

**Department of Anthropology
Anthropology 330-010
Development and Underdevelopment
Globalization and Social Change
Spring 2009**

Dr. Donna Budani

Class Room: McDowell Hall Room 216

Class Time: Tuesday & Thursday 2:00pm-3:15pm

Office: 138 Munroe Hall

Office Hours: Wednesdays, 8:30am – 12:00pm and 1:30pm – 3:00pm

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COURSE DESCRIPTION

What is Globalization? Is it new to the 20th Century? How do you make sense of people when they argue they are 'pro' or 'anti' globalization? How are goods, capital and people moving around the world in new ways? How do these movements change politics locally and globally? How is your family involved in Globalization? What are the affects of Globalization on the working poor and the poorest of the poor? How has Free Trade, a necessary component of Globalization, altered the worldwide division of labor? What is the human cost of Globalization and in particular, Free Trade? Why does increasing global interconnectedness also seem to lead to greater division, greater inequality, and greater tension? Why is Globalization a response to under-development? How does culture affect globalization? How does globalization affect culture?

This course aims to help you start answering these sorts of questions by examining globalization in all its diverse form of world-wide interconnection. This course takes *globalization* as the master trend reshaping social life everywhere. We will pay particular attention to the relationship between globalization, poverty and global inequality.

Course Objectives

- To understand globalization as the master trend reshaping social life everywhere, while recognizing that social outcomes are shaped through interaction with other processes as well.
- To gain important insights about Globalization when it is approach from an interdisciplinary approach. The meanings of anthropology take on different configuration when approached from perspectives including anthropology, economics, political science and philosophy.
- To become aware of the conflicts built into globalization when we consider the relationship between globalization, inequality and poverty; the fate of cultural

diversity in a globalizing world; and issues of gender, ethnicity, the environment, social justice, and human rights.

Learning Objectives

There are 5 main skills you will develop in this class: 1) a thorough understanding of the the social and cultural changes brought about by globalization; 2) debating skills, that will be developed in discussions of videos and political struggles such as the ‘Battle in Seattle’; 3) writing skills, that will be developed through the preparation of an independent research report on the issues of globalization and the issues of cultural diversity, gender, ethnicity, environment, social justice and human rights; 4) critical reading skills, that will be developed through practices of active—purpose driven—reading; 5) critical thinking which is required for both preparing a research paper and class debates. With a mix of videos and broad based lectures the class is very interdisciplinary in scope, serving as a gateway to international studies, political science, anthropology, women’s studies, business, economics and the humanities

What I will know and what I will be able to do at the end of the Course?

At the end of this course, you will come away with more than just some additional knowledge and skills. More importantly, you will have learned how to ask questions about global dynamics, and you will also learned about new resources (databases) that will help you set about doing research and answering your questions. Ultimately, a successful experience in this course will lead you to think more actively about how you yourself can work within global ties to change them for the better

Course Texts

1. Amy Chua, *World On Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. Bantam Doubleday, 2004

2. Amy Offner et al editor, *Real World Globalization: a Reader in Economics, Business and Politics* Publisher: Dollars and Sense

3. Web page <http://www.udel.edu/anthro/budani> Listing of links to class readings

Required Books

I selected books required for this class because they provide a thorough range of readings about the various manifestations of globalization and especially its impact on the poor, and its affects on culture/social change. Chua’s text is concerned with the ethics of Globalization and the ethical problems of Globalization. Amy Offner’s book presents case studies of the consequences of Globalization, a clear discussion of neoliberalism, and a more thorough discussion of aspects of Globalization which trickle down to the every day life of ordinary

people. The assigned books are “reader friendly”. They do require that you think about what you read.

Web Page Assigned Readings

The list of readings on my web page is an assemblage of seminal papers, discussion and analysis by Globalization experts. The list of web based readings is an example of my attempt to keep the cost of books for this class as low as possible. The assigned readings on globalization are “readable” with the least amount of jargon and do not rely the reader possessing in-depth knowledge of globalization. If you click on the readings, say for example, readings assigned for February 12th, you will find that most readings are no more than three pages per assignment though some are longer. I took care to make sure that no reading assignment is excessive for a 300 level course.

My criterion for selecting the web sites is the clarity in explaining globalization as an economic, political and cultural system. Each article is a point for your reflection. Ask yourself: do I understand this reading? If not, why? Can I put the message of the reading into my own words? Does this reading help me understand Globalization? If not, why not? What is the issue or the principle point? What is my view of the author’s message and argument? Can you restate the author’s argument? What information does the author offer in support of his/her argument? These are the questions you should ask yourself as you read the material.

TOO MUCH READING IS ASSIGNED! HOW CAN I KEEP CURRENT WITH THE ASSIGNMENTS?

A quick glance through the web sites listed on my web site will show that a large number of the readings are easy and are no more than two or three pages long. The longer assignments will take more time but not too much. For web page assignments you need to do four things: 1) be able to briefly summarize the article or answer the question, what is this reading about? 2) What are the main globalization issues discussed by the author? 3) What is the author’s position on these issues? 4) Raise a question for the class to think about and debate. Take notes on your readings. Questions are the best kinds of notes for the reveal what you need to know. I recommend that you set aside a notebook for notes you take on the readings.

Be Active Readers!

I urge you all not be passive readers, who underline phrases that sound important. Do not underline; instead, write notes and questions on the margins of the book or on a pad where you keep your reading notes. Consider reading an active exercise; think of it as a conversation between you and the author. Question the author. Find out what he or she means by what he or she has to say. **Questions are more important than answers!! If the assigned reading proves too difficult to manage, bring it to my attention and I will make an adjustment.**

Expectations

You may expect from me careful preparation for each class, availability and a readiness to assist students to do well in this course; timely and fair grading of assignments and exams; and respectful treatment of students. In turn I expect from you: consistent regular attendance

and participation in class. See sections below for my policy regarding attendance and class participation. I also expect the completion of the readings in advance of the class for which it is assigned and readiness to discuss the assigned readings. I expect that we will disagree but that we do so showing respect for each other's opinion. Finally, I expect on-time completion of work. I do not accept late work unless there is a very serious legitimate reason for not meeting the assigned deadline.

Course Requirements

1. Web Page Class Reader

To access the Class Reader, go to my web page (<http://www.udel.edu/anthro/budani>) where you will find all the readings which are organized according to assignments written on your syllabus. You are responsible for doing all the readings listed for a class session. These readings and any other assigned readings are the basis for your Written Reading Critique

2. Written Reading Critiques

300 points

The subject of a reading critique is your impressions, your reactions to the assigned readings and the questions that the readings prompt. A critique is a useful tool for expressing your opinion. A reading critique briefly summarizes what you think are the main points of the reading and what was most significant to you. It includes terms, concepts and other references made in the readings of which you are unfamiliar. In a reading critique, you also critically assess the ideas presented and discussed in the reading.

Typed (no hand written critique will be accepted) are due for every class. Your critique should reflect a general overview of the assigned readings. Students will be called upon to present their Critiques to the class. Your Critique will be graded. A plus "+" sign indicates well done and a "-" minus indicates written critique can be improved. For every minus receive three points are deducted from the total of 300 points. You will be given the opportunity to make revisions or add comments to your Critique. Ten minutes before the end of class will be allotted to making revisions or comments. At the end of class, your critique are collected for grading and will be returned to you on Tuesday of the following week.

Reading critiques may follow an essay format or may be a list of bullet points preceded by an introductory paragraph. Style format is as follows: insert your name, date and listing of readings referenced in your reading critique in the upper left corner of the page. If you follow the essay format, then your essay should be no longer than three pages. If you follow the bullet point format, the number of pages should not exceed three. Remember that I am more concerned with quality of content than I am about page length. I am looking for thoughtful reflection on the readings, questions of interest and critical thinking. See below for ideas about writing reading critiques.

Guide to Critical Reading

If one is to write a critique, one must begin with critical reading. To be an active rather than a passive reader, you must always read with questions in mind. In general, (and depending on the type of reading) read the first two paragraphs and the last two paragraphs first. (This technique is particularly helpful with the Chua and Offner books and the longer readings

about globalization.) Now you know enough to formulate good questions. To read critically means having questions in mind as you read: what is the author's point of view? Briefly, what is the author's argument and how does he or she support their claims? What is/are the author's main point(s)? What specific information about Globalization does the author give you? Is this information particularly useful or helpful? Why? What are some of the more significant points made by the authors? How do the authors conceptualize globalization? Is anything said about the effects of globalization? Do the authors present the down side of globalization? Are you persuaded? If so, tell why? Why not? Is there a particular sentence that stands out as making the point very clear? Why?

Guide to Writing a Reading Critique

Here are a couple of things to keep in mind when writing a reading critique. The following is given as a means to stimulate your own thoughts. You need not address all questions and more importantly, do not follow the order of the thought prompts.

First, focus on the author: what is/are the author's main point(s) / main comments about globalization? What does the author imply? Identify one comment or observations made that brings home to you either the meaning of globalization or its effects [you should include that particular sentence or two in your written reading critique] and say why the author's idea is significant to you. Given the author's main points, what is the author's purpose? Is/are the author's pro/con globalization? Why? Finally what is the author's "Big" idea?

Second, state something that you did not understand or something the author said that doesn't quite seem right to you or something that confuses you; something that appears to be a contradiction or appears to counter what you know to be true about the topic. State where you agree and disagree with the authors' stated or implied conclusions. End the reading critique with questions you formed as a result of your critical reading. Go to my web site and you will find more information about how to write a critique. Students will be called upon to read their critiques on a random basis. Hand in your critiques at the end of class on Tuesdays and Thursdays.

Students will be called upon to read their written reading critique. Reading Critiques must be typed. I will not accept hand written critiques nor will I accept critiques that are late. Hand in your reading critique at the end of class every Tuesday and Thursday.

I do not accept work that is past the due date. If you anticipate a problem for a legitimate reason, please confer with me in advance of the assignments date.

3. Essay Homework Questions 100 points each x 4 exams = 400 points (or may be 3 Exam questions)

There is no final exam for this class. Instead, I will assign between 1 and 3 essay questions based on the readings assigned for every four weeks. Instructions for the essays will be distributed on Thursdays and essays are due back in class on the following Thursday. You will select the questions you want to answer. See my web page for information about How to Write an Essay Exam. My Web page address is <http://www.udel.edu/anthro/budani>

4. Class Discussion

100 points

It is simply not possible to earn an A or A- in this course if you do not participate in class discussions, make comments during lectures (Yes, I expect to be interrupted when speaking), ask questions and argue with me or someone in the class. This is true even if you do A or A-work in the rest of your work for the class.

Discussion points are awarded by percentage. For example, if you are a frequent commentator, you will receive 100% of the points. If you participate at least two times a week, you will receive 50% of the points. If you participate infrequently, you will receive 25% of the total points. If you do not participate or rarely participate, you will not receive any points. It's fairly easy to receive discussion points: make it a point to say two or three things during each class.

5. Films

50 points per film

Films are an important part of the content of the course, and I expect you to take them seriously. Think of films as illustrated guest lectures. You will find a *Film Review Instructions* at my web site <http://www.udel.edu/anthro/budani>. Follow the guidelines and turn in your film review on Thursdays. For all films viewed on Tuesdays, you submit your review on Thursdays. For all films viewed on Thursdays, you submit your film review the following Thursday. Film Reviews must be typed and I will not accept handwritten reviews. I will not accept film reviews that are past the due date. Make sure you place your name in the upper left corner and under your name insert the name of the film. A film series entitled the "Global Generation" will be shown during the semester. It is not as yet scheduled for specific showing dates because I am not sure which parts of the series I will show. Information about this series will be given in class,

My Policies

1. Mutual Respect is very important to me All participants in this course (including myself) should strive to treat others—and their ideas—with respect. The course material and class discussion will cover sensitive topics ranging from poverty and welfare and inequities in the distribution of wealth on a global, as well as, local scale. Disagreements may arise. Try to be aware of and show respect for other people's feelings on such issues. Conversely, if you find yourself offended by something, please try to raise the issue in a constructive manner—either in class, afterward or anonymously by leaving a note in my mail box located in the department of anthropology. Often such offenses are rooted in simple misunderstandings, but sometimes they reflect more serious issues that can only be resolved if things are brought to my attention.

2. Commitment to Learning

There is no point in taking a course if you are not committed to learning. That means doing the readings, showing up, concentrating and participating in class discussion. ***I strive to make class interesting, but make no mistake, this is not entertainment.*** We will struggle through ideas and readings that are difficult and may seem boring if you do not understand them. It is

your responsibility to be committed to learn no matter how boring the material and I might seem to be.

3. Attendance

Consistent consecutive attendance is a course requirement. If you are unable to come to class because of illness, please bring me a copy of a doctor's note or a copy of any prescription your doctor may have given you. Absences for religious observance are excused absences. For all other situations, you must speak to me and obtain my permission for an absence. However, be aware that it is not my policy to easily excuse absence unless the student offers me a good reason to excuse a student's absence.

4. Assignment Policies

It is my policy not to accept work after the due date. I allow one exception which is if you are really and legitimately ill, you may submit the assignments when you return to class. No assignments will be accepted unless accompanied by a doctor's note or a copy of a prescription. No extension or incomplete will be given for any written assignments unless the student has my permission. Only in extreme circumstances beyond your control will I accept assignments late. *Extension for the exams must have my permission and that everybody is required to do the Very Short Essay or forfeit the full value of the exercise.*

Final Grades

1. Reading Critiques	300points
2. Essays 4 essays x100	400 points
4 Student Participation	100 points
5 Film Reviews	50 per film review

FINAL GRADES

TOTAL 850 points

93% plus of 950	A
92%-89%	A-
88%-86%	B+
85%-84%	B
83%-80%	B-
79%-77%	C+
76%-74%	C
73%-70%	C-
69%-67%	D+
66%-64%	D
63%-60%	D-
59% and below	Failure

Department of Anthropology
***Course Schedule**
Anthropology 330-010
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*Class and Assignment Schedule is subject to change during the course of the semester. Students will be informed of changes in a timely fashion. Changes are not arbitrary. Rather, changes are made to better present the material or to improve the course structure or to benefit the student. .

Tuesday, February, 10

Welcome to Class

Review of Syllabus

Development and Underdevelopment

Why Study Globalization and Social Change?

Anthropology and Globalization

Thursday, February 12

Reading Assignment:

1. On Web Page: *The ethics of the free market: why market liberalism is wrong*
2. On Web Page: *What is Globalization? And Globalization Issues*
3. On Web Page: *How Does Globalization Affect Women?*
4. On Web page: *Does Globalization cause poverty?*
5. On Web Page: *Can Globalization be controlled?*
6. On Web Page: *Why are so many people opposed to globalization?*
7. On Web page: *Does globalization diminish cultural diversity*

Tuesday, February 17

Reading Assignment: Theories about Globalization

1. On Web Page: World Systems Theory
2. On Web Page: World Polity Theory
3. On Web Page: Globalization or Age of Transition? Immanuel Wallerstein, author
4. On Web Page: Gender and Globalization: Female Labor and Women's Mobilization
 Film: We Don't Play Golf Here. DVD 5136 38 minutes

Thursday, February 19**Reading Assignment:**

1. In **Real World Globalization:** *A Short History of Neoliberalism.* Susan George, author
2. In **Real World Globalization:** *Know Nothings and Know It Alls.* Jessica Collins and John Miller
3. In **Real World Globalization:** *Learning From the Southeast Asian Crisis*

Tuesday, February 24**Reading Assignment:**

1. On Web Page: World Bank Report 2007 on Gender and Poverty (Find 5 important facts)
2. On Web Page: Global Poverty Report 2000 (What are the key findings? What changes are there from 2000 to 2000?)
3. On Web Page: Over-coming Human Poverty. (What needs to be done to eliminate Human Poverty? What is the relationship between Human Poverty and Globalization?)
4. On Web Page: Poverty around the World
5. Recommended Reading
On Web page: Over Coming Women's Poverty
On Web page: Poverty Facts and Stats

Receive Essay 1 Exam*Film: A Killer Bargain DVD 3924 57 minutes****Thursday, February 26****Reading Assignment**

1. On Web Page: Myth 10: More US Aid will help the hungry
2. On Web Page: Watch Video: Free Trade How Free is it?
3. On Web Page: Watch Video: Free Trade versus Fair Trade
4. On Web Page: Oxfam Briefing Paper; Cultivating Poverty
5. On Web Page: Watch Video Debit in Developing World Part one and Two

Film: The Posse 25 minutes VHS 7907**Tuesday, March 3****Reading Assignments**

1. Handout: "The Dynamics of Cultural Globalization: The myth of cultural globalization."
2. On Web Page: Is a Globalization Backlash occurring?
3. On Web Page: Watch Video; Power Unchecked
4. On Web Page: The Globalist—Three Rounds of Globalization
5. Recommended: Emory University—Three Rounds of Globalization
6. On Web Page: Watch Video "The Big Leap"
7. Recommended Video "New Deal"

Film: The Philadelphia Story 25 minutes VHS 7892

Thursday, March 5**Reading Assignments**

1. Handout: "Globalization and Culture: Global Mélange" Jan Nederveen Pieterse, author
2. On Web Page: New Globalization model Follows Fair Trade
3. On Web Page: Globalization and Culture (select any three articles)
4. On Web Page: Conflicts of Globalization
5. On Web Page: Globalization, Class and Culture in Global Systems

Film: The Seattle Syndrome 26minutes VHS 7892

Tuesday, March 10**Reading Assignment****In Real World Globalization:**

1. *"US Banks and the Dirty Money Empire"* by James Petras
2. *"The Business of War in the Democratic Republic of the Congo"* by Dena Montague and Frieda Berrigan
3. *"Enron in the Third World"*
4. *"The Real Winners: A Rogue's Gallery of War Profiteers"* by Todd Tavares

Essay 1 is due in class

Film: The Hidden Face of Globalization: What Corporations Do Not Want Us To Know? 34minutes VHS 9589

Thursday, March 12**Reading Assignment:****In Real World Globalization: Trade, Investment and Debt**

1. *"The Gospel of Free Trade: The New Evangelists"* by Arthur Macewan
2. *"Disarming The Debt Trap"* by Ellen Frank
3. *How Has NAFTA Affected Trade and Employment"* by Ellen Frank

Film: The Debt Police 24 minutes VHS 7918

Tuesday, March 17**Reading Assignment**

1. Web Page: Globalization Is Not Made In The West
2. Web Page: Competing Conceptions of Globalization What are they?
3. Web Page: Globalization and Cultural Imperialism
4. Electronic Reserve: "Cultural Imperialism" John Tomlinson, author
5. Web Page: Globalization Shakes the World

Film: 1-800-India 57 minutes DVD 3002

Thursday, March 19**Reading Assignments**

1. Web Page: Article by Nayan Chanda
2. Web Page: Part One and Part 2 of Power Point Presentation by Nayan Chanda
3. Web Page: India: A Tale of Two Worlds
4. Web Page: A Tale of Two Worlds
5. Web Page: The Clash of Civilizations? Samuel P Huntington
6. Recommend Web Page: If not Civilizations than what? Huntington responds to his critics
7. Recommend Reading Web Page: The Clash Fouad Ajami, author

Tuesday, March 24**Reading Assignment:**

1. Electronic Reserve :Amartya Sen “*How to Judge Globalism*”
 2. Electronic Reserve: Mustapha Kamal Pasha “*Globalization, Islam and Resistance*”
 3. Web Page: Globalization and its Effects on Indigenous People
 4. Web Page: Rural and Indigenous Women Speak Out Against Globalization
 5. Recommend Reading Web Page: Latin American Indigenous Movements in the Context of Globalization
 6. Web Page: All Cultures Are Not Equal
- Film: We Feed The World

Essay 2 is distributed in Class today

Thursday, March 26**Reading Assignment**

1. **Web Page; “Indigenous Resistance to Globalization”**
2. **Electronic Reserve: Peter Singer, “What should a Billionaire Give –and what should you?”**
3. **Web Page: Multinationals and Human Rights**
4. **Web Page: The Bottom Billion—Series for a Fairer Globalization**
5. **Web Page: Nobodies: Modern American Slave Labor and the Dark Side of Globalization**

Film: Globalization and Human Rights 57 minutes DVD4614

Film: Outsourcing—white collar exodus 50 minutes DVD 2198

SPRING BREAK!!!

Tuesday, April 7

Reading Assignment:

1. **Web Page: Trade, Jobs, and Wages**
2. **Web Page: The high price of “free” trade: NAFTA’s failure has cost the United States jobs across the nation**
3. **Web Page: Cruise Ship Industry and Globalization**
4. **Web Page: Boom and Bust of Free Trade**
5. **Web page: History debunks the Free Trade Myth**

Film: Life and Debt 86minutes DVD 952

Instructions for Corporate Paper Distributed Today in Class

Thursday, April 9

Reading Assignment

1. **Web Page: “Tourist with an Attitude” from Chapter 1 in *The Lexus and The Olive Tree***
2. **Web Page :“Jihad vs. McWorld”: Two axial principles of our age—tribalism and globalism—clash at every point except one: they may both be threatening to democracy**
3. **Web Page: “More inequality in rich nations”**
4. **Web Page: The Rich and the Rest of Us**
5. **Recommend reading Web Page: “Why do we all care about inequality (but are loath to admit it)?”**

Essay 2 due in class today

Tuesday, April 14

Reading Assignment

- 1, **Web Page: Neoliberal Globalization: The Cruise Ship Industry as a Paradigmatic Case,” Robert Woods, author**
 2. **Web Page: Innocents Abroad: How Travel Changed My Perspective and Politics**
 3. **Recommend reading: Web Page: Growth May be good for the Poor but are World Bank and IMF policies good?**
 4. **Web Page: Poverty and Growth—Power Point Presentation**
 5. **Recommend Web Page “Growth with Equality is Good For the Poor”**
 6. **Recommend Reading Web Page “Growth is Good For the Poor”**
 7. **Read: Web Page: Globalization: Good For Whom?**
 8. **Watch Video on Web Page**
- Film: The Big Sellout DVD 4202**

Thursday, April 16

Reading Assignment

1. Web Page: *"It's a Flat World, After All"* Thomas Friedman, author
2. Web Page: *The Myth of Free Trade: "The Problem Is That Countries and Companies Choose Growth Over Sustainability"*
3. Do Google Search for article *"Globalization and the Downsizing of the American Dream"* Read article
4. Web Page: Review of Friedman's *"It's a Flat World After All"*
5. Web Page: Watch You Tube Video
6. Web Page: Watch You Tube Video Globalization Effects on India

Film: Tales from the Global Economy 50 minutes DVD2878

Tuesday, April 21

Reading Assignment

1. Electronic Reserve **"Race, Poverty and Globalization"**
2. Electronic Reserve: **"Why are the critics so convinced that Globalization is bad for the poor?"**
3. Web Page: **View Video Globalization For Better or Worse**
4. Web Page: **View Video Arab View**
5. Web Page: **View Video Africa between Globalization and Marginalization**
6. Web Page: **View Videos Globalization and India's Cultural Values, Part One and Part Two**

Exam 3 is distributed in class today.

Film: The Global Generation DVD 2898

Thursday, April 23

Reading Assignments

In Real World Globalization:

1. *"Sweatshops 101: Lessons in Monitoring Apparel Production Around the World"*
2. *"Immigration in the Crosshairs"*
3. *"The "Race to the Bottom" in imported Clothes."*
4. *"Maquiladora Bosses Play the China Card"*

Film: The Global Generation DVD 2898

Tuesday, April 28

Reading Assignment

In Real World Globalization:

1. *"Fields of Free Trade: Mexico's Small Farmers in a Global Economy"*
2. *"Korea's Neoliberal Restructuring: Miracle or Disaster"*
3. *"Labor and Democracy in South Africa"*
4. *"Missing Women"*

Begin Reading Chua's "World on Fire"

Essay Exam 3 is due in class today

Thursday, April 30

Film: The Big Sellout DVD 4202

Reading Assignment

In Real World Globalization

1. *"Is it Oil?"*

Film: Darwin's Nightmare 107minutes DVD 3776

Tuesday, May 5

Reading Assignment

In Amy Chua's "World on Fire"

1. *"Rubies to Rice Paddies: Chinese Minority Dominance in Southeast Asia"*
2. *"Llama, Fetuses, Latifundia and La Blue Chip Numero Uno: White Wealth in Latin America"*
3. *"The Ibo of Cameroon: Market Dominant Minorities in Africa"*

Essay 4 Exam Distributed in Class Today

Thursday, May 7

Reading Assignment

In Amy Chua's "World on Fire"

1. *"Backlash Against Democracy: Crony Capitalism as Minority Rule"*
2. *"Mixing Blood: Assimilation, Globalism and The Case of Thailand"*
3. *"The Underside of Western Free Market Democracy: From Jim Crow to the Holocaust"*

Film: The New Rulers of the World 53 minutes VHS 9216

Tuesday, May 12

Reading Assignment

In Amy Chua's "World on Fire"

1. *"Why They Hate Us"*
2. *"America as a Global Market-Dominant Minority"*
3. *"The Future of Free Market Democracy"*

Thursday, May14

Reading Assignment

In Real World Globalization

1. *"The Middle Way: Swedish Social Democracy"*

***Essay exam 4 is due in class today**

Tuesday, May 19