

Globalization, Human Rights and Diversity
University of Nebraska-Lincoln
POLS 362: Spring 2014

Instructor Information:

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Course Description: Globalization, a nebulous term used to describe increases in international trade, expanded information flow, the rise of near instantaneous communication, the acceptance of international norms, etc., has irrevocably and unquestioningly altered the social and political landscape around the world. The benefits of globalization are ubiquitous and undeniable; however, new challenges have arisen as a result. These challenges will shape the way states and people interact in upcoming years. This course will look at globalization and the forms it takes as a precursor to an examination of the political, cultural, and ecological repercussions of this phenomenon. Of particular concern for this class is the role of human rights in international relations. Why have human rights become a powerful norm in the international community? What responsibilities does the international community have in providing these rights for peoples outside of their respective sovereign borders? Are their global benefits to development efforts for under-developed and developing states? Are ecological protections a human right? These questions, as well as many more, will comprise the core of this class.

Required Texts:

- Friedman, Thomas. *Hot, Flat, and Crowded 2.0: Why We Need A Green Revolution-And How It Can Renew America.*
- Collier, Paul. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It.*
- Schulz, William. *In our Own Best Interests: How Defending Rights Benefits Us All.*

Grades: The grades for this class will follow the standard university grading rubric.

These grades will come from three primary areas:

1. **Weekly Reading and Lecture Quizzes.** (15 quizzes. 45% of total grade) Each week a 5-10 question quiz will be posted that covers content from both the weekly reading and the online lecture. The quizzes will open at 12:00 A.M. on Sunday morning and will close at 11:59 P.M. the following Saturday. Students will have 20 minutes to complete the multiple choice quiz. There will be no make-up opportunities for missed quizzes.
2. **Reaction papers.** (3 papers. 20% of total grade) There will be a total of 3 short reaction papers. The papers will be 2-3 page discussions due on Saturday at midnight of the week we are finished reading that particular book. These papers should be written double

spaced with 12-font and 1-inch margins all around. I do not require a specific citation style as long as you are consistent (although I do prefer APA). These should not be a summary of the book; rather I want you to critically examine an/the argument of the author and provide me with a well thought out critique of what you liked, disliked, what you thought the author missed, what you thought he/she did well, etc. The due dates will be posted in this syllabus. The papers need to be submitted to the appropriate folder in the Assignments tab in Blackboard.

3. **Final Paper:** (35% of total grade) The final paper will be 12-15 pages long on a topic that you clear with me by week 10. The topic will be largely your choice and can range from a discussion of the academic understandings of the effects of globalization to a specific component of the role of human rights in an increasingly globalized world. There are a plethora of good topics and I will be more than happy to work with each of you in developing yours; having said that please refer to the syllabus often for specific due dates. The final paper will be submitted in three parts: First, a one page write-up of your paper topic and method of examining it will be due at the end of Week Ten. Next, at the end of week, you must submit a comprehensive outline of their final paper. Lastly, the polished version of the final paper will be submitted to Blackboard by midnight on May 3rd.

Learning Environment: Topics such as globalization and human rights tend to provoke strong opinions and emotions. This class is structured to provide opposing viewpoints and perspectives in order to offer a broad range of viewpoints; as such it is likely that some of us in the class will have very different opinions on these topics. This is a learning environment where these opinions are welcome but I expect courtesy and professional reactions to those opinions. Be respectful in your reaction papers to the sensitive nature of this topic and certainly avoid derogatory or hateful statements concerning specific groups of people, ethnic backgrounds, socio-economic status, gender, or religious affiliations. I want to foster an atmosphere where all viewpoints can be discussed without malice; while I do not expect this sort of behavior to occur, I will take appropriate corrective measures if necessary.

Communication: Communication is critical in any class but especially so in an online format. The best way to reach me is through my university email (ahansen@huskers.unl.edu). I will try to respond to all emails within 24 hours; however, please understand that there will be times that I am unable to reply that quickly. If you have ANY problems or are confused about the class or assignments please email me as soon as possible. If you are emailing me right before an assignment is due I may not have the time to reply prior to the deadline so *please* do not procrastinate on your work. I am much more likely to grant extensions or work with you to avoid late penalties if you contact me in a timely fashion. If you are on campus or in the Lincoln area and would like to meet in person, please email me and I will be more than happy to set up a meeting.

Academic Dishonesty: Academic dishonesty in all forms is unacceptable and has serious repercussions. If you are unclear on what exactly constitutes academic dishonesty I encourage you to view the University of Nebraska-Lincoln Student Affairs website at <http://stuafs.unl.edu/ja/code/three.shtml>. It is expected that you know what academic dishonesty is and how to avoid it. If I suspect plagiarism or any form of cheating I will first contact the student for an explanation and try to resolve the issue. At this point the consequences for academic dishonesty range from the student working with me to fix the problem (if it was accidental), to a failing grade in the course and/or the situation will be taken to the Dean of Students to determine an appropriate response. Of course, there are safeguards in place for students to challenge the claim (once again please read the Code of Conduct on the Student Affairs website so you are familiar with this process). If you ever have any questions please email or come see me.

COURSE CONTENT:

Week One: January 13-18

Introduction to Class- Watch Introduction to POLS 362 Lecture

Quiz #1: Syllabus Quiz

MODULE ONE:

Week Two: January 19-25

Reading: Friedman, Chapters 1-3. (Pgs. 3-62)

Watch Lecture #2

Content Quiz #2

Week Three: January 26-February 1

Reading: Friedman, Chapters 4-7. (Pgs. 63-179)

Watch Lecture #3

Content Quiz #3

Week Four: February 2-8

Reading: Friedman, Chapters 8-10. (Pgs. 180-248)

Watch Lecture #4

Content Quiz #4

Week Five: February 9-15

Reading: Friedman, Chapters 11-13. (Pgs. 249-319)

Watch Lecture #5

Content Quiz #5

Week Six: February 16-22

Reading: Friedman, Chapters 14-16. (Pgs. 320-389)

Watch Lecture #6

Content Quiz #6

Reaction Paper #1 Due on Saturday at 11:59 p.m.

MODULE TWO:

Week Seven: February 23-March 1

Reading: Collier, Chapter 1 (Pgs. 3-16)

Watch Lecture #7

Content Quiz #7

Week Eight: March 2-8

Reading: Collier, Chapters 2-4 (Pgs. 17-63)

Watch Lecture #8

Content Quiz #8

Week Nine: March 9-15

Reading: Collier, Chapters 5-7 (Pgs. 64-123)

Watch Lecture #9

Content Quiz #9

Week Ten: March 16-22

Reading: Collier, Chapters 8-11 (Pgs. 124-192)

Watch Lecture #10

Content Quiz #10

Reaction Paper #2 due Saturday at 11:59 p.m.

Final Paper Topic Due at 11:59 p.m. (5% of Final Paper Grade)

Week Eleven: March 23-29

Spring Break!!

MODULE THREE:

Week Twelve: March 30-April 5

Reading: Schulz, Introduction-Chapter 2 (Pgs. 1-65)

Watch Lecture #12

Content Quiz #12

Week Thirteen: April 6-12

Reading: Schulz, Chapters 3-4 (Pgs. 66-119)

Watch Lecture #13

Content Quiz #13

Final Paper Outline due Saturday at 11:59 p.m. (10% of Final Paper Grade)

Week Fourteen: April 13-19

Reading: Schulz, Chapters 5-6 (Pgs. 120-146)

Watch Lecture #14

Content Quiz #14

Week Fifteen: April 20-26

Reading: Schulz, Chapters 7-8 (Pgs. 147-197)

Watch Lecture #15

Content Quiz #15

Reaction Paper #3 due on Saturday at 11:59 p.m.

Week Sixteen: April 27-May 3

No Reading-Work Week

Final Paper Due on Saturday May 3rd at 11:59 p.m.