** **Phoenix, Arizona** **Spring 2006**

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### **COURSE DESCRIPTION**

Globalization has become a familiar concept that will doubtless characterize life in the 21st century. Despite its familiarity, just what globalization is, and what it does, remains enigmatic. Globalization implies both diversity and unity, as it affects people at every level, from the local to the global. In this BIS capstone course, you will determine how your work and your ideas intersect with the paradox of globalization. You will employ your interdisciplinary skills to understand the meaning and strategies of globalization, and then use that knowledge in practical applications intended to prepare you for your role in a globalizing 21st century world.

#### **Text:**

- Anthony Giddens, *Runaway World: How Globalization Is Reshaping Our Lives*, SECOND Edition (Routledge, 2003).

#### **Readings:**

- Course pack (available from Alternative Copy on 26 January *in class*).

### **SCHEDULE**

**(See List of Readings at the end of this syllabus for reading assignments)**

### **INTRODUCTION**

Thur 19 Jan	Overview Discussion: General/Interdisciplinarity	
Thur 26 Jan	Sample Simulation Discussion: Technology and Science	Due: prepare for Sample Simulation [READINGS: see Schedule of Readings at end of syllabus] <u>DUE: READINGS COMMENTS (hereafter: "RC")</u> READ: Giddens, pp.xi-xxxiii; Introduction

## PART ONE: GLOBALIZATION IN THEORY

Thur 2 Feb ≅	Discussion: Economy Groups Meet Discussion: Culture I	READINGS <u>DUE: RC</u> Prepare for Group Meeting and Lottery READINGS <u>DUE: RC</u>	
Thur 9 Feb ≅	Discussion: Culture II Groups Meet Discuss: Literature, Art, and Music	READINGS <u>DUE: RC</u>  READINGS <u>DUE: RC</u>	
Thur 16 Feb ≅	Discussion: Environment, Ethics Groups Meet Discussion: Globalization in Theory I	READINGS <u>DUE: RC</u>  READINGS <u>DUE: RC</u>	READ: Giddens, Ch 1
Thur 23 Feb ≅ 2&3	Discussion: Globalization in Theory II  Groups Meet	READINGS <u>DUE: RC</u>	READ: Giddens, Ch
Thur 2 Mar	(Video: <u>Commanding Heights: The Battle for the World Economy</u> ) Discussion: Globalization after 9/11	<u>DUE: Group Simulation</u>  READINGS <u>DUE: RC</u>	
Thur 9 Mar ≅ 4&5	Groups Meet	(Simulation returned)	READ: Giddens, Ch
11-19 Mar	SPRING BREAK		
Thur 23 Mar	(Video: <u>TBA</u> )	<u>DUE: (Revised) Simulation 1, Simulation 1 handouts</u> <u>DUE: Exam Essay</u> DUE: book choices for Review Essay OR one page (dbl spaced) abstract for Interdisciplinary Fiction	

## PART TWO: GLOBALIZATION IN PRACTICE

Thur 30 Mar	Simulation 1	<u>DUE: Simulation 1 comments (in class)</u> <u>DUE: (Revised) Simulation 2, Simulation 2 handouts</u>	
Thur 6 Apr	<u>Group 1 Report</u> Simulation 2	<u>DUE: Simulation 2 comments (in class)</u> <u>DUE: (Revised) Simulation 3, Simulation 3 handouts</u>	
Thur 13 Apr	<u>Group 2 Report</u> Simulation 3	<u>DUE: Simulation 3 comments (in class)</u> <u>DUE: (Revised) Simulation 4, Simulation 4 handout</u> <u>DUE: Portfolio</u>	
Thur 20 Apr	<u>Group 3 Report</u> Simulation 4	<u>DUE: Simulation 4 comment (in class)</u> (Portfolio returned)	
Thur 27 Apr	<u>Group 4 Report</u>	<u>DUE: Review Essay</u> OR <u>Interdisciplinary Fiction</u> Course Evaluations	

**ASSESSMENT:**

<b><u>Element</u></b>	<b><u>Points</u></b>	<b><u>NOTES</u></b>
<b>1. Exam (“take home”)</b>	<b>15</b>	_____
<b>2. Review Essay or Interdisciplinary Fiction</b>	<b>25</b>	_____
<b>3. Simulation:</b>		
<b>3a. Simulation</b>	<b>10</b>	_____
<b>3b. Revised Simulation</b>	<b>5</b>	_____
<b>3c. Group Report (in class)</b>	<b>2.5 (as a group)</b>	_____
	<b>2.5 (as an individual)</b>	_____
(NB: 25% of the total of 3a-c grade (20 points) is peer-assessed [see below])		
<b>3d. Post-simulation commentaries (3 @ 2)</b>	<b>6</b>	_____,_____,_____
<b>4. Readings Comments (4 @ 6)</b>	<b>24</b>	_____,_____,_____,_____
<b>5. Portfolio</b>	<b>10</b>	_____
<b>TOTAL POINTS</b>	<b>100</b>	_____
<b>6. Extra Credit for “Perfect Attendance”</b>	<b>+ 2 possible</b>	_____
<b>TOTAL POINTS</b>	<b>100</b>	_____

**IMPORTANT: ALL written assignments must be double spaced, left justified, with exactly one inch margins on all sides, with proper indentations and use of paragraphs, normal font, pagination, grammar, spelling... The heading for each paper is given in template form (e.g. HEADING: ... ).**

All assignments earn grades of 0-100% (98-100 = A+, 92-97 = A, 90-91 = A-, 88-89 = B+, 82-87 = B, 80-81 = B-, 78-79 = C+, 70-77 = C, 60-69 = D, 0-59 = E). Grades are rounded up (e.g., 79.5, which becomes 80), and down (e.g., 76.4, which becomes 76).

**DETAILS:****1. Exam**

Your exam appears below. The exam measures your ability to understand and creatively analyze the readings. Think of your essay as a work in process. Work on your exam as the course proceeds. You will do better if you engage the ideas in the readings by contributing to discussions. Write as error-free and grammatically correctly as possible. Here is your exam:

(c. 1800 words [c. 6 pages]): If, on balance, you think that globalization presents more problems than opportunities, explain how to solve two of those problems. If, on the other hand, you think that, on balance, globalization presents more opportunities than problems, very briefly explain how two of those opportunities might *become* problems, and then explain how to solve them.

**VERY IMPORTANT:** Refer to the readings in the course pack by identifying authors of articles by last name only. For example, say: “Veseth argues,” or “According to Rothkopf.” For the course pack articles it is not necessary to cite page numbers (unless you quote). On the other hand, when you refer to content from Giddens, page numbers are required regardless of whether you quote. **REFRAIN** from quotation. Paraphrase. Develop your ability to think analytically and creatively without reliance on quotation. This exam tests your ability to think about *ideas*. Do not forget to use *both* the material in Giddens *and* the course pack readings! The key to the exam is using the readings. Cite them. Demonstrate both the breadth and depth of your knowledge of them.

(HEADING: [Your Name], BIS 402 Exam)

In general, your exam essay grade:

E=You fail to respond coherently and without apparent knowledge of the readings.

D=You respond by referring to some of the readings, but your responses are too general and not very coherent. Writing is problematic.

C=You respond by referring to some of the readings in only general or specific terms, with some error in your interpretations. Writing is adequate.

B=You respond by referring to a significant number of readings. Your responses demonstrate excellent understanding of the main ideas and issues, and clear application of interdisciplinary thinking Very well written.

A=You respond by referring to a significant number of readings. The density of the content of your essay is remarkable. Your responses are creative in their analysis/synthesis. They are well-constructed and logical. You employ critical engagement with the readings. Exceptional use of interdisciplinary thinking. High level of expression in your writing.

**2. Review Essay OR Interdisciplinary Fiction****REVIEW ESSAY:**

In the readings, see the review essay by Marc Lynch. You should write a review essay *something* like this. Choose two books. At least one of these *must* some aspect of globalization. Worth 25 points towards your course grade, and due on the last day of class, your (c. 3000 word [c. 10 page]) essay must do several things. First, clear your books choices with me (best to let me see the books themselves). Then...

1) Your essay should discuss globalization in terms of your concentration areas. Do not do this by identifying your concentration areas. Do not, for example, say (as you might have in BIS

- 301), “My concentration areas are X and Y...” Instead, write *in terms* of your concentration areas. Use the languages of your two concentration areas as you write your essay. You may, of course, (and I encourage you to) use other languages – other disciplines, other perspectives – as you write your essay. The key is that your essay is interdisciplinary.
- 2) Your essay must refer to other sources. You will notice, as you read his essay and his footnotes, that Marc Lynch does this. You must also do this. I expect reference to no fewer than five academic sources (articles or books that use references). You may *not* use textbooks and you may *not* use course readings from any course you have taken as a college student. (Do your *own* research.) Follow the *style* of the article by Marc Lynch. Include footnotes, and refer to the sources just as Marc Lynch does in his article. These sources may *not* be taken from the Internet. The *only* difference in terms of appearance of your essay is as follows: *do not* include in the list of the titles at the top of your essay the *prices* of the books as Marc Lynch does, but *do* include all the other information.
  - 3) You must make photocopies of the first page of all your cited sources. You must also include photocopies of the title page and the first page of text of the two books about which your review essay is written.
  - 4) I would prefer you to make this essay as relevant as possible to your future. Again, do not explicitly say, for example, that “I intend to become a stock analyst, and therefore this essay is relevant...” Instead, write an essay that is important to you. Write an essay that would be useful for future reference. This is your chance to write something meaningful for your work after graduation.
  - 5) Write a coherent and interesting review that does not simply summarize the two books. Make an argument on some issue or set of issues. As always, write well. This should be the best thing you’ll have ever written.

**OR**

**INTERDISCIPLINARY FICTION:**

Write a piece of fiction: a short story, play, poem, or set of poems. The text of this work of fiction can be no less than 7 pages long (c. 2100 words). In addition to the actual text of this work, you need to offer your own commentary. The text of this commentary can be no less than 7 pages long (c. 2100 words). The work will be assessed less on the merit of your artistic achievement and more on the merit of your commentary. This commentary should provide explanation of the interdisciplinarity of your work of fiction. You can achieve this commentary via a single essay that follows the work of fiction, or via footnotes or endnotes that serve as annotation to your work of fiction. Worth 25 points towards your course grade, and due on the last day of class, your work of Interdisciplinary Fiction will reflect in some way some aspect of globalization that interests you. Better efforts will be clear, thoughtful, and innovative. This should be the best thing you’ll ever have written.

**THINK VERY CAREFULLY ABOUT WHICH OF THESE OPTIONS YOU CHOOSE. YOU MAY NOT CHANGE YOUR MIND AFTER THE DUE DATE OF EITHER YOUR BOOK CHOICES OR YOUR ONE PAGE (DOUBLE SPACED) ABSTRACT FOR YOUR INTERDISCIPLINARY FICTION.**

**3. Simulation:**

The simulation requires both group and individual effort. Early in the course we will conduct and discuss a sample simulation to give you an idea of what will be expected. In order to do well in your simulation you *should* draw upon your BIS experience/knowledge/skills (301, 302, and/or 401). You ***must*** draw upon your understanding of the concepts and issues presented in the first half of the course. You *may* draw upon any other resources that will contribute to your simulation substantively.

### 3a. Simulation

Meet with the other members of your group to discuss, create, and write a simulation. Do *not* follow the sample simulation as a guide; instead, do the following:

**PAGES 1-4:** Simulation title, names of authors (group members), and a one paragraph introduction to this section/sketch of the simulation (this paragraph is a general introduction to both the issue(s) you want to explore in your simulation and to the simulation itself. The remainder of these four pages will speak to the interdisciplinarity and global dimensions of the issue(s) covered by your simulation. How you organize this discussion is up to you, but your readers should feel compelled by your explanation. Except for the first paragraph, this section should contain no details of the simulation itself.

**PAGES 5-?:** Details of the simulation. Include (at minimum) roles (one for each member of the class, including yourselves), context, and details of procedure (including precise time schedule). You will receive a list of the names of all the students in the class – assign student names to roles. (For the day of your simulation, make clearly written nametags for each person in class). (These roles ***must*** be individual roles but they can also be explained in terms of group roles [i.e. two or three people are ***also*** assigned as, for example, a community or interest group]). The context would, for example, establish the institutional and/or historical parameters of the simulation. You could also give the simulation a time and a place. Your context would also explain the particular issue(s) and conflict(s) involved. Your procedure should describe the sections of the simulation (discussion, deliberation, negotiation, and so on). All participants must have a clear idea of what they should be doing throughout each round of the simulation. You should also be explicit with time. Each simulation will take one hour and 30 minutes, extended over two days. Plan carefully, and assign enough time for each part of your simulation. Write well! Try to make this a complete and finished simulation. The better you do on the first version, the less work you will have to do on the revision.

**NB: THE HEADING (OR COVER PAGE) IS UP TO THE MEMBERS OF YOUR GROUP.**

### 3b. Revised Simulation

The class period **PRIOR** to your simulation, you will hand out copies of your simulation to each member of class. You will also give each class member an even more detailed individual role

assignment. Hand in your revised and complete simulation and detailed individual roles to me for a grade. (I will not be grading the performed simulation itself.) USE my comments to improve the complete written simulation. The revised version of your simulation is a complete and detailed account of the simulation (page length is up to the members of your group, but it is very likely that it will be longer than the first draft). I expect your revision to follow my edits and comments, but I also expect additional consideration given to the ideas and issues that appear in the readings covered in class *after* submission of the first version (“globalization in theory” and “globalization after 9/11”).

### 3c. Group Report

The class period FOLLOWING your simulation, your group will collectively comment on your simulation. This commentary should involve EACH member of the group. DO NOT simply report on the results of the simulation, i.e. the details of what happened. You should focus your commentary on the implications of the simulation. What can you say *about* what happened: how does what took place relate to globalization, in what ways was your simulation an interdisciplinary event? Such questions do not exhaust what you can say in your approximately 15 minute report. In the way you did in your exam essay, you must REFER TO THE READINGS. To repeat, REFER TO THE READINGS. *Be creative.* (Hint: a good simulation will be one that involves your active engagement with the course readings and discussions. Although you may not refer to the readings in the simulation itself, you MUST refer to the readings in your Group Report. It is therefore a good idea to be thinking through the readings as you create and write your simulation.)

ALSO REQUIRED: a group log that chronicles group activities: dates, times, attendees at meetings (including in-class meetings), and what was accomplished (be specific). The log must be recorded by a different member of the group on each subsequent meeting. Indicate this by writing your name on the log on the day you write. Hand the log in on the day of your group report.

**NB: this group project totals 20 points. Each member of the group will grade the other members of that group according to criteria provided by the instructor. This peer grade will be weighted at 25% of the total grade for these 20 points**

### 3d. Post-simulation commentaries

After each simulation (in class), every student who is not one of the authors of that day’s simulation will remain at the end of class and write (in 15 minutes) a brief comment on the simulation. We will be expecting theoretical and analytical insight, and NOT “what I liked/did not like about the simulation was..” *DO NOT CRITIQUE* the simulation. You must REFER TO THE READINGS. Refer to *AUTHORS* by name (as with your exam essay).

NB: Some further comments on the simulation. Each group will, more than likely, encounter problems in putting together their simulation. This exercise is as much an exercise of producing something: a plan, a report, and so on, as it is an experience of working cooperatively as a group (which is something you will undoubtedly be required to do in the future). OVERCOME problems and work TOGETHER in a democratic and egalitarian fashion. Most careers involve cooperation over the course of years. You will be recreating in a short period of time the conditions under which you are likely to work for years to come. Your task is not simply to try to get a

good grade. **LEARN** from the experience how cooperation works best. If you have ANY difficulties in your group, you can, of course, contact me, but dedicate your efforts to resolving problems on your own. If for example, you might see the actual typing up of the simulation as a problem (who should do the typing, the printing, the copying, should we collectively edit the final copy, and so on), determine for yourselves the answer to those sorts of questions. That is *precisely* what you'll have to deal with in the real world. Questions of leadership (and followship), authority, and power *might* come up during your working together. Do not, however, allow those issues to dominate your work. Recognize conflict as arising from disciplinary difference and work creatively with those differences as resources rather than as obstacles. Generally speaking, with little time available, it is likely that you will dispatch any problems that might arise. Again, however, if there are major problems, contact me. I'll be available **AT ANY TIME** to discuss with any of the members of your group (or all of you) your simulation. The possibilities of exactly what your simulation will be are endless.

**Some ideas:**

EXAMPLE: develop a public relations scenario

EXAMPLE: develop a global educational curriculum

EXAMPLE: consider a legal case or issue

EXAMPLE: settle a labor dispute

EXAMPLE: market a product or service to or from a developing country

EXAMPLE: create an innovative sustainable development policy

EXAMPLE: save a language/culture

EXAMPLE: develop a trade strategy

EXAMPLE: create a new product or service that integrates disparate fields

EXAMPLE: manage a company or organization through some crisis

**This is only the tip of the iceberg of possibilities of what you might do. Remember, your simulation must play on the theme of globalization, and (where relevant) refer, in general terms, to issues and concepts brought up during the course.**

#### 4. Readings Comments

Choose 4 of the 9 discussions indicated in the schedule when “Readings Comments” [“RC”] are due, and submit the following: for *EACH* article (in the course pack) assigned for that day, write at least two coherent paragraphs that comment on the important issues/arguments discussed in that reading. Two of your choices are made for you, in part, as follows: Your choices must include the readings on “Culture” (I or II [choose I or II] and “Globalization in Theory” (I or II [choose one or the other]). This assignment does not ask you to comment on the material in Giddens. You are, however, responsible for *all* of the assigned readings (including Giddens). These Readings Comments must be typed and submitted at the *end* of the day of discussions. If they do not arrive in this form or at this time, they will not be accepted (NO EXCEPTIONS). Your comments will demonstrate to me that you have read (*circa* a “D” response), understood (*c.* a “C” response), thought critically (*c.* a “B” response) and creatively (*c.* an “A” response) about the readings. Good essays make interdisciplinary connections across readings (always name authors by last name) AND ACROSS ISSUES. This assignment helps you prepare for discussions (and gets you going on the exam essay). Each of your 4 essays is worth up to 6 points each, for a total of up to 24 points.

(Heading Example: Your Name: BIS 402, Readings Comments, Culture II)

#### 5. Portfolio (a check sheet will provided)

Use a neat and professional looking binder. (THIS IS VERY IMPORTANT – your binder



should be something that you would not be embarrassed to show to a prospective employer: use dividers and plastic sheaths to hold your documents). **FOLLOW THE CHECK SHEET. DO NOT PAGINATE YOUR PORTFOLIO. MAKE YOUR PORTFOLIO AS NEAT AND USABLE AS POSSIBLE.** Be clear and concise but thorough in any written descriptions or summaries. Make the portfolio easy to follow. Your grade depends upon both content and presentation. **FOLLOW YOUR CHECK SHEET PRECISELY!!! DO NOT FAIL TO SUBMIT YOUR PORTFOLIO IN CLASS ON THE DUE DATE.** I urge you to have the portfolio ready to hand in ***PRIOR TO THE DUE DATE***, just to be safe. Worth up to 10 points.

(6. Extra Credit for “Perfect Attendance”)

If you attend class on all the days indicated in the course schedule with this symbol ≡, you will earn 2 points of extra credit toward your course grade.

**FINAL WORDS:**

**The course will be conducted according to university policies.**

**If you are still not familiar with these policies,  
find them on the ASU web site.**

**Unexcused late assignments result in a  
20% reduction for each weekday late.**

**NO work will be accepted after the last class period.**

**Attend class.**

**You can receive excusable absences for medical reasons,  
and for emergencies.**

**ALWAYS maintain communication.**

**Notify me in advance when possible.**

**This syllabus is subject to change.**

**You are responsible for knowing and understanding all changes made**

**LIST OF READINGS**

(See Schedule starting on page one of this syllabus)

**(Technology and Science):**

Rem Koolhaas, ed., "The New World: 30 Spaces for the 21<sup>st</sup> Century," *Wired* (June 2003): 115+.

Christopher Bright, "Invasive Species: Pathogens of Globalization," *Foreign Policy* 116 (Fall 1999): 50-62.

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**(Economy):**

Carolyn Green and Karen Ruhleder, "Globalization, Borderless Worlds, and the Tower of Babel: Metaphors Gone Awry," *Journal of Organizational Change and Management* 8/4 (1996): 55-68.

Jyoti Thottam, "Where the Good Jobs are Going," *Time* (August 4 2003): 34-39.

Jeffrey Garten, "Globalism Doesn't Have to Be Cruel," *Business Week* 3564 (February 9, 1998): 26.

Robert A. Hackenberg, "Advancing Applied Anthropology--Victims of Globalization: Is Economics the Instrument Needed to Provide Them a Share of the Wealth?" *Human Organization* 58/4 (Winter 1999): 439-42.

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**(Culture I):**

Rebecca Maria Torres and Janet D. Momsen, "Gringolandia: The Construction of a New Tourist Space in Mexico," *Annals of the Association of American Geographers* 95/2 (2005): 314-35.

David Rothkopf, "In Praise of Cultural Imperialism?" *Foreign Policy* (Summer 1997): 38-52.

Anthony DePalma, "In Canada, the Buck Stops Here on American Culture," *Arizona Republic* (August 1, 1999): E1, E10.

"Pokémania vs. Dreaded Global Trade: Non-U.S. Fads Belie 'McDonaldization,'" *Arizona Republic* (November 28, 1999): E14, E15.

Constance L. Hays and Donald G. McNeil, Jr., "Putting Africa on Coke's Map: Pushing Soft Drinks on a Continent that Has Seen Hard, Hard Times," *New York Times* (May 26, 1998): C1, C4.

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**(Culture II):**

Erla Zwingle, "Goods Move. People Move. Ideas Move. And Cultures Change." *National Geographic* 196/2 (August 1999): 12-33.

Wade Davis, "The Issue Is Whether Ancient Cultures Will Be Free to Change on Their Own Terms," *National Geographic* 196/2 (August 1999): 64-67; 70-71; 76-77; 82-83; 88-89.

David Crystal, "Vanishing Languages," *Civilization* 4/1 (February/March 1997): 40-45.

Vivien Schmidt, "A Rival to the American Idol," *Foreign Policy* (May/June 2003): 89-91.

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**(Literature, Art, Music):**

Shashi Tharoor, "The Five-Dollar Smile," in *The Five Dollar Smile and Other Stories* (New York: Arcade Publishers, 1993): 3-17.

Eleanor Heartney, "The Whole Earth Show, Part II," *Art in America* 77/7 (July 1989): 91-96.

Sylvia van de Bunt-Kokhuis, "Globalization and the Freedom of Knowledge," *Higher Education in Europe* 29/2 (July 2004): 269-84.

Vasudha Narayanan, "Embodied Cosmologies: Sights of Piety, Sites of Power," *Journal of the American Academy of Religion* 71/3 (September 2003): 495-520.

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**(Ethics):**

Judith L. Meyer, "The Changing State of the Global Environment," in Environmental Ethics and the Global Marketplace, edited by Dorinda G. Dallmeyer and Albert F. Ilke (Athens and London: The University of Georgia Press, 1998): 7-15.

Albert F. Ilke and Dorinda G. Dallmeyer, "Where Do We Go from Here?" in Environmental Ethics, pp. 165-68.

Jean Barclay and Kenneth Smith, "Business Ethics and the Transitional Economy: A Tale of Two Modernities," Journal of Business Ethics 47 (2003): 315-25.

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**(Globalization in Theory I):**

Michael Veseth, Selling Globalization: The Myth of the Global Economy (Boulder and London: Lynne Rienner Publishers), Chapter 8: "Rethinking Globalization," pp. 187-98.

James N. Rosenau, "The Complexities and Contradictions of Globalization," Current History (November 1997): 360-64.

David S. Steingard and Dale E. Fitzgibbons, "Challenging the Juggernaut of Globalization: A Manifesto for Academic Praxis," Journal of Organizational Change Management 8/4 (1995): 30-54.

Marc Lynch, "Globalization and International Democracy," International Studies Review 2/3 (Fall 2000): 91-101.

\*\*\*IMPORTANT: THIS ARTICLE IS ALSO YOUR GUIDE FOR YOUR REVIEW ESSAY!\*\*\*

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**(Globalization in Theory II):**

Michael Veseth, Globaloney: Unravelling the Myths of Globalization "Globalization and the French Exception" (Chapter 8, pp. 205-32; 248-50) ((Lanham, Boulder, New York, Toronto, Oxford: Rowman and Littlefield, 2005).

Thomas J. Friedman, "Globalization 3.0" [excerpted from The World is Flat: A Brief History of the Twenty-First Century Farrar, Strauss and Giroux Blueprint 2005/2 (2005): 36-41.

Suad Joseph, "Teaching Rights and Responsibilities: Paradoxes of Globalization and Children's Citizenship in Lebanon," Journal of Social History 38/4 (Summer 2005): 1007-26.

Peter N. Stearns, "Change, Globalization and Childhood," Journal of Social History 38/4 (Summer 2005): 1041-46.

John Codd, "Teachers as 'Managed Professionals' in the Global Education Industry: The New Zealand Experience," Educational Review 57/2 (May 2005): 193-206.

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**(Globalization after 9/11):**

Benjamin Barber, "Beyond Jihad vs. McWorld," The Nation (January 21, 2002): 11-18.

Saskia Sassen, "Globalization after September 11," Chronicle of Higher Education (January 18, 2002): B11-12.

Moisés Naím, "The Five Wars of Globalization," Foreign Policy (Jan-Feb 2003): 29-37.

A.T. Kearney/Foreign Policy, "Measuring Globalization: The Global Top 20" Foreign Policy (May/June 2005): 52-60.

IMPORTANT: THIS LIST IS LIKELY TO BE SUPPLEMENTED AS THE SEMESTER PROCEEDS. YOU ARE RESPONSIBLE FOR THESE ADDITIONS.

**NOTES:**