

## **Problem-based Seminar in Social Justice & Human Rights**

JHR 510

Fall 2008

Professor Julie A. Murphy Erfani

Office Phone: 602-543-6015 (For Live Chat During Office Hours Only)

Office: FAB Building N237

Office Hours: Mondays & Tuesdays 4–5 PM and by appointment

E-mail: [julie.murphy.erfani@asu.edu](mailto:julie.murphy.erfani@asu.edu) (For All Messages)

Interdisciplinary seminar examines current problems in social justice and human rights from several different theoretical and analytical viewpoints. May be repeated once for credit.
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This interdisciplinary graduate seminar is an analysis of the following contemporary problems related to advancing social justice and human rights in the present world context of neoliberal globalization:

*Corporate Crime & the (Re)production of Inequalities*

*Remedies: Democratizing & Constitutionalizing Economic Globalization*

*Unequal Exchange: Global Trade & Inequalities*

*Remedies: Fair Trade: Market-based Social Change*

*Globalization, Vulnerability, & Threats to Human Security*

*Global Economic Crime & Social Injustices*

*Transnational Criminal Networks*

*Private Terrorists & Human Rights Violations*

*State Terror & Repression & Human Rights Violations*

*Remedies: A Case Study of Indigenous Cultural Alternatives for Democracy, Economic Well-being, Sustainability & Spiritual Well-being*

*Remedies: Transnational Networks for Human Security*

One of the goals of this course is to achieve a better understanding of the above topics. Hence, there will considerable attention to different theoretical analyses of globalization, globalization's effects on social justice and human rights, and the potential transformative impact of alternative cultures and social networks on globalization processes.

A second goal is to assess some of the scholarship in the field.

A third goal is to exercise and develop your analytical and communication skills.

## Requirements:

### 1) Attend class and participate in discussions (15% of final grade)

The positive criteria by which you are evaluated are as follows:

- presence in class
- preparation-your contribution demonstrates you carefully read the readings and understand the key points
- quality of argument: you contribute accurate, relevant evidence with sound and insightful reasoning
- quality of expression: your contribution is clear, concise, audible and directed to your peers
- contribution to the discussion: you listen to others' comments, build upon their ideas, respond to them, respectfully critique them, and/or ask constructive questions

Negative criteria that will lower your grade include:

- unresponsiveness
- disruptiveness: you disrupt discussion with social chatter, your contribution is unrelated to the current discussion and is distracting, you are insensitive to others, you attempt to dominate the conversation, or you arrive to class late or leave early.

### 2) Lead (or Co-lead) one seminar meeting. (15% of final grade)

The seminar discussion leader(s) is (are) expected to identify the main issues and questions (theoretical, empirical, and policy-related) in the readings. The discussion leader(s) is (are) not expected to answer those questions alone—that is the task of the entire class. In leading a discussion, each leader should expect to spend NO MORE than 15 minutes at the beginning of the seminar presenting the readings in a critical fashion: what are the main questions arising from the articles/books, what are the main problems, how do the works contrast with or complement each other? Each leader must also prepare a list of 5 questions which the entire class may discuss, and a one page summary of the main points of the readings. Each leader should post that list of questions by 5pm on the Sunday prior to the course on blackboard and use email to send a note to everyone that the questions have been posted. You may delay distribution of the abstracts of the readings until class.

### 3) Write 1 short paper during the semester. (20% of final grade)

The short paper must be five (5) or six (6) pages and must be 1 ½-spaced. I will ask you to choose the week of your paper in democratic fashion in class in collaboration with all other seminar members. You must choose to do your short paper about a week's readings for which you are NOT a seminar leader. The papers are due on the Monday of the seminar, no later than 6:05 pm on the evening that those readings are to be discussed in class.

The object of the short papers shall be to identify the central issues that the assigned readings of the week address, to locate the authors' positions vis-à-vis

those issues, and to comment critically on the state of the debate and the value of the individual contributions to it. You should keep the following questions in mind: What are the central issues at stake in this literature? What are the principal arguments of the works under study? What does each contribute to our understanding of the topic in question, or to the broader topic of globalization, social justice, and human rights? What are the main theoretical or empirical strengths or weaknesses of the major studies? How valuable and viable is the theory that each proposes? Is the empirical evidence appropriate and convincing? In short, you are writing a brief review essay. It should go beyond summary of the readings toward critical commentary and a discussion of the issues that unite the works. Or, the paper may be a position paper, positing and supporting an explanation of a phenomenon.

Prose and style matter. Be focused and to-the-point and USE SPELL CHECK. Also, do your own, non-computer mediated PROOFREADING.

4) -Write a research paper on a topic to be arranged (50% of the final grade)

This should be on a substantive and/or theoretical question or set of questions which are related to the topics covered in the course, and 20-pages (1 ½-spaced) in length, using a variety of academic sources and data. Prose and style matter. Be focused, terse and selective, and USE SPELL CHECK and do your own, non-computer mediated PROOFREADING.

You must give me a two-page outline of the proposed topic and likely sources no later than Oct. 27, 2008 in class. Failure to meet that deadline will result in an E for the course.

**All students who go to Oaxaca must write a research paper on a topic derived from a list of topics distributed by the professor. All Oaxaca participants must integrate the field experience and field materials into her/his research paper.**

For all students, the research paper is due in class on **Dec. 8, 2008.**

**All students who go to Oaxaca must include an Appendix of relevant photos from the field experience in their research papers. Each Oaxaca trip participant must project a PowerPoint of her/his paper's photo appendix on the final day on class, Dec. 8, 2008. Each photo must have a one-line caption.**

- In all activities and work pertaining to this class, you are required to adhere to the University Student Academic Integrity Policy. Plagiarism on any one assignment constitutes grounds for failure of the course.

## Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL:

<http://www.asu.edu/epouupdate/>

Fall evaluations will be conducted between December 1 and December 10 (Reading Day), 2008.

## Required Books for Purchase at the ASU West Campus bookstore:

Harry Glasbeek, Wealth By Stealth: Corporate Law, Corporate Crime, And The Perversion Of Democracy

Laura T Reynolds, Fair Trade: The Challenges of Transforming Globalization

David Schneiderman, Constitutionalizing Economic Globalization: Investment Rules And Democracy's Promise

Carolyn Nordstrom, Global Outlaws: Crime, Money, And Power In The Contemporary World

Peadar Kirby, Vulnerability And Violence: The Impact Of Globalization

## Other Materials

As noted in the Schedule of Readings below, the professor will employ Blackboard to distribute, as appropriate, news articles and other documents for us to consider, and we may be viewing parts of some films and/or documentaries.

## Schedule of Readings

**Week 1, Aug. 25 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Introduction*

View Film: "The Corporation"

**Week 2, Sept. 1 - LABOR DAY - No Class**

**Week 3, Sept. 8 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Corporate Crime & the (Re)production of Inequalities*

Harry Glasbeek, Wealth By Stealth: Chaps. 1 – 7.

**Week 4, Sept. 15 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Corporate Crime & the (Re)production of Inequalities*

Harry Glasbeek, Wealth By Stealth: Chaps. 8 – 14.

**Week 5, Sept. 22 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Remedies: Democratizing & Constitutionalizing Economic Globalization*

David Schneiderman, Constitutionalizing Economic Globalization: : Chaps. 1 – 4.

**Week 6, Sept. 29 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Remedies: Democratizing & Constitutionalizing Economic Globalization*

David Schneiderman, Constitutionalizing Economic Globalization: : Chaps. 5 - 9.

**Week 7, Oct. 6 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Unequal Exchange: Global Trade & Inequalities*

Kimberly Grimes, et, al., eds. Artisans and Cooperatives: Developing Alternative Trade for the Global Economy: Chaps. 1, 2, 8 and Postscript

*Remedies: Fair Trade: Market-based Social Change*

Laura T Raynolds, Fair Trade: The Challenges of Transforming Globalization: Introduction and Chaps. 1 – 7.

**Week 8, Oct. 13 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Remedies: Fair Trade: Market-based Social Change*

Laura T Reynolds, Fair Trade: The Challenges of Transforming Globalization: Introduction and Chaps. 8 - 13.

**Week 9, Oct. 20 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Globalization, Vulnerability, & Threats to Human Security*

Peadar Kirby, Vulnerability And Violence: The Impact Of Globalization: Chaps. 1 – 5.

**Week 10, Oct. 27 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Globalization, Vulnerability, & Threats to Human Security*

Peadar Kirby, Vulnerability And Violence: The Impact Of Globalization: Chaps. 6 – 9.

*Global Economic Crime & Social Injustices*

Carolyn Nordstrom, Global Outlaws: Preface + Chaps. 1 – 10.

**Week 11, Nov. 3 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Global Economic Crime & Social Injustices*

Carolyn Nordstrom, Global Outlaws: Preface + Chaps. 11 - 20.

*Transnational Criminal Networks*

Phil Williams, "Transnational Criminal Networks." (PDF file – Link to be posted on Blackboard)

R. T. Naylor, "Mafias, Myths, and Markets" (Chap. 1) and "Treasure Island: Offshore Havens, Bank Secrecy, and Money Laundering" (Chap. 4) in R. T. Naylor, Wages of Crime: Black Markets, Illegal Finance, and the Underground Economy. Cornell University Press, 2004. (On Reserve in ASU West Library)

Julie A. Murphy Erfani, "Crime and Violence in the Arizona-Sonora Borderlands: NAFTA's Underground Economy as Source of In/security with Comparisons to the EU." In Kathleen Staudt, ed. Violence, Security, and Human Rights at the U.S.-Mexico Border, Forthcoming, University of Arizona Press, 2009. (Word file – Link to be posted on Blackboard)

Tba: Several additional articles to be posted on Blackboard

**Week 12, Nov. 10 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Private Terrorists & Human Rights Violations*

Colleen W. Cook, "Mexico's Drug Cartels," CRS Report for Congress, Oct. 16, 2007. (PDF file – Link to be posted on Blackboard)

EU Organized Crime Threat Assessment 2007, Europol, June 2007. (PDF file – Link to be posted on Blackboard)

United Nations Convention Against Transnational Organized Crime, United Nations, 2000. (PDF file – Link to be posted on Blackboard)

Tba: Several additional articles to be posted on Blackboard

**Week 13, Nov. 17 (Meets 6:05 – 8:55 PM - CLCC 104)**

*State Terror & Repression & Human Rights Violations: The Case of Oaxaca, 2006-08*

Tba: Several recent articles to be posted on Blackboard

*Remedies: A Case Study of Indigenous Cultural Alternatives for Democracy, Economic Well being, Sustainability & Spiritual Well being*

Philip Dahl-bredine, et. al. The Other Game: Lessons from How Life is Played in Mexican Villages. Orbis Books, Feb. 28, 2008: Entire book. (To be on reserve in ASU West Library)

**Recommended for Spanish-language readers:**

La batalla por Oaxaca, Ediciones Yope Poder, Oaxaca, April 2007.

**Week 14, Nov. 24 (Oaxaca Trip for Some Students: Nov. 21 – 30, 2008)  
/ Directed Research for Other Seminar Members)**

*Remedies: Transnational Networks for Human Security*

Margaret Keck and Kathryn Sikkink, Activists Beyond Borders: Advocacy Networks in International Politics. Cornell University Press, 1998: Chaps. 1, 3, 4, 5. (To be on reserve in ASU West Library)

**Week 15, Dec. 1 (Meets 6:05 – 8:55 PM - CLCC 104)**

*Remedies: Transnational Networks for Human Security*

Julie A. Murphy Erfani, "Whose Security? Dilemmas of US Border Security in the Arizona-Sonora Borderlands." In Emmanuel Brunet-Jailly, Borderlands: Comparing Border Security in North America and Europe. Ottawa: University of Ottawa Press, 2007. (To be on reserve in ASU West Library)

Tba: Several recent articles to be posted on Blackboard

**Week 16, Dec. 8 (Meets 6:05 – 8:55 PM - CLCC 104)**

PowerPoint Photo Appendix Research Presentations by Oaxaca Participants in Class

Brief Presentations of Research Paper Arguments by Students who did not participate in the Oaxaca trip

ALL Research Papers Due in Class At 6:05 PM