Course Inventory Change Request

New Course Proposal

Date Submitted: 01/06/15 2:21 pm

Viewing: **SOC 3435: Globalization**

Last edit: 01/16/15 2:59 pm

Changes proposed by: khaney

<table>
<thead>
<tr>
<th>Course Prefix:</th>
<th>SOC</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>3435</td>
</tr>
<tr>
<td>Effective Semester:</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Department:</td>
<td>Social &amp; Behavioral Sciences (SB)</td>
</tr>
<tr>
<td>School:</td>
<td>School of Humanities</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Globalization</td>
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Globalization

Short Course Title: Globalization

In Workflow

1. SB Chair
2. HU Admin
3. HU Dean
4. University Curriculum Committee Chair
5. Banner

Approval Path

1. 01/12/15 4:20 pm
   Danelle Larsen-Rife (dlarsenrife):
   Approved for SB Chair
2. 01/13/15 11:04 am
   Lory Mattucci (mattucci): Approved for HU Admin
3. 01/15/15 11:46 am
   Addison Everett (everet_a): Approved for HU Dean
4. 01/15/15 11:56 pm
   Sharon Lee (lee_s):
   Rollback to HU Dean for University Curriculum Committee Chair
5. 01/16/15 2:59 pm
   Addison Everett (everet_a): Approved for HU Dean
Credits: 3
Workload Factors: 3
Primary Grade Type: Standard Letter
Secondary Grade Type:
Instructor Permission Required: No
Repeatable for Credit: No
Schedule Type: Hrs/Wk: %contact_hours.eschtml%
Catalog Prerequisites? Yes
Catalog Prerequisites:
SOC 1010 or SOC 1010A (Grade C or higher).
Grade Required on Prerequisite(s): C
Corequisites? No
Course/Lab Fee? No
Instruction Index Code: SOC204
GE Status Requested: No
Catalog Description
Examines and critiques the historical origins, economic and technological foundations, institutional arrangements, ideological underpinnings, collective movements, and controversial outcomes of 'transnationalism', and 'globalization.' Sociological analysis emphasizes macro-level institutions that shape globalization and social conflicts arising from its effects.
Course Rotation:
Fall (odd)
Justification for course/change:
New upper level course
Library Resources           Yes
Adequate:

Tech Resources            Yes
Adequate:

Comparable Courses:
(use USHE course first)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Prefix/Number</th>
<th>Credit(s)</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>University of Utah</td>
<td>SOC 3435</td>
<td>3</td>
<td>Inequality, Power, &amp; Globalization</td>
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<td>Grand Valley State University</td>
<td>SOC 377</td>
<td>3</td>
<td>Globalization: Structures &amp; Movements</td>
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<tr>
<td>Texas A&amp;M University</td>
<td>SOC 335</td>
<td>3</td>
<td>Global Sociology</td>
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Course Learning
Outcomes:
This course attempts to help students develop the critical thinking analytical skills, and the historical perspective necessary, to examine their own deeply held assumptions regarding the social world and to apply sociological inquiry in an attempt to provide explanations for phenomena associated with globalization.

How do your Course Learning Outcomes align to your Program Learning Outcomes?
The Course Learning Outcomes are determined to help the student develop an understanding of the theories/discourses of the Global System. Further, the prescribed learning activities require an analysis by each student of the many distinct themes sub-areas that make up the sociology of globalization, i.e. the global economy, political globalization, globalization and culture, transnational civil society/transnational social movements, globalization and gender/race/ethnicity, transnational migration, local-global linkages, global supernumeraries, globalization and the environment, and the new global inequalities. Each student is required to complete seven online Discussion assignments with two required peer appraisals of their fellow student Discussion postings. The prescribed position paper is completed by a designated Learning Team (group of students). The adopted conclusion (consensus), with supporting quantitative and qualitative type evidence for the analyzed global issue, is orally presented by each member of the Learning Team. The unannounced quizzes, (both traditional in-class and online), assess the understanding level for each student of the various theme sub-areas of globalization as they are presented during the course.

This course attempts to fulfill all of the prescribed Integrated Studies---Sociology Program Learning Outcomes. Overall, the course focuses on helping students to develop the critical thinking analytical skills, and the historical theoretical perspectives necessary, to examine their own deeply held assumptions regarding the social world and to apply sociological inquiry in an attempt to provide explanations for phenomena associated with globalization. Upon completion of the course the
student should come away with a greatly enhanced knowledge of the contemporary globalized world and how one can pursue an understanding of it. The above Course Learning Outcomes align themselves with the Integrated Studies—Sociology Program Learning Outcomes (PLO’s).

PLO 1: Sociology Knowledge: Students will exhibit a basic knowledge of key theories, ideas, institutions, and processes related to the study of sociology.

PLO 2: Sociological Research: Students will demonstrate an ability to collect and compare appropriate forms of sociological evidence.

PLO 3: Sociological Communication: Students will produce written and oral presentation, using accepted sociological professional methodologies.

PLO 4: Critical Thinking/Analysis: Students will demonstrate an ability to analyze and differentiate between causal and correlative data.

Schedule of lesson activities that meet Course Learning Outcomes

Week #1: Introduction and Overview of the Course

1. DISCUSSION #1: Introduce yourself on the Course Canvas site. (Review your fellow classmate introduction postings(say hello)...get to know “your” Learning Community for the study of the Concept of Globalization.

2. Review your reading packet and Learning Module and Assignment headings on our Course Canvas site.

3. Review the Course Syllabus on our Course Canvas site.

4. No prescribed readings required.

Week #2 and Week #3: Theories/Discourses of the Global System

READINGS:

• “Thinking Globally” (in the Canvas Reading Packet)
• Oxley, “Critical Globalization Studies” (in the Canvas Reading Packet)
• Steger, chapters 1 and 2
• Oxley, “Theories of Globalization” (in the Canvas Reading Packet)
• “Global Cities” (in the Canvas Reading Packet, encyclopedia entry)
• “Global Consciousness” (in the Canvas Reading Packet, encyclopedia entry)
• “Global History” (in the Canvas Reading Packet, encyclopedia entry)
• “Global Village”
• “Globalization” (in the Canvas Reading Packet, encyclopedia entry)
• “Connectivity” (in the Canvas Reading Packet, encyclopedia entry)
• “Networks” (in the Canvas Reading Packet, encyclopedia entry)
• “Space”
• “Time”
• “Third Way”
• “World Polity Theory”
• “World Society Theory”
• “World Systems Theory”

DISCUSSION #2 Specific assignment directions are found under the “Assignment” and the “Learning
Module” sections in our Course Canvas site.
Discuss the set of this weeks’ readings. What was your conception of globalization prior to these readings? Have the readings helped you to gain a greater insight into globalization? In what ways? What new concepts did you find most useful? How many of these concepts are relevant to your own life? Please refer to the “Assignment” section for specific Due Date/Time for this Discussion Assignment.

Week #4 and Week #5: The Global Economy

READINGS:
• Steger, chapter 3
• “International Institutions and Global Economy” (In the Canvas Reading Packet)
• “Free Trade Zone” (In the Canvas Reading Packet, encyclopedia entry)
• “Fordism/Post-Fordism” (In the Canvas Reading Packet, encyclopedia entry)
• “Transportation” (In the Canvas Reading Packet, encyclopedia entry)
• “Transnational Capitalism: An Interview with William I. Robinson (In the Canvas Reading Packet)

Week #6 and Week #7: Political Globalization: Power, Transnational Politics, Global Governance and the State

READINGS:
• Steger, chapter 4
• Keniche Ohmae, “The End of the Nation State” (In the Canvas Reading Packet)
• “Global Governance” (In the Canvas Reading Packet, encyclopedia entry)

FILM: Excerpts from the film “The Corporation” posted on the Course Canvas Site Learning Module 4

DISCUSSION #3
Go to the Course Canvas site under the “assignment” and “Learning Module #3 and #4” for specific instructions and Due Date/Time for this assignment.

Based from the readings in Weeks #4 & #5 (The Global Economy) and Weeks #6 & #7 (Political Globalization) what perceptive changes do you find yourself adopting when analyzing current global issues that pertain to either the global economy and/or global politics. Select one current topic/issue for the Global Economy and one current topic/issue Global Politics and discuss how each one presents a positive or negative effect for these two distinct themes in globalization. Don’t forget that to post two 2 + 2 Peer Appraisals of your selected fellow student postings.

MID TERM EXAMINATION

Week #8 and Week #9: Globalization, Culture, and Global Communications

READINGS:
• Steger, chapter 5 and chapter 6
• Jan Nederveen-Pieterse, “Globalization and Culture: Three Paradigms” (In the Canvas Reading Packet)
• Appadurai, “Disjuncture and Difference in the Global Cultural Economy” (In the Canvas Reading Packet)
• “News Agencies” (In the Canvas Reading Packet, encyclopedia entry)
• “News Channels, Global” (In the Canvas Reading Packet, encyclopedia entry)

FILM: “Orwell Rolls in His Grave”

POSITION PAPER ASSIGNMENT Information
A complete packet of information concerning the individual Position Paper, Learning Team member assignments, the Learning Team Evidence Notebook and the Learning Team Oral Presentation
requirements will be discussed during one full class period this week. Further, additional information will be posted on our Course Canvas site under a separate Module.

Week #10: Transnational Social Movements/Transnational Civil Society---Transnationalism, Transnational Communities, Transnational Families

READINGS:
• “Explaining Social Movements” (In the Canvas Reading Packet)
• “Civil Society” (In the Canvas Reading Packet, encyclopedia entry)
• “Counterhegemonic Globalization: Transnational Social Movements in the Contemporary Global Political Economy” (In the Canvas Reading Packet)

FILM: “Babel”

DISCUSSION #4 Refer to the Course Canvas site under “Assignment” and “Learning Module #6” for specific instructions and Due Dates/Times for this assignment.

Watch the file “Babel.” Analyze the film employing the terms, concepts, analytical frameworks, and theories we have covered so far in this course. How does the film’s storyline help us “bring to life” the diverse topics and concepts covered so far? Using the critical globalization studies perspective, what might be some of the film’s weaknesses, if any? What Strengths? NOTE: This must be an analytical and scholarly discussion posting using your developing critical globalization studies skills. A mere description of the film will result in a very low score for this important assignment. Also, don’t forget that you are required to select and post two 2 + 2 Peer Appraisals of your fellow classmates Module #6 Discussion postings.

Week #11: Globalization and Women/Gender

READINGS:
• “Critical Globalization Studies and Gender” (In the Canvas Reading Packet)
• Ehrenreich and Hochschild, Global Woman (excerpts in the Canvas Reading Packet)
• “The International Division of Reproductive Labor” (In the Canvas Reading Packet)
• “Feminism” (In the Canvas Reading Packet, encyclopedia entry)
• “Feminization of Poverty” (In the Canvas Reading Packet)

FILM: “Maquilapolis”

Week #12 and Week #13: Transnational Migration/Globalization and Race/Ethnicity

READINGS:
• “Transnationality” (In the Canvas Reading Packet, encyclopedia entry)
• Portes, “Transnational Communities: Their Emergence and Significance in the Contemporary World-System” (In the Canvas Reading Packet)
• “Emigrants as Heros” (In the Canvas Reading Packet)

FILM: TBD

DISCUSSION #5 Refer to the Course Canvas site “Assignment” and “Learning Module 8” sections for specific information concerning this Discussion Assignment. This includes the prescribed Due Dates/Times for the Individual posting and the two 2 + 2 Peer Appraisals.

Access to website of the International Organization for Migration (an inter-governmental agency affiliated with the United Nations system), at http://www.iom.int/jahia/jsp/index.jsp Summarize what this website’s main function is---what kinds of information does it offer, etc.?---and Discuss how the readings for Transnational Migration/Globalization and Race/Ethnicity helped you to explore this website and gain insight into its contents.
Week #14: Global-Local Linkages: The New Global Inequalities---Global Supernumeraries

READINGS:
- Mike Davis, Planet of Slums

DISCUSSION #6 Refer to the Course Canvas site “Assignment” and “Learning Module 9” sections for specific information concerning this Discussion Assignment. This includes the prescribed Due Dates/Times for the Individual posting and the two 2 + 2 Peer Appraisals. Discuss Mike Davis’ book. What does he mean by “planet of slums” and how is this related to the sociology of globalization? How have the topics that were presented in this course related to this book and its contents? Use the concepts and analytical insights you have gained from this course to develop a critical discussion on the book, that is, a critical book review using the tools of globalization studies (NOTE: “critical” in this case does not mean you need to “criticize” Davis; it means you should develop an analytical sharp Discussion).

Week #15: Course Conclusion

DISCUSSION #7 Refer to the Course Canvas site “Assignment” and “Learning Module 10” sections for specific information concerning this Discussion Assignment. This includes the prescribed Due Dates/Times for the Individual posting and the two 2 + 2 Appraisals.

LET’S REVIEW….for the upcoming Final Examination.

Assessment activities that provide evidence of student learning

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4. No prescribed readings required.

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READINGS:
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Week #15: Course Conclusion

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LET’S REVIEW….for the upcoming Final Examination.

Course Reviewer
Comments
lee_s (01/15/15 11:56 pm): Rollback: slee: This course indicates its a repeatable course. If the title never changes, then the number has to have an R on it; we try NOT to start descriptions with "This course".. we could probably say, "An attempt to help students..." or "Attempts to help students..." The repeatable notation doesn't appear in the description. Needs to be there.

everet_a (01/16/15 2:59 pm): Verification with the department chair is that this course will not be a repeatable course. The phrase "This course . . ." is not used in the course description, but rather in the course learning outcomes sections.

Key: 1573