

SOCIOLOGY OF GLOBALIZATION

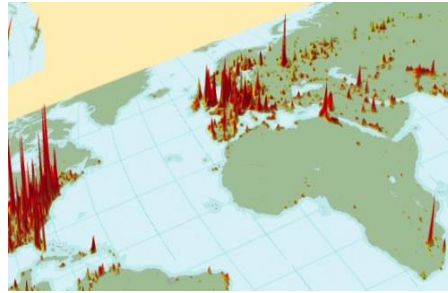
SOC 301, SECTION 1

Fall 2020
(online, asynchronous)

Department of Sociology and Social Work
University of Wisconsin-Stevens Point



Is the world 'flat' ...



...or 'spikey?'

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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’ (5th 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.

Note on Online/Asynchronous learning: Due to the unique nature of this instructional modality, this course will have a semi-structured feel. New content will be posted each week, leaving the consumption of that material up to the student. It is vital that you do not get behind from week to week for obvious reasons. Assignments will continue to have hard deadlines, just like a ‘normal’ semester.

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., asking questions via discussion posts) 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

assignments. 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. *Attendance and Participation will be recorded via Canvas activities and discussions throughout the semester.* 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
31-Aug	Introductions and review syllabus		
Unit 1.			
I. Framing Globalization			
7-Sep	The study of global sociology	Ch.3 and Supp.	
	Globalization as a problem	Ch.10	DP1
14-Sep	What is global citizenship?	63, selections from Part X	
	Experiencing globalization	Selections from Part III	DP2
II. Globalization - The Economic Facet			
21-Sep	The world economy	Ch. 6 and 21	DP3
28-Sep	(Inter)dependence and (Neo)colonialism	Ch. 22 & 20	
	Global stratification	Ch. 23 & 24	DP4
5-Oct	Case Study		DP5
Unit 2			
III. Globalization - The Political Facet			
12-Oct	Nation-states vs New World Order?	Ch. 9, 28, 35	UP1
	Global civil society	Ch. 39 and 40	DP6
19-Oct	Global education and health systems	Ch. 32 and 37	DP7
IV. Globalization - The Cultural Facet			
26-Oct	Global culture	Ch. 35	DP8
	Globalization and religion	Selections from Part IX	
2-Nov	Cultural imperialism and the media	Ch. 46 and 51	DP9
Unit 3			
V. Globalization - The Environmental Facet			
9-Nov	Population and migration	Supp.	UP2
	Consequences of development	Ch. 69	DP10
16-Nov	Concerns and reactions	Ch. 64 and 65	
	Case Study		DP11
28-Nov	Thanksgiving - no new content		
VI. Beyond Globalization			
30-Nov	Multiple modernities	Supp.	
	Deglobalization	Ch. 71 and 72	
	Antiglobalization reactions	Ch. 74, 75, and 76	DP12
7-Dec	Final paper		UP3
17-Dec	Final Exam Period		Final Paper

11:59pm

12/16: 2:45-4:45pm