

Globalization (CAPS)

Soc. 415 (3 credits)

Prereqs: Junior standing; Sociology 101 recommended

Fall 2016

<i>Instructor:</i>	Alair MacLean VMMC 202H 360-546-9177 alair.maclea@wsu.edu
<i>Class times:</i>	TU,TH12-13.15
<i>Class room:</i>	VLIB 265
<i>Office hours:</i>	TU, TH, 10.30-11.30, in VMMC 202H, sign up for office hours at https://wejoinin.com/sheets/mmlmy (or by appointment)

I. Course Overview: This course is designed to introduce advanced undergraduate students to the sociological study of globalization. We will review this topic from the perspective of its history, theory, culture, politics, and empirical patterns. In addition to a textbook, we will read an ethnography of the global garment industry and a journalistic account of the new global elite.

The course is based on the insights of the recent book, *Academically Adrift*, particularly those oriented toward increasing the amount that college students learn during their educational careers. It draws on the expectation that college juniors and seniors spend approximately 2 hours outside of class preparing for every credit hour, which amounts to approximately 6 hours per week preparing for this class, either reading or writing. Students will read approximately 65 pages of assigned material for most weeks of the semester. In addition, you will be expected to independently read and comprehend scholarly articles and books that are obtained in the process of preparing an annotated bibliography. There are no exams, but there are essays that will result in at least 20 pages of written work over the semester.

II. Course Readings: Required readings may be purchased at the Bookie and are drawn from:

Required

Chirico, JoAnn. 2013. *Globalization: Prospects and Problems*. Washington, DC: Sage Publications.

Collins, Jane Lou. 2003. *Threads: Gender, Labor, and Power in the Global Apparel Industry*. Chicago: University of Chicago Press.

Freeland, Chrystia. 2012. *Plutocrats: The Rise of the New Global Super-Rich and the Fall of Everyone Else*. New York: Penguin Press.

Short readings are also drawn from two books (*The Craft of Research* and *Understanding Style*) that are on reserve in the library.

Plan also to bring a package of 3 x 5 note cards to each class on which to write your answers to the questions posed at the beginning of each of the two weekly class sessions (see more detail below).

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WSU Learning Goals of the Baccalaureate	Student Learning Outcomes: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/date(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
Information Literacy	Locate, categorize, critique, and evaluate sources of information	Plutocrats, I (9/16-18); State governments and democracy (9/23-25); Culture & everyday life (10/14-16); Plutocrats, II (10/21-23); Conflict & crime (11/13); Plutocrats, III (11/18-20)	The three bibliography assignments
Critical and Creative Thinking	Contextualize, discuss, and compare key scholars, findings, and theories in sociology	All course sessions	The reading responses completed weekly and the response essays
Communication	Create, tailor, and present scientifically based messages to the proper audience	History & present (9/2-4); Civil society & government (9/9-11); Labor market, I (9/30, 10/2); Labor market, II (10/7-9); Religion, inequality, migration (10/28-30); Labor market, III (11/4-6); Food, environment, cities (12/2-4); Recap (12/9-11)	The response essays
Writing	Communicate through writing comprehension of assigned reading materials	See sessions noted for "communication"	The response essays

III. Description of Required Assignments:

A. Reading responses (20 percent): You will be expected to write 3-4 sentences in response to a question posed at the beginning of each of the two class sessions. The questions will be based on the reading that was assigned for the session. Your answers will be graded simply on whether they demonstrate that you have a basic understanding of the readings. You may consult your notes from the readings before you answer the questions, but be sure to put your notes away before you start writing. These responses are used to call on people during class. Therefore, you must remain in class in order to get credit for the reading response for that session.

These assignments are designed to reward students who do the reading in advance of class. In addition, they are based on recent pedagogical research that shows that periodic testing enables students to retain material better than other methods of studying. If you are interested in this line of research, you might want to read one of the articles by Roediger and associates. Roediger, H. L. and J. D. Karpicke. 2006. "The Power of Testing Memory: Basic Research and Implications for Educational Practice." *Perspectives on Psychological Science* 1(3):181-210.

B. Response essays (60 percent): You will be expected to write 4 5-7 page response essays to prompts regarding the assigned readings that will be distributed 2 weeks in advance of the due dates. Three of these assignments are due at the beginning of the class on the Tuesday of the week specified on the schedule. The fourth essay will be due during the final exam period that is assigned for the class.

C. Annotated bibliography (20 percent): You will be expected to produce an annotated bibliography consisting of scholarly articles on a topic of your choosing related to globalization. You will receive instruction in all aspects related to the collection of literature as well the creation and formatting of the bibliography. You will be expected to submit three assignments:

- 1) a properly formatted bibliography
- 2) an annotated bibliography, and
- 3) an outline of the literature in the bibliography that will serve as the basis for your final essay.

Grading Policy

These are the standards for your overall grade: A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 69-67; D 60-69; F <60. To get a sense of the meaning of these letter grades, please refer to the "Explanation of Grading System" created at the University of North Carolina at Chapel Hill. (<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>)

Late assignments: Assignments will be considered late if they are submitted after the start of class, and will be marked down 10 percent for each calendar day they are late.

I calculate overall grades twice: at mid-term and after finals. If you are interested in your grade, I will calculate mid-term grades for the entire class, which are to be submitted to the registrar's office Wednesday, October 12. You may come to my office to discuss your grade in the week after grades are submitted. If you come after the midterm period, I will only be able to tell you the grade that you were earning at the midterm. If you are concerned about your grade, it is better to figure out where you stand in the middle than at the end of the semester. Otherwise, you are responsible for keeping track of your assignments and grade. If you wish, you may track your progress toward your final grade using the following table:

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	Percent	Total points	Your points	Your percent
Reading responses (best 20 of 23)	20	200		
Response essays (4 @ 150 pts ea)	60	600		
Annotated bibliography				
#1	5	50		
#2	5	50		
#3	10	100		
	100	1000		

Blackboard: I will post the syllabus and some assignment guidelines on Blackboard.

Attendance Policy

Students are expected to attend all class sessions and are responsible for all material and announcements presented there. If you miss a class for any reason, you are responsible for finding out what was discussed (including announcements of or changes to assignments or due dates).

There are no make-ups for the reading responses. I will, however, drop the 3 lowest grades of the reading responses for the calculation of your grade. Do NOT write the reading responses unless you are prepared for class (i.e., unless you have done the required reading). I will use the reading responses to identify students to call on during class. Students who are clearly not prepared when they are called on will get no credit for this reading response and may be asked to prepare a reading summary to be submitted at the next class session.

WSU Reasonable Accommodation Statement

“Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus: Vancouver: 360-546-9238 <http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services>

WSU Academic Integrity Statement

“Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.”

Safety and Emergency Notification

Classroom Safety Information

“Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “*Alert, Assess, Act*” protocol for all types of emergencies, and the “*Run, Hide, Fight*” response for an active shooter incident at <http://police.wsu.edu/activeshooter.html>. Remain **ALERT**

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(through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's *Run, Hide, Fight* video and visit the safety portal [<https://faculty.wsu.edu/classroom-safety/>].”

Other random concerns

If you have a concern about this class, rule 104 of the WSU Academic regulations states: “Students having complaints about instruction or grading should refer them first to the instructor.”

Technology policy

Research has shown that high levels of multi-tasking are bad for focus and concentration. In addition, students who use keyboards during class have been shown to learn less than those who do not. (For a recent review of the research, as well as experimental demonstration of these issues, read: Mueller, Pam A. and Daniel M. Oppenheimer. 2014. “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” *Psychological Science* 25 (6):1159-1168.) My own experience has been that the classroom environment is greatly improved by removing individual keyboards and screens.

For these reasons, we will have a no technology policy (unless you have a documented disability) for this class. This policy means no cell-phones or computers are to be used during class-time.

University Dates and Deadlines: <http://registrar.wsu.edu/academic-calendar>