

# SOCIOLOGY OF GLOBALIZATION

SOC 301, SECTION 1

Fall 2019

T/TH 12:30pm – 1:45pm

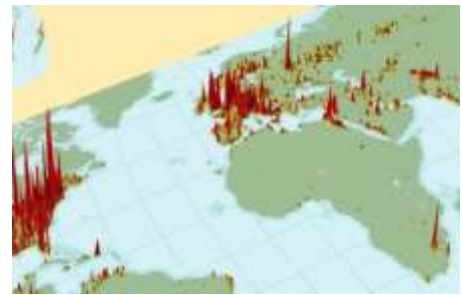
Room: CCC 204

Department of Sociology and Social Work  
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*Is the world 'flat'...*

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*...or 'spikey?'*

## COURSE DESCRIPTION AND OBJECTIVES

*Globalization means that borders become markedly less relevant to everyday behavior in the various dimensions of economics, information, ecology, technology, cross-cultural conflict and civil society.*

Ulrich Beck

*Western culture has ceased to be a selective organism. Instead, it has become a vast cultural dumping place where everything is dumped, without any restriction. It has lost its own physiognomy, its own soul and its discriminative ability.*

Pitirim Sorokin

### Course Summary

As suggested by Thomas Friedman in his pivotal 2005 book, the world certainly seems to be getting *flatter*. Communication between all cultures and societies is instantaneous and more or less free for anyone with Internet access. Global transportation is cheaper and more accessible than ever before in human history. The interdependence between nations is obvious – what one country or region of the world does can dramatically effect others. Indeed, the global stage appears to be getting more and more open for all countries and/or nations – rich or poor, secular or religious, democratic or authoritarian, and so on. Often, this is how globalization is understood –

the irreversible juggernaut of social, political, and economic exchange between everyone. And that this is a good thing.

However, the phenomenon of globalization is far more complicated and multi-faceted than this. For instance, many criticize Friedman's notion that the global marketplace is truly open for everyone and that it's getting fairer. Others argue that yes, globalization has changed the world, but not leveled the playing field, attributing to a world that is 'spiky' in development. A brief glimpse into the lingering effects from (neo)colonialism for many 'non-Western' countries can support this. Furthermore, many studies provide paradoxical conclusions, showing that with globalization often comes the 'tightening' of local and/or national ties and boundaries.

So, what exactly is going on? And how can we attempt to understand such an expansive as well as embedded phenomena? Fortunately, the discipline of sociology has designated substantial efforts toward understanding this topic. Additionally, most have incorporated a multi-disciplinary perspective – drawing on political science, anthropology, economics, and foreign studies as well. The purpose of this class is to investigate what these academic pursuits tell us about this phenomenon. It is my goal that you experience new ideas and concepts as well as revisit previously held beliefs and attitudes about the many global topics that we'll discuss. In doing so, the development of a global identity and citizenship is pursued.

### **Learning Outcomes**

*Students can/will be able to...*

- 1. Describe and recall major concepts and methods used by social scientists, across multiple disciplines, to investigate globalization and other global phenomena.**
- 2. Apply major ideas and theories to real-world problems and issues that are global in breadth and scope.**
- 3. Develop a personal global identity.**
- 4. Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.**
- 5. Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.**

### REQUIRED TEXT

All students enrolled in this class are required to have a copy of **Frank J. Lechner and John Boli's 'The Globalization Reader' (5<sup>th</sup> edition), published by Wiley-Blackwell.** Supplementary material will also be used throughout the course to provide additional information.

## COURSE FORMAT AND EXPECTATIONS

### **Format**

The format of each class will vary throughout the semester. Since we all learn differently, I will utilize a variety of teaching methods to present the material. These methods will include lectures, in-class activities, video presentations, and class discussions. It is vital that you come to class prepared (i.e., read what you are asked to have read!) and ask questions and make comments when you have them. Not only will the material make more sense, but you will get a lot more out of the class as well.

### **Academic Integrity**

To ensure that the highest level of academic and personal integrity is upheld, it is important that you understand your rights and responsibilities as a student at UWSP (see [Academic Integrity: A Guide for Students](#)). For a complete overview of UWSP academic standards and disciplinary procedures, please visit: the following website: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

### **Disability Services**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies. Any student who feels that an accommodation may be needed based on the impact of a disability should contact [Disability Services and Assistive Technology](#) at 715-346-3365 in Room 609 Learning Resource Center at 900 Reserve Street. Staff will work to coordinate reasonable accommodations for students with documented disabilities.

### **Attendance Policy**

Your attendance and participation will be recorded and calculated as part of your final evaluation. However, I understand 'participation' inclusively. This can include the conventional (i.e., talking in class) as well as other forms of interaction in and outside of class (e.g., office hour visits, email discussions, in-class activities). In short, I am looking for students to be engaged in the material, however or wherever that might be.

### **Technology Policy**

My expectations regarding technology are simple and, hopefully, not unrealistic. I do not expect students to be without their phones, tablets, and/or computers. I completely understand that the schedule for most students may even necessitate this. In fact, our class will even utilize this as a resource at times during the semester; for instance, in-class activities that prompt students to do a quick search online. I also understand that some students prefer to take notes electronically, on a tablet or laptop. (Be warned: [research shows that students retain more information when notes are hand-written](#).) But, *unless specified otherwise or a circumstantial agreement with me is made, phones should be silent (e.g., airplane mode), and out of sight*. As soon as a device becomes a distraction to the class, I will revoke technology privileges all together.

### **Assignment Submission and Late Policy**

All assignments (unless specified otherwise) should be submitted by the respective deadline electronically via Assignments on Canvas. Turnitin (originality checking software) is activated with results viewable to you and me. Please use this as a tool for writing. Late work is accepted up to one week after the specified deadline (5-point reduction), also via the appropriate Assignment on Canvas. I will not accept assignments after this.

## COURSE REQUIREMENTS AND EVALUATIONS

### **Weekly Discussion Board**

Weekly Discussion Posts are *critical* dialogues covering some aspect from the previous week and organized in a popular online format. This will allow your fellow students to comment/discuss in a productive and respectful manner. This interactive approach is vital for working through new material. The specific requirements and directions will be discussed in class.

*10/12 Weekly Discussion Posts (10 points each) = 100 points*

### **Unit Papers**

Unit Papers are organized arguments that discuss a specific topic or problem regarding globalization. The specific requirements and expectations for these papers will be discussed in class. In general, these are assignments that allow you to apply what we have discussed in class, reflect on these conversations and readings, and critique and analyze. These papers will require a limited degree of research, which will help prepare you for the final paper.

*3 Unit Papers (50 points each) = 150 points*

### **Final Paper**

This is a more extensive research assignment that is due at the end of the semester. Overall, this is an opportunity for you to research some aspect of globalization that we may (or may not) have covered in class and expand on that discussion by conducting your own analysis. In addition, this includes a brief, in-class presentation. Requirements for this assignment will be discussed in greater detail in class.

*Presentation = 25*

*Final Paper = 75*

*Total = 100*

### **Attendance/Participation**

Attendance is crucial to succeed in this class. Keeping up on your reading in order to actively participate in class will ensure that you are adequately prepared for the Unit Papers and, especially, the Final Paper. My teaching philosophy is based on a cultivation of *active learning*. This means that I aim to provide an environment whereby students are able to ‘experience’ the material. However, this is a dual relationship. Students must also be willing to learn in order to make this happen. By *being* in class regularly (not just present), an active and invigorating culture of learning can be developed. This class will

also focus on developing academic writing and oratory skills through multiple in-class workshops. Attendance and participation in these is mandatory and recorded. This being said, life is always full of unexpected events and emergencies. If you think you will miss a class, please let me know as soon as possible so we can make other arrangements.

*General attendance and participation = 20*

*Workshops = 30*

*Total = 50 points*

### Evaluation

Evaluation of this course is based on the standard UWSP grading scale.

#### Course Evaluation:

Discussion Posts =	100
Unit Papers =	150
Final Paper =	100
<u>Attendance =</u>	<u>50</u>
Total =	400

Grading Scale		
Letter Grade	Percent	Points
A	92-100	366<
A-	90-91	358-365
B+	87-89	346-357
B	83-86	330-345
B-	80-82	318-329
C+	77-79	306-317
C	73-76	290-305
C-	70-72	278-289
D+	67-69	266-277
D	60-66	238-265
F	<60	<238

## COURSE SCHEDULE

Date	Topic	Reading	Assignment
3-Sep	Introductions and review syllabus		
<b>Unit 1.</b>			
<b>I. Framing Globalization</b>			
5-Sep	The study of global sociology	Ch.3 and Supp.	
10-Sep	Globalization as a problem	Ch.10	
12-Sep	What is global citizenship?	63, selections from Part X	
17-Sep	Experiencing globalization	Selections from Part III	<b>DP1</b>
<b>II. Globalization - The Economic Facet</b>			
19-Sep	The world economy	Ch. 6 and 21	
24-Sep	Cont.		<b>DP2</b>
26-Sep	(Inter)dependence and (Neo)colonialism	Ch. 22 & 20	
1-Oct	Application - Lands' End		<b>DP3</b>
3-Oct	Global stratification	Ch. 23 & 24	
<b>Unit 2</b>			
<b>III. Globalization - The Political Facet</b>			
8-Oct	Nation-states vs New World Order?	Ch. 9, 28, 35	<b>DP4, UP1</b>
10-Oct	Global civil society	Ch. 39 and 40	
15-Oct	Global education and health systems	Ch. 32 and 37	<b>DP5</b>
17-Oct	No class		
<b>IV. Globalization - The Cultural Facet</b>			
22-Oct	Global culture	Ch. 35	<b>DP6</b>
24-Oct	Globalization and religion	Selections from Part IX	
29-Oct	Cultural imperialism and the media	Ch. 46 and 51	<b>DP7</b>
31-Oct	Application - W/NP		
<b>Unit 3</b>			
<b>V. Globalization - The Environmental Facet</b>			
5-Nov	Population and migration	Supp.	<b>DP8, UP2</b>
7-Nov	Consequences of development	Ch. 69	
12-Nov	Concerns and reactions	Ch. 64 and 65	<b>DP10</b>
<b>VI. Beyond Globalization</b>			
14-Nov	Multiple modernities	Supp.	
19-Nov	Deglobalization	Ch. 71 and 72	<b>DP11</b>
21-Nov	Antiglobalization reactions	Ch. 74, 75, and 76	
29-Nov	Presentation Workshop		<b>DP12</b>
28-Nov	Thanksgiving		
3-Dec	Presentations		<b>UP3</b>
5-Dec	Presentations		
10-Dec	Presentations		
12-Dec	Final paper workshop		
20-Dec	Final Exam Period		<b>Final Paper</b>

10:15 - 12:15