1. Description. In November 2002, I received a faculty research grant to work on a manuscript in progress, tentatively titled *Global Issues: The Search for Equity, Peace and Sustainability*. Shortly after completing two prior books on related topics (*Bound: Living in the Globalized World*, Kumarian, 2000; and *Worlds Apart: Inequalities in a New Century*, Sage, 2001), I was approached by the social science editor of Allyn and Bacon to undertake a more comprehensive text for the growing number of courses on international development, globalization, Third World issues and global social problems. While I had done much of the preliminary research and had begun the writing process, progress was very slow as I tried to work around teaching and administrative commitments. The grant allowed me to devote the summer of 2003 to writing and project completion with a minimum of distraction.

2. This grant, and the space it provided in my schedule, were enormously helpful in bringing this project to completion. I was able to write seven chapters of a twelve-chapter manuscript over the summer. This is more progress than I had made in the entire preceding year. This fall I was able to complete two more chapters so that the manuscript is now ready for final review. It will go out for final review right after winter break and be on the fast-track to publication for 2004. Initial reviews have been very positive.

3. I am attaching the current table of contents to illustrate how the manuscript has taken form over the time of the grant. Having this manuscript completed in a timely manner while so many of these issues are extremely current will greatly increase the impact of this work. One of the most useful aspects of the project has been the way it continues to inform my teaching. In the Spring Semester, I will again teach our senior seminar on international inequalities and global issues. This course is now joint-listed with International Programs, and will serve as the capstone for the newly approved International Studies minor. While working on the manuscript, I have also revised the content of this course to reflect our changing world and the expanded place of the course in our IUSB international curriculum. I will attach a copy of the syllabus as an appendix to this report. Over the past year, I have also served as an invited plenary speaker for two East Coast conferences on globalizing the curriculum and on addressing the changing nature of global poverty, and I look forward to continuing to examine these issues, both on our campus and in professional organizations and conferences.

A final thank you to the R and D Committee for this grant support, which has been invaluable in advancing new directions in both my scholarship and teaching.

Scott Sernau
Associate Professor of Sociology
GLOBAL ISSUES:
THE SEARCH FOR EQUITY, PEACE, AND SUSTAINABILITY

Introduction: The Global Century

Globalization and issues of power and opportunity, exploitation and exclusion, empowerment and integration. Poverty, violence, and environmental destruction and the search for equity, peace, and sustainability.

PART ONE. SEEKING AN EQUITABLE WORLD: ISSUES OF INEQUALITY

Chapter One. Class: A World of Rich and Poor
Dateline: Cantrall, Illinois; Mojokerto, Indonesia
Inequalities Between and Among Nations
Theories of Class and Economy
  The Wealth of Nations: Adam Smith
  The Misery of Nations: Karl Marx
  Assessing the Views
  Seeking a third way: An optimal hybrid?
An Old Argument: Modernization and Dependency Theories
  Time to Clean House: Modernization Theory
  Get Out of My House: Dependency Theory
Looking Back and Looking Ahead: Humanizing Development

Chapter Two. Work: The Global Assembly Line
Dateline Benin (slave ship); Seattle
The Division of Labor
  Adam Smith: Efficiency
  Emile Durkheim: Solidarity
  Max Weber: Ethics
  Karl Marx: Alienation
  The New International Division of Labor
The New Frontier
  Working the Line: manager and worker in Mexico
  Occasional Help Wanted: Bracero, Operation Wetback, BIP, NAFTA
  Making it Big: Alcoa and Coca Cola
Made by Small Hands
  Hooked by the world economy
  Child labor from US to Battleship Island to S. Asia
Free Trade and Fair Trade
  Ricardo and comparative advantage
  From Hudson’s Bay to Lands End

Race to the Bottom
Chain of production around the world
Electronics: the making of a microchip
Textiles: the making of a Japanese towel
Food: Nics and Nacs
Ordering the World Market
International Monetary Fund
World Bank
From GATT to the WTO
Reversing the Race to the Bottom

Chapter Three. Gender and Family: Overburdened Women and Displaced Men
Dateline: Benton Harbor (single parenting)
Nietzsche undone: from superman to super mom
Tired, stressed women and angry, alienated men
Locked In and Shut Out
Global family changes.
  Marriage and divorce
  Single parenting in Benton Harbor, MI as well as Stockholm and Nairobi.
Feminist theory and world feminist movements.

Chapter Four. Education: Access and Success
Dateline: Congo and Pakistan
The Foundations of Education
And who will care for the children?
Education Around the World
  Great Britain
  Japan
  Russia
  Mexico
  India
  Germany and Northern Europe
  China
Opening Doors, Opening Minds
  Human Capital Theory
  The School to Work Transition
  Elite and Popular Education
  Savage Inequalities at Home and Abroad.
  Pedagogy of the Oppressed.

PART TWO. SEEKING A PEACEFUL WORLD: ISSUES OF CONFLICT
Chapter Five. Crime: Fear in the Streets  
Dateline Columbia.  
Seeking security  
  Watch-tarantulas in New York and  
  Flame-throwing cars in Johannesburg.  
  Nigerian vigilantes  
Street crime and youth violence in the US and around the world.  
  Rio and Sao Paulo: the problem of cities divided  
  Miami, Detroit and DC  
  Durkheim on anomie.  
Incarceration around the world.  
This coke’s for you: international drug trade  
International crime cartels

Chapter Six. War: States of Terror  
Dateline: Angola, civil war.  
How states made war and how war made states.  
Empires in Collision  
From Limited War to Total War to Cold War  
From world war to regional conflict.  
The Global Arms Trade  
Military expenditures. Mills and Eisenhower on the military-industrial complex.  
Weapons of Mass Destruction  
  Chemical  
  Biological  
  Nuclear  
Heroes or humanitarians: What then should the military do?  
The last great war? Theories of peace and conflict.

Chapter Seven. Democracy and Human Rights: Having Our Say  
Dateline: Sudan (lost boys, lost girls).  
From bands to states  
Nationalism and independence  
Democracy and its alternatives: forms of government.  
O’Donnell and authoritarianism versus democracy.  
Is God a democrat?  
  Islamicism and democracy  
  Zionism and democracy  
  Tribalism and democracy  
  Marxism and democracy  
Campaign problems: Germany, Mexico, US  
Soldier boys (and girls): child soldiers  
After the repression: the return of Pinochet, South African Truth Commission, Argentine
Mothers of the Plaza de Mayo,
UN Statement on human rights.
US policy from Carter to Bush. Tiananmen Square and the China debate.
International law and the world court

Chapter Eight. Ethnicity and Religion: Deep Roots and Unholy Hate
Dateline: Pakistan
The links between ethnicity, religion and power.
Ethno-religious tensions and conflict in Northern Ireland, the Middle East, India, Indonesia and New York.
Huntington and the clash of civilizations.
Barber on Jihad and McWorld: resurgent fundamentalism.
Horowitz and ethnic competition theory.
The God of the poor: liberation theory.
Identity and international terrorism. Terror, counter-terror and state terror

PART THREE. SEEKING A SUSTAINABLE WORLD: ENVIRONMENTAL ISSUES

Chapter Nine. Urbanization: Cities Without Limits
Dateline Arizona (Mesa). Ethiopian shoeshine boys.
The urban millennium: worldwide urbanization.
Central place theory.
Sprawl and hyper-urbanization.
The global ghetto: spread of shanty towns.
Seeking livable cities.

Chapter Ten. Population and Health: Only the Poor Die Young
Dateline Mexico: AIDS
The population bomb debate.
Demographic transition theory.
Life expectancy and infant mortality.
Controversies over population control: China and India, the Cairo conference and the Vatican.
Controversies over health care reform. China’s barefoot doctors.

Chapter Eleven. Technology and Energy: Panacea or Pandora’s Box?
Brazil, Chad on energy.
The Internet and the computer age.
Daniel Bell and the coming of post-industrial society.
The new “e-wealthy:” global opportunity or sweatshop.com?
Global consumerism and energy consumption.
The debate over global warming.
The search for appropriate technology and for alternative energy sources.

Chapter Twelve. Ecology: How Much Can One Planet Take?
Dateline Cameroon (Baka)
Pollution:
World’s waste piling up in India,
the ocean as a great global (dirty) sink.
Deforestation and desertification: the Amazon and the Sahel.
Who invited you? — the global exchange of invasive species, new “super-bugs.”
Ecology and economy: the search for sustainable futures.
Worldwide contrasts between rich and poor, overfed and hungry, high tech and no tech are striking and disturbing. What are the reasons for this inequality? Are global standards of living improving or worsening? What are the elements of balanced, equitable development? Why are these so hard to achieve? Seeking answers to these questions will form the core of this seminar. We will study the theories and explanations of scholars from various disciplines and various parts of the world. We will examine data -- historical, quantitative, and ethnographic -- to assess the world situation across continents. We will then look at the intertwined issues that accompany these questions -- the status of women, the role of multinational corporations, the costs to the environment, the opportunities and risks of a new world order (or new disorder). Finally, we will look at efforts to forge alternative paths to development and quality of life.

Major course goals are for students to:
1. Better understand the current state of social, economic, and political development in the world.
2. Be able to analyze and critique major theories and explanations for world poverty and prosperity, and for the inequality among and within nations.
3. Apply this understanding and analysis to problems and possibilities created by the new global community and the globalization of human experience.

Students will write three short papers and daily response papers that address the key questions, apply insights from the readings, and explore personal analysis and reflection. The course will use a seminar format with class discussion devoted to unpacking the readings, analyzing data and trends, and a lively exchange of ideas.

This course is approved for the LAS World Culture requirement, and serves as a senior seminar for both Sociology and Anthropology as well as for the International Studies Certificate.

BOOKS


GRADING

A  = >185 pts.
A- = 180-184
B+ = 175-179
B  = 165-174
Assignments B- = 160-164
Seminar papers 140 pts. C+ = 155-159
3 summary papers 45 pts. C  = 145-154
C- = 140-144
D+ = 135-139
Class participation 15 pts. D  = 125-134
------------------------------------------- D- = 120-124
Total                        200 pts. F  = <120 pts.

Options can add up to 10 pts. to the score.

AGREEMENTS AND UNDERSTANDINGS

1. We will work together to start and end on time. When necessary, however, it's better to quietly slip in late than to miss a whole class. I will be available immediately before and after class for quick questions. Feel free to make use of my office hours, to make appointments, and to call my office (the last name is pronounced "Sir-no," Scott will be fine). I will be glad to meet with you for questions, concerns and reviews of confusing material, as well as to discuss your course portfolio. I will always try to accommodate sudden crises and calamities, but it is up to you to contact me as soon as possible.

2. Procrastination is deadly! Ancient proverb: "If you must swallow a frog, don't look at it too long; if you have several frogs to swallow, take the biggest one first." The course is designed to spread the workload throughout the semester so as to maximize on-going learning and minimize mounting stress. To make this work, however, you must commit to have reading and writing assignments done on time. If you are over-committed, it's best to find this out as early as possible. If you're feeling snowed under, see me while you can still see over the banks. In turn, I will have assigned papers back to you promptly with comments and score. You will have ample feedback throughout the course to make sure you are on the right track. Making this a steady, on-going project will help you get the most out of the course.

CLASS PARTICIPATION

Please honestly share ideas -- and listen to others. This course is a seminar and is based around active student participation in the class sessions. Good class attendance and involvement is critical to getting the most out of the course. The conference table and name plates are intended to help you get to know each other's names and ideas, and to feel like a full participant. While recognizing that speaking up in a group is harder for some than for others and that our time is limited, active class participation is encouraged. Please do not dominate discussions, but feel
free to offer questions and honest reactions. They will always be treated with courtesy and respect. We will try to adopt a more global perspective than is usually reflected in the US, but you do not need to feel pressured to adopt any particular political perspective. Let's work together to create an atmosphere in which all class members' comments are listened to and respected.

There are no formal oral presentations but you will often be encouraged to share your perspective on issues and to bring outside material to class. There is no assumption that you are an expert on all, or any, of the issues. No one anywhere is an expert on all issues everywhere, so let's learn together. The 15 points of class participation reflect your oral involvement in class:
15: vigorous, thoughtful participation
12: occasional positive participation
9: minimal participation
6: usually stays awake in class
3: snoring disturbs classmates
0: who?

SEMINAR PAPERS

To enrich and extend the discussion, each day of class involves some initial preparation for class and an after-class response. I will respond to each of these promptly. The idea is to create an on-going dialog throughout the course. These are seminar papers and not “homework” (and certainly not “busy work”!) in that, while short, they are to be thoughtful responses to quite open-ended assignments. Come to class with a short reaction to the reading for the day. In a couple of paragraphs, note the highlights of the reading, and offer any personal reactions, links to other course topics, points of confusion, questions, things you’d like to discuss, and so forth. Attach to this any related material assigned for the day or that you found on your own. Most days you will also be asked to bring along a news item or data from a region or agency drawn from a Website. Don’t turn in long print-outs – spare the trees! – block and print only the relevant information, which you can underline, highlight, and/or comment on. Keep these with you during class as resources for discussion, then turn everything in at the end of class.

After class, write a couple of paragraphs of commentary on the class material, video clips, handouts and discussion: were your questions responded to, were issues illustrated by a pertinent video clip or news item, did you find points of agreement or disagreement in the discussion, are you left with lingering questions? I hope you will actively participate in discussions but this is also a chance for quieter people or more cautious thinkers to get on paper what they didn’t get to insert into the class discussion. Turn in the after-class response at the beginning of the next class. Once we are underway, every class will have you turning in a response from the previous class at the beginning, my returning to you everything you turned in the previous class, and your turning in the day’s assignment at the end of class. Response papers should be typed and then kept together in a small binder or folder for your reference.

Each day’s work is worth 5 points, roughly two points for the reading response, two points for the follow-up to the previous class and one point for the Web assignment. 5 points corresponds to very good thoughtful (but not long) work on everything, 4 to an adequate job on everything, 3 to something missing. Note that a missed class automatically loses two points since you can’t write a response to what you missed. Unavoidable absences (whether due to
health, work, transportation or whatever) can be partly made up by completing the preparation for the day and attending a community or campus event (IUSB, Notre Dame, St. Mary’s or other) related to course themes or international topics and a doing a short write-up of the topic and its relation to our class, or by writing a short response to one of the optional scenarios.

SUMMARY PAPERS

A summary paper of about three typed, double-spaced pages is assigned at the end of each major section of the course. These assignments will ask you to critically address issues raised: comparing the problems encountered by different groups, critiquing or offering explanations for patterns of events, assessing policy proposals, and so forth. Try to answer the questions completely by drawing on all the appropriate readings and class sessions, and by bringing these together with your own analysis and insight. Strive for good, clear English in all your answers.

Paper One: Define development what are key indicators of healthy development? Is the poverty of the "underdeveloped" world the result of actions by rich nations or their own failures? Is healthy development primarily a domestic goal to be achieved by each country individually, primarily a global goal to be achieved by the world working as a whole, or some combination of these? Explain. What are some of the common problems that seem to span the world? What are the particular issues to be faced by the Americas, Europe, Asia and Africa respectively?

Paper Two: Based on what we have read, seen, and discussed so far, how would you answer someone who asked, So why are the rich nations rich and the poor ones poor? What are the most convincing reasons for the rise of the West? What are the effects of cultural globalization, economic globalization, and political globalization? Is globalization benefitting all, harming all, or benefitting some at the expense of others? Explain. Where should the world focus its primary attention: children, gender issues, education (of what type?), health, security, human rights, environmental protection, or something else?

Paper Three: What was the single most striking, new, or useful topic or issue covered in class? What is one thing you learned that you hadn’t realized coming into the course? What do you see as the single greatest hurdle or issue the world must address in this century? Are you leaving optimistic or pessimistic about change and why? What should be the number one item on the world’s agenda for this century? Are there workable alternatives to “business as usual” in the world economy? What can be done to make the global economy better serve human needs? What can individuals do to work for positive change? What can be done in local communities? What can nation-states, large and small, do? Are there international efforts that you see as especially promising?

OPTIONAL PAPERS
Optional Events: Every semester there are internationally-related events going on at IUSB, at St. Mary’s, and at the Kellogg Institute for International Studies and the Kroc Institute for Peace Studies at Notre Dame. I will let you know about some of these as they come up. Attend the event and do a short write up: what was the topic or theme, how did it fit with course topics, what did you find particularly interesting or noteworthy?

Optional Reserve Articles: What are the authors key points or arguments? How do they relate to the reading for the day? What do you think of the authors’ thesis in light of what we have been reading and discussing?

Field Report: on alternate traders and grassroots development. Visit Ten Thousand Villages across from Town and Country at 919A W. McKinley (College Square Plaza) or in the Depot in Goshen, area stores dedicated to selling crafts and indigenous art from various places in the world with no middleman profits. Note (and include if you wish) informative brochures on the products, some are behind the counter. The volunteer clerks are also always eager to talk about the products. What crafts are represented from what regions, and how do they reflect the handicrafts and culture of the region? How do these programs attempt to foster grassroots development? Note the goals of the groups represented: Mennonite Central Committee, SERRV (Brethren), Equal Exchange (Coffee), and UNICEF. How do alternate traders such as these attempt to cope with the problems and inequity of the global economy? Are they effective? Do you see problems with this approach? Are grassroots efforts such as these important or "a drop in a bucket"?

Scenario One: You are brought in to consult for a large US-based multinational corporation with operations and subsidiaries in 16 low and moderate-income countries. New management wants to change their reputation for corporate irresponsibility and exploitation of workers. They also, of course, want to remain competitive. Outline a corporate policy for them that considers (a) their domestic workers in the US, (b) their employees in developing countries (c) their responsibility to communities in which they’re located, and (d) their environmental responsibility. Is it possible to be both competitive and profitable on one hand, and humane and socially responsible on the other?

Scenario Two: You are a political and economic consultant in a country with problems. Inflation is rampant, the foreign debt is crushing, and unemployment is skyrocketing. Strikes and riots have caused most foreign multinationals to consider leaving. Money for schools and hospitals is scarce. Deforestation is causing mudslides on the coast while the interior swelters under drought. Displaced farmers are pouring into the capital where there are already many homeless. The IMF wants the country to implement harsh austerity measures, cutting government spending and devaluing the currency. The government has been divided: the socialists want to reject the IMF demands, nationalize the foreign holdings, and begin a nationwide literacy and rural health campaign. A religious party agrees the first two measures but rejects higher education for women or any health measures that include contraception. A party dominated by several wealthy ruling families wants to accept the IMF demands, reform and shrink the government, industrialize agriculture for export, and create a climate attractive to the multinationals. A centrist party has been ruling but has just been thrown out amidst charges of graft and corruption. The new strongman is a general with the full backing of the military
who promises real reform and prosperity. He’s looking to you for the policies that will implement this. How will you advise him and what will be your list of priorities: the IMF, multinationals, the environment, rural development, debt relief, health, education, employment, human rights, restoring democracy, etc.? Obviously you can’t solve everything (though for the moment the general has absolute authority), so list your priorities and outline how you would begin.

**Scenario Three:** Kofi Annan has approached you to set the next major agenda for the UN. It will begin by declaring the International Year of ______. The year will include a major conference and activities scattered around the globe. What will you choose as the theme? Where will you hold the conference and what will its topic be? What activities will you propose for the year?

---

**OUTLINE OF CLASSES**

**I. GLOBAL INEQUALITY: IS THIS ANY WAY TO RUN A PLANET?**


*Optional Reserve:* "Universal Human Values."  
*Optional reserve:* Freire, "Pedagogy of the Oppressed"

Jan. 22: Interpreting the world situation: internal and external explanations.  
**Read:** *Inequalities* Ch. 3. *Southern Exposure*, Ch. 1 pp 14-32.

*Optional Reserve:* Frank, “The Development of Underdevelopment.” 
*Optional Reserve:* Inkeles and Smith, "Becoming Modern" 
*Optional reserve:* Rostow, “The Stages of Economic Growth.”

**Read:** *Bound* Ch. 1.  
**Paper one due.**  
*Optional reserve:* Sahlin, "The Original Affluent Society."


Feb. 5: The political process, states, and nation-building. Nationalism and the quest for democracy. Read: *Southern Exposure*, Ch. 3.

II. GLOBAL DIMENSIONS: WHERE IN THE WORLD IS THIS?


Feb. 19: East and Southeast Asia: China, Japan and emerging economic powers. Handouts: Balance sheet, Singapore and Malaysia. Read: News from E. Asia (e.g., [www.hongkongtimes.com](http://www.hongkongtimes.com)). Regional report.


Mar. 1-5 Spring Break. Curl up on a warm beach or by a warm fire with a good book (like maybe *Bound*).


Read: World Bank regional report on Latin America. News item from Latin America
(e.g., www.granma.cu/ingles).

III. GLOBAL ISSUES: WHAT IN THE WORLD IS HAPPENING?

Read: Bound Ch. 3.


Read: Bound Ch. 4.  See www.unicef.org

Mar 25: Work: rural livelihoods, debt and drugs, and globalizing industries.  
Read: Southern Exposure, Ch. 6.  
Optional Reserve: Schanberg, "Six Cents an Hour."  Rowe, “Saving Children from Sweatshops.”

Mar. 30: The new world disorder: ethnic and racial conflict.  Read: Bound Ch. 5.


Optional Reserve: Weber, "The Protestant Ethic"

Apr. 8: The making of the global city.  Short video: Struggle for Shelter.  
Read: Bound Ch. 7.

Apr. 13: Population, development and environment.  Read: Southern Exposure, Ch. 9.  See www.populationconnection.org

Read: Bound Ch. 8.  See www.therainforestsite.com, UN or WB reports on environment.

Read: Southern Exposure, Ch. 8.  See www.thehungersite.com.

IV. GLOBAL FUTURES: WHERE IN THE WORLD ARE WE GOING?

Read: *Southern Exposure*, Ch. 9. See [www.grameen.org](http://www.grameen.org)