

Globalization (SOC 371.A01)
Spring 2017 – Online

Dr. Connie Robinson

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Online Office Hours: 4 to 6 pm Sundays. Other times by appointment.

Course Description: This course will examine globalization and its impact on social institutions, social structures, cultures, and social relationships within and between different societies. Drawing upon the latest sociological research on globalization, we will explore key questions such as how have interactions and social relationships changed with the advent of new technologies; what identities remain meaningful in a globalized era; and how do social stratification manifest itself globally. We also will explore different perspectives in the globalization/anti-globalization debates as key players and social movements seek to address grievances that have been linked to globalization.

Course Objectives: By the end of this course, students will be able to:

1. Demonstrate a conceptual understanding of globalization and its impact on social institutions, social structures, culture, and social relationships within and between different societies;
2. Discuss globalization in its different dimensions: economic, political, cultural, and social; and
3. Compare and contrast different perspectives in the globalization debates.

COURSE DETAILS

Required Textbook: JoAnn Chirico, *Globalization: Prospects and Problems*, Sage Publications (2014).

Additional reading material will be assigned as needed to supplement class lectures and discussions. Any additional reading material will be posted in Canvas.

As a general rule, the course will follow a weekly schedule where new material will be posted by Monday at 12:00 pm (noon) and any assignments for the week will be due the following Sunday at 11:59 pm (midnight). Exceptions may apply so pay close to attention to the course syllabus and written notices posted in Canvas.

Students are expected to fully participate in the class by reading the textbook and additional material as assigned; listening to the recorded lectures; completing short writing assignments; participating in the class discussions on the Discussions page; and taking exams as scheduled. Details of each component are listed below:

1. Reading Assignments: Approximately 50-75 pages of text will be assigned each week as indicated on the weekly schedule provided below. Students are required to read the assigned chapters or chapter sections.
2. Online Discussions (100 pts total): Selected topics will be discussed online in the Discussion Board provided by Canvas. Each student must *meaningfully* respond to the given discussion question and

comment on at least 2 other students' responses in a *meaningful* way in order to receive credit for their participation in the discussion. The first response will be worth 6 points and additional responses will be given 2 points each. The maximum number of points available each week is 10 points. Please see Discussion Guidelines for further details.

3. Essays (90 pts total): Each student will be required to write three short papers that will explore topics related to globalization and its impact. Each paper will be 3-4 pages in length and will be worth 30 pts each. Specific guidelines for each essay will be distributed at a later date.
1. Exams (100 pts total): There will be two exams worth 50 points each. Each exam will be designed to pull together threads from discussions, lectures, the textbook, and student's own research to critically engage one or more topics related to globalization and apply knowledge gained to specific scenarios.
4. Short assignments: At the instructor's discretion, short assignments and pop quizzes may be given during the quarter. Students will be given adequate notice to ensure that they can complete the assignment in a timely and quality manner.

Evaluation and Grading: Total possible points equal 290 points. Final grades will be determined by taking a percentage of the total points. The breakdown is as follows:

A = 93-100%	B+ = 88-89%	B- = 80-82%	C = 73-77%	D < 69%
A- = 90- 92%	B = 83 -87%	C+ = 78-79%	C- = 70-72%	F < 59%

Disability Support: Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Disability Services to discuss a range of options to removing barriers, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.

COURSE POLICIES

Academic honesty and integrity: Students are expected to adhere to the highest standards of academic honesty and integrity both for themselves and for their classmates. Academic dishonesty such as cheating, plagiarism, falsifying or inventing information, or interfering with another student's efforts to complete the assignments or exams will not be tolerated. **Instances of academic dishonesty in this class will automatically result in a failing grade for the course and further action, as warranted, by the university.**

Late and missed assignments: Late assignments and make-up assignments or exams will **not** be allowed except under emergency circumstances. **It is the student's responsibility to initiate contact with the instructor when emergencies arise.**

Changes to Syllabus: The instructor retains the right to change the syllabus in any way, for example, due dates for assignments, and will provide sufficient notice to allow students to plan for such changes.

WEEKLY SCHEDULE

All reading assignments below refer to JoAnn Chirico's *Globalization: Prospects and Problems*. Any supplemental readings will be posted in Canvas under Course Modules. Unless otherwise noted, please read the entire chapter.

Week 1: Introduction (Ch 1)
Human Development Report, Overview (posted online)
Discussion 1

Week 2: Studying Globalization (Ch 2; Ch 3: 61-70)
Discussion 2

Week 3: Making the Global Economy (Ch 4)
Discussion 3
Essay 1 Due: Sunday, April 16, 2017 at 11:59 pm

Week 4: Global Civil Society (Ch 5:127-140)
Discussion 4

Week 5: Global Governance? (Ch 6:163-169; Ch 7:189-207; Ch 8:216-232)
Discussion 5

Week 6: Globalizing Culture (Ch 9)
Discussion 6
Midterm Due: Sunday, May 7, 2017 at 11:59 pm

Week 7: Globalization and Everyday Life (Ch 10)
Discussion 7
Essay 2 Due: Sunday, May 14, 2017 at 11:59 pm

Week 8: Inequality and Migration (Ch 12)
Discussion 8

Week 9: Violent Conflict and Crime (Ch 13) and Food and Environment (Ch 14)
Discussion 9

Week 10: Conclusion
Human Development Report (posted online)
Discussion 10
Essay 3 Due: Sunday, June 4, 2017 at 11:59 pm (midnight)

Final Exam Due: Friday, June 9, 2017 at 11:59 am (noon)

Discussion Guidelines

General Points: Online discussions will be an integral part of this class in order to allow you to gain both a broader and deeper understanding of sociological theories and concepts and develop a sociological perspective that allows you to apply this knowledge to real-world social patterns, behaviors, institutions, and other social phenomena. The online discussions also allow you to learn together as you think “out loud” on the topics and learn how to apply the sociological perspective in each situation. However, the subjects covered in this class are often controversial, as many well-educated and intelligent persons, even trained sociologists, continue to disagree about how to explain, describe, or answer the questions raised by sociological inquiry and analysis. In order to provide a safe and respectful environment to meaningfully discuss these issues and learn from each other, the following guidelines will serve as a way to allow for meaningful discussion in a respectful manner. I also outline my expectations so that you can earn the maximum number of points for each discussion. Please keep in mind that the discussion posts essentially serve as mini-essay questions that might normally appear on an exam. Please take them seriously and put in sufficient time and effort into doing them well.

Grading Expectations: Each week I will post a discussion prompt on the Discussion page. You are required to meaningfully respond to the instructor’s question(s) contained in the discussion prompt and then meaningfully respond to other students’ responses by the stated deadline.

The first response will be worth up to 6 points and each additional response will be worth up to 2 points each for a maximum of 10 points each week. Students are encouraged to build and maintain a dialogue thus multiple posts are strongly encouraged. However, students will be graded on the first three responses only (the response to the question(s) and the two responses to other students’ posts).

What does it mean to meaningfully respond? At the bare minimum, students need to show that they have read the relevant assignments and are actually responding to the question(s). This means that students need to reference the reading material assigned by summarizing the author’s argument and the evidence used to support the argument. In addition, students are expected to engage the actual question(s) posed by the instructor and not the general subject matter raised by the question. For instance, describe what the author says about racism and then respond accordingly. Do not engage the general issue of racism without first engaging the author or the instructor’s comments.

To allow enough time for a meaningful discussion and for your classmates to have the opportunity to reply to your post, please post your response to the discussion prompt by Thursday of each week. Please do not wait until the last minute to do your first post of the discussion.

Topic/Selection Choice: I have chosen a textbook and any supplemental readings that represent the best available research on the subject. The relevant author(s) has gathered data using methods that conform to the professional standards used within the social sciences, analyzed the data, and have drawn their conclusions based on the data. Some discussions may be based on points raised in a movie. Each movie is carefully screened in the same manner and chosen because they reflect the best available research on the subject and/or is the best available to teach and/or explain a particular sociological point. Quite simply, the authors or movie producers are not just giving their opinions. That said, you are certainly free to disagree with their conclusions and offer an alternative perspective. However, in

formulating your response, you also must support your point with evidence. I am not expecting expert knowledge but please make an effort to educate yourself on the subject.

For the topics discussed in this class, I would encourage you to spend some time reading news websites such as the New York Times, Washington Post, the Seattle Times, and other credible sources. For our purposes here, “credible” can be measured by whether or not the reporter is fairly and relatively accurately describing all sides of the issue; is not obviously taking a side on the issue; and supports his/her statements with research gathered in credible methods, such as surveys and other statistical data or interviews with scholars, policymakers, and other researchers.

Rules of Etiquette: At all times, students are expected to engage with each other in a civil and respectful manner. To do so, students are asked to do the following:

1. Provide any background information that is necessary to illustrate/support your point. Don't assume that everybody in the class will automatically know what you are talking about.
2. Identify your sources for material not covered in the textbook, supplemental readings, or movies (i.e. my father taught me, I learned in my high school social studies class, I read in the New York Times the other day, etc.).
3. Do not allow the strength of your convictions betray you into making statements or allegations that are unfair or false. Spend considerable amount of time and effort to make sure you are using credible fact-based research.
4. Respect the different perspectives and cultures that each person brings to the class and discussions. Always assume that the other person has spent the same amount of time developing and formulating their point of view as you have for yours.
5. Listen carefully to what is being said and respond accordingly: respond to what is actually said, not what you think is the hidden meaning. Ask the speaker to clarify his or her point if you do not understand it.
6. Engage the substance of the argument, not the politics that may or may not be behind the argument. Some subjects raised in this class are inherently political; however, this is NOT the place to take a political stance on candidates and/or issues. Instead, students should be prepared to step back and use a sociological perspective to critically assess why issues are hot-button issues and why people take the stances they do.
7. Take advantage of hearing different perspectives and points of view to evaluate your own perspective. This does not mean you need to change your mind on a particular subject, but instead, remain alert to the possibility that new evidence and knowledge will prompt you to evaluate and/or change your perspective.