

CGLST 1220 (1)

# GLOBAL ISSUES AND CHALLENGES

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Spring 2019 – Section 01  
Monday/Wednesday, 9:35-10:50 am  
University Hall 3-100

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Office Hours: Tuesdays, 1:15-2:15 pm  
                  Wednesdays, 1:15-2:15 pm  
                  By appointment – please email

## Course Description:

Looking across the global landscape of the 21<sup>st</sup> century we encounter some curious paradoxes: *What explains extraordinary technological advances in manufacturing, but the persistence of sweatshop labor? Why do we see famine and chronic malnutrition engulf many regions even as the “Green Revolution” of the mid-20<sup>th</sup> century vastly increased global food production? Why are many of the countries most vulnerable to the negative effects of climate change those who contribute least to the problem of greenhouse gas emissions?*

The main objective of this course is to provide an introduction to some of the major issues and challenges facing world populations and leaders today. We will endeavor to examine puzzling questions like those above and explore what’s being done to address these global issues and challenges. **So, what are “global issues”?** Let’s consider four assumptions about global issues that together provide a framework we’ll use throughout the course:

- ✓ *Global issues are global in scope.* Being “global in scope” may mean that an issue is inherently cross-border, like migration. Challenges that are inescapably *shared* problems, like climate change, are what we call transnational problems. Yet, some global issues and challenges—like violence against women—are *experienced* globally even though the problem does not literally “cross borders.”
- ✓ *Global issues are complex and interdependent.* That is, global issues tend to be multi-dimensional and overlap in regard to causes and consequences. Understanding global issues thus oftentimes requires looking at political and social systems as well as natural (or ecological) systems. The complexity of global issues means that in addition to adopting an interdisciplinary perspective, we must pay attention to how global issues play out across local, national, and international scales.

- ✓ *Global issues are inherently political.* This means that they are shaped by who is making decisions, how, and to whose benefit or peril. In other words, *power matters* when we're talking about the causes and consequences of global challenges and their potential solutions.
- ✓ *Global issues require collective action and problem-solving.* This makes them challenging to resolve. Global issues are subject to multiple interpretations within and across national contexts. State and other actors also have varying interests in and capacities to contribute to "problem solving." How do we frame global issues and their potential solutions? How can and do multiple governments, domestic and international organizations, and businesses collaborate to address global problems? What distinguishes "business as usual" from alternative practices or efforts to create radical change?

We'll consider the ideas in this framework as we study three overarching issue areas: **1) global trade and globalization, 2) environmental degradation and crises, 3) and global food and agricultural politics.** Within each of these areas, we will examine how various people and groups define and experience problems and their potential solutions.

An important secondary objective of this course is to have you consider how you can be a *part of* addressing global issues and challenges. The professional development course component will involve your investigation of prospective career options in the field of global studies – and – your development of materials to support your application for jobs and internships.

### **Course Objectives:**

- To identify and explain the overarching features of several major issues and challenges facing world populations and leaders today including, including their local and global impacts from the perspectives of diverse actors;
- To gain a greater awareness of the complexity of issues facing the global community, including the multiple academic disciplines that contribute to the field of global studies;
- To explore the concept of global citizenship and the role of advocacy in effecting global social change;
- To strengthen critical thinking, writing, research and oral presentation skills;
- To gain a broader understanding of globally-oriented career options;
- To gain familiarity with Lesley University's internship and career resources and strengthen career development skills;
- To consider internship interests and identify internship options.

### **Required Texts:\***

1. Rivoli, Pietra. (2009 or 2014) *The Travels of a T-Shirt in the Global Economy*. New Jersey: John Wiley and Sons, Inc. [*Available through library as e-book*]
2. Patel, Raj. (2012) *Stuffed and Starved: The Hidden Battle for the World Food System*. New York: Melville House. [*Will be on reserve as hardcopy in Sherrill library*]

\*All books are available for purchase at the Lesley bookstore at the Porter Campus and may also be purchased online through Amazon, Abe Books, etc. ♦ *Purchasing or renting the course texts is a course requirement.* You must talk to me the first week of class if you foresee difficulties with obtaining them. ♦ All other readings for the class included on the syllabus or assigned during class will be posted on Blackboard (BB) in the Course Content folder.

### Reputable News Sources:

You are encouraged to read, watch, or listen to the news to stay up-to-date on current events! Some examples of reputable and legitimate news sources that may also be integrated into your coursework (if applicable to the assignment) include, but are not limited to:

<i>The Guardian</i> *	<a href="https://www.theguardian.com/us">https://www.theguardian.com/us</a> - or - <a href="https://www.theguardian.com/uk-news">https://www.theguardian.com/uk-news</a>
<i>New York Times</i>	<a href="https://www.nytimes.com/">https://www.nytimes.com/</a>
<i>Los Angeles Times</i>	<a href="http://www.latimes.com/">http://www.latimes.com/</a>
<i>The Washington Post</i>	<a href="https://www.washingtonpost.com/">https://www.washingtonpost.com/</a>
BBC News	<a href="https://www.bbc.com/news">https://www.bbc.com/news</a>
National Public Radio (NPR)	<a href="https://www.npr.org/">https://www.npr.org/</a>
<i>The Economist</i>	<a href="https://www.economist.com/">https://www.economist.com/</a>
Al Jazeera	<a href="https://www.aljazeera.com/">https://www.aljazeera.com/</a>
<i>The Wall Street Journal</i>	<a href="https://www.wsj.com/">https://www.wsj.com/</a>
The Associated Press	<a href="https://www.ap.org/en-us/">https://www.ap.org/en-us/</a>
<b>Map of newspapers globally</b>	<a href="https://newspapermap.com/">https://newspapermap.com/</a>

### COURSE REQUIREMENTS – PLEASE READ CAREFULLY:

- 1. Preparation and Engagement (15%).** Being a prepared, respectful, and engaged course participant is just as important as coming to class. This course component will be based upon your attendance; participation in class discussions; and your demonstrated thoughtfulness, respect for your peers, and evidence that you have completed the readings prior to coming to class. A basic recipe for doing well: 1) complete the readings prior to class, 2) come to class (and *arrive on time so you receive attendance credit*), and 3) engage in our discussions and work. Please bring the assigned readings with you to class to support your engagement and participation. If you cannot bring the course reading, be sure to bring your reading notes.
- 2. Reading quizzes (15%).** There will be several short reading quizzes over the semester. These will most often be taken at the start of class—another reason why arriving to class on time is important. Note that reading quizzes cannot be made up if you miss class, although your lowest quiz score will be dropped.
- 3. Careers in Global Studies: Professional development (20%).** For this course component you will conduct some preliminary research on an organization and position of interest to you *and* use this to support developing and revising a resume and cover letter. The assignment calendar is as follows:

<b>Assignment</b>	<b>Due</b>
Resume draft	March 18
Cover letter draft	April 1
Revised resume	April 10
Revised cover letter	April 29

4. **Midterm exam.\* (25%)** To be taken Wednesday, February 20, in class. This exam will cover readings, films, and other course materials introduced thus far (study guide will be provided). Blue books will be provided the day of the exam.
5. **Final Exam.\* (25%)** To be taken Monday, May 6, 10:20-12:20 pm. This exam will emphasize materials from the second part of the course (i.e. post-midterm). A study guide will be provided.

**College of Liberal Arts & Sciences Grading Scale:\***

A = 93-100	C+ = 77-79	D- = 60-62
A- = 90-92	C = 73-76	F = 0-59
B+ = 87-89	C- = 70-72	I = Incomplete**
B = 83-86	D+ = 67-69	W = Withdrawal
B- = 80-82	D = 63-66	

\*Grade rounding occurs at the discretion of the instructor. It should not be expected.

\*\* In exceptional cases, students who have successfully completed 75% of course requirements, but unanticipated experience an event beyond their control that interferes with their ability to complete the course requirements before the end of the term or semester, may be granted a temporary letter grade of "I" (Incomplete) at the instructor's discretion. Incomplete grades are not automatic nor guaranteed. The student and instructor must complete and sign a Contract for the Completion of Incomplete Work form. Contracted work not completed by the deadline is recorded "I/F" (Failing).

## **COURSE SCHEDULE**

### **WEEKS 1-2: WHAT ARE “GLOBAL ISSUES”?**

Wed., Jan. 23	Course Introduction
Monday, Jan. 28	Read syllabus <b>plus</b> Brown, <i>World on the Edge</i> , Chap. 1 <b>and</b> Macy and Johnstone, “Three Stories of Our Time”

### **WEEKS 3-5: TRADE AND GLOBALIZATION**

Wed., Jan. 30	Rivoli, <i>Travels of a T-Shirt</i> , Chapters 1 and 2
Monday, Feb. 4	Rivoli, <i>Travels of a T-Shirt</i> , Chapter 5
Wed., Feb. 6	Rivoli, <i>Travels of a T-Shirt</i> , Chapters 6 and 7
Monday, Feb. 11	Rivoli, <i>Travels of a T-Shirt</i> , Chapter 8 <b>Guest:</b> Carolina Santamaria, Development Coordinator, Corporate Accountability
Wednesday, Feb. 13	Rivoli, <i>Travels of a T-Shirt</i> , Chapters 9-10 <b>Guest:</b> Dan Walker, Internship Office, Lesley University

Monday, Feb. 18 Rivoli, *Travels of a T-Shirt*, Chapters 13-15

Wednesday, Feb. 20 **Midterm exam**

## **WEEKS 6-10: ENVIRONMENTAL DEGRADATION AND CRISES**

Monday, Feb. 25 **Read:** Mitchell, “Defining and Distinguishing International Environmental Issues and Problems, in *International Politics and the Environment*

Wednesday, Feb. 27 **Read:** Mitchell, cont.  
**Guest:** Jessica Courtney, Associate Director, Career Resource Center, Lesley University

Monday, March 4 **Read:** Nesbit, *This is the Way the World Ends*, pp. 125-175

Wednesday, March 6 **Read:** Nesbit, cont.  
**Guest:** Ross Styles, Study Abroad Advisor, Lesley University

**March 11-17** **SPRING BREAK**

Monday, March 18 **Read:** Brown, “Environmental Refugees: The Rising Tide,” in *World on Edge*  
**Due:** Resume draft 1

Wed. March 20 **Read:** Brown et al., Chapter 1, “Changing Direction” in *The Great Transition* **and:**

- Group 1: Chapter 5, “The Solar Revolution”
- Group 2: Chapter 6, “The Age of Wind”
- Group 3: Chapter 7, “Tapping the Earth’s Heat”
- Group 4: Chapter 8, “Hydropower: Past and Future”

Monday, March 25 **Read:** McKibbin, “World at War” in *New Republic*  
**Guest:** Vignesh Ramachandran, Digital Organizer, 350 Massachusetts

Wed. March 27 **Community of Scholars [No class]**

Monday, Apr. 1 **Due:** Cover letter draft 1

Wed. Apr. 3 **In-class film:** *Climate Refugees*

## WEEKS 11-14: GLOBAL FOOD SYSTEMS: “STUFFED AND STARVED”

Monday, Apr. 8	<b>Read:</b> Rivoli, <i>Travels of a T-Shirt</i> , Chap. 3 <b>Read:</b> Patel, <i>Stuffed and Starved</i> , Chap. 1
Wed. Apr. 10	<b>Read:</b> Patel, <i>Stuffed and Starved</i> , Chapter 2 <b>Due:</b> Revised resume
Monday, Apr. 15	<b>Patriots’ Day Holiday [No class]</b>
Wednesday, Apr. 17	<b>Read:</b> Patel, <i>Stuffed and Starved</i> , Chapter 3 <b>Guest:</b> Jana M. Van der Veer, Program Coordinator, International Higher Education & Intercultural Relations Program
Monday, Apr. 22	<b>Read:</b> Patel, <i>Stuffed and Starved</i> , Chapter 6 (through page 150)
Wednesday, Apr. 24	<b>Read:</b> Patel, <i>Stuffed and Starved</i> , Chapter 7
Monday, Apr. 29	<b>Guest:</b> Dr. Kevin Cody, Farmer Training Program Manager, New Entry Sustainable Farming Project <b>Due:</b> Revised cover letter
Wednesday, May 1	<b>Read:</b> Patel, <i>Stuffed and Starved</i> , Chapter 10 <b>Course evaluation</b> – please bring device to class
<b>Final exam:</b> Monday, May 6, 10:20AM - 12:20PM, University Hall, Room 3-100	

## COURSE POLICIES AND UNIVERSITY RESOURCES/SERVICES:

**What do I call my instructor?** Across your classes at Lesley University, the most respectful way to address to your instructor in class, over email, or in other interactions is as “Professor \_\_\_\_\_” or “Dr. \_\_\_\_\_.” This is because most of your instructors have earned their doctorates, or PhDs, in their fields. Some faculty may have Masters (MA) degrees and are working on completing their PhDs. If you are unsure if your instructor has a PhD, “Professor” is a safe bet! If your instructor invites you to call them by their first name, then of course you may do so.

**Make-up Policy:** *There are no exam make-ups without approval and rescheduling in advance.* Please note the date of class exams on your calendar and talk to me ASAP in the semester if you foresee a problem with an exam date. Dates of final exams are determined by the University and cannot be adjusted. All other policies related to late work are included in the Course Grade Components section, above.

**Academic Integrity:** Any violation of academic integrity standards (cheating, plagiarism, etc.) will be addressed in accordance with Lesley University policy. Unless prior approval is granted by the instructor, all work submitted for this course is to be your own original work completed

specifically for this course and not previously or concurrently submitted to any other instructor. Please see the Student Handbook or Lesley's Academic Integrity Statement online if you need to learn more about these policies. The academic integrity policy details students' roles and responsibilities and provides examples of violations, which include information about failing to document sources, plagiarism, cheating, fabrication or falsification of data, multiple submissions of work, abuse of academic materials, complicity/unauthorized assistance, and lying/tampering/theft.

**Classroom Etiquette and Technology Policies:** We have a relatively short amount of time together each week in class. As your professor, I want you to get the most out of our course time, and to be respectful of your instructor and peers during this time. Disruptive or inappropriate behavior will not be tolerated and can result in being asked to leave the class. Respect is demonstrated by not using headphones in class and keeping phones off or silenced and in your bag -- not on your desk -- for the entire class period. Laptop use is *only* permitted to access course readings during discussion or in-class activities. Because research has demonstrated that taking notes by hand increases learning and retention, please talk to me in person or by email if you need to take notes on your laptop or other device. If a computer or device is being used for activity other than note-taking or accessing course texts during class, you will be asked to put it away. **Important:** *Not adhering to classroom technology policies or exhibiting a pattern of disruption in class puts you at risk failing the Preparation and Engagement component of your grade.*

**Academic Support:** Lesley University offers peer tutoring—such as assistance with writing, reading comprehension, research, and study skills—to students through the Center for Academic Achievement (CAA). All students enrolled in degree granting programs, including students with learning differences and students whose first language is other than English, are eligible for support. Lesley also provides online tutoring services to students enrolled in Lesley off-campus, online, and low residency degree-granting programs. Tutorial sessions are by appointment only. Visit the CAA office or call 617-349-8459 to schedule a session. If you have questions about services available at the Center for Academic Achievement, call 617-349-8459 during office hours or send an email to [caa@lesley.edu](mailto:caa@lesley.edu). If you have questions about the online tutoring service, please call 617-349-8299 or send an email to [amulla@lesley.edu](mailto:amulla@lesley.edu). Address of the Center for Academic Achievement, 30 Mellen Street (Doble Hall), 2nd floor (phone: 617-349-8459). Please also visit [www.lesley.edu/caa](http://www.lesley.edu/caa) to access these support services.

### **Computer Support Services**

University Information Technology (IT) assists Lesley students, faculty, and staff with technology-related questions. More information about IT's mission and list of computer classes can be found on the IT webpage (<https://lesley.edu/technology-support>) or via phone (617-349-8770) or email ([it@lesley.edu](mailto:it@lesley.edu)). For MyLesley technical support: 1-888-myLesley.

### **Library Services**

The myLibrary tab on Blackboard provides access to multiple services and authoritative resources for academic research including books, articles, tests, visual media, and teaching resources. The Lesley University Library encourages students and faculty to use these academic

resources for their assignments. You may find help with library research through the Ask-A-Librarian service, as well as online guides to APA and MLA citation formats.

- Sherrill Library, the main university library, Brattle Campus, 617-349-8850
- Moriarty Library, the arts library, Porter Campus, 617-349-8070
- Library hours and directions: <http://research.lesley.edu/about/hours>
- Library study room reservations: <http://research.lesley.edu/spaces/study>

**Lesley University Learning Community Statement:** Faculty, staff and students are all responsible for advancing a campus and classroom climate that creates and values a diversity of ideas, perspectives, experiences and identities. As such, we aspire to engage together in a community where each person is respected and empowered to express themselves and be heard. We commit to creating an environment and developing course content that recognizes the learning experience of every student with dignity and respect, regardless of differences that include, but are not limited to: race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, abilities and accommodations, religion/spirituality, sexual orientation, veteran status or membership in uniformed services, political views, age and physical appearance.

Lesley University's Mission Statement states that "Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world." Among many experts in the field, Diane Goodman has described the following competencies: (1) Building self-awareness, (2) Understanding and valuing others, (3) Knowledge of societal inequities, (4) Interacting effectively with a diversity of people in different contexts, and (5) Fostering equity and inclusion. Our mission and these competencies are embedded in our curricula and our classrooms. They provide a foundation for transformative teaching and learning, and approaches to social justice.

**Disability Accommodations:** All qualified students with disabilities are eligible for accommodations and support services. It is the student's responsibility to initiate the accommodation process with Disability Services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. To initiate the accommodation process, or if you are unsure if you qualify for accommodations, please contact the appropriate administrator:

*Learning Disabilities, Attention Disorders, and Autism Spectrum Disorders/Asperger Syndrome*  
Kimberly Johnson, Director of the LD/ADD Academic Support Program  
30 Mellen Street, Doble Hall, 2nd floor, Cambridge, MA 02138  
617.349.8462 kjohnso7@lesley.edu Fax: 617.349.8324

*Physical, Sensory, and Psychiatric Disabilities*  
Daniel Newman, Lesley University ADA/504 Coordinator  
30 Mellen Street, 2<sup>nd</sup> Floor. Phone: 617.349.8572; Fax: 617.349.8324, [dnewman@lesley.edu](mailto:dnewman@lesley.edu)

### **Equal Opportunity and Inclusion Policy**

Lesley University does not discriminate on the basis of race, ethnicity, color, religion, sex, national origin or ancestry, age, physical or mental disability, pregnancy or parental status, sex,

sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws in admission to, access to, treatment in, or employment in its programs and activities. Inquiries regarding this Equal Opportunity and Inclusion Policy may be directed to Human Resources, [hr@lesley.edu](mailto:hr@lesley.edu) or 617-349-8787.

### **Discrimination, Harassment, and Sexual Violence**

Discrimination is defined as unwelcome verbal and/or physical conduct that shows bias, favoritism, prejudice, unfairness, inequity, bigotry or intolerance for another person because of his/her protected status, i.e., race, color, religion, sex, national origin, age, veteran status, disability, or sexual orientation. Harassment is defined as the use of derogatory comments or acts directed toward an individual's race, color, religion, sex, gender identity, gender expression, national origin, age, veteran status, disability, or sexual orientation that is designed to:

- Humiliate or intimidate an individual; and/or
- Impede or interfere with academic status, academic performance, work performance, or create an intimidating, hostile, offensive classroom or work environment, cyber environment; and/ or
- Interfere with University life.

Title IX, part of federal law, makes it clear that discrimination, violence, and harassment based on sex, gender, race, ethnicity, etc. are Civil Rights offenses. Lesley University prohibits and will not tolerate discrimination, sexual misconduct, or gender-based discrimination of any kind.

Complaints of discrimination, harassment, and sexual harassment may be done in writing or orally and can be made to anyone in a managerial position (e.g. Chair, Assistant Dean, Associate Dean, Dean, Division Director, Department Head, Director, or Vice President) or specifically to the Director of Equal Opportunity and Inclusion, the Director of Human Resources, or the Dean of Student Life and Academic Development. **To learn more about sexual misconduct or report an incident, visit Sexual Assault Prevention and Services:**

<https://lesley.edu/students/health-wellness-safety/sexual-assault-prevention-services>. To obtain the complete Discrimination, Harassment, and Sexual Harassment Policy, please refer to the Student Handbook (<http://lesley.smartcatalogiq.com/>). Policies contained in this statement may also be found online at: <https://www.lesley.edu/students/policies/academic-policies>. **Other resources include:** Know Your Title IX (<http://knowyourix.org/>); End Rape on Campus (<http://endrapeoncampus.org/>); SurvJustice (<http://survjustice.org/>).