

SOC 348: Global Sociology
Summer Session II, 2020
Online

Professor: Jessica Kim

Electronic Office Hours: M-F, 9:00 am - 5:00 pm via email

Synchronous Virtual Office Hours: W 1:00 pm - 3:00 pm and by appointment on Zoom
(Meeting ID: 907-572-545, password: 094503)

Email: jessica.a.kim@stonybrook.edu

Course Description

Since the 19th century, globalization has become increasingly instrumental in shaping social life worldwide. Though it manifests in a variety of ways, we will examine globalization across three fundamental realms of analysis: economic, political, and cultural. In doing so, we will draw major theoretical perspectives within sociology and international relations to guide and inform our examination of various global phenomena. Over the span of this course, students will cultivate their “global eye,” and improve their ability to discern the ways in which global forces shape everyday scenarios and evaluate their consequences. Though we will examine many global phenomena, this course is designed to provide students with a general *overview* of the most relevant topics and issues in global sociology.

****Please note:** this is an **advanced, upper-division, accelerated course**, where we cover an entire semester’s worth of material in only six weeks time - approximately twice the speed of a traditional course. You should expect a relatively heavy workload and will need to stay on top of your assignments and readings in order to succeed.**

Learning Outcomes

This course is geared towards advanced students. In addition to cultivating their conceptual toolkit for practicing global sociology, students are expected to engage with materials analytically as well as descriptively. Students should therefore use the assigned readings and materials to improve their ability to sociologically **interpret** scenarios and **apply** theories of globalization to them, rather than simply regurgitate information. Upon completion of this course, students should be able to:

1. Understand and explain the major theories of globalization
2. Explain how individual and local experiences are shaped and influenced by global forces (e.g. how do social problems become global problems?)
3. Apply a global perspective to current events by analyzing the interconnected ways in which global processes
4. Critically evaluate and discuss major scholarly debates within globalization
5. Cultivate and improve analytical writing skills through a combination of short, informal assignments and a written final exam

Required Materials

There are no required materials for this course. All necessary materials will be posted to Blackboard (BB).

Technical Requirements:

- A Stony Brook email account to access course communication
- High speed internet connection to access lecture materials via YouTube and Blackboard
- Access to Microsoft Word to complete assignments
- Zoom account for synchronous virtual office hours
 - To get started with Zoom and to download the Zoom plug-in for your computer, please visit:
 - <https://it.stonybrook.edu/help/kb/getting-started-with-your-stony-brook-zoom-account>
 - Zoom ID: 907-572-545
 - Zoom Password: 094503

Course Structure

One of the best qualities of online coursework is the flexibility it offers learners. This course will therefore be delivered in a **biweekly, asynchronous fashion** – allowing you to access the material at a time that is most convenient for you. However, you must observe all scheduled deadlines as listed in the syllabus. Be sure to regularly check BB for announcements and amendments.

Material Delivery:

This course is broken down into six self-contained modules. Each module operates for one week, **opening on Monday and closing on Sunday** (*except for the final module, which is due on Saturday according to the University calendar*). The modules are further divided into two parts. By **Thursday** of each week, you must take a short quiz on the assigned readings and compose one original Discussion Board post. You then have until **Sunday** to respond to **at least two** of your peers' Discussion Board posts. Modules become available to students as they are scheduled in the course – not before. All previous modules will remain open for the duration of the course for student review. Within each module, there are a series of activities and assignments you must complete, as listed on the Weekly Schedule at the end of this syllabus.

Tips:

To best succeed in this course, you should complete the course activities in the order they are listed on the syllabus and take notes on material to help you complete your assignments. A more detailed description of your assignments can be found under the Evaluation section of the syllabus. Each Module also has an included lecture that can help guide your learning and reinforce your reading. **You should view the lecture only after you complete the readings**, as it will make much more sense with the detailed context of the readings. These lectures serve to reinforce and summarize the important components of the readings, not replace them. Still, students should take care to view these lectures, as they help contextualize what you have read.

Evaluation

Students are given a variety of opportunities to succeed in this class. Assignments, instructions, and any relevant rubrics will all be posted within each module. Grades will be posted on Blackboard throughout the semester, so you are responsible for keeping track of your own grade. Each portion of your grade is allocated a certain amount of points, and is then weighted according to the criteria listed below:

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|---|----------|
| 1. Introductions (3 x 5 pts each): | 10% |
| 2. Quizzes (6 x 5 pts each): | 30% |
| 3. Discussion Board Participation (6 x 20 pts each) | 30% |
| 4. Final Exam (100 pts): | 30% |
| 5. Extra Credit: | 3 points |

1. Introductions, Icebreakers, and Individual Surveys: Successful online learning is premised on the importance of community building and lively discussion, part of which includes getting to know one another! Therefore, I would like each of you to please **briefly introduce yourselves on BB**. You should also **complete the icebreaker survey**. These are graded only on completion. This is just a fun way to cultivate our community. I would also please like you all to **fill out an individual survey**. This is something that only I will see, and I will not share or distribute with anyone. Please include your year in school, major(s)/minor(s), why you are taking this class, and anything else you think it is important for me to know for your successful completion of this course that you may not necessarily feel comfortable sharing with the class.

4. Quizzes: The quizzes are intended to help guide you as you progress through each module and ensure that you are staying up to date on the assigned material. Each quiz is comprised of five multiple choice questions evaluating your understanding of the basic concepts and ideas presented in the readings. They are not intended to trick you, nor are they testing on specific details. So long as you have a general understanding of the readings' main arguments, you should do well. Each quiz is worth five [5] points each.

5. Discussion Board Participation (DB): During each week of the course, you will actively participate in Discussion Boards on Blackboard. Through these discussions, we will flesh out the ideas presented in the readings and PPTs to cultivate a deeper understanding of the arguments being made – their strengths, their weaknesses, how they relate to current events, etc. Each student must submit **one [1] original discussion** board post by Thursday (ten points) and **at least two [2] responses** to their peers (5 points each). See the **Course Policies** handout for full explanation of discussion board expectations. To view my feedback, go to “Tools”→ “My Grades” and click on the blue speech bubble. The general grading criteria is as follows:

	No Credit	Partial Credit	Full Credit
Original post	Did not respond to the instructor's questions	Responded to some, but not all, of the instructor's questions	Responded to all questions in a meaningful and substantive manner
Responses to peers	Did not reply to peers	Replied to one peer with a value-added response	Replied to two or more peers with value-added responses

6. *Final Exam*: The final exam will be an **open book** written exam addressing the major topics covered in the course. It will consist of your choice of [3] out of [4] short answer, and [1] out of [2] essay responses. The exam is distributed **one week prior** to the end of the semester and is **due on Sunday, August 16 at 11:59 pm**. Because you have a week to complete this exam, your responses are expected to be well-refined and more in-depth than a typical timed exam, with minimal typos and references to specific readings from the course (no need for a full bibliography). Final exams should be submitted to Blackboard under “Assignments.”

7. *Extra Credit*:

- There is one built-in extra credit assignment in this course. The assignment is *optional* and requires that you analyze a film using course theories and concepts. Students who successfully complete this assignment can earn up to three additional points on their final grade. For example, if you have an 89 in the course (a B+) but earn full points on the extra credit, your final grade will rise to a 92 (an A-). Details about this assignment to follow later in the semester.
- Additionally, if all students submit their anonymous course evaluations, all students will receive three points of extra credit added to their final exam. You will receive a link in your Stony Brook email to complete this evaluation about halfway through the semester.

Grading Scale: Students will be assigned grades as listed below:

A : 94-100 A- : 91-93 B+ : 88-90 B : 84-87 B- : 81-83 C+ : 78-80
C : 74-77 C- : 71-73 D+ : 68-70 D : 64-67 D- : 61-63 F: 0-60

Classroom Policies

Classroom decorum: Online spaces are wonderful for the freedom and accessibility they provide students. However, online settings also come with their own unique challenges and necessary etiquette. I have therefore created a Classroom Policies handout available on BB that I expect you to read and abide by. Violation of the classroom policies may be subject to penalty.

Office Hours: During my established office hours, my time is yours. Please feel free to reach out if you have questions, are struggling with the material, need clarification on something we discussed in class, or if you just want to chat about the course! **You should use office hours to ask specific questions, having read the relevant material.** Over the course of the semester, I will hold two types of office hours: electronic, and synchronous virtual. Please see below for a description of each.

- *Electronic Office Hours*: **My electronic office hours are M-F, 9:00 am – 5:00 pm.** This is the time during the week that I will read and respond to emails. Please allow for a 24-hour response window. On weekends, please allow for a 48-hour window. If I do not respond to your email within these timeframes, kindly send me a follow-up email. A note on email decorum: Emails to your professor are professional interactions and should be composed as such. Therefore, all emails must include 1) a relevant subject, 2) a polite greeting, 3) a formal body with a clearly defined question or issue, and 4) polite closing.

Emails should not contain spelling or grammatical errors, slang, inappropriate punctuation, or emojis. **Emails that do not conform to this policy will not be answered.**

- *Synchronous Virtual Office Hours:* In addition to being generally available via email, I will also hold weekly synchronous virtual office hours on **Wednesdays from 1:00 pm – 3:00 pm** using Zoom. During this time, I will be immediately available to respond to any questions you may have. Please send me an email to let me know that you will be attending, and when.
- *Note:* I do my best to be available as much as possible for my students. At the same time, I expect my students to plan ahead and take responsibility for their education. Therefore, I will NOT respond to last-minute emails or questions regarding assignments, so please plan accordingly. Questions asked that are clearly addressed in the syllabus will not be answered.

Late submissions policy: All assignments should be submitted to BB. **I do NOT accept late assignments.** In the event that an unlikely condition or situation interferes with your ability to be successful in this class, contact Ellen Driscoll (ellen.driscoll@stonybrook.edu) or Jarvis Watson (jarvis.watson@stonybrook.edu) in the Office of the Dean of Students. After I receive verification from them, we can discuss how to best proceed.

Appealing Grades: Any grade appeals must be made within one week of being handed back. Any appeals received after this window will not be accepted.

Extra Credit: There are **no additional extra credit opportunities** outside of those built into the course. I will *not* create extra credit assignments for students falling behind, nor will I provide advantages to any one student I do not offer to others.

Incompletes: I understand that sometimes life happens, which can make it difficult to complete your work during the established time frame of the course. Please keep me informed about any issues that arise as soon as you can. All requests for an incomplete will be assessed on a case-by-case basis.

Academic Integrity: All submitted assignments should be the honest product of a student's personal efforts. You are welcome and encouraged to discuss class material and assignments openly with your classmates, but the work you submit must be your own. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Any student found guilty of plagiarism will receive a failing grade for the course. For more information regarding academic dishonesty at Stony Brook University and associated policies, please refer to: http://www.stonybrook.edu/commcms/academic_integrity/.

Student Accessibility Support Center: If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support

Center, 128 ECC Building, (631) 632-6748, or via e-mail at: sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

Weekly Schedule:

Course Activities:	Assessment:
<p>7/6 – 7/12: Module 1 – Introduction <i>Introduction to course and situating the debate: what is globalization and why should we care?</i></p>	
<p>Activities:</p> <ul style="list-style-type: none"> ➤ Watch welcome video: Course and professor introduction, syllabus review, and Classroom Policies 	<p>Due Tuesday 7/7, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Introductions ✓ Icebreaker survey ✓ Individual Report
<p>Readings:</p> <ul style="list-style-type: none"> ➤ Ritzer, Ch. 1 ➤ Ritzer, excerpt from Ch. 2 ➤ McMichael, “Development: Theory and Reality” <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 7/9, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Quiz 1 ✓ Discussion 1 original post <p>Due Sunday 7/12, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Discussion 1 response posts
<p>7/13 – 7/19: Module 2 – Paving the Way for Globalization <i>What are the historical foundations of globalization? How did colonialism and the development project pave the way for the globalization project?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ McMichael, “Instituting the Development Project” ➤ McMichael, “The Development Project: International Framework” <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 7/16, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Quiz 2 ✓ Discussion 2 original post <p>Due Sunday 7/19, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Discussion 2 response posts
<p>7/20 – 7/26: Module 3 – Economic Globalization <i>How do we explain the consolidation of the world economy during the latter half of the 20th century? How does economic globalization impact development?</i></p>	
<p>Readings:</p> <ul style="list-style-type: none"> ➤ McMichael, “Globalizing Developments” ➤ Chirot & Hall, “World-System Theory,” pp. 81-top of 87 ➤ Lechner & Boli, 6, 19-21 (Note: bought used. Sorry about the highlights!) <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 7/23, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Quiz 3 ✓ Discussion 3 original post <p>Due Sunday 7/26, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Discussion 3 response posts
<p>7/27 – 8/2: Module 4 – Political Globalization <i>What economic considerations reshaped the development project, and how did this usher in a new era of global governance? How has political globalization impacted the conventional role of the nation-state?</i></p>	

<p>Readings:</p> <ul style="list-style-type: none"> ➤ Ritzer, "The Nation-State" ➤ McMichael, "Instituting the Globalization Project" ➤ Lechner & Boli, 27-29, 35 ➤ Wolf, "Will the Nation-State Survive Globalization?" ➤ Dasgupta, "The Demise of the Nation-State" <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 7/30, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Quiz 4 ✓ Discussion 4 original post <p>Due Sunday 8/2, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Discussion 4 response posts <p>Extra Credit made available Monday 7/27</p>
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8/3 – 8/9: Module 5 – Cultural Globalization

Does globalization promote sameness, difference, or cultural mixing? How does world culture spread? How are dominant global cultural norms challenged? Localized?

<p>Readings:</p> <ul style="list-style-type: none"> ➤ Ritzer, "Global Culture and Cultural Flows," selections ➤ Lechner & Boli, 5, 10, 12, 13, 14 <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 8/6, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Quiz 5 ✓ Discussion 5 original post <p>Due Sunday 8/9, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Discussion 5 response posts <p>Final Exam Distributed Sunday, 8/9</p>
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8/10 – 8/15: Module 6 – Alternative(s to) Globalization

Is globalization good or bad? How can we make globalization's impact less unequal and uneven?

<p>Readings:</p> <ul style="list-style-type: none"> ➤ Scholte, "What to do?" ➤ McMichael, "Rethinking Development" ➤ Lecher and Boli, "A Better World is Possible!" <p>Activities:</p> <ul style="list-style-type: none"> ➤ Video Lecture 	<p>Due Thursday 8/13, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Quiz 6 ✓ Discussion 6 original post <p>Due SATURDAY 8/15, 11:59 pm</p> <ul style="list-style-type: none"> ✓ Discussion 6 response posts
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Final Exam due SUNDAY 8/16, 11:59 pm
Extra Credit due SUNDAY 8/16, 11:59 pm

ENJOY THE REST OF YOUR SUMMER!!!